# Competency Standards for Caribbean Vocational Qualifications (CVQ)

**CCCSE20108**        **Level II in Early Childhood Development**

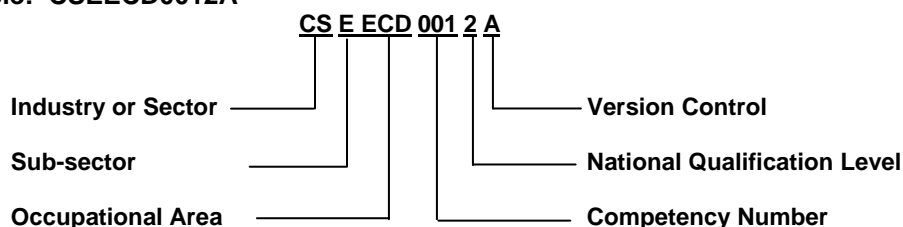| Unit Number | Unit Title | Mandatory/ Elective | Hours |
|---|---|---|---|
| CSEECD0001B | Follow early childhood sector policies, procedures and regulations | Mandatory | 20 |
| CSEECD0011B | Apply basic communication skills | Mandatory | 15 |
| CSEECD0021B | Perform interactive workplace communication | Mandatory | 15 |
| CSEECD0031B | Care for children's physical needs | Mandatory | 15 |
| CSEECD0041B | Support children's nutritional needs | Mandatory | 15 |
| CSEECD0051B | Support children's involvement in activities | Mandatory | 15 |
| CSEECD0061B | Support children's language and cognitive development | Mandatory | 15 |
| CSEECD0071B | Support children's social and emotional development | Mandatory | 15 |
| CSEECD0081B | Support the appropriate management of children's behaviour | Mandatory | 15 |
| CSEECD0091B | Observe children and document findings | Mandatory | 15 |
| CSEECD0101B | Support the safety and well being of children | Mandatory | 15 |
| CSEECD0111B | Maintain a child oriented environment | Mandatory | 15 |
| CSEECD0121B | Make learning resources for children | Mandatory | 15 |
| CSEECD0131B | Deliver quality customer service | Mandatory | 15 |
| CSEECD0141B | Demonstrate knowledge of the stages of child development | Mandatory | 20 |
| CSEECD0151A | Facilitate play and leisure | Mandatory | 15 |
| CSEECD0012B | Demonstrate basic knowledge of curriculum | Mandatory | 20 |
| CSEECD0022B | Promote children's sensory and motor development | Mandatory | 20 |
| CSEECD0032B | Facilitate children's language and cognitive development | Mandatory | 15 |
| CSEECD0052B | Facilitate the social development of children | Mandatory | 15 |
| CSEECD0062B | Develop and use verbal and written communication skills | Mandatory | 20 |
| CSEECD0072B | Communicate appropriately with clients and colleagues | Mandatory | 15 |
| CSEECD0082B | Facilitate children's creative expression through art, drama, music and movement | Mandatory | 15 |
| CSEECD0092B | Plan, implement and evaluate daily activities for children | Mandatory | 20 |

| Unit Number | Unit Title | Mandatory/ Elective | Hours |
|---|---|---|---|
| CSEECD0102B | Maintain the safety and well being of children | Mandatory | 15 |
| CSEECD0112B | Facilitate the appropriate management of children's behaviour | Mandatory | 15 |
| CSEECD0122B | Support parents in their parenting role | Mandatory | 15 |
| CSEECD0132B | Deliver and monitor service to clients | Mandatory | 15 |
| CSEECD0142B | Contribute to a harmonious and efficient work environment | Mandatory | 15 |
| CSEECD0152B | Observe, document, interpret and use information about children | Mandatory | 20 |
| CSEECD0162B | Provide support to children affected by domestic and family violence | Mandatory | 15 |
| CSEECD0182B | Facilitate the development of the exceptional child | Mandatory | 15 |
| CSEECD0172B | Facilitate the emotional development of children | Mandatory | 15 |
| ITICOR0011A | Carry out data entry and retrieval procedures | Elective | 40 |
| BSBSBM0012A | Craft personal entrepreneurial strategy | Elective | 50 |
| CSEECD0192B | Care for infant and toddler | Elective | 15 |
| CSEECD0042B | Prepare nutritionally balanced meals for children | Elective | 15 |
| CSEECD0202B | Care for children | Elective | 15 |
| CSEECD0113A | Perform personnel management functions for an early childhood institution | Elective | 30 |
| CSEECD0123A | Perform administrative management functions for an early childhood institution | Elective | 30 |
| CSEECD0023B | Provide the structure for children's nutritional development | Elective | 30 |

To obtain this qualification, all Mandatory competencies plus a minimum of two level two electives and one level three electives must be achieved.

Nominal Training Hours (Institutional Delivery) include total hours of Mandatory competencies and electives selected.

**Legend to Unit Code**

**Example: CSEECD0012A**

**CS E ECD 001 2 A**

Industry or Sector ——————— Version Control

Sub-sector ——————— National Qualification Level

Occupational Area ——————— Competency Number

**KEY: COR - Mandatory; CSE – Community Services Education; ECD- Early Childhood Development; BSB – Business Services (Industry/Sector); SBM – Small Business Management; ITI – Information Technology (Industry/Sector)**

## CSEECD0001B: Follow early childhood sector policies, procedures and regulations

Competency Descriptor:

This unit provides the knowledge to be acquired in understanding the policies, procedures and regulations that govern the operation of the Early Childhood Development (ECD) Programmes.

Competency Field:     Community Services - Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Acquire a thorough understanding of the evolution of early childhood development programmes in Jamaica | 1.1 Knowledge of the contributions made by pioneers in early childhood development in Jamaica is shown. |
| | 1.2 The role of Training Institutions in promoting the training of early childhood practitioners is explained. |
| | 1.3 The goals set by the pioneers in designing ECD Programmes are explained. |
| | 1.4 Knowledge of brief history of the development of Early Childhood services in Jamaica is demonstrated. |
| 2. Apply knowledge of the legal policies of the ECD sector in the performance of job tasks. | 2.1 Knowledge of the Early Childhood Commission Act (2003) is demonstrated. |
| | 2.2 Knowledge of the role of the Early Childhood Commission (ECC) is demonstrated. |
| | 2.3 Knowledge of the Early Childhood Act and Regulation (2005) is demonstrated. |
| | 2.4 Knowledge of the Child Care and Protection Act (2004) is demonstrated. |
| | 2.5 Knowledge of the reporting requirements under the Public Health Act is demonstrated. |
| | 2.6 The Standards for the Operation, Management and Administration of Early Childhood Institutions are correctly interpreted and applied. |

| 3. | Demonstrate knowledge of the role of international organisations in promoting Early Childhood Development | 3.1 | Knowledge of the UN Conventions on the Rights of the Child (CRC) are demonstrated. |
| | | 3.2 | Knowledge of Regional standards that apply to the delivery of EC programmes is correctly interpreted and applied. |
| | | 3.3 | The contributions of international and regional funding agencies in the advancement of the integrated early childhood programme are recognised. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences within work places. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

This unit of competency should be demonstrated in accordance with the:

EC sector policies, procedures and regulations

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- Caribbean Plan of Action for ECD
- National Plan of Action for ECD
- Other national and regional policies and standards

Age band should be:

- Under 1 year (infant)
- 1 - 2 years (toddler)
- 3 – 5 years (pre-schooler)

Early childhood development care settings
- Day Care facilities
- Preschools
- Basic Schools
- Infant Departments and Schools
- Kinder preparatory departments and schools
- Home visiting programmes e.g. Roving Care givers
- After- school programmes

Resources may include:

- National Early Childhood Policies and Standards, Curriculum
- Reference: the Early Childhood Movement in Jamaica by Daley and Thompson
- Standards for the Administration and Operation of ECI
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Early Childhood Act and Regulations, 2005
- The UN Conventions on the Rights of the Child
- Caribbean Plan of Action for ECD
- National Plan of Action for ECD
- Other national and regional policies and standards

Attitude to be demonstrated may include:

- the capacity to convey to children both acceptance of and interest in their culture, family and community
- knowledge of the Rights of children to equal opportunities to develop to their fullest potential
- appreciation of the contribution of pioneers in the development of ECD programmes in Jamaica
- awareness and importance of adherence to policies, standards and regulations
- importance of practitioners' role in ensuring compliance with standards

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

**(1)    Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- knowledge of Standards for Operation, Management and Administration of ECIs
- knowledge of National policies for early childhood development
- knowledge of the UN Convention on the Rights of the Child
- knowledge of the ECC Act (2003), Child Care and Protection Act (2004) and the EC Act and Regulations (2005)
- ability to apply policies of the ECD sector  in the performance of job
- application of the knowledge of Child Rights in the performance of job
- demonstrate knowledge of the role of pioneers in ECD in Jamaica
- decisions made in the best interest of children

**(2)    Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- 19th century involvement in establishing schools
- the ideas and contributions of early pioneers – Henry Ward, D.R.B. Grant, Bernard van Leer Foundation, UNICEF, churches
- training projects in early childhood education – Caledonia Junior College, Project for Early Childhood Education (PECE), Teenage Mothers Project (TMP), North Coast project (NCP), Summer B. Ed. Programme, CVSS.
- the United Nations Declaration of the Rights of the Child
- the new legal and regulatory framework for ECD
- the ECC Act (2003), Child Care and Protection Act (2004) and the EC Act and Regulations (2005)
- the reporting requirements under the Child Care and Protection Act
- how the public's desire for basic education influence early childhood education programmes
- the difference between the early childhood period, early childhood development and early childhood education
- the varieties of services provided in early childhood settings from birth through age eight years  in part-day and full-day settings
- the meanings of  child care, home based, Roving Caregiver Programme, day-care centre, nursery school, preschool, kindergarten, pre-primary and relevance and value of each programme  in promoting children's learning and development
- community -sponsored, church- sponsored, demonstration programme, laboratory school, EC Resource Centre, after-school programme, basic school, infant school, infant department preparatory school
- labels for children- baby, neonate, infant, toddler, preschooler, child, pre-adolescent, adolescent,
- labels for ECD practitioners- caregiver, paraprofessional, teacher, assistant teacher, teacher's aide, supervisor, director/operator/administrator, principal, education officer, inspectors

Skills
The ability to:

- gather information through research and from lectures on the historical development of ECD in Jamaica
- differentiate between the following: the early childhood period, early childhood education, early childhood development
- state the kinds of services provided by the various types of ECD programmes
- ensure that children's developmental Rights and individual needs are met while in ECI
- communicate respect, love and warmth directly to children
- show consideration for the feelings, desires and interests of children
- convey to children both acceptance of and interest in their culture, family and community

**(4)     Resource Implications**

Competency in this unit may be assessed through access to:

- A childcare facility
- Children services, resources and equipment
- Copies of the ECC Act (2003), EC Act and Regulations (2005), Child Care and Protection Act (2004)

**(5)     Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:
- direct observation
- questioning  (oral  and written)
- interview (supervisors, peers, children)
- authentic assessments and/or assignments from relevant training courses

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)     Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0011B:    Apply basic communication skills

Competency Descriptor:    This unit provides skills and knowledge required to apply the basic rules of spoken and written English to enhance the development of language and communication skills.

Competency Field:    Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Apply basic grammar principles | 1.1 | The different parts of speech are correctly identified. |
| | 1.2 | The different types of tenses and sentences are correctly identified. |
| | 1.3 | Parts of speech, tenses and subject/verb agreement are correctly used when constructing sentences. |
| | 1.4 | Different types of sentences are constructed correctly and coherently. |
| 2. Apply the rules for Mechanics, Vocabulary and Spelling | 2.1 | Capitalization, abbreviations, acronyms and punctuation are used correctly in written exercises. |
| | 2.2 | The twelve spelling rules are identified and applied. |
| | 2.3 | The different types of sentences are correctly identified and constructed. |
| 3 Application of Proper/Develop writing skills | 3.1 | Essential characteristics of a paragraph are identified. |
| | 3,2 | Paragraph from given information is developed. |
| | 3.3 | Types of letters are identified. |
| | 3.4 | Incident report and summaries are written according to the required standard. |
| | 3.5 | Job-related forms are completed to the required standards. |
| 4 Develop basic communication skills | 4.1 | The purposes of written/oral and visual communication are correctly stated. |
| | 4.2 | Methods of non-verbal communication are identified. |
| | 4.3 | Appropriate tools and devices are used to communicate effectively in the written and verbal mode. |

| | 4.4 | The importance of listening to effective communication is indicated. |
|---|---|---|
| 5.   Use information system | 5.1 | The functions of a library are identified. |
| | 5.2 | Memo/electronic data bases of catalogues are correctly used. |
| | 5.3 | A variety of media is used to access information. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation,

The following variables may be present

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for applying basic communication skills.

Writing skills include:

- developing sentences
- identifying types of paragraphs
- developing paragraphs
- styles and formats of letters
- summarize paragraph/passage
- prepare and write notices
- write resume

Grammar principles include:

- parts of speech
- parts of a sentence
- types of sentences include simple and compound
- rules for subject/verb agreement
- types of tenses include present, past, future etc.

Mechanics, Vocabulary and Spelling include:

- rules governing the use of punctuation marks
- use of abbreviations
- twelve spelling rules

Age band should be:

- Under 1 year (infant)
- 1 - 2 years (toddlers)
- 3 - 5 years (pre- schooler)

Communication skills include:

- oral/written instructions
- purposes/goal for written, visual and oral communication
- listening skills
- methods of non-verbal communication
- use of telephone, fax machine, advertisement
- use of statistics and graphical presentation
- differentiating between facts and opinions
- basic netiquette rules e.g. the use of emails as a means of correspondence

Information systems include:

- functions of library and documentation centre
- use of catalogues in libraries/documentation centres to locate books
- use of dictionaries and encyclopedias
- use of technical handbooks, manuals, directories and maps
- use of newspapers and periodicals
- use the internet and search engines

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply basic communication skills according to the performance criteria and the range statement.

**(1)      Critical Aspects of Evidence**

Evidence of the following needs to be demonstrated:

- Construct sentences showing correct use of parts of speech, tenses and subject/verb agreement, punctuation and spelling.
- Demonstrate the ability to write business letters, resume, incident reports, complete forms and summarize information
- Use appropriate tools and devices to communicate effectively in the written and verbal mode.
- Differentiate between facts and opinions
- Access relevant information from given information system

**(2)      Pre-requisite Relationship of Units**

- Nil

## (3)    Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- parts of speech and their functions
- parts of a sentence
- how to correct errors in sentences
- how to construct simple, compound and complex sentences
- rules for subject/verb agreement
- how to use different tenses
- rules for using punctuation marks, capitalization
- how to use abbreviations and acronyms in written language
- the twelve spelling rules
- how to use context clues to interpret word meanings
- types of paragraphs
- how to develop paragraphs
- letter styles and format
- how to write business letters
- how to write resume
- how to write incident reports
- how to complete forms
- how to summarize information
- basic goal/purpose of written, visual and oral communication
- the importance of listening skills in communication
- methods of non-verbal communication
- how to give oral/written instructions
- how to follow written instruction
- correct pronunciations and enunciations in oral presentations
- how to use the fax/telephone, advertisements, computer
- how to use graphic presentation (tables, charts and graphs) in written/oral presentations
- functions of library/documentation center
- how to use catalogues in libraries/documentation center
- how to use dictionaries, encyclopedias and search engines to access information
- how to use technical handbooks( e.g. National EC Curriculum), directories and maps
- how to use newspapers and periodicals
- different kinds of verbs
- different kinds and functions of phrases and clauses

**Underpinning Knowledge and Skills (Cont'd)**

<u>Skills</u>
The ability to:

- identify types of sentences
- use the correct forms of different kinds of verbs
- identify different kinds and functions of phrases and clauses
- construct simple, compound and complex sentences correctly
- identify and correct sentence faults
- use punctuation, capitalization and abbreviation and acronyms correctly in written exercises
- interpret the meaning of words from context clues
- spell words correctly
- use words correctly both in speaking and writing
- write paragraphs that are unified, coherent and adequately developed
- write different types of essays
- write business letters and incident report
- summarize information
- discuss how non-verbal communication can be used positively and negatively
- use appropriate tools and devices to communicate effectively in written and verbal mode
- differentiate between facts and opinions
- access relevant information from various information systems
- complete forms

**(4)      Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables.  This includes:

- A childcare facility
- Children's services, resources and equipment
- The local environment- including essential services

**(5)      Method of Assessment**

In order to ensure consistency in performance it will be necessary to collect evidence across a range of competencies.

Evidence may be collected in a variety of ways including:
- direct observation during oral presentations
- questioning – oral \ written activities
- projects related to use of information systems,
- portfolio with authenticated assessments and/or assignments from relevant training courses

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

# CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0021B:          Perform interactive workplace communication

Competency Descriptor:

This unit deals with the skills and knowledge required to for effective communication in the early childhood care, education and development service sector

Competency Field:          Community Service – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1.    Follow routine instructions and information | 1.1 | Instructions/information received is acted upon appropriately. |
| | 1.2 | Effective questioning is used to elicit information. |
| | 1.3 | Critical information is recorded for reference based on institution/s policy as well as National Laws. |
| 2.    Communicate positively with children | 2.1 | Appropriate method for welcoming and farewelling children is used. |
| | 2.2 | Children are listened to attentively and responsively to. |
| | 2.3 | Conversations with the children explore their interests and concerns. |
| | 2.4 | Models positive and respectful communication style. |
| | 2.5 | Children's non verbal cues are responded to appropriately. |
| | 2.6 | Children's feelings are acknowledged and accepted. |
| | 2.7 | Interactions are modified in response to the child's mood. |
| 3.    Participate in workgroups and teams | 3.1 | Allocated tasks are identified. |
| | 3.2 | Allocated tasks are completed efficiently and effectively. |
| | 3.3 | Assistance is actively sought from or provided to other team members when difficulties arise. |
| | 3.4 | Feedback provided by others in the workgroup is encouraged, acknowledged, and acted upon. |
| | 3.5 | Questioning is used to minimise misunderstandings. |

| | | |
|---|---|---|
| | 3.6 | Signs of potential workplace conflict are identified and conflict avoided wherever possible. |
| | 3.7 | Participation in team problem solving is demonstrated. |
| | 3.8 | Support is offered and provided to colleagues. |
| 4. Receive and refer clients (parents/guardians)complaints | 4.1 | Positive helpful attitude is conveyed to clients when handling complaints. |
| | 4.2 | Complaints are handled sensitively, courteously and with discretion. |
| | 4.3 | Nature of complaint established by active listening and questioning and confirming with the client. |
| | 4.4 | Action is taken to resolve the complaint by referring it to the appropriate person. |
| | 4.5 | Opportunities are taken to turn incidents of client dissatisfaction into a demonstration of high quality service to clients in line with institution's policy. |
| 5. Apply profession ethics | 5.1 | Standards of decorum, good manners and social behaviour are maintained according to the institution's policy and professional code of ethics. |
| | 5.2 | A competent, professional manner/attitude is projected through non-verbal presentation. |
| | 5.3 | Confidentiality and tact is demonstrated. |
| | 5.4 | Responsibilities of employer/employee is mutually recognised and carried out. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

For toddlers (1 -2 years):

- respond to verbal and non verbal communication of the toddler
- spend sufficient time to respond to child's comments

Accessibility to children may include:

- proximity to child
- making eye contact
- working at child's level

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

Communication with children will vary according to the age of the child –

For babies and infants (under 1 year). Some examples are:

- worker responds to non verbal cues and take appropriate action
- initiation or reflection of babbling and cooing
- responds to crying in ways that meets the babies/infants need

Age band should be:

- Under 1 year (infant)
- 1 -2 years (toddler)
- 3 -5 years (pre-schooler)

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for performing interactive workplace communication
- documentation of incidents
- reporting incidents
- referral of clients complaints

Clients may include:

- children birth to 8 years from a range of cultural backgrounds
- children with a range of physical and mental abilities
- parents, guardians or their representative

For 3 to 5 year olds:

- conversations during routines and experiences

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively and consistently perform interactive workplace communications according to the sector codes of practice in relation verbal and non-verbal presentation according to the performance criteria and the range statement

**(1)      Critical Aspects of Evidence**

Evidence should include a demonstrated ability to efficiently and consistently:

- apply institution's policies and procedures and sector codes of practice in regard to verbal and non-verbal presentation to external and internal client contact in the appropriate context and to the level acceptable by the institution.
- participate in a team situation in a courteous helpful manner, to complete allocated tasks willingly, to avoid misunderstandings and conflict where possible.
- communicate with supervisors and peers and to seek assistance when necessary.
- solve problems with the team.
- follow routine instructions, perform tasks according to institution's procedures
- maintain standards of decorum, good manners and social behaviour and to maintain a competent professional manner.
- provide a consistently welcoming client environment by treating children, guardian, parents and their representative in a courteous, professional manner.
- interpret the nature of client complaints, refer complaints and provide service to clients according to the range of variables.

**(2)      Pre-requisite Relationship of Units**

- Nil

**(3)      Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- institution's policies and procedures, as well as sector code, with regard to verbal and non-verbal presentation, communication within the team, allocated duties and personal presentation
- how the following aids communication within the team:
    - roles and responsibilities of self, peers and management
    - questioning/listening techniques
    - conflict resolution skills
    - negotiation skills
    - goal setting
- importance of modelling
- importance of listening
- the range of children's feelings and reactions to key events in their lives
- the importance of consistent communication of guidelines for children's behaviour
- organisational standards, policies and procedures

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- the following which aid self development:
  - importance of self esteem
  - stress management
  - time management
- required literacy skills to function
- numeracy skills in regard to workplace functions

Skills
The ability to:

- consistently apply institution's policies and procedures and sector codes with regard to verbal and non verbal presentation
- participate in a team situation in a courteous helpful manner, to complete allocated tasks willingly, to avoid misunderstandings and conflict where possible
- communicate with supervisors and peers and to seek assistance when necessary
- solve problem with the team
- follow routine instructions, perform tasks according to organization procedures, plan and prioritise tasks
- maintain standards of decorum, good manners and social behaviour and to maintain a competent professional manner
- accurately interpret the nature of client complaints and make referral to the appropriate person
- apply safe work practices and emergency procedures in regard to the provision of services
- apply the following which aid communication within the team:
  - questioning/listening techniques
  - conflict resolution skills
  - negotiation skills
  - goal setting
  - collect and organise information

**(4)        Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- a childcare facility
- children's services resources and equipment
- the local environment

**(5)     Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning – oral \ written
- interview – supervisors, peers, children
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- reflective journal

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)     Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILTIY SKILLS

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| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collecting, analysing and organising ideas and information | Level  1 | |
| Communicating ideas and information | Level  1 | |
| Planning and organising activities | Level  1 | |
| Working with others and in teams | Level  1 | |
| Use mathematical ideas & techniques | Level  1 | |
| Solve problems | Level  1 | |
| Using technology | Level  1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0031B:          Care for children's physical needs

Competency Descriptor:

This unit deals with the skills and knowledge required to caters to the basic physical needs of the child from birth to eight years.

Competency Field:          Community Services - Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Contribute to children's personal hygiene | 1.1 Areas where children are washed and toileted are hygienically maintained. |
| | 1.2 Toiletries and protective clothing are of appropriate types and are readily accessible. |
| | 1.3 Children's rights to exclusive use of personal hygiene items are consistently ensured. |
| | 1.4 The disposal of waste products and soiled items is carried out in a safe and hygienic manner according to public health regulations. |
| | 1.5 Routines for the maintenance of children's personal hygiene complemented those provided by parents/guardians. |
| | 1.6 Hygiene maintenance routines are adapted to suit the needs and personal preferences of individual children/families and sector standards. |
| | 1.7 Methods of skin and hair care are suitable to various skin and hair types and are in accordance with parents'/guardians' and cultural practices. |
| | 1.8 Personal hygiene routines are consistently used as opportunities for communicating with younger children. |
| | 1.9 Promotion of health and hygiene in children is enhanced through personal hygiene routines. |
| | 1.10 The timing of and the methods used in toilet training are appropriate and promotes consistency of care. |
| | 1.11 Children's physical comfort is consistently maintained and "accidents" are dealt with promptly and in a way that does not undermine the child's self esteem and privacy. |
| | 1.12 Independent self-care skills are encouraged in ways appropriate to the child's age and stage of development. |

|  |  | 1.13 | Equipment used or assistance given in encouraging independent self-care skills is consistent with the physical abilities of the child. |
|--|--|------|------|

1.13 Equipment used or assistance given in encouraging independent self-care skills is consistent with the physical abilities of the child.

1.14 Signs of poor health, abnormality/infection is documented and reported to the supervisor in a timely manner and according to sector policies.

1.15 Toys handled and mouthed by children are frequently washed and disinfected according to public health regulations.

2.    Respond to illness in a child

2.1 Signs and symptoms, which might indicate illness /emerging chronic conditions, are recognised and documented promptly, and the supervisor is informed immediately.

2.2 The child is reassured and made as comfortable as possible.

2.3 The child is isolated if necessary/appropriate to protect her/himself and the health of others in accordance with public health regulations.

2.4 The child's condition is closely monitored and medical attention sought as appropriate.

2.5 Parents/guardians are made aware of the child's condition and information conveyed promptly in a calm and reassuring manner.

2.6 Medication is administered only on the instructions of medical practitioner/parents/guardians and the effects are monitored and recorded.

2.7 Records of child's health is maintained accurately, legibly and up-to-date and complied with public health regulations.

2.8 Routines and activities adapted as necessary to accommodate the needs of the sick child while reducing the risk of cross-infection.

2.9 Prompt, comprehensive and accurate Information is passed on to parents/guardians of children recently in contact with a child with a communicable disease.

| 3. | Provide opportunities for children to rest or sleep | 3.1 | Periods for rest/sleep within the daily routine are adhered to. |
|----|----|----|----|
| | | 3.2 | The environment provided for rest and sleep is maintained satisfactorily to public health and safety requirements. |
| | | 3.3 | Furniture, equipment and bedding used by children are safe in relation to the size and mobility of the individual child. |
| | | 3.4 | Children are made as comfortable as possible and provided with their preferred comfort objects. |
| | | 3.5 | A soothing and reassuring manner is adopted and appropriate methods used to encourage children to rest or sleep. |
| | | 3.6 | Children who were not resting are provided with quiet activities and prevented from disrupting the rest or sleep of others. |
| | | 3.7 | Children are awaken in a caring and unhurried manner. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences within work places. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

Types of hygiene:

- Elimination of body waste
- hand washing
- skin and hair care
- oral hygiene

This unit of competency should be demonstrated in accordance with the:

EC institution's health and sanitation plan.

Age band should be:

- Under 1 year (infant)
- 1 - 2 years (toddler)
3 – 5 years (pre-schooler)

Rest or Sleep opportunities may include:

- rest
- sleep
- quiet periods

Types of illnesses may include:

- minor ailments (cuts, bruises and simple discomforts)
- chronic conditions (asthma, epilepsy, seizure, sickle cell)
- acute illness
- unconsciousness
- unusual temperatures
- malnutrition – (obesity, deficiency diseases, parasitic infection, wasting, skin infection)

Materials may include:

- germicide and antiseptics
- protective gears e.g. gloves
- cleaning materials e.g. disinfectants

Skills related to physical development may include:

- eye-hand coordination
- dexterity
- fine and gross motor skills
- balance
- locomotion

Differences among children may include:

- gender
- culture
- age
- interests and preferences
- social context and lifestyle
- personality
- length of time attending Early Childhood Institution

Characteristics of children may include:

- children with special needs and those without
- children with communicable disease (e.g. chicken pox, measles) and contagious conditions (e.g. cough and diarrhoea) and those without
- children who are mobile and those who are not

Appropriateness of toilet training may include:

- the child's level of development
- readiness
- physical abilities

Personal hygiene items may include:

- wash cloth
- toothbrushes
- combs/brush
- toiletries

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively caring for children's physical needs in accordance with the performance criteria and the range listed within the range of variables statement.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

**(1)     Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- the ability to provide quality physical care for children including ensuring adequate rest and promoting hygienic practices
- the ability to support children's involvement in a range of experiences which encourage independence
- the ability to support children's individuality as they acquire and practice skills

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- National Public Health Regulations
- the purpose, application and storage of toiletries, cleaning materials and equipment
- the causes of cross infection and procedures to prevent cross infection
- the storage and disposal of waste products
- the methods of caring for the personal hygiene of young children and how these may vary with family/cultural background, skin and hair types
- the ways in which toilet training and hygiene routines influence attitudes and behaviours
- signs of poor health, infection, abrasions and other abnormalities including variation from normal stools and urine and their significance
- transmission and prevention of HIV and Hepatitis B virus
- health and sanitation plan
- public health regulations
- referral procedures regarding health/infection concerns in children
- signs and symptoms of commonly encountered illnesses and methods of dealing with them
- preparation and administration of Oral Rehydration Fluid (ORF)
- the significance and gravity of symptoms in relation to age/development of children
- awareness of the importance of maintaining records of medical conditions and of medication administered
- management of asthma, epilepsy, diarrhoea and fever
- procedures for dealing with a child who is unconscious
- the recognition of signs and symptoms in children of varying skin tones

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of: (Cont'd)

- children's emotional needs when unwell and the effects of illness on subsequent behaviour
- storage requirements and need for proper labelling of medicines
- parents'/guardians' emotional needs and role when children are taken ill
- implications of chronic medical conditions for child's care
- when and how to record incidents
- when, how and to whom to report incidents
- the importance of rest/sleep or quiet periods as part of the daily routine
- the variation of rest and sleep requirements of children at different ages
- how to use space and equipment to promote opportunities for rest/sleep
- methods of managing conflict between children in choice of rest or activity
- the variation in approaches to informal/formal bedtimes adopted by families of different backgrounds
- the problems for families when the requirements for a child's sleep/rest pattern do not match the family's evening life style

Skill
The ability to:

- maintain areas hygienically where children are washed and toileted
- maintain supply of toiletry requisites and protective clothing
- store and dispose of waste products and soiled items hygienically
- maintain routines for children's personal hygiene
- perform toilet training
- maintain children's physical comfort
- encourage independent self-care skills
- use techniques for skin and hair care
- use personal hygiene routines to communicate with children
- document and report signs of abnormality and/or infection
- provide individual storage for children's personal hygiene items
- wash and disinfect toys handled and mouthed by infants
- recognise signs and symptoms, which might indicate illness/emergence of chronic condition
- make the child comfortable and isolate as necessary/appropriate
- use a thermometer to measure the child's temperature
- care for a child who develops a fever
- take correct first aid action in cases of diarrhoea and vomiting
- take correct first aid action for asthma and seizure to monitor the child's condition
- convey information about the child's condition
- administer medication as prescribed or indicated on label
- adapt routines and activities
- document children's state of health and well being as directed/appropriate
- maintain periods for rest and sleep
- provide environment for rest and sleep

**Underpinning Knowledge and Skills (Cont'd)**

Skill
The ability to:

- maintain furniture, equipment and bedding used by sleeping children
- organise routine to give children time to unwind and to attend to their toileting needs
- make children comfortable
- encourage children to rest and sleep
- provide quiet activities for children who are not resting
- wake children appropriately


**(4)     Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of variables.

This includes access to:

- A childcare facility
- Children of different gender, race and culture, age interests and preferences, communication style, abilities, length of time attending service/childcare


**(5)     Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- review of daily plan
- direct observation
- questioning –oral /written
- interview
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.


**(6)     Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0041B:          Support children's nutritional needs

Competency Descriptor:     This unit deals with the knowledge and skills required to support
                           the nutritional needs of children from birth to eight years.

Competency Field:          Community Services - Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1.    Make provision for food and drink | 1.1    Children's nutritional needs are met in accordance with established standards. |
| | 1.2    Children's health, cultural and religious requirements and preferences are accommodated in provision of meals as far as possible and as long as it is not detrimental to good health. |
| | 1.3    Meals prepared are age appropriate. |
| | 1.4    Meals and snacks that are provided are appetizing and attractive to children. |
| 2.    Maintain food safety | 2.1    Food handling is done according to established guidelines for food safety. |
| | 2.2    Processes or practices, which are not consistent with the guidelines are identified and reported immediately to appropriate personnel for remedial action. |
| | 2.3    Foodservice areas are kept clean and tidy according to public health regulations. |
| | 2.4    Health conditions and/or illnesses that may be detrimental to food safety are identified and reported immediately to relevant authority for action. |
| | 2.5    Appropriate clothing is worn for food-handling activities. |
| 3.    Maintain nutrition data and information system | 3.1    Information on children's eating habits are updated as required. |
| | 3.2    Concerns with children's eating habits are discussed with appropriate persons. |

## RANGE STATEMENT

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- The Public Health (Food Handling) Regulations, 1998

Eating and drinking aids include

- spoons
- forks
- specially designed cups

Cultural requirements and preferences about food may include:

- religious observations
- meal patterns
- foods used
- hot or cold meals
- spices and flavourings used
- the inclusion of sweets in meals

Food and drink preferences will vary according to:

- age
- culture
- dietary requirements
- religion
- family patterns
- individual tastes
- time of the day

This unit of competency should be demonstrated in accordance with the:

EC policies and procedures for serving nutritionally balanced meals for children.

Age band should be:

- Under 1 year (infant)
- 1 - 2 years (toddler)
- 3 - 5 years (pre- schooler)

Health needs of children to be considered may include:

- medical advice and diet
- allergies to certain foods

Menu may include:

- breakfast
- lunch
- dinner
- snacks

Appetising food may consider:

- colour
- shape
- texture
- variety

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit.

The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

**(1)     Critical Aspects of Evidence**

Evidence of the following needs to be demonstrated:

- make provision for food and drink
- maintain food safety
- maintain nutrition data and information systems

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- **The Public Health (Food Handling) Regulations, 1998**
- nutritional needs of children
- food groups
- food
- nutrients
- dietary requirements for infants
- cultural practices and beliefs about food provision
- appropriate storage temperatures for different foods
- storing and preparing food
- organisational standards, policies and procedures
- religious practices
- age appropriate food
- meal scheduling
- Public Health Regulations
- appropriate materials for food service equipment
- food bourne illnesses and cross contamination
- appropriate eating and drinking aid

Skills
The ability to:

- serve food and drinks appropriate to children's age and stage of development for children and babies
- handle food safely and hygienically
- read and interpret charts and tables
- interpret nutritional data
- use appropriate tools and equipment
- provide children with appropriate eating and drinking aid

**Underpinning Knowledge and Skills (Cont'd**

Knowledge
Knowledge of: (Cont'd)

- food hazards
- what constitutes appropriate Person Protective Equipment
- how to keep food area clean and sterile
- how to use appropriate tools and equipment
- how to use information systems
- how to design tables and charts both manually and using the computer
- meal costing

## (4)    Resource Implications

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- A childcare facility
- Access to children's services, resources and equipment
- Access to the local environment

## (5)    Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Oral questioning
- Written test
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

## (6)    Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes <br> • Makes judgement of quality using given criteria | • Manages process <br> • Selects the criteria for the evaluation process | • Establishes principles and procedures <br> • Evaluates and reshapes process <br> • Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

# CSEECD0051B:          Support children's involvement in activities

Competency Descriptor:

> This unit provides the skills and knowledge required by an early childhood practitioner to give support to children involved in developmentally appropriate activities.

Competency Field:          Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Prepare developmentally appropriate activities for children | 1.1 The environment is prepared for children to learn through active exploration and interaction with adult and other children. |
| | 1.2 Activities prepared are developmentally appropriate for children's age and individual preferences. |
| | 1.3 Materials are made available on open shelves or other appropriate areas so children can access them. |
| | 1.4 The environment is made safe, uncluttered and hazard-free, while providing stimulating and challenging materials and activities for the children. |
| | 1.5 Outdoor activities are planned to allow children to develop large muscle skills, learn about outdoor environments, and express themselves freely. |
| 2. Support children's involvement in activities | 2.1 Expressions of respect and affection for children are shown through smiling, touching, holding and speaking to children at their eye level. |
| | 2.2 Children are allowed to select their own activities from a variety of prepared learning areas. |
| | 2.3 Children are assisted in putting on protective clothing when necessary. |
| | 2.4 Assistance given to children to adjust their clothing is consistent with the cultural and religious practices of families. |
| | 2.5 Assistance offered to children with disabilities enables them to participate in activities whilst promoting their independence. |
| | 2.6 Practitioner moved among groups and individuals to facilitate children's involvement with activities by asking questions, making of suggestions and the creation of complex situations. |

2.7     Comments are made in order to promote and sustain children's interest without disrupting their concentration, control of activity and social interaction with others.

2.8     Opportunities are given to children to learn from self-directed experimentation and problem solving activities.

2.9     Children are encouraged to develop social skills such as cooperating, helping and negotiating.

3.      Support the culmination and          3.1     Children are given adequate time to complete their
        evaluation of activities                    activities.

3.2     Children are encouraged to replace objects and materials before leaving the activity area.

3.3     Practices, which are not consistent with the guidelines are identified and remedied.

3.4     Routines that help children to keep themselves healthy and safe are followed.

3.5     Children's responses, suggestions and preferences are appropriately utilised in the evaluation of activities.

3.6     Modification and development of activities and experiences are reflected in evaluations.

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for supporting children's involvement in activities

Age band should be:                                      Location may be:

- Under 1 year (infant)                                  - indoors,
- 1 - 2 years (toddler)                                  - outdoors
- 3 – 5 years (pre-schooler)

Types of activities and experiences may include:

Significant Events and Occasions such as:

- Birthdays
- Festivals
- Celebration of achievements
- Religious occasions – Christmas, Easter
- Community events
- Culturally significant days
- Beginning and end of term and holidays
- Funerals

Resources may include:

- Human – Director, Supervisor, new and experienced staff, colleagues, ancillary staff, parents/guardians, community workers

- Physical facilities Indoors should :
  - have adequate floor space
  - be hazard-free
- Outdoors should have:
  - specially designed equipment for children with disabilities
  - fenced play areas
  - splinter-free equipment
  - secure equipment for children to develop their large motor skills

Attitude should demonstrate:

- Consideration for feelings, desires and interests in children's developmental stages
- The capacity to convey to children and parents acceptance of and interest in their culture
- Knowledge of the rights of children to equal opportunities to develop to their fullest potential
- The capacity to assist parents to help their children at home

Diversity among children may include differences due to:

- gender
- race, culture and religious beliefs
- age/maturity
- abilities
- interests and preferences
- social context and lifestyle
- socio economic factors

- Material and equipment:

- should be developmentally and culturally appropriate for children to use creatively
- such as building blocks, dramatic play props, sand and water for science activities should be included in learning centres
- may be in a book area
- may be in modelling and painting areas
- may be in a shopping centre
- may be in a natural area

Legislation, codes and national standards relevant to the workplace may include

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively supporting children's involvement in activities in accordance with the performance criteria and the range listed within the range of variables statement.


**(1)      Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- The ability to plan activities that are developmentally appropriate
- The ability to give attention to the emotional and psychological state of each child
- An appreciation of the different rates of development, needs, interests, strengths and weaknesses of each child
- Team building and time management skills
- Decisions made after consultation with supervisor


**(2)      Pre-requisite Relationship of Units**

- Nil


**(3)      Underpinning Knowledge and Skills**

Knowledge
Knowledge of

- developmentally appropriate activities
- how to access information on the background and previous experience of the children in the group
- the need for balance in activities and experiences to ensure learning, progression, continuity and the opportunity to practice skills
- the need to prepare activities which reflect the social and cultural background of the children and which promote equality of access and continuity of experience and development
- the relevance and value of particular individual and group activities in promoting children's learning and development
- how to match activities to needs and levels of development for the individual child or group
- when and how to involve children and parents/guardians in the preparation of activities
- how to plan within a given time frame

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of: (Cont'd)

- the need to take account of health and safety issues when planning
- the resources available in the community
- the role that other workers play in providing an overall framework for curriculum planning
- how to provide appropriate activities in an attractive, imaginative and stimulating way
- how and when to provide activities which are calming and soothing
- how to use your time and the children's time effectively
- where and how to obtain and use material and human resources
- how to use and adapt existing and readily available resources in an innovative and flexible manner
- how to use space effectively, imaginatively and safely
- how to make the best use of indoor and outdoor environments in implementing plans
- the need to adapt or modify planned activities to suit children's needs and interests and to capitalise on unplanned learning opportunities
- the characteristics and potential uses of a variety of equipment and material suitable for young children
- the health and safety requirements of the setting
- the attention span of children at different stages of development
- simple record keeping techniques
- methods of monitoring, observing and recording for evaluation purposes
- methods of self-evaluation
- how to present evaluation information in suitable forms for different people/purposes
- how to use evaluation information in further planning
- how to link evaluation to children's development
- how to contribute to team evaluation

Skills
The ability to:

- gather information about children and their developmental needs
- estimate the range of developmental needs of children within the group
- develop activities with learning potential to meet identified needs of children
- make plans for the layout of materials and equipment
- make plans to promote development of positive attitudes
- encourage participation of children in the planning process
- make use of community resources in short/long term planning
- include parents/guardians, colleagues and other professionals in developing and adapting plans
- provide activities to expose and enhance experiences
- use appropriate equipment and materials
- ensure appropriate layout  of equipment and materials
- assist children to choose, participate in and enjoy planned activities

**Underpinning Knowledge and Skills (Cont'd)**

Skills
The ability to: (Cont'd)

- provide children with appropriate lengths of time to enjoy activities
- modify equipment or adapt activities to accommodate children with special needs
- appraise activities through observing and interacting with children
- analyse the ways in which planned activities can meet children's needs
- examine style and quality of direct involvement with children in a process of self evaluation
- assess the responses of children to unplanned or spontaneous learning opportunities
- note children's responses, suggestions and preferences
- evaluate the effectiveness of plans and activities
- use outcome of evaluations of activities in planning

**(4)     Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- a childcare facility
- access to children's services, resources and equipment
- access to the local environment

**(5)     Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence from a range of clients.

Evidence may be collected in a variety of ways including:

- review of activity plans
- direct observation
- questioning – oral \ written
- interview – supervisors, peers, children
- portfolio of authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)     Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0061B:**        **Support children's language and cognitive development**

Competency Descriptor:    This unit deals with the knowledge and skills required to assist in children's language and cognitive development.

Competency Field:        Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Increase children's cognitive awareness and conceptual understanding | 1.1 | Appropriate materials, activities and experiences are chosen which stimulate children's curiosity and learning through observation and discovery. |
| | 1.2 | Access to learning centres is provided, which facilitates children's self-directed and independent learning. |
| | 1.3 | Special learning materials and equipment are made accessible to exceptional children. |
| | 1.4 | Children are encouraged to recall and relate details of events. |
| | 1.5 | Children are encouraged to think of creative ways to solve problems that arise during daily activities. |
| | 1.6 | Repeated reinforcement of concepts is introduced to increase the children's understanding and ability to use terms appropriately and meaningfully. |
| | 1.7 | Open-ended questions are used frequently to promote critical thinking skills in children. |
| 2. Listen and respond to children's talk and expressions | 2.1 | Children are encouraged to build communication skills through questioning and commentaries. |
| | 2.2 | Children are listened to attentively, patiently and with evident interest. |
| | 2.3 | Opportunities are created and used to explain and reason with children. |
| | 2.4 | Children's expression in talk or crying are interpreted and responded to appropriately. |
| | 2.5 | Non-verbal communication is recognised and interpreted appropriately. |

2.6     Children are encouraged to offer explanations and reasons and to express feelings freely in both planned and routine activities.

2.7     Children are encouraged to express their feelings, talk about their interests, experiences and events in their lives.

2.8     Children's first language are recognised, respected and translated to demonstrate the parallel form in standard English.

2.9     Story telling with appropriate cueing is used to develop children's skills in listening, comprehending, recalling and expressing feelings and reactions.

2.10    Games and activities with developmentally appropriate materials are used to enable participation of children with communication difficulties.

3.    Encourage communication among children

3.1     Children are encouraged to imitate positive roles and language patterns familiar to their homes and communities during play.

3.2     Children are encouraged to use words to express their feelings and ideas to peers.

3.3     Children are assisted in expressing their feelings and displaying appropriate reactions.

3.4     Activities are planned to increase verbal interchange and co-operation among children.

3.5     Various methods of communication between children are encouraged in accordance with their stage of development.

## RANGE STATEMENT

The Range statement provides details of the scope of the elements and performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present

This unit of competency should be demonstrated in accordance with:

- The EC institution's policies and procedures for supporting children's language and cognitive development

Age band include:

- Under 1year (infant)
- 1 - 2 years (toddler)
- 3 - 5 years (pre-schooler)

Characteristics of children may include:

- children with/without special needs
- children using more than one language
- children with communication difficulties (hearing impairment, cerebral palsy, autism, aphasia, etc)
- children with difficulties forming relationships
- gifted children
- children with intellectual disabilities (e.g. mental retardation, Down' syndrome)
- children with different cultural backgrounds

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- World Fit for the Children Document (WFC)
- UNICEF's Core Commitment for Children (CCC)

All developmentally appropriate children's learning activities may include:

- Dramatizations and role-play (e.g. telephone games)
- Field trips, Nature walks
- Early stimulation activities
- Dance, music
- Costume, dressing up and scenery
- Storytelling
- Co-operative/Interactive games
- Technology, radio, tape recorder, computers, DVDs

Communication methods may include:

- talk
- sign language
- body language/gestures
- pictorial stimuli
- eye to eye contact
- appropriate tactile stimuli
- touch
- poetry, songs
- rhymes
- jingles

Location may include:

- indoors
- outdoors
- Early Childhood Centres
- Church centres
- Community centres

Group size may include:

- pairs
- small groups
- large groups

The interpretation of children's expressions may include:

- enquiry
- excitement
- urgency
- distress
- pain
- happiness
- sadness
- fear

Nature of conceptual relationships which may include:

- distance and space relationships
- similarities and differences
- relative position of things, cause and effects, time, quantity, state

Access may include:

- scheduled time in accordance with government stipulations

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively supporting the language and cognitive development of children in accordance with the performance criteria and the range listed within the range of variables statement.

**(1)     Critical Aspects of Evidence**

Evidence of the following should be demonstrated:

- use of developmentally appropriate materials and activities that stimulate children's curiosity and learning
- ensure that children recall and relate details of events
- use open-ended questions to promote children's thinking skills
- encourage children to build communication through questioning and commentaries
- listen to children attentively, patiently and with interest
- promote listening skills in children
- model expressions that enhances children's language development
- plan and promote activities that encourage communication among children
- maintain learning centers which stimulate children's interest
- communicate with children in a developmentally appropriate manner (exercise respect, careful choice of words)

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

<u>Knowledge</u>
Knowledge of:

- Piaget's and Vygotsky theories of cognitive development
- techniques of talking to children which facilitates two- way communication
- the role of the practitioner's speech and questioning skills in the process of conceptual development in children
- the importance of recognising customs and language particular to various cultural groups
- the importance of demonstrated respect for and reinforcement of children's descriptions and explanations of interest and activities
- the relationship between the practitioner's use of language and the child's capacity to develop conceptual and perceptual thinking
- the importance of providing stimulating environments and materials that encourage conversation and children's learning
- the variety of alternative means of communication
- techniques used in asking questions
- the range  of concepts appropriate for learning at the pre-school stage
- the range of activities and experiences that promote concept building and problem solving skills
- the types of learning centres used to stimulate interest
- the role of the practitioner as listener in the process of a child's language acquisition
- the child's human rights to expression
- the importance of recognising the feelings being expressed in a child's talk and cry
- common communication difficulties in young children
- how layout and physical conditions can affect communication
- appropriate speaking and listening games and activities for children with/without communication difficulties
- the importance of positive feedback in achieving success in interactive activities
- techniques of drama, storytelling, role play, music, dance, dramatic play, puppetry and art in promoting  group expression and interaction
- the importance of the use of behavioural guidelines in promoting the rights and responsibilities of children
- basic techniques for problem solving and conflict resolution with groups of young children are appropriate to their age and stage of development

<u>Skills</u>
The ability to:

- choose materials, activities and experiences for stimulation
- encourage children to recall and relate events
- encourage children to solve problems
- encourage questions and comments from children
- reinforce concepts introduced to children
- facilitate access to interest/learning centres
- encourage children to think critically and to appraise their environment

**Underpinning Knowledge and Skills (Cont'd)**

Skills
The ability to:

- participate in activities which enable children to explore concepts
- use special learning materials
- use open ended questioning techniques
- listen to children
- create opportunities to explain and reason with children
- talk and respond to children
- listen to children talk and cry and recognize feelings being communicated
- interpret non-verbal signals appropriate to the level of development and special needs of children
- recognize, respect and translate children's language and demonstrate the parallel form in standard English
- develop children's listening skills, comprehension and recall
- provide new expressions in adult talk
- incorporate listening, talking and expression of feelings with names into daily activities for children with/without communication difficulties
- adapt talking and listening games to enable participation of children with communication difficulties
- assist children in expressing themselves and their feelings while appropriately playing with each other
- assist children to find appropriate words to express themselves and their feelings
- devise activities which encourage verbal communication, respect and co-operation between and amongst children
- assist children to imaginatively explore roles together
- assist children's interaction with each other through dance, art and music
- give feedback to group efforts appropriately
- encourage children to use augmentative and alternative methods of communication (e.g. sign language)


**(4)    Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- a childcare facility
- children's service resources and equipment
- the local environment

**(5)      Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.
Evidence may be collected in a variety of ways including:

- direct observation
- questioning – oral \ written
- interview – supervisors, peers, children
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.


**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with workplace practices and safety procedures.


# CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0071B:     Support children's social and emotional development

Competency Descriptor:     This unit deals with the skills and knowledge required to promote and support children's social and emotional development, in early childhood institutions.

Competency Field:     Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
| --- | --- | --- |
| 1.  Provide opportunities to encourage children's independence and autonomy | 1.1 | Opportunities are provided for children to develop self-help skills and independence. |
| | 1.2 | Opportunities are provided for children to make choices in appropriate ways. |
| | 1.3 | Children are encouraged to accept responsibility for their own actions. |
| | 1.4 | Opportunities are created for children to participate in decision-making. |
| 2.  Create opportunities and activities to encourage healthy interaction among children | 2.1 | Activities and learning experiences are provided to encourage children to play and to do things co-operatively with early childhood practitioner and each other. |
| | 2.2 | Children are motivated to co-operate with others in ways consistent with their level of development. |
| | 2.3 | Assistance in helping children to resolve conflicts offered promptly and fairly and they are encouraged to modify their behaviour. |
| | 2.4 | Anti-social behaviours are identified and appropriate management applied. |
| | 2.5 | Children are encouraged to recognise, name and express their feelings in appropriate ways. |

| 3. | Help children to recognise, name, express and deal with their feelings | 3.1 | Children are encouraged to express their feelings in an environment that is safe and secure. |
|----|----|----|----|
| | | 3.2 | Children are supported in expressing negative and positive feelings in socially acceptable ways. |
| | | 3.3 | Children's emotional outbursts and negative reactions are dealt with in a calm and reassuring manner. |
| | | 3.4 | Children are encouraged to talk about their feelings, outbursts and negative reactions. |
| | | 3.5 | Children are monitored during emotional outbursts to prevent harm to themselves and other children, and damage to property. |
| | | 3.6 | Children are monitored during emotional outbursts to prevent disruption to activities. |
| | | 3.7 | Children are guided through appropriate methods and activities in exploring their feelings. |
| | | 3.8 | Concerns about the recognition and expression of feelings in individual children are shared with a supervisor and other professionals, according to the policy of the institution. |
| 4. | Prepare children for a change of environment | 4.1 | The differing needs of children, in preparation for a change of environment, are identified and supported. |
| | | 4.2 | Information given to children about their new environment is appropriate to their level of understanding. |
| | | 4.3 | Expectations of the new environment are incorporated into play and learning activities. |
| 5. | Help children to adjust to a new environment | 5.1 | Children are welcomed warmly and individually directed using their preferred name. |
| | | 5.2 | Items and activities familiar to the children's homes or care settings are used effectively to ease the transition to a new environment. |
| | | 5.3 | Familiarization of children to the physical layout and new personnel are conducted in a relaxed and unhurried manner. |

| | | |
|---|---|---|
| | 5.4 | Children are helped to adjust to their new environment according to their level of development and receptivity. |
| | 5.5 | Children are encouraged to explore and express their feelings about the new environment. |
| | 5.6 | Preparation for the arrival of children as newcomers takes into account other children with whom they will interact. |
| | 5.7 | The level of individual attention, comfort and physical contact offered is appropriate to the expression of distress or anxiety. |
| | 5.8 | Strategies are used to encourage children to join in activities. |
| 6. Facilitate children's learning through play | 6.1 | Children are exposed to activities that are appropriate to their level of development. |
| | 6.2 | Children are encouraged to engage in imaginative and creative socio-dramatic play for identifying and expressing their feelings. |
| | 6.3 | Equipment and material provided for play are appropriate to the children's level of development. |
| | 6.4 | The variety and presentation of equipment and materials allow for choice and experimentation. |
| | 6.5 | Children are guided in using equipment and materials in ways that encourage interaction and co-operation. |
| | 6.6 | Children's access to small items are restricted or supervised as consistent with maintaining their safety. |
| | 6.7 | Children are encouraged to take turns and play cooperatively as consistent with their level of development. |
| | 6.8 | Children are encouraged to be respectful, friendly and accepting of those who are different in any way. |
| | 6.9 | Children are encouraged to assist shy, withdrawn children to become apart of the group. |
| | 6.10 | Children are encouraged to recognize behaviours that infringe on their rights (e.g. bullying) and taught how to deal with them. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation. Competent performance of the criteria must be demonstrated in the following:

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for supporting children's social and emotional development.

Opportunities for social interaction may include:

- formally organized activities
- a time and space for unplanned interaction
- meetings, travelling, talking, excursions
- during care routines
- free play activities
- socio dramatic play
- creative arts activities

Support agencies may include:

- Educational and psychological services
- Child Health services
- Child Development Agency
- Family Court
- Office of the Children's Advocate

Interaction may be with:

- children of same age
- children of different ages
- adults

Location may include:

- indoors
- outdoors

Group size may include:

- pairs
- small group
- large group

Age band include:

- Under 1 year (infant)
- 1 -2 years (toddler)
- 3 - 5 years (pre-schooler)

Significant events/occasions may include:

- birthdays
- festivals
- celebration of achievements
- religious occasions – Christmas, Easter
- community events
- culturally significant days
- beginning and end of term and holidays
- funerals

Opportunities provided for social interaction will vary according to the age of the children:

For toddlers:

- create opportunities for children to play
- adults encourage independence and give support when children need it
- a variety of material and equipment is provided
- adults demonstrate understanding that children develop the ability to share toys at varying ages

Opportunities for experiences with an emotionally enriching and expressive component could include:

- socio dramatic play
- movement
- listening to music
- art experiences including clay and finger painting

Individual differences may include:

- age
- gender
- family background and lifestyle
- abilities and disabilities
- sociability
- appearance
- beliefs and practices
- temperament
- interests
- peer group acceptance, membership or isolation

Diversity among children may include differences due to:

- gender
- family background and lifestyle
- race, culture and religious belief
- age/maturity
- abilities and disabilities
- interest, temperament and preferences
- socioeconomic factors

The acceptance of differences among children will be affected by:

- children's age/maturity
- capabilities
- children's family, school, peer group, attitudes, values and beliefs
- practitioners' beliefs, values and attitudes
- life experiences
- prior learning experiences

For 3 to 5 year old children (pre-schooler):

- create opportunities for children to play together in small and large groups
- provide culturally appropriate materials for children to use creatively and for role play
- adults support children who find it difficult to play in a group

Non-stereotypical images could include:

- children and adults of both genders engaging in a range of activities
- children of all races and ethnicities
- different appearances
- different abilities
- different family compositions
- people from a variety of cultural backgrounds
- children with special needs

Encouragement of children to develop emotionally and psychologically will vary according to their developmental level.

For babies/infants (under 1 year):

- respond to non verbal communication and crying

Types of feelings may include:

- positive feelings
    - happiness
- negative feelings
    - fear
    - anger
    - sadness

Exploration of feelings may include:

- Recognizing, naming, describing and dealing with one's feelings and those of others

Materials and equipment may include:

- water
- sand
- malleable materials
- painting or drawing materials
- materials for collage and three dimensional modelling
- skipping rope and appropriate equipment for physical play to facilitate gross/fine motor development

For toddlers (1 – 2 years):

- encourage expression through activity as well as verbally
- encourage children to name their
- feelings

Means of expressing feelings may include:

- verbal
- actions
- creative means:
    - drama
    - drawing
    - singing
    - dancing

Types of new environments include:

- Settings away from the locality
- Settings within the locality

Desirable outcomes may include:

- reduction of anxieties
- identification of any cause for concern and referral to supervisor
- involvement of parents/guardians through supervisor to help children adjust

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively supporting children's social and emotional development in accordance with the performance criteria and the range listed within the Range Statement.
Evidence of the following must be seen:

**(1)      Critical Aspects of Evidence**

- demonstrated ability to provide opportunities for children to interact positively with others and to accept individual differences
- demonstrated respect for differences among children
- demonstrated ability to evaluate the emotional and psychological state and stage of children and to plan activities which will enhance their development
- ability to facilitate the development of children's self-concept and self-esteem
- created opportunities and activities that encourage children to express their feelings, needs and ideas
- provided opportunities for children to support and cooperate with each other
- provided opportunities for social interaction

**(2)      Pre-requisite Relationship of Units**

- Nil

**(3)      Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

Parent Involvement
- how to impart information to parents in a manner which does not raise anxiety but nevertheless alerts them to potential or actual causes for concern
- the importance of parental involvement in decision making

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of: (Cont'd)

Transitions
- the effects of separation and how these can affect young children (Refer to Piaget's theory on Separation Anxiety)
- the early childhood practitioner's role and that of others in preparing children for, and managing children's transitions.
- children's needs with regard to change and the importance of preparing for and managing transitions
- the importance of recognising and making use of opportunities to familiarise children with new settings
- the effects of change and the importance of sympathetic and appropriate handling including physical contact
- appropriate play activities to encourage positive expectations of new settings and role of the early childhood practitioner in these activities
- sensitivity to the role played by transitional objects and activities as agreed with parents
- the importance of method of welcoming children and recognising their individual needs
- the importance of a familiarisation programme which takes into consideration both the level of development of the child and his/her emotional state
- how children differ in the time taken to adjust to the care/education setting and the different types and levels of support required
- the importance of preparing children and adults in the new setting to receive newcomers

The Role of Play

- different types of play including solitary, parallel, associative and cooperative play
- the use of play to deconstruct negative behavioural responses and to learn positive ones
- the importance of play in children's social and emotional development
- common play activities for children within age range birth to 5 years
- selecting equipment and materials that are safe and developmentally appropriate for children from birth to 5 years

Feelings

- the importance of children recognising, naming and dealing with their feelings and the feelings of others in the promotion of their social and emotional development
- the nature of feelings in young children and appropriate levels of control
- the wide range of emotions both positive and negative, covered by the term 'feelings'
- the rationale behind a calm and reassuring manner when dealing with children who are emotionally upset, including awareness of safety and minimum disruption to other children

Conflict Resolution Techniques

- conflict resolution techniques with children 5 years and younger
- the role of the adult in the resolution of conflict situations among children and the rationale behind it

**Underpinning Knowledge and Skills (Cont'd)**

<u>Knowledge</u>
Knowledge of: (Cont'd)

The Self

- the development of self-reliance and self-esteem as a gradual process and how this is affected by children's stage of development
- strategies and activities that promote self-reliance and self-esteem and how they may be adjusted to take account of differences among children for example, cultural, gender and special needs
- how to interact with parents in a manner which reinforces the self-image of children and supports positive interaction between parents and children

Communication

- the importance of communicating with, listening to and encouraging interaction among children and among adults and children

Motivation

- a range of strategies for motivating children
- when to praise a child for his/her efforts and the rationale behind positive reinforcement for effort

Other Knowledge

- negative labelling and its effects
- a range of strategies, activities and routines which encourage respect for the individual child, and the rationale behind these
- when it is appropriate to give responsibility to children and why it is important
- how to allocate responsibilities to children based on family/cultural expectations
- a range of strategies to encourage negotiation among children and between children and adults, the possible outcomes and the need for flexibility in their application
- gender issues in childhood socialisation
- social and environmental factors which affect children and families
- the role of the early childhood practitioner and boundaries of confidentiality with regard to the sharing of concern
- services for children available in the community
- specific disability of children and ways of meeting these needs
- the importance of adults as role models
- the rationale behind the strategies of the care/education setting for settling in children and the need for flexibility

Skills
The ability to:

- provide activities and learning experiences for children
- encourage children to cooperate with others
- encourage children to resolve minor conflicts amicably
- intervene in conflicts when appropriate and necessary
- deal appropriately with anti-social behaviour
- respond reassuringly and lovingly to children
- support non-stereotypical behaviours, interests and activities of children
- encourage child participation in devising rules for the setting
- encourage children to express their needs, feelings and ideas
- provide opportunities for children to make their own decisions and accept responsibility for their actions
- identify opportunities for children to develop their self-help skills
- recognize signs of distress in a child
- identify learning opportunities which arise in the daily routine to help children express, discuss and control their feelings and strategies for maximising the potential of these opportunities to help children
- listen attentively
- recognize emotional outbursts
- deal appropriately with emotional outbursts and negative reactions from children
- offer assistance to overcome difficulties
- create opportunities to help children expand their vocabulary of words relating to feelings
- help children develop their understanding of feelings and social relationships
- discuss with appropriate persons how the arrangements will work for children to move on
- assist in identifying children's needs for preparation and support in moving on
- provide information to children appropriate to their level of understanding
- liaise with supervisor as appropriate, prior to providing children with information
- incorporate into play activities, the ideas of moving on in positive ways which are appropriate to child's development
- assist if possible in the process of familiarisation of children with new settings
- welcome children in an age appropriate manner
- ease transition from previous care settings
- assist children to become familiar with the new physical layout
- assist children to adjust to a new care setting
- prepare children for the arrival of newcomers
- offer reassurance to children
- give children individual attention and comfort
- encourage participation of children in activities
- share information with supervisor
- collaborate with supervisor/parents in improving children's adjustment process
- provide a wide range of materials for dramatic play
- select activities for children's play

Skills
The ability to:  **CONT'D**

- identify equipment appropriate to children's development
- arrange play area
- ensure equipment are safe and hygienic
- enhance interaction between children at play
- encourage turn taking and cooperation as developmentally appropriate
- use interpersonal skills in the work environment
- use team building skills in the work environment
- use time management in the work environment

## (4)    Resource Implications

Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
- a childcare facility
- access to children's services, resources and equipment
- access to the local environment
- access to parents/guardians

## (5)    Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients and in different situations.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning – oral/written
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- journaling

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in the workplace or an appropriate simulated situation is designed.

## (6)    Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0081B:        Support the appropriate management of children's behaviour

Competency Descriptor:      This unit deals with the skills and knowledge required to support appropriate management of children's behaviour.

Competency Field:       Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1.  Promote positive aspects of children's behaviour | 1.1 | Examples of positive aspects of behaviour are regularly identified and explained to children in ways appropriate to their level of understanding. |
| | 1.2 | Positive aspects of behaviour are encouraged through effective use of appropriate guidance, praise and other rewards. |
| | 1.3 | Methods used to reinforce positive behaviour is appropriate to children's level of development and reflects their likes and interests. |
| | 1.4 | Guidance practices used matched children's personalities and developmental levels. |
| | 1.5 | Positive aspects of children's behaviour are reinforced to enhance self-esteem and promote positive expectations for future behaviour of the children. |
| | 1.6 | Praise is given frequently for children's appropriate behaviour while undesirable behaviour is challenged in ways that do not destroy their self esteem. |
| | 1.7 | Children are encouraged to share/show sympathy and respect for other's rights and asserting their own rights in appropriate ways. |
| | 1.8 | Children are encouraged and allowed to work out their own differences whenever possible. |
| | 1.9 | Children are allowed to choose between positive behaviour options. |
| | 1.10 | Co-operation and not competition is emphasised. |

| 2. | Manage inappropriate aspects of children's behaviour | 2.1 | Activities and experiences provided are adequate, attractive, varied and able to motivate the interest and participation of young children. |
| | | 2.2 | Activities which stimulate inappropriate behaviour in children are promptly modified. |
| | | 2.3 | Rules and limits are consistently maintained and reasons explained in simple language. |
| | | 2.4 | Firm but non obtrusive/abusive (child-friendly) techniques, for example, reminding and persuading are used when rules are violated. |
| | | 2.5 | Incidents of inappropriate behaviour are handled in a calm way, which does not harm the child emotionally, psychologically or physically. |
| | | 2.6 | Response to incidents is appropriate in terms of timing and method, as it is based on the nature of the behaviour as well as the needs of the child at the time. |
| | | 2.7 | The application of sanctions is consistent with the policy of the setting and the rights of the child, and clearly distinguishes disapproval of the behaviour from rejection of the child. |
| | | 2.8 | Where physical restraint is necessary, the minimum amount used is consistent with ensuring the safety of the child and others. |
| | | 2.9 | Persistent problems with inappropriate behaviour are promptly and accurately reported to parents/guardians, colleagues or other professionals as appropriate to the practitioner's role and responsibilities, and advice are sought. |
| | | 2.10 | Possible confrontations between children are averted using appropriate strategies. |
| | | 2.11 | Children are guided in positive ways which emphasise what they can do rather than what they cannot do. |
| 3. | Facilitate behaviour management using appropriate conflict resolution techniques | 3.1 | Conflict resolution and peace-making techniques are used to help children establish a sense of safety, positive self image and emotional well-being. |
| | | 3.2 | Appropriate materials are made to support the use of conflict resolution and peace-making techniques. |

3.3     An environment for conflict resolution and peace-making is created among young children taking into account holistic developmental approach and children who have experienced violence.

## RANGE STATEMENT

The Range statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for supporting the appropriate management of children's behaviour

Dimensions of behaviour may include:

- social behaviour
- physical behaviour
- verbal behaviour
- behaviour in relation to tasks
- behaviour in relation to others
- behaviour in relation to self
- behaviour that is directly challenging to carers
- behaviour that is disruptive/ destructive/damaging to setting/other children
- aggressive behaviour

Characteristics of children may include:

- children with normal behavioural patterns
- children with special educational needs e.g. autism
- children with pervasive behavioural disorders
- children with communication difficulties
- children with excess motor activity
- children with Attention Deficit Disorder (ADD)

Techniques of behaviour management may include:

- appropriate guidance procedures
- use of positive options for problem solving

Age band should be:

- Under 1 year (infant)
- 1- 2 years (toddler)
- 3 - 5 years (pre-schooler)

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

**(1)     Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- ability to distinguish between positive aspect of behaviour and other patterns of behaviour
- use of appropriate techniques in managing young children's behaviour
- use of appropriate techniques for conflict resolution among young children
- ability to make and use appropriate materials for managing young children's behaviour and conflict resolution among young children

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the importance of encouraging co-operation of children in the choice and use of positive behaviour options
- the concept of socially acceptable/desirable behaviour and how this may vary across settings and cultures
- the basic principles of child rearing skills in relation to behaviour and why it is important to actively promote positive aspects of behaviour
- the rationale behind offering explanations and discussions of socially desirable behaviour to children
- specific strategies for promoting positive behaviours which include ignoring undesirable behaviour which does not affect safety
- the factors and circumstances which may encourage or provoke children to display difficult or negative behaviour
- the reasons why a calm and controlled manner is important and why physical punishment is not necessary, acceptable or effective
- the basic principles of behaviour guidance and management and their application
- the importance of setting limits and consistency of application by significant adults
- principles for selecting reward systems to be used when dealing with problem behaviour
- implications of using abusive methods when managing young children's behaviour

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of: (Cont'd)

- the importance of not using negative methods of behaviour control such as shouting, embarrassing the child, threatening and beating
- the importance of adhering to the UN Conventions on the Rights of the child, the Early Childhood Act and relevant policies and regulations
- conflict resolution techniques

Skills
The ability to:

- guide children in positive ways
- be alert to and commend positive behaviours of children
- identify and explain examples of positive aspects of behaviour
- give praise or reward for positive behaviours when appropriate
- share examples of positive aspects of a child's behaviour
- encourage children to respect the rights of others and assert their own rights
- encourage children to work out their differences
- match guidance practices to children's personalities and developmental levels
- allow children to choose between positive behaviour options
- encourage co-operation
- provide activities and experiences to keep boredom and frustration at a minimum
- modify play which stimulate inappropriate behaviour in children
- apply rules and limits
- handle incidents of inappropriate behaviour
- respond to incidents of behaviour
- use non-abusive techniques to guide and manage young children's behaviour
- restrain a child appropriately ensuring their safety and considering their needs
- deal with persistent problems and inappropriate behaviour
- anticipate and avert confrontations between children
- guide children to resolve conflict peacefully

**(4)    Resource Implications**

Competency in this unit may be assessed through access to:

- A childcare facility
- Early Childhood Institutions' resources and equipment
- Relevant materials and other references

**(5)      Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- alternative assessment procedure
- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0091B:**        **Observe children and document findings**

Competency Descriptor:       This unit provide for the acquisition of skills, knowledge and
                             attitude to carry out objective observations, documentation and
                             reporting of information about all children.

Competency Field:            Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Gather information about children | 1.1 | Children are observed under different situations/activities. |
| | 1.2 | Routine observations are done consistently. |
| | 1.3 | Techniques for observing and recording are used as specified by the sector. |
| | 1.4 | Children's needs and strengths are monitored to ensure that adequate and appropriate provisions are reported and/or discussed. |
| 2. Contribute to the recording of observations | 2.1 | Observations are discussed or recorded according to requirements. |
| | 2.2 | Reporting of information is free from bias and stereotype of children. |
| | 2.3 | Observations are reported carefully and accurately. |
| 3. Use basic screening instruments to record observations | 3.1 | Instruments used for measuring or recording development are simple, easy to use and safe for the child. |
| | 3.2 | Weight and height of child is measured and recorded accurately. |
| | 3.3 | Developmental observations made with screening instruments are undertaken as part of routine activities. |
| | 3.4 | Checklists and reports are completed, comprehensive, legible and accurate. |
| | 3.5 | Significant deviation from the norm during routine/regular checks is noted and reported to the supervisor or other appropriate persons. |

| 4. | Identify and record children's developmental status and deviations from the norm | 4.1 | Children's physical condition and behaviour during routine activities are observed in order to identify any significant deviations from the norm. |
| | | 4.2 | Symptoms or patterns of poor health and development, which may indicate emerging chronic conditions, are noted and reported. |
| | | 4.3 | Behaviour inconsistent with a child's level of development/usual pattern of behaviour is noted and reported. |
| 5. | Identify signs and symptoms of possible abuse | 5.1 | Injuries or abrasions are identified during routine activities. |
| | | 5.2 | Significant changes in normal care routine are identified, noted and reported appropriately. |
| | | 5.3 | Significant negative changes in behaviour are promptly identified, noted and reported appropriately. |
| | | 5.4 | Observation of irregular bruises and other abrasions is accurately recorded, with date and time. |
| | | 5.5 | Explanation of injuries, abrasions, or changes in behaviour, provided by children, parents/guardians or other caregivers is accurately recorded. |
| | | 5.6 | Discussions with parents/guardians that create any cause for concern are reported to the supervisor or other appropriate person. |
| | | 5.7 | All available information is considered when evaluating the significance of signs and symptoms of abuse. |
| | | 5.8 | Actions taken in response to signs and symptoms of abuse are consistent with agency/setting procedures. |
| 6. | Respond to a child's disclosure of possible abuse or neglect | 6.1 | Indications of possible abuse are responded to promptly and in a calm manner. |
| | | 6.2 | Reassurance and comfort offered is appropriate to the situation. |
| | | 6.3 | Communication is encouraged at the child's own pace and without exerting pressure while offering guarantees of confidentiality. |
| | | 6.4 | Information on possible abuse or neglect is obtained in a reassuring and supportive manner. |

6.5     Language and other methods of communications are appropriate to the child's level of understanding and development.

6.6     Information revealed about possible abuse is recorded comprehensively (with the date and time of disclosure), accurately and legibly.

6.7     Support offered in coping with personal/emotional reactions is appropriate to the child's needs.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with :

- EC institution's policies and procedures for observing children and documenting findings

Age band include:

- Under 1 year (infant)
- 1- 2 years (toddler)
- 3- 5 years (pre-schooler)

Observations may include:

For infants (under 1 year) and toddlers (1-2 years):

- all aspects of the child's development such as fine and gross motor skills, interests, strengths and needs, knowledge, skills and understanding
- adult-child interaction
- play
- psychosocial/emotional development

The identification of children with special needs may include:

- children at risk
- children with special needs
- exceptional children

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

Information may be gathered by:

- observation of the child
- questioning
- reports
- conversations with child's peers
- anecdotal information eg. memories and reflections of other workers, parents etc.

Contributions to recording of observations can be in the form of:

- writing
- discussions
- conversations

Circumstances may include:

- attempted disclosure at inappropriate time or in pressured situation
- disclosure at non-pressured time/situation

For 3 to 5 year olds (pre-schooler):

- all aspects of child's development
- interests
- strengths and needs
- social interactions
- knowledge, skills and understanding
- play
- communication skills

Support Agencies may include:

- Educational and Psychological Services
- Child Health Services
- Child Development Agencies
- Family Court

Characteristics of children suspected of being abused may include:

- children with signs and/or symptoms of abuse
- fingerprint bruising
- bilateral bruising
- scalds/dip marks with clear boundary
- reddening and soreness of the anus or genital area
- frozen attention
- regression
- stimulation of sexual acts when playing with other children or dolls etc
- repeated absenteeism
- children showing possible signs of being abused verbally (evident in comments and descriptions made) or non-verbally (actions in play, and gestures)

Signs and symptoms of deviations may include:

- developmental delay against milestones
- hearing/visual impairment
- irregular patterns of behaviour/pervasive behaviour disorders
- irregular gross and fine motor patterns
- birth/brain trauma

Play may be recorded by:

- writing
- video
- photography

Specifications for recording observations may include:

- organisational requirements
- service accreditation requirements
- confidentiality policies and procedures

Types of signs and symptoms may include:

- physical
- behavioural
- emotional

Characteristics of children with poor health or development may include:

- slow physical and emotional progress
- slow developmental progress
- poor co-ordination (eye-hand, eye-foot, bilateral)
- failure to show growth
- neglect
- apathy
- recurrent illness
- irregular behaviours
- poor awareness of environment
- irregular muscle tone
- poor muscle strength
- unawareness of danger

Types of screening instruments may include:

- growth -height and weight- charts
- developmental screening checklist
- materials for testing motor skills (e.g. cup and spoon, rattle, building blocks), hearing and vision

Types of abuse may include:

- physical abuse
- neglect and failure to show growth
- emotional abuse
- sexual abuse
- abuse which results in abnormal behaviour

Types of poor health and development may include:

- neglect and failure to show growth

Deviations relate to:

- poor standards of health
- cleanliness and physical care

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively observing children and documenting findings in accordance with the performance criteria and the range listed within the range of variables statement.

**(1)    Critical Aspects of Evidence**

Evidence of the following must be provided:

- demonstrated ability to observe, report and document children's behaviour
- demonstrated ability to use basic screening instruments to record observations
- demonstrated ability to identify and record children's developmental status and deviations from the norm
- demonstrated ability to identify signs and symptoms of possible abuse
- demonstrated ability to respond to a child's disclosure of possible abuse or neglect appropriately

**(2)    Pre-requisite Relationship of Units**

- Nil

**(3)    Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- relevant stage of child development (at a basic level)
- organisational standards, policies and procedures

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of: (Cont'd)

- the physical, behavioural and emotional indicators of poor health and development. These should include:
    - slow pace in attaining developmental milestones of children - under 1 year, 1-2 years and 3- 5 years of age
    - poor feeding (poor sucking in infants under 1 year) and slow weight gain
    - lack of attention/response to sounds
    - failure to focus on/follow objects
    - failure to make 'talking' sounds in response to others talking
    - failure to show normal growth trends e.g. weight lower than normal, decrease in play and activity
    - poor daytime bladder control - enuresis
    - regression, aggression, withdrawal and apathy
    - recurrent infection, temperature and respiratory problems
    - malnutrition and poor skin condition
    - discolouration of skin, eye or teeth
    - poor interaction with group activity
- developmental skills (to detect deviations in cognitive, social and emotional development)
- signs of respiratory problems
- height and weight charts
- developmental screening checklist
- checklists and report formats in use in the setting
- the physical, behavioural and emotional indicators which may signify possible abuse. These should include:
    - physical injuries, bruises and abrasions in unusual places or configurations compared with those likely to have been inflicted in age appropriate play or other evidence of deliberately inflicted injury; inflammation, infection and bleeding of genital area and anus and other evidence of sexual activity; hair injury, toxic ingestion, burns/scalds, poor standards of hygiene, infection and infestation, weight loss or growth restriction and other physical signs of chronic neglect and failure to show growth
    - self destructive behaviour, unprovoked aggression and anti-social behaviour, withdrawal and isolation, inappropriate sexual play, precocious sexual or sexualised behaviour, sleep disturbance and nightmares, stress linked enuresis, regression, over-compliance and indiscriminate affection and other symptoms of behavioural disturbance (over eating/under eating, acute reactions, fear, phobias)
    - depression, mood swings, apathy, low self esteem and other emotional indicators of possible abuse
- the circumstances, lifestyles, relationships and particular pressures on families whose children are in the care of the worker
- ways of observing and monitoring children for signs and symptoms of possible abuse
- child protection procedures of the setting/agency and how, when and to whom to report suspected abuse
- the general rules and boundaries of sharing information, and confidentiality within the setting, and the circumstances under which these may be breached
- the importance of adhering to regulations, regarding child abuse, that is laid down in the setting

**Underpinning Knowledge and Skills (Cont'd)**

<u>Knowledge</u>
Knowledge of:

- the importance of informing supervisor of explanations given by parents/guardians/caregivers
- the influence of cultural, racial and gender stereotyping on interpretation of signs and symptoms of possible abuse and how to counteract this
- ways of listening to and communicating with children of different ages including indicators of readiness to communicate
- how to interpret both overt and covert messages
- the personal and emotional impact of child abuse
- how to maintain a controlled response to distressing disclosures and how to deal with the aftermath which includes finding appropriate sources of personal support
- the roles and responsibilities of relevant professionals to whom referral should be made or from whom advice/involvement should be sought with regard to possible disclosure and how and when to access their help
- the importance of reassurance and continued unconditional acceptance for the child in counteracting the potentially damaging effects of abuse and disclosure on self-image and self-esteem
- the potential impact of disclosure of abuse on other family members
- the importance of not pressuring the child, prompting or asking leading questions
- children's rights from the UN Convention on the Rights of the Child

<u>Skills</u>
The ability to:

- observe children during routine care giving functions and other activities
- observe children's behaviour to ensure that significant negative changes in behaviour are identified
- note unusual discharge/redness/soreness of anus or genital area
- note forms of bleeding in urine or from anus or genital area
- note whimpering/wincing and other manifestations of pain
- note withdrawal, depression and other signs of emotional disturbance
- note fear or agitation when in the presence of particular adult or caregiver
- report observation about any concerns, unexplained injuries and how these are dealt with
- record and maintain log books about behaviour patterns and any inconsistency which appears inappropriate
- note continuous/high rate of absenteeism
- observe and note abnormal simulation of sexual activities towards others
- discuss outstanding cause for concern with supervisor
- respond to indications of possible abuse
- offer reassurance and comfort
- encourage communication at children's own pace and without exerting pressure as well as offer guarantees of confidentiality
- appropriately communicate with children based on their level of understanding and the nature of the abuse
- record information revealed about possible abuse
- seek support in coping with personal/emotional reactions
- note observation of child's physical appearance (limb abnormalities, skin, eye, nutritional status, teeth, bruises in various stages of healing)

**Underpinning Knowledge and Skills (Cont'd)**

Skills
The ability to: (Cont'd)

- check for signs of illness - fever, rash, swellings, infection
- weigh child at regular intervals and keep weight chart
- initiate discussions with supervisor regarding observations, in context of the child within the family
- handle discussions with parent in presence of supervisor
- maintain accident and incident records
- use instruments in relaxed and non-intimidating and harmless manner
- undertake physical examinations as part of routine or play activities
- use simple developmental screening device to identify deviations from normal patterns of development of children (according to age and developmental norms)
- complete checklists and report formats accurately, comprehensively and legibly


**(4)    Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- a childcare facility
- access to children's services, resources and equipment
- access to the local environment


**(5)    Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Questioning – oral/written
- Supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.


**(6)    Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

# CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes <br> • Makes judgement of quality using given criteria | • Manages process <br> • Selects the criteria for the evaluation process | • Establishes principles and procedures <br> • Evaluates and reshapes process <br> • Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0101B:          Support the safety and well being of children

Competency Descriptor:

> This unit is concerned with the skills and knowledge required to offer support in maintaining the safety and well being of children.

Competency Field:          Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Maintain a clean and hygienic environment | 1.1 | Cleaning occurs as an ongoing process as required in the Public Health Regulations. |
| | 1.2 | Appropriate cleaning agents are used. |
| | 1.3 | Infection control procedures are followed. |
| | 1.4 | Ventilation, lighting and heating/cooling are adequately maintained. |
| | 1.5 | Personal hygiene/health procedures are adhered to at all times. |
| | 1.6 | Ensured that beds and bedding conform to health, hygiene and safety requirements as relevant. |
| 2. Implement procedures for infection control and prevention | 2.1 | Exclusion guidelines for children and others suffering from infectious diseases are followed. |
| | 2.2 | Hygiene principles are implemented in care practices. |
| | 2.3 | Infection control guidelines are followed according to universal precautions. |
| 3. Recognise and respond to signs of potential illness | 3.1 | Signs of potential illness are reported. |
| | 3.2 | Child is separated from other children as required and as practicable. |
| | 3.3 | Child is comforted and settled. |
| 4. Respond to emergencies and accidents | 4.1 | The safety of self and others is ensured. |
| | 4.2 | Immediate First Aid is provided as required. |
| | 4.3 | Appropriate strategies to calm, reassure and comfort children are used. |

|   |   |   |   |
|---|---|---|---|
|   |   | 4.4 | Details of emergency are recorded and reported accurately. |
|   |   | 4.5 | Emergencies and accidents are responded to according to the standard for the Operation, Management and Administration of Early Childhood Institutions. |
| 5. | Administer medication within guidelines | 5.1 | Medication is administered according to organisational health plan and legislative requirement. |
|   |   | 5.2 | Medication is stored according to public health requirements. |
|   |   | 5.3 | Medication is checked for name and instructions and is used by the expiration date. |
|   |   | 5.4 | All administered medications are documented in accordance with public health requirements. |
| 6. | Respond to threats and situations of danger | 6.1 | Where appropriate remove children from threat/danger or remove threat/danger from children. |
|   |   | 6.2 | The level of immediate danger is assessed and the situation reported to an appropriate person. |
|   |   | 6.3 | Appropriate emergency procedures are implemented to ensure the safety of children and others. |
| 7. | Supervise the safety of children | 7.1 | Children are supervised in accordance with legal requirements and Early Childhood regulations. |
|   |   | 7.2 | Rules for safe play are explained and implemented. |
|   |   | 7.3 | Direct contact with individuals/group is maintained. |
|   |   | 7.4 | Potential risks arising are alerted to and action taken to minimise/reduce risk. |
|   |   | 7.5 | Hazards and potential hazards in the environment are pointed out to children. |
|   |   | 7.6 | Emergencies and evacuation procedures are discussed and practiced with children. |
|   |   | 7.7 | Supervision is used as an opportunity to interact with children. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces.

The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC Commission's training requirement for supporting the safety and well-being of children.

Age band may include:

- Under 1year (infant)
- 1 - 2 years (toddler)
- 3 - 5 years (pre- schooler)

Location may include:

- indoors
- outdoors

Items may include:

- equipment
- furniture
- play materials for children

Group size may include:

- individual children
- groups of children

Dangerous substances such as:

- disinfectants
- cleaning agents
- glue
- medicines
- chemicals
- oil
- and car maintenance substances should be removed

Safety characteristics may include:

- equipment  such as fire extinguishers (number, type, location)
- guards on stoves
- gates on stairs
- fences/guards around pools/ponds
- covers on electric sockets
- guard to kitchen entrances

Disposal of waste materials may include:

- disposable diapers
- soiled tissues/wipes

Isolated areas may include:

- alternative methods for rest e.g. Hammocks
- isolation room

Maintenance of the Early Childhood Institution may include:

- cleaning and disinfecting
- tidying
- removing waste and objects which could put child at risk
- checking security of gates and equipment
- appropriate use of storage areas
- removal of floor spills as they occur

Supervision characteristics may include:

- at play
- at feeding times
- at collection and departure
- during sleep and rest periods
- during periods of ill health
- during isolation (where necessary)
- giving attention to particular medical conditions/needs in other potentially hazardous activity

Cleaning may include:

- disinfecting change tables
- washing floor
- vacuuming
- disinfecting toilet areas

Standards of hygiene may include:

- universal precaution
- protection of other children from possible infection/cross infection

Legal requirements and regulations regarding supervision may include:

- staff/children ratios
- babies are never left unattended in the bath or on change table

Checking area for hazards may include checking for:

- needles/sharp objects in outdoor areas
- animal droppings in outdoor areas

Emergency procedures may include:

- contacting parents/guardians drills and evacuation for earthquakes
- fires, hurricanes
- floods
- basic First Aid
- urgent medical care

Types of emergency may include:

- fire and other emergencies necessitating evacuation of building e.g. earthquake, hurricane, flooding
- sudden onset of medical conditions e.g. epilepsy, seizure, asthma

Materials for maintenance may include:

- germicide
- protective gears e.g. gloves
- cleaning materials

Types of accidents may include:

- minor accidents or injuries
- major accidents or injuries

Organizational procedures implemented for safety on excursions can include:

- legal/legislative requirements as per Early Childhood Act
- organisational policies regarding excursions

Rules for safe play may include:

- appropriate use of equipment
- how children play together

Maintaining direct contact with child will vary according to:

- child's age and stage of development
- child's level of independence/dependence
- child's safety/risk taking behaviours
- activity child is involved in
- ability of child

Contact with child can include:

- sight
- sound
- glass viewing windows
- line of sight
- within physical reach

Risk reduction strategies may include*:*

- gates on stairs
- covers on electrical sockets
- removal/locking away of dangerous substances
- close supervision of children in kitchen areas
- fences and gates, locking mechanisms
- out of bounds areas
- vacuuming/sweeping floors to remove small or dangerous objects
- particularly close supervision in some areas
- placing babies/infants to sleep in positions recommended for prevention of SIDS
- cleaning spills promptly

Potential risks may be:

- babies learning to eat solid foods
- children learning new skills such as walking, balancing
- particular "combinations" of children playing together
- babies going to sleep with a bottle
- risk of dehydration on very hot days
- SIDS (sudden infant mortality death
- syndrome)
- when children are attempting an activity that may be beyond their ability

Providing a safe environment and risk reduction strategies will vary according to whether the location is:

- a purpose designed and built centre
- non purpose built centre
- a home
- appropriate for the age range of children

Children can be made aware of hazards in the following ways:

- verbally
- by signs
- by symbols
- demonstration

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme.

The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

**(1)    Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- the ability to respond quickly to emergencies and implement correct procedures including administering first aid
- the maintenance a clean and hygienic environment
- the correct implementation of procedures for infection control and prevention
- the ability to recognise and respond to signs of potential illness
- the administration of medication within guidelines
- the ability to respond to threats and situations of danger
- the ability to supervise the safety of children
- consistently observe personal hygiene to prevent cross infection e.g. hand washing
- models safe behaviours and hygiene practices

**(2)    Pre-requisite Relationship of Units**

- Nil

**(3)    Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- importance of maintaining hygienic environment for the safety of children
- how routine safety checks on premises and equipment are carried out and appropriate action is taken
- how to identify potential hazards and minimise possible effects of them within the setting, both indoors and outdoors
- the health and safety hazards posed by animals in the care/education setting
- the procedures for reporting and correcting any safety hazards as quickly as possible in a manner which does not undermine the confidence of children
- the importance of adhering to manufacturers' recommendations and relevant safety standards when using equipment
- the regulations concerning adult/child ratios appropriate in the setting and the importance of adhering to these
- how adult anxiety/inappropriate reactions to events are often transmitted to children and that stereotyping can prevent a children from achieving their potential
- the importance of policies and procedures for collection of children taking into account any social circumstances e.g. custodial orders and court requirements, or situations arising from parental conflict
- the importance of maintaining and using accurate records to enable parents to be contacted quickly if necessary
- routine fire/emergency drill and how to respond promptly and appropriately in such situations
- how to convey information to parents/guardians without causing undue alarm
- how to recognise and cope with children's emotional reaction to accidents and emergencies
- appropriate contents of first aid box for childcare/education setting and the importance of checking contents on a regular basis

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- how to assess the situation quickly and decide if medical attention is required
- basic first aid required in an emergency and how to apply it
- the standards for the Operation, Management and Administration of Early Childhood Institutions
- the Public Health Regulations of the setting for handling and disposing of body fluids and waste material particularly in light of AIDS/HIV virus, hepatitis, etc
- the importance of carrying out standard procedures in the event of an accident in a calm and reassuring manner
- the use of universal precaution
- the contribution parents can make to outings/excursions/field trips
- the importance of giving parents/guardians full information on the transmission and spread of disease
- guidelines for infection control
- indicators of child abuse
- different types of child abuse
- child protection policy of service of Early Childhood Institutions
- organisational standards, policies and procedures

Skills
The ability to:

- implement routine housekeeping to ensure environment free of infection
- use safety equipment and materials appropriate to children's level of development
- check equipment, furniture and play materials for safety
- store dangerous substances
- store and dispose of waste and soiled materials safely
- use effective germicides to correct concentration levels
- identify and deal with potential hazards
- ensure that outside doors or gates are adequately fastened
- manage animals within the institution
- maintain supervision of children
- promote children's self confidence
- identify potentially dangerous situations and take action to rectify them
- increase children's awareness of the need for safety and supervision
- avoid overprotection of children during supervision
- ensure that children are not handed over without authorisation
- follow procedures for dealing with emergencies
- communicate information about emergency procedures to supervisor/appropriate personnel
- acquire information required to contact parents/guardians in the event of an emergency
- take action to resolve any difficulties in implementing emergency procedures
- carry out procedures in the event of an emergency
- report and record all incidents
- check and replenish contents of first aid box
- assess and determine extent of injury or emergency
- take appropriate action for inhalation of dangerous gases
- take appropriate action when objects are inserted in the orifices

**Underpinning Knowledge and Skills (Cont'd)**

<u>Skills</u>
The ability to: (Cont'd)

- maintain acceptable standards of hygiene when dealing with accidents or emergencies
- 
- offer comfort and reassurance whilst ensuring the safety of others
- write report of accident or emergency in the required format
- convey information about accident to a child to supervisor
- use safety reins and children's own prams/buggies consistent with the children's safety and level of development
- identify common childhood illnesses - recognition, management strategies
- writing incident records
- making decisions under pressure

**(4)    Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- A childcare facility
- Children's services resources and equipment
- The local environment

**(5)    Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- review of incident report
- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)    Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0111B:          **Maintain a child oriented environment**

Competency Descriptor:

This unit deals with the knowledge and skills required to adequately support appropriate organization of the learning environment.

Competency Field:          Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1.  Maintain the physical environment for young children | 1.1 | Space that is necessary and appropriate is made available. |
| | 1.2 | Available space and equipment are organised to ensure the safety and well-being of children. |
| | 1.3 | The layout of furniture and equipment facilitates desired outcomes. |
| | 1.4 | Entrances and exits are made free from obstruction. |
| | 1.5 | Room ventilation and lighting are adjusted to facilitate the comfort of children and adults. |
| | 1.6 | Children are encouraged to assume a variety of responsibilities for the environment. |
| | 1.7 | Potential barriers to and problems for children with special needs are identified. |
| | 1.8 | Adaptations are made as necessary to the environment to enable the participation of all children. |
| | 1.9 | Maximum use is made of outside areas for exploration of the natural environment. |
| | 1.10 | Changes are made to the layout of the environment to stimulate the interest of children and reflect emerging needs. |
| | 1.11 | The environment is set up in a manner which is safe, non-threatening, challenging and stimulating. |
| | 1.12 | Facilities for washing and drying are made easily accessible. |
| | 1.13 | Materials and equipment are regularly checked to ensure an adequate supply. |

| | | | |
|---|---|---|---|
| | | 1.14 | Stocks are replenished following procedures agreed for the setting. |
| | | 1.15 | Equipment and materials are labelled to offer ease of identification. |
| 2. | Set up displays | 2.1 | Content and presentation of displays are appropriate for developmental stages of the children. |
| | | 2.2 | Objects and materials are displayed in ways that promote discussion and learning opportunities for children. |
| | | 2.3 | Pictures and other visual displays including children's own work are presented in an attractive manner easily seen by children. |
| | | 2.4 | Visual displays actively promote positive images of people of both genders from various cultural and religious groupings, and include people with disabilities. |
| | | 2.5 | Displays are clearly labelled, legible and written in a form and language familiar to children. |
| | | 2.6 | Materials are displayed in an attractive manner and are consistent with health and safety. |
| | | 2.7 | Parents and children are involved as far as possible in the selection and maintenance of materials for displays. |
| | | 2.8 | The attention of children and parents are drawn to displays in a manner of which encourages them to take pride in children's work. |
| | | 2.9 | Children's work is included in displays which reflect the process involved and the children's effort. |
| | | 2.10 | Displays are changed often to sustain the interest of children and parents. |
| 3. | Establish and maintain learning centres | 3.1 | Resources are located to facilitate ease of access and the safety of children and adults. |
| | | 3.2 | Variety of materials and equipment are provided to provoke children's interest in using each learning centre. |
| | | 3.3 | Protective coverings for furniture and floor are used to prevent damage while ensuring the safety of children. |
| | | 3.4 | The quantity of equipment and materials are made sufficient to enable the planned number of children to participate. |

|   |   | 3.5 | Children's access to small items are restricted or supervised as consistent with maintaining their safety. |
|---|---|---|---|
| 4. | Arrange large equipment for physical play activities | 4.1 | Equipment is regularly checked for safety. |
|   |   | 4.2 | Equipment is correctly adjusted where required. |
|   |   | 4.3 | The hygiene and safety of equipment and materials are checked before use and defective equipment is removed and faults reported to the appropriate personnel. |
|   |   | 4.4 | Equipment is set up in ways, which makes the best use of available space. |
|   |   | 4.5 | The number of children using the equipment is restricted as necessary to ensure safety. |
|   |   | 4.6 | Adaptations are made to the equipment and its layout to enable the participation of children with physical disabilities where possible. |
| 5. | Set out a selection of books to interest children | 5.1 | Books displayed in a suitable place are easily accessed by children. |
|   |   | 5,2 | The area is made attractive and comfortable for children. |
|   |   | 5.3 | A wide variety of books that is appropriate for children are selected and provided in sufficient quantities. |
|   |   | 5.4 | Books that portray positive images of people are selected. |
|   |   | 5.5 | Books that enable children to make sense of, and extend their experiences and knowledge are selected. |
|   |   | 5.6 | Defective books are identified and removed from displays. |
| 6. | Clear away and store equipment used for activities | 6.1 | Equipment and surfaces are restored to a safe, hygienic and usable state. |
|   |   | 6.2 | Children are encouraged to participate in clearing away and cleaning consistent with their level of development, health and safety. |
|   |   | 6.3 | Equipment storage is made accessible and safe in order to prevent deterioration. |
|   |   | 6.4 | The collection and disposal of waste consumable materials are consistent with health and safety standards. |

## RANGE STATEMENT

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- Ministry of health food handlers permit
- National Association for the Education of Young Children (NAEYC)
- UNICEF Core Commitment for Children (CCC)
- World Fit for Children (WFC)

Types of equipment/resources may include:

- small scale constructional toys
- large scale constructional toys
- puzzles/shape fitting
- tools/implements
- threading/sewing equipment
- climbing equipment
- moving equipment
- equipment for climbing over/under, in/out, around
- equipment for sliding or bouncing
- consumable materials
- perishable materials
- natural/man-made materials
- indigenous/recycled materials
- clothing/costume/accessories

Types of skills may include:

- manipulative
- creative
- communication
- observation
- problem solving/critical thinking
- cooperative

This unit of competency should be demonstrated in accordance with the:

- Policies and procedures for maintaining a child oriented environment according to ECC Standards.

Types of materials may include:

- water
- sand or alternatives
- malleable materials
- paint, crayons etc
- materials for collage and three dimensional modelling
- adapted materials or equipment to enable the participation of children with special needs
- materials for specific theme-led role-play
- materials for non-specific/child-led role-play
- materials for shop corner
- materials for home corner

Types of environment may include:

- play areas
- everyday living areas to which children have access
- free spaces
- pre-set spaces with constraints on layout
- adaptable spaces/areas for children with special needs

Facilities for washing and drying may include:

- wash basin
- drying line and rack
- clothes pegs/pins
- running water

Appropriate encouragement may include:

- avoidance of gender stereotyping
- consideration of health and safety standards
- providing nurturing environment
- appropriate practices for guiding young children's behaviour, values, attitude

Types of displays may include:

- items of children's individual work or co-operative efforts
- thematic displays
- natural materials for example plants, rocks, shells etc
- recycled and indigenous materials

Learning centres may includes:

- book/reading corner
- home corner
- manipulative/table top activities
- shop corner
- health
- art/craft
- nature/science
- technology

Factors to consider in the selection of books may include:

- themes
- children's interest
- general information/reference

Age band should be:

- Under 1year (infant)
- 1 - 2 years (toddler)
3 - 5 years (pre-schooler)

Modification of space may include:

- maintenance of environment suitable to the needs of children
- providing children with a greater sense of physical security

Characteristics of children may include:

- those from dominant cultural groups
- those from other cultural groups
- those new to the setting
- those with special needs
- those whose sense of security has been disturbed

Desired outcomes may include:

- making appropriate provisions for carrying out activities
- facilitating  transitions and maintaining the learning environment

Location may include:

- indoors
- outdoors

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively maintaining a child oriented environment in accordance with the performance criteria and the range listed within the range of variables statement.

**(1)      Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- the ability to maintain occupational health and safety standards
- the ability to establish and maintain learning centres which facilitate active exploration by children
- the ability to provide a safe physical environment for young children
- knowledge of when to replenish learning centres
- the ability to establish and maintain displays which provoke curiosity in children
- the ability to provide a developmentally appropriate set of books and other resources for children
- the ability to safely clear away and store equipment used for activities


**(2)      Pre-requisite Relationship of Units**

- Nil


**(3)      Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the difference between fine and gross motor activities
- what creative play is and how it assists learning and development
- the kinds of materials used to facilitate creative and manipulative play and their properties
- a wide selection of  special equipment and how to adapt it to children with special needs
- how to sort out material and equipment attractively and to vary its presentation in order to stimulate interest
- the role of manipulative play in children's development (critical thinking, imagination, cause and effect)
- the potential hazards and the safety measures associated with natural and other materials
- which materials are 'natural' and which are 'other' materials
- a range of ways to set out and present materials attractively
- potential uses of equipment and ways of modifying equipment for children with special needs
- the importance of children having opportunities for outdoor play
- the types of equipment used for physical development and the various types of physical activities
- the various purposes of each piece of equipment
- how to use space effectively and safely
- the appropriate uses of equipment in relation to ages and stages of development
- how to set up equipment safely and minimise potential risks to children

**Underpinning Knowledge and Skills (Cont'd)**

<u>Knowledge</u>
Knowledge of:

- what role play is and what it may help to achieve in terms of a child's development, experience  and creative potential
- how to set up 'pretend' areas and activities
- how to follow a theme through role play
- the reasons why it is desirable to follow the child's lead and experiences
- how gender and cultural stereotypes may be expressed in children's play and activities and how to cope with them
- how to use equipment and materials to reflect children's own cultural backgrounds and extend their knowledge of other cultural groupings
- where to locate various books including libraries available to the child's care/education setting
- a variety of different types of books and their uses e.g. story books, fact books, themes, sensory, picture books etc and other materials
- how to set out books and other materials attractively
- the sequences of child development and the appropriateness of different types of book and other materials to the particular stage of development of the child/children
- the reasons why it is important to provide a variety of teaching/ learning resources with images that are positive and non-discriminatory
- the importance and use of books with different languages and illustrative styles
- how to make a comfortable, attractive area for children to use books
- where and how to store equipment safely and securely
- how to encourage children to help in clearing away
- the importance of giving them responsibilities
- how to make clearing away fun
- the importance of effective labelling, easily accessible storage (at children's level wherever possible), inventories and reporting of stock levels, equipment faults, etc
- routines for ensuring hygiene and maintenance of equipment and storage areas
- which materials are subject to deterioration and how to prevent or delay this
- safety requirements with respect to ventilation, lighting, access, current government regulations and standards
- safety procedures for emergencies including fire
- ways in which the layout of furniture and equipment can encourage or discourage engagement in activities
- different kinds of activity, including individual play, communication in pairs and co-operation in groups
- how to increase children's feelings of security,
- how to make it physically easier/harder for children to engage in an activity, and how to clear up or change activities
- difficulties experienced by children with physical disability
- how to adapt the environment for children with a variety of special needs
- the benefits to young children in being able to participate in decision making
- children's need to explore their environment in safety and security
- principles of display;
- how to arrange materials to attract children's attention, and facilitate higher thinking process
- a variety of techniques for mounting work  and displaying it attractively and appropriately for children

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- the names of common plants/animals and materials found in the environment
- how to care for plants/animals
- safety considerations in displaying materials in the setting
- common sources of fear and insecurity, including fear of separation among infants, toddlers, pre-schoolers (this covers simple knowledge of common stages/fears- enough to anticipate/recognise, but nothing more detailed)
- how emotional attachments, needs and dependencies are formed
- the fears and insecurity of young children
- ways of reassuring/dealing with fears including use of comfort objects
- health and safety issues in use of comfort objects
- marked differences among children in their need for physical comfort
- a variety of equipment and other materials, typical of a range of cultural backgrounds
- gender influences
- the need for protective coverings (for furniture and floors)

Skills
The ability to:

- select activities appropriate to the level of development of the children
- design layout of equipment and materials
- facilitate ease of access and safety of children and adults
- provide a variety of equipment and materials to attract children and encourage choice and experimentation
- prepare facilities for washing and drying
- use and care for protective clothing
- ensure adequate supplies of materials and equipment are available
- maintain hygiene and safety procedures
- make safety checks and report faults to appropriate personnel
- carry out regular safety checks and take appropriate action
- layout equipment
- ensure safety is maintained
- make adaptations to equipment to enable participation of children with special needs
- provide and use opportunities for outdoor play
- make layout of equipment safe and easily accessible
- provide adequate supplies of materials to encourage the development of imaginative and spontaneous role-play
- provide appropriate materials/equipment for planned play
- provide materials/equipment that broaden children's awareness of other cultures
- report repair or replacement needs
- display books and other materials appropriately
- make the environment comfortable and attractive
- select a variety of books consistent with the level of development of children
- select books that promote positive images to people
- arrange a wide selection of books that will extend children's experiences and knowledge
- make periodic checks for defects, make repairs and remove if necessary

Skills
The ability to: (Cont'd)

- maintain equipment in a safe, hygienic and usable state and report major cleaning requirements to appropriate personnel
- encourage participation of children in clearing away and cleaning up
- maintain availability of adequate supplies of materials/equipment
- maintain proper storage of materials
- report any occurrence of damage to equipment to appropriate personnel
- modify available space
- arrange layout of furniture and equipment
- ensure the safety and ease of access of children and adults
- adjust ventilation and lighting
- encourage children to assume responsibilities for the environment
- identify potential barriers to and problems for children with special needs
- make adaptations to the environment to enable the participation of children with special needs
- make use of outside areas for exploration of the natural environment
- make changes to the layout
- display objects and materials safely
- present pictures and other visual displays appropriately
- promote positive images through visual displays about people
- label displays and involve children in the selection ad maintenance of materials for display
- draw attention of children and parents to displays
- help children to cope with changes to their normal environment and personnel
- explain unexpected events which affect the children
- personalise items for children's individual use
- use equipment and materials which reflect cultural diversities


**(4)      Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- A childcare facility
- Children's services resources and equipment
- The local environment

**(5)      Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning – oral \ written
- interview – supervisors, peers, children
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

# CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0121B:          Make learning resources for children

Competency Descriptor:

This unit is an essential part of the sourcing and collecting of low cost materials and the involvement of childcare services, parents and children in the making of toys, games and other learning resources.

Competency Field:          Community Service – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Contribute to the sourcing and collection of low cost indigenous materials for making learning resources | 1.1 A variety of low cost materials selected for use are safe and appropriate for the production of play and learning materials for young children. |
| | 1.2 Initiative and creativity are used to source and collect material. |
| | 1.3 A number of suppliers are identified for the sourcing and collection of materials. |
| | 1.4 Safe and non-toxic materials are used to produce learning materials and toys for children. |
| | 1.5 Information about the importance and purpose of the desired materials are conveyed clearly to parents/guardians. |
| | 1.6 A suitable area is provided for parents/guardians and others to deposit collected materials. |
| | 1.7 Children are involved in the collection of natural, discarded and indigenous materials to be used for play/stimulation learning activities. |
| 2. Make learning resources | 2.1 Learning resources are produced based on knowledge of children's differing abilities, developmental stage and approach to learning. |
| | 2.2 Learning resources which are appropriate to promote children's interest and conceptual development are made. |
| | 2.3 All hand-made/produced and learning materials, including toys, meet basic safety requirements as articulated by the Bureau of Standards. |
| | 2.4 Learning resources, including toys, are attractive, neatly finished, durable and appropriate for the children involved in the activity. |

| | | 2.5 | The purpose and importance of learning materials are documented. |
|---|---|---|---|
| | | 2.6 | Handmade items are made according to design and specification. |
| | | 2.7 | Where guides for making learning resources are not used, creativity and initiative are applied safely and appropriately. |
| | | 2.8 | Ways that young children can make use of playthings and learning materials are explained. |
| 3. | Help children and guide parents to make toys. | 3.1 | Age appropriate toys are produced and selected to support children's motor coordination and perceptual abilities. |
| | | 3.2 | Materials to be used for creating playthings and learning resources are adequately provided for all participating children. |
| | | 3.3 | Children are guided in making toys according to their interest, ability, age and levels of development. |
| | | 3.4 | Arranged materials are flexible, easy to access and easy to work with. |
| | | 3.5 | Children are assisted in making toys to promote their creativity. |
| | | 3.6 | Individual pieces are shared with children, parents/caregivers. |
| | | 3.7 | Parents are encouraged and given guidelines on how to make stuffed toys and other toys for the class. |

## RANGE STATEMENT

The Range statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present.

This unit of competency should be demonstrated in accordance with the:

- Policies and procedures for making learning resources for children which are in keeping with ECC Standards.

Means of accessing suppliers may include:

- phone calls
- letters
- circulars
- face to face/personal contact

Types of safe materials may include:

- natural materials
- factory 'seconds'
- product parts or by-products
- discardable home/kitchen items
- low cost materials
- materials for construction of play/stimulation/learning items
- recycled materials
- indigenous materials

Learning resources including toys should enhance the development of the whole child. These include but are not limited to:

- visual aids
- auditory aids
- tactile objects
- Motor development objects
    - blocks
    - push and pull toys
    - soft toys
    - soft balls
    - hop – scotch
    - manipulative books
    - puzzles
    - large carton boxes
    - wheels and tyres
    - materials/equipment for skipping,
    - balancing
    - climbing and other locomotors activities
- language development
    - cloth books
    - pop-up books
    - panorama
    - diorama
    - peep show
    - puppets and puppet theatre
    - flannel board
    - abacus
- manipulative/non-manipulative toys
- malleable/non-malleable toys

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

Types of equipment and materials may include:

- scissors
- knives
- paper (cartridge)
- punchers
- staplers
- wire cutters
- needles
- string
- thread
- tape
- glue
- paint
- markers
- tracing paper
- scrap cloth
- flannel
- calico
- non-toxic crayons
- cartridge paper
- foam
- containers
- cord/string/rope
- cardboard/Bristol board
- Styrofoam/cork
- templates

Approach/guidelines to making learning resources may include:

- activity guides
- use of initiative and creativity
- computer
- resource centres
- displays/workshops/seminars
- collegial sharing
- curriculum guide
- curriculum resource book

Age band should be:

- Under 1 year (infant)
- 1 - 2 years (toddler)
- 3 - 5 years (pre-schooler)

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

**(1)     Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- The ability to contribute to the sourcing and collection of low cost and indigenous materials for making learning resources
- The ability to produce learning resources
- The ability to help children and guide parents to make toys

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- Montessori's philosophy on learning resources
- children development and learning
- the importance of toys and learning resources in the young child's classroom and the usefulness/purpose of each material.
- the importance of play for the young child
- the integrated approach to learning

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- Gender issues impacting on activities, play things and other resources supporting the development of young children
- toys and materials appropriate for each age cohort and domains of development. (physical, cognitive, communicative, social-emotional ,)
- the learning resources used to develop the readiness skills (auditory and visual perception, tactile, olfactory, gustatory, motor skills, language skills listening skills, number knowledge, general learning and affective behaviour).
- factors to consider when selecting playthings and other learning materials for young children (factors include safety, durability, attractiveness, appropriateness, size, age and the level of development of the child)
- how to organise, control and direct children of different ages and stages of development
- approximate ages for acquiring fine motor co-ordination skills
- methods of preserving hand-made learning resources

Skills
The ability to:

- contribute to lists of learning resources that can be handmade from materials collected
- contribute to lists of materials required for making appropriate learning resources
- incorporate the collection of natural materials in programme activities with children
- organise simple toy making activities that can be followed by children
- ensure adequate supplies of toys/materials for the number of children involved
- acquire materials for different themes
- construct materials with multi-purpose usage
- explain appropriately to parents/guardian the type of materials to be made and the safe guidelines to follow
- explain steps in toy making in simple language to parents/guardian and children
- prepare materials for use by children in toy making
- guide children in making simple toys
- follow step by step oral and written instructions regarding material development
- construct three dimensional objects
- prepare surfaces appropriately for toy/material
- ensure that all hand-made toys are safe and appropriate for the age and developmental stage of the child or group of children
- produce neatly finished toys/ learning resources that  will last over an extended period of time
- make materials which are attractive and neatly finished
- ensure safe usage of equipment and material in the presence of children
- organise convenient storage spaces for collected/donated materials
- select play/learning materials and other resources appropriate for thematic needs and developmental stages of children

**(4)    Resource Implications**

Competency in this unit may be assessed through access to:

- A childcare facility
- Curriculum and other necessary reference materials/resources
- The local environment


**(5)    Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- samples of playthings/kits produced by practitioner

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.


**(6)    Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0131B:        Deliver quality customer service

Competency Descriptor:    This unit covers the skills and knowledge required to identify
                          customers' needs and quality service.

Competency Field:     Community Services – Early Childhood Care Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Identify customers' needs | 1.1 | Customers' needs and expectations are accurately identified and clarified using appropriate interpersonal skills. |
| | 1.2 | Customers' needs are assessed to determine priorities for service delivery in accordance with organisational requirements. |
| | 1.3 | Customers are provided with information about available choices for meeting their needs and assisted in the selection of preferred options. |
| | 1.4 | Limitations in addressing customers' needs are identified and appropriate assistance is sought from designated individuals. |
| 2. Deliver a service to customers | 2.1 | Service is provided promptly to customers to meet identified needs in accordance with organisational requirements. |
| | 2.2 | Appropriate rapport is established and maintained with customers to ensure completion of the delivery of quality service. |
| | 2.3 | Customers' complaints are handled sensitively and courteously in accordance with organisational requirements. |
| | 2.4 | Customers with special needs or seeking assistance are responded to in accordance with organisational requirements. |
| | 2.5 | Available opportunities are identified and used to promote and enhance services and products to customers. |
| 3. Monitor and report on service delivery | 3.1 | Customer satisfaction with service delivery is regularly checked in accordance with organisational requirements. |
| | 3.2 | Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements. |
| | 3.3 | Customer feedback is regularly sought and used to improve the provision of products and services. |

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Appropriate interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing to check understanding of customer's message
- providing an opportunity for the customer to confirm their request
- seeking feedback from the customer to confirm understanding of needs
- questioning to clarify and confirm the customer's needs
- listening actively to what the customer is communicating

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

Customers' complaints may include:

- service errors
- service not delivered on time
- customer satisfaction with service quality

Designated individuals may include:

- supervisor
- customers
- colleagues

Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- person/s responsible for service delivery
- pricing policies
- refund policy and procedures

Customer needs and expectations may relate to:

- advice or general information
- specific information
- additional information
- making an appointment
- complaints
- purchasing services
- accuracy of information
- fairness/politeness
- prices/value

Customers can be:

- internal or external
- regular
- new
- those with special needs

Age band should be:

- Under 1 year (infant)
- 1 - 2 years (toddler)
- 3 – 5 years (pre- schooler)

Verifiable evidence may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints

Opportunities for enhancing quality of service may include:

- procedures for delivery of service
- extending timelines
- update of customer service charter

Customers with special needs may include:

- disabilities
- language
- beliefs/values
- religious/spiritual observances
- gender, age
- culture

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

**(1)     Critical Aspects of Evidence**

- Identifying needs and priorities of customers
- Distinguishing between different levels of customer satisfaction
- Treating customers with courtesy and respect
- Identifying and complying with organisational requirements
- Responding to and reporting on customer feedback

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles of excellent customer service
- the organisation's business structure, products and services

Skills
The ability to:

- use verbal and non-verbal communication effectively
- assess information for relevance and accuracy
- source additional information as required
- use technological skills which include the ability to select and use technology appropriate to a task
- deal with customer enquiries or complaints

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- the organisation's policy and procedures for customer service including handling customer complaints
- service standards and best practice models
- the principles of quality assurance
- public relations and product promotion
- consultation methods, techniques and protocols
- techniques for dealing with customers, including customers with special needs

Skills
The ability to:

- relate to people from a range of social, cultural and ethnic backgrounds and with different physical and mental abilities

**(4)      Resource Implications**

Competency in this unit may be assessed through access to:

- A childcare facility
- Children's services resources and equipment
- The local environment.

**(5)      Consistency of Performance**

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**(6)      Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- anecdotal report

**(7)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skill.

**CSEECD0141B:**      **Demonstrate knowledge of the stages of child development**

Competency Descriptor:

This unit provides knowledge of the stages of child development required by an early childhood practitioner working in an Early Childhood Institution.

Competency Field:      Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Outline the main features of child growth and development | 1.1 | Growth and development are correctly differentiated. |
| | 1.2 | The stages in pre-natal development are correctly illustrated. |
| | 1.3 | The stages in children's psychomotor development are correctly identified. |
| | 1.4 | The stages in children's cognitive development are correctly identified. |
| | 1.5 | The stages in children's social and emotional development are correctly identified. |
| | 1.6 | The terms related to children's growth and development is used correctly. |
| 2. Identify the effects of heredity on children's growth and development | 2.1 | Genetics that determine the sex of children are correctly identified. |
| | 2.2 | The ways in which genetics determine multiple offspring are correctly identified. |
| | 2.3 | Genetics abnormalities in children are determined. |
| 3. Identify the effects of environment on children's growth and development | 3.1 | The impact of the prenatal environment on children's growth and development is identified. |
| | 3.2 | The importance of pre-natal health care on children's growth and development are correctly illustrated. |
| | 3.3 | The stages of childbirth are correctly identified. |

| | | | |
|---|---|---|---|
| | | 3.4 | The effect of birth complications on children's growth and development are identified. |
| | | 3.5 | The effects of postpartum depression on children's growth and development are identified. |
| 4. | Illustrate how socialisation influences personality and social development | 4.1 | The agents of socialisation are correctly identified. |
| | | 4.2 | Socialization factors influencing the development of children's personality and concept of self are correctly illustrated. |
| | | 4.3 | Self-concept and self-esteem are correctly differentiated. |
| | | 4.4 | The importance of self-concept and self-esteem in personality development are correctly illustrated. |
| | | 4.5 | Correct methods for building positive self-concept and self-esteem in children are identified and illustrated. |
| 5. | Illustrate factors that support or hinder the development of the Jamaican child | 5.1 | Factors that support or hinder the psycho-motor development of Jamaican children are identified. |
| | | 5.2 | Factors that support or hinder the cognitive development of Jamaican children are identified. |
| | | 5.3 | Factors that support or hinder the social, emotional and moral development and personality formation of Jamaican children are identified. |

## RANGE STATEMENT

The Range statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- Access to Information Act

Prenatal stages of development:

- zygote
- embryo
- fetus
- sensitive periods (Hinde's theory)

Prenatal environmental influences may include:

- biological
    - role of genetics in determining sex of
    - child, multiple births, abnormalities
- environmental (Brofenbrenner's theory) teratogens:
    - prenatal health care
    - birth complications
    - other maternal factors

Domains of development include:

- physical
- cognitive
- social and emotional

The socialization process entails:

- agents of socialization
- socialization factors influencing the development of child's personality (Erickson theory)

EC practitioner's attitude should include a demonstration of the:

- capacity to communicate respect, love and warmth directly to children
- ability to show consideration for the feelings, desires and interests of children
- knowledge of each child's developmental stage so that activities are developmentally appropriate
- capacity to convey to children both acceptance of and interest in their culture, family, community and self
- knowledge of the rights of children to equal opportunities to develop to their fullest potential

Periods of development:

- prenatal: conception to birth
- infancy: birth to 1 year
- toddler :$1^+$ to 2 years
- pre-schooler: $3^+$ to 5 years
- mid-childhood: 6-11 years
- adolescence: 12-18 years

Age band include:

- Under 1 year (infant)
- 1 – 2 years (toddler)
- 3 – 5 years (pre- schooler)

The birth process:

- possible complications
- myths
- normal birth process

Self concept and self esteem in child development:

- meaning of self-concept
- meaning of self-esteem
- importance of self-concept and self-esteem in personality development
- factors contributing to the development of positive and negative self concept

## EVIDENCE GUIDE

Competency is demonstrated by knowledge of the stages of children's development in accordance with the performance criteria and the range listed within the range of variables statement.

**(1)      Critical Aspects of Evidence**

Evidence of the following should be demonstrated. Knowledge of

- the main features of child growth and development from conception to age 8
- the effects of hereditary and environmental factors that impact on children's growth and development from conception onwards
- the concept of socialization and its influence on personality and social development of children
- the meaning of self concept and self esteem in child development
- the importance of self-concept and self-esteem in personality development
- factors that contribute to the development of negative and positive self-concepts
- methods used for building positive self-concept and self-esteem

**(2)      Pre-requisite Relationship of Units**

- Nil

**(3)      Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the difference between growth and development
- domains of development
- child growth and development from conception to age 8
- pre-natal development and birth
    - the role of genetics in determining sex of child, multiple offspring and abnormalities
    - pre-natal stages – zygote, embryo, fetus, sensitive periods (Hinde's theory)
    - pre-natal environmental influences – Brofenbrenner's theory
    - Teratogens – prescription and non-prescription drugs, illegal drugs, alcohol, radiation, environmental pollution, maternal diseases, other maternal factors – exercise, nutrition, emotional stress, blood and RH compatibility, maternal age and previous birth
    - the importance of prenatal health care
- the birth process – possible complications, myths
- the importance of postnatal care
- the process of socialization
- the agents of socialization – home, school, peer-group, community institutions, wider community

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- socialization factors influencing development of child's personality and concept of self – gender bias, sex role stereotyping, birth position, sibling rivalry, physical health, family/home environment, rural and inner-city environments, peer group, child rearing practices, race, socio-economic status, language, school environment- daycare, pre-school, primary school (Freud's and Erickson's theory)
- self concept and self esteem in child development
    - the meaning of self-concept and self esteem
    - the importance of self-concept and self-esteem in personality development
    - factors that contribute to the development of positive and negative self-concepts
    - methods used to build children's positive and negative self-concept and self-esteem
- environmental and other factors that support or hinder the development of the Jamaican Child e.g. social class differences/poverty, parent/caregiver warmth, quality of home/daycare environment, early stimulation interventions, availability of appropriate materials and resources, maternity leave, teen and absentee parents, unwanted pregnancies, child abandonment, child shifting, appropriate role models, recognition of children's rights, respect for children's views and feelings, gender fairness, impact of societal values and attitudes, teacher/caregiver child relationships, prevalence of violence and crime, media coverage of violence, television
- attitudes to play and physical development,
- the physical environment and play spaces for children,
- the impact of health and nutritional status on physical-motor development,
- observation and oral presentation techniques
- active listening techniques
- interview techniques
- how to prepare portfolio

Skills
The ability to:

- Relate Bronfenbrenner's theory to environmental issues influencing child development
- Prepare posters and charts illustrating the stages in child development and related issues
- Research and discuss common myths about conceptions, gestation and birth that are prevalent in Jamaica
- Visit day care centers, basic schools and homes to observe patterns of interaction between adults and children
- Record observations
- Participate in discussions on underpinning knowledge topics and issues
- Conduct research and do presentations on assigned topics and issues from underpinning knowledge
- Participate in role play activities
- Prepare case studies
- Compile portfolio of strategies used for building positive self-concept and self-esteem
- Interview parents/caregivers and children on some of the related issue

**(4)    Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- A childcare facility
- Children's services resources and equipment
- The local environment e.g. availability of ramps, rails, elevators etc
- Appropriate audiovisuals


**(5)    Method of Assessment**

In order to ensure consistency in performance and identify situational variables it will be necessary to collect evidence from a range of clients.

Evidence may be collected in a variety of ways including:
- review of portfolio, posters and charts
- direct observation of presentations
- questioning – oral and written
- authenticated assessments/assignments from relevant training courses

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.


**(6)    Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

# CSEECD0151A:     Facilitate play and leisure

Competency Descriptor:    This unit deals with the knowledge and skills required to facilitate children's play and leisure to enhance their holistic development

Competency Field:         Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1. | Create an environment to foster play and leisure | 1.1 | Areas for different kinds of play are created. |
| | | 1.2 | Resources and materials are changed regularly. |
| | | 1.3 | The environment provides appropriate experiences to develop children's senses. |
| | | 1.4 | Sufficient time is given for play to develop. |
| | | 1.5 | Time to complete play activities is provided when possible. |
| | | 1.6 | Resources and materials necessary for play are made available to children. |
| | | 1.7 | Resources and materials are arranged in a manner that stimulates children's interest. |
| | | 1.8 | Play activities are appropriate for the age and stage of development of the children. |
| | | 1.9 | Children's individual interests and needs are identified and supported in the provision of materials. |
| | | 1.10 | Provisions for play take into consideration the cultural diversity, gender and differing abilities of children. |
| | | 1.11 | Opportunities for group and individual play are provided. |
| | | 1.12 | Children are allowed choice in their play. |
| 2. | Actively guide and facilitate children's play and leisure | 2.1 | Children's efforts are encouraged, acknowledged and praised. |
| | | 2.2 | Practitioner follows children's lead in the play. |
| | | 2.3 | A range of resources and materials are used flexibly so as to prompt extensions of play. |

|  | 2.4 | Make play material/equipment accessible to children. |
|--|-----|------|
|  | 2.5 | Practitioners participate in play activities. |
|  | 2.6 | Children's imaginative play is encouraged and praised. |
| 3. Actively encourage children to enjoy play and leisure | 3.1 | Children's reactions to play environment are observed and monitored to ensure each child is not becoming frustrated or bored. |
|  | 3.2 | Each child receives spontaneous responses. |
|  | 3.3 | Playfulness and playing are modelled to children. |
|  | 3.4 | Interaction with children is made with enthusiasm and enjoyment. |

## RANGE STATEMENTS

The Range statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

This unit of competency should be demonstrated in accordance with the following:

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- Legal precedents
- Service standards
- Mission statements, policies and philosophies of the organization

Leisure is understood to be:

- a special way of doing and feeling
- stimulating, creative, relaxing, playful, refreshing challenging and pleasant
- balancing those things in life that may be boring, onerous, time consuming work, tiring, repetitive, hurried or dutiful

Leisure describes pursuits that are freely chosen and deeply satisfying.

The environment may include:

- the building and grounds where the home is located
- the local area around the home and its resources and characteristics

An environment arranged to "invite" children to play and foster play and leisure should:

- appeal to children's interest
- provide choices
- be safe physically and psychologically
- provide challenge appropriate to the children's stage of development

The creation of areas for different kinds of play and leisure may include areas for:

- quiet play
- constructive play
- noisy play
- sand and water play
- creative play
- dramatic play
- physical play
- sports
- solitary activities
- music
- conversations

Ways of facilitating play will be affected by a child's age/stage of development and may include:

**For infants (under 1 year):**

Flexible routines to allow for the needs of individuals to be met.
- Gentle handling, eye contact and appropriate sensory experiences to develop security and trust.
- Safe environment to explore

**For toddlers (1 – 2 years):**

- the day is structured and routines are established
- blocks of time are available for exploring and experimenting with the materials
- caregivers introduce new and different experiences to children
- play is extended by introducing new materials or resources or suggesting alternative ways to use the materials
- caregivers give children time to develop their ideas
- transition from one activity to another is smooth
- worker models play and use of equipment
- children are encouraged to pack away materials/resources after use

Age band should be:

- Under 1 year (infant)
- 1 – 2 years (toddler)
- 3 – 5 years (pre-schooler)

Creating an environment to foster play and leisure may depend on:

- resources available
- age of children
- number of children
- type of home
- environment
- location
- materials available (natural and processed)
- staff
- community background and expectations

**For 3 to 5 year old children (pre-schooler):**

- care giver's interactions provide a positive role model for children
- an environment is maintained that respects individual and group needs
- children are aware of the limits which are applied consistently
- children's feelings are acknowledged and respected by caregivers and children

Different kinds of play and leisure may include:

- quiet and energetic,
- boisterous
- functional, constructive, dramatic play
- games and free flowing play
- solitary, parallel and interactive or a mix of these
- cooperative play
- imaginative play

## EVIDENCE GUIDE

**(1)    Critical Aspects of Evidence**

Evidence of the following need to be demonstrated by the ability to**:**

- Guide individual children's play and leisure, giving due regard to child's age, abilities, interests, culture and development.
- Provide materials for play and leisure appropriate to the age and stage of development of the child/children.
- Create an environment to foster play and leisure.
- Facilitate play and leisure in the 'best interest of the child'.

**(2)    Pre-requisite Relationship of Units**

- Nil

**(3)    Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- time management skills
- the importance of play and leisure to human development
- types and complexities of play and leisure
- stages of play
- available play materials
- different cultural beliefs about play
- areas of play regarded as important and appropriate
- Occupational Health and Safety
- the range of leisure interests of children
- cultural beliefs about leisure for children of different ages
- Organizational standards, policies and procedures
- anger management
- Early Childhood Commission Act (2003)
- Child Care and Protection Act (2004)
- The Early Childhood Act and Regulations (2005)
- The Conventions on the Rights of the Child
- Universal Precautions
- first aid

Skill
The ability to:

- arrange equipment considering safety, movement of children, different ages/stages of development of children
- adapt environment to encourage different types of play and stages of play
- organise play or leisure experiences for different children according to needs and interests
- manage time
- accept different attitudes of families about play
- apply paediatric first aid
- teach fair play

**(4)    Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- a childcare facility
- access to children's services, resources and equipment
- access to the local environment
- materials and equipment to facilitate play and leisure

**(5)    Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients and situations.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning (oral or written)
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)    Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualification Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0012B:**          **Demonstrate basic knowledge of curriculum**

Competency Descriptor:    This unit sets out the knowledge required of early childhood
                          Practitioners to acquire basic knowledge of the structure of a
                          curriculum, and apply it appropriately in the learning/teaching context.

Competency Field:         Community Service - Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Demonstrate knowledge of the philosophy and goals of the curriculum | 1.1 Knowledge of the philosophy and goals of the curriculum is demonstrated. |
| | 1.2 Children are encouraged to be actively involved in the learning process demonstrated in curriculum goals. |
| | 1.3 Knowledge of a variety of developmentally appropriate activities and materials is demonstrated. |
| | 1.4 A clear understanding and ability to implement the curriculum is demonstrated. |
| 2. Demonstrate knowledge of concepts relating to the curriculum | 2.1 Concepts relating to the curriculum (learner, teacher/facilitation development process) are inextricably linked in providing meaningful learning experiences for the specific age group. |
| | 2.2 The progression of the curriculum is assessed over time to ensure that children master basic skills and demonstrate understanding before they are introduced to more difficult ones. |
| | 2.3 Practitioners understand when and why it is necessary to make modifications to the curriculum. |
| | 2.4 Basic elements of the curriculum, such as objectives stated for specific learning outcomes, content, strategies or methods, planned activities and evaluation, are included in the daily schedules. |
| 3. Demonstrate knowledge and application of integrated curriculum | 3.1 Integrated approaches are used in curriculum delivery to facilitate learning as a holistic process. |
| | 3.2 An integrated approach is applied to nurture the natural curiosity and exuberance of childhood. |

| 4. | Provide a balance of child-initiated and teacher –initiated activities | 4.1 | Basic knowledge of options available for large group, small group and individual activities is demonstrated. |
| | | 4.2 | Routine tasks are incorporated into the daily programmes as a means of furthering children's learning, self-help and social skills. |
| | | 4.3 | The pace for moving on to new activities is determined by the children's needs. |
| | | 4.4 | Assistance given to children to get an early start in academics, paper and pencil tasks, and pre-packaged materials is limited and controlled in the programme. |
| 5. | Facilitate children's characteristics, experiences, and family and cultural needs | 5.1 | The diversity of characteristics and values of children and their families, while focusing on developmentally appropriate practices is facilitated. |
| | | 5.2 | Parents are informed about the programme, the policy or regulatory changes in the interest of the children. |
| | | 5.3 | Parents and community interest groups are encouraged to participate in the provision and benefits of appropriate teaching/learning materials and experiences. |
| | | 5.4 | Resources in support of the curriculum are accessed within the school community and from other stakeholders. |

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

This unit of competency should be demonstrated in accordance with the:

- Policies and Procedures for demonstrating knowledge of curriculum which are in keeping with ECC Standards

Plans may include:

- seasonal
- short term
- long term

Age band may be:

- Under 1 year (infant)
- 1 – 2 years (toddler)
- 3 – 5 years (pre-schooler)

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- Caribbean Plan of Action

Attitude to be demonstrated may include:

- Consideration for the feelings desires and interests of children's developmental stages so that activities are developmentally appropriate.
- The capacity to convey to children both acceptance of and interest in their culture, family and community.
- Knowledge of the rights of children to equal opportunities to develop their fullest potential.
- The capacity to promote interpersonal relationships.
- Appropriate and effective use of language and other communication skills.
- Appreciation for a peaceable environment

Evaluation processes take into account student's ability to:

- Undertake assigned tasks
- Demonstrate developmentally appropriate practice with infants, toddlers or pre-schoolers
- Design, create and present one activity that is related to one theoretical framework.
- Use tests and alternative assessments (e.g. portfolios, journals, checklists)

Early Childhood Institutions may include:

- nurseries and preschools
- after- school settings,
- lecture and demonstration settings,
- libraries

Resources may include:

- Human – training staff, colleagues, professionals, parents, community workers
- Physical facilities – indoors, outdoors
- Material and equipment – developmentally appropriate gadgets, Overhead Projectors, Audio-visual aides, Text books, Multimedia and Computers, Camcorders
- National Early Childhood Policies and Standards

Types of activities and experiences may include:

- Research
- demonstrations
- observations
- oral and written presentations

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

**(1)     Critical Aspects of Evidence**

Evidence of the following needs to be demonstrated:

- A clear understanding of the design and purpose of a curriculum for early childhood development.
- Consideration for each child's rate of development, needs, interests, and other characteristics in curriculum development.
- Team building and time management skills.
- Correct decisions made in the interest of children.
- The ability to consider and evaluate all aspects of a child's development.

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- different types of curricula
- what curriculum/planned curriculum is
- what is perceived and experienced by the children
- curriculum related concepts – learner, teacher/facilitator
- factors to consider in designing a curriculum- goals, values and programme philosophy
- elements of a curriculum objective, content, methods and materials assessment and evaluation
- the NAEYC guidelines for developing age and individual appropriate activities
- how to select and organise each of the curriculum appropriately
- the difference between a child-centred approach and a teacher-centred approach
- what an integrated approach is
- how to adapt the curriculum to individuals, small or large groups
- how to create a unit plan from a curriculum
- how to plan appropriate activities for children at different stages of development
- the rights of children to equal opportunities to ensure that they develop their fullest potential

**Underpinning Knowledge and Skills (Cont'd)**

<u>Skills</u>
The ability to:

- gather information through research and from lectures on children and their developmental needs
- define and use the different terminology  in describing programmes and services related to early childhood development
- identify  criteria associated with the curriculum used in various child care programmes
- compare and evaluate the effectiveness of  programmes in meeting the needs of children, parents, and families
- estimate the range of developmental needs of the children in the ECI
- gather data through observation of children and programmes
- ensure that children's rights and individual needs are met
- evaluate and select an appropriate curriculum for a specific programme
- select and use themes appropriately
- write unit plans (e.g. daily, weekly) from a curriculum
- demonstrate the effective implementation of a curriculum
- plan and implement daily activities based on relevant programmes
- evaluate the learning outcomes of a curriculum
- communicate respect, love and warmth directly to children
- show consideration for the feelings, desires and interests of children
- convey to children both acceptance of and interest in their culture, family and community
- convey peaceable ways of relating to children and adults

**(4)    Resource Implications**

Competency in this unit may be assessed through access to:

- a childcare facility
- children services, resources and equipment
- the local environment
- library
- appropriate references

**(5)    Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:
- direct observation
- questioning – oral  and written
- interview – parents, supervisors, peers, children
- authenticated assessments and/or assignments from relevant training courses
- variety of alternative assessment procedures

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0022B:**          **Promote children's sensory and motor development**

Competency Descriptor:      This unit provides the knowledge and skills required to promote
                            children's sensory and motor development.

Competency Field:           Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Help children to develop awareness and understanding of sensory experiences | 1.1 | Stimulating sensory experiences appropriate to children's level of development are provided through planned activities. |
| | 1.2 | Unexpected opportunities are used to promote children's awareness of their senses and to help them distinguish between sensations and feelings. |
| | 1.3 | Activities are consistent with maintaining a healthy and safe environment for all children. |
| | 1.4 | Distractions to children's involvement in sensory experiences are kept at a minimum. |
| | 1.5 | Terms are introduced to help children name and articulate their sensory experiences and feelings and are used in appropriate contexts. |
| | 1.6 | Adequate spaces are provided to enable mobility and stimulation opportunities to take place on the floor on soft covers. |
| | 1.7 | Activities are adapted to enable the participation of children with sensory impairment. |
| | 1.8 | Children are encouraged to describe and share their sensory experiences and feelings in ways, that extend their understanding and reasoning. |
| | 1.9 | Positive acceptance of people with sensory impairment is promoted. |
| 2. Help children to develop confidence in movement | 2.1 | A variety of movements is provided to enable children to extend their experiences. |
| | 2.2 | The language and non-verbal communication used is appropriate in developing children's vocabulary and awareness of their bodies and feelings. |

|     |     |     |     |
|-----|-----|-----|-----|
|     |     | 2.3 | Children are encouraged and praised in practising new movement skills to allow them to progress confidently and safely while maintaining their self-reliance. |
|     |     | 2.4 | Appropriate apparatus is provided to encourage children to move in an expressive and rhythmical way and to explore their use of space and movement. |
|     |     | 2.5 | The participation of all children in movement is enabled through activities that avoid discrimination based on stereotypes of gender, ability or culture. |
| 3.  | Help children to develop motor skills | 3.1 | Provisions are made for children to develop and practise their skills appropriate to their level of development, abilities and safety. |
|     |     | 3.2 | Activities and equipment are adapted to enable the participation of children with special needs while encouraging their independence. |
|     |     | 3.3 | Activities and equipment are adapted to increase the potential for developing varying motor skills in activities and play. |
|     |     | 3.4 | Activities are structured and equipment arranged in ways, which promote co-operation among children. |
|     |     | 3.5 | Help and encouragement are given to children ensuring their safety while allowing them sufficient independence to experience a sense of achievement. |
|     |     | 3.6 | Opportunities arising out of spontaneous play activities are used to enable children to further develop their motor skills. |
|     |     | 3.7 | Opportunities are given to children to practise motor skills which enable them to develop at a rate appropriate to their individual ability. |
|     |     | 3.8 | Equipment selected is suitable to the size and level of development of infants. |
|     |     | 3.9 | Appropriate methods and techniques are used to promote the development of infants' hand/eye coordination. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation. Competent performance of the criteria must be demonstrated in the following:

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- The Conventions on the Rights of Persons with Disabilities

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for promoting children's sensory and motor development

Characteristics of children:

- children with sensory impairment of different types and those without
- children who lack confidence in movement and those who do not
- children who have difficulty with motor skills including children with special needs and those without

Age band should be:

- Under 1 year (infant)
- 1 -2 years (toddler)
- 3 – 5 years (pre- schooler)

Sensory experiences include:

- using sight
- hearing
- touch
- smell
- taste

Interventions include:

- praise
- commentary
- listening to children
- assisting children
- encouraging children to participate in activities

Types of environment:

- indoors
- outdoors
- constructed
- natural

Group size:

- one to one
- small group
- large group

Types of equipment for gross motor skill may include:

- large equipment (climbing bars; slides; swings; small gym equipment; gym mats; soft floor equipment)
- small equipment;
- fixed equipment;
- moveable equipment
- adapted equipment;
- soft and hard objects;
- safety equipment (guards; rails);
- small sized gym equipment;
- wheeled toys

Physical skills may include:

- skills in motor areas - fine and gross motor
- dexterity
- eye - hand coordination
- balance
- locomotion
- coordination

Provisions include:

- activities
- equipment
- objects and tools

For toddlers, provide opportunities to practice new skills such as:

- walking
- climbing,
- balancing
- pushing and pulling wheeled toys

Opportunities to develop relevant physical skills will vary according to the age/ability of the child –

For infants:

- equipment and toys such as cradle toys
- objects to explore by mouth
- swinging toys
- rattles
- toys to poke, squeeze and push along

Opportunities to develop physical fitness skills may include:
- active games
- sports
- exercises
- setting up venue/environment
- range of environments and equipment
- socio dramatic play
- play with construction materials
art activities

Tools and materials for fine motor may include:

- skill beads
- play dough
- lace
- crayon
- puzzles

Types of motor skills:

- gross
- fine

Equipment include:

- audio
- tactile and visual

For 3 to 5 years old:

Opportunities to develop fine motor skills using:

- puzzles
- peg boards
- beads to string
- construction sets
- crayons
- brushes
- scissors

Provide opportunities to practice large muscle skills such as:

- running
- jumping
- catching a ball

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively promoting children's sensory and motor development in accordance with the performance criteria and the range listed within the range of variables statement.

**(1)     Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated by:

- the ability to engage children in a range of developmental opportunities which are matched to their developmental stage and specific needs
- the ability to help children develop awareness and understanding of sensory experiences
- the ability to help children develop confidence in movement
- the ability to help children develop motor skills

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the sequence and processes of sensory development
- what sensory experiences are, their value and how to provide appropriate sensory experiences
- the concept of sensory impairment, its practical implications for children and for workers promoting their development
- when and how children might be referred for assessment of sensory functions
- how to provide a safe and stimulating environment to encourage children's sensory development and creative play
- a variety of appropriate materials and equipment used to encourage children's sensory development and creative play

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- how to communicate verbally and non-verbally to encourage children's vocabulary about movement and spatial awareness
- how to show approval for children's efforts
- appropriate activities and equipment and their potential in exploring movement with children
- the uses, safety factors and age appropriateness of a range of apparatus and its potential in helping children to develop motor skills
- a range of age appropriate activities and games which may be used in helping children to develop motor skills
- the relationship between apparatus/activities/games and the specific physical skills they may help to develop
- a range of strategies to encourage the participation of all children in activities which will help to develop motor skills
- adaptations to standard equipment for use by children with difficulties/special needs
- the potential of standard and adapted toys for use by children with special needs, e.g. mobility problems
- the potential for physical development in such activities such as swimming
- opportunities for the development of motor skills which occur incidentally and how to use them as they occur
- how to extend children's understanding of the activities they are involved in
- how to recognise variations from developmental norms and how to use referral processes
- the importance of hand-eye co-ordination and manipulative skills in the development of educational skills such as writing
- reflex actions
- a range of tools, implements, materials and activities useful in the development of manipulative skills and the rationale behind their use
- the contribution that the use of free, creative activities makes to the development of children's fine motor skills
- movement and music as an effective learning medium
- how physical activity contribute to early development of the brain
- Theorist – Jean Piaget (1896-1980) Sensorimotor Stage

Skills
The ability to:

- plan sensory stimulation activities
- use moments of incidental opportunities to promote awareness and prevent discrimination
- maintain health and safety in sensory activities
- minimise distractions for children's involvement
- assist children to articulate and reflect on experiences
- use praise and commentary with children
- listen and offer assistance to children
- adapt activities for children with sensory impairment
- encourage children to describe and share their sensory experiences
- assist children through discussion to accept persons with sensory impairment
- provide opportunities for children to experiment
- use language and non verbal communication to express different movements

Skills
The ability to: (Cont'd)

- encourage and praise children practising new movement skills
- use audio, tactile and visual aids to encourage children
- encourage participation of all children
- use activities, equipment, objects and tools for children to practice and develop their skills
- adapt activities and equipment for participation by children with special needs
- discuss potential for developing motor skills
- structure activities and utilise equipment and space effectively to enhance mobility
- help and encourage children to develop motor skills
- ensure safety while encouraging independence
- create opportunities for further development
- acknowledge and clarify infant utterance
- select age appropriate activities, materials and equipment


**(4)    Resource Implications**

Competency in this unit may be assessed through access to:

- A childcare facility
- Children's services resources and equipment
- The local environment


**(5)    Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning – oral/written
- portfolio of authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study / presentation – group / individual

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.


**(6)    Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes <br> • Makes judgement of quality using given criteria | • Manages process <br> • Selects the criteria for the evaluation process | • Establishes principles and procedures <br> • Evaluates and reshapes process <br> • Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0032B:**     **Facilitate children's language and cognitive development**

Competency Descriptor:    This unit provides the skills and knowledge required to facilitate the language and cognitive development of children from birth to eight (8) years.

Competency Field:     Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Help children to develop their attention span and memory | 1.1 | Activities that engage the children's attention are provided and are appropriate to the children's stage of development. |
| | 1.2 | Activities are kept within children's attention span. |
| | 1.3 | Children's concentration and involvement in developmental activities are enhanced by minimising distractions. |
| | 1.4 | Opportunities are provided for children to recall and describe persons, things, feelings and events, which help to reinforce concepts. |
| | 1.5 | Games and stories are used to encourage children's enjoyment and participation in listening and recalling. |
| | 1.6 | Relevant and necessary techniques are used to prompt or structure recall activities. |
| | 1.7 | Intervention is done as necessary to maintain and extend children's attention and encourage perseverance on goal-oriented tasks. |
| 2. Help children to understand basic concepts | 2.1 | Activities and experiences provided are appropriate to the children's stage of development. |
| | 2.2 | Planned activities and experiences are adapted in a manner, which enables the participation of exceptional children. |
| | 2.3 | Unplanned opportunities are effectively used to extend understanding of basic concepts. |
| | 2.4 | Enough time is allotted for children to participate in or complete activities. |
| | 2.5 | Basic concepts are introduced appropriately in relevant and meaningful contexts. |

| | | 2.6 | Explanations offered are clear and accurate and in language appropriate to the children's level of understanding. |
|---|---|---|---|
| | | 2.7 | Appropriate praise, commentary and assistance are offered to facilitate children's understanding of concepts. |
| | | 2.8 | Opportunity is offered to children to express their concept of feelings and appropriate reactions. |
| | | 2.9 | Children are encouraged to describe, demonstrate and discuss their experiences in ways, which are likely to consolidate and extend their conceptual understanding. |
| | | 2.10 | Children's concentration and involvement in learning activities are ensured by keeping distractions at a minimum. |
| 3. | Stimulate children's use and understanding of language | 3.1 | Opportunities are provided for children to listen to language. |
| | | 3.2 | Language is linked to all activities, routines, and directions. |
| | | 3.3 | Opportunities are created for group discussions and exchange of views between children. |
| | | 3.4 | Language materials that capture the children's attention and stimulate response are designed as an integral part of the physical environment. |
| | | 3.5 | Children are spoken to clearly and frequently in a language that was appropriate to their age. |
| | | 3.6 | Time is taken-out to listen and respond to children. |
| | | 3.7 | Children are encouraged to express their thoughts and feelings verbally by the use of open-ended questions. |
| | | 3.8 | Two-way communication is modelled and encouraged. |
| | | 3.9 | Children's expressions are repeated and expanded in a natural style of conversation. |
| 4. | Assist children to develop thinking and problem solving skills | 4.1 | Varied opportunities and resources, which are appropriately challenging to the child's stage of development and interests, are provided. |
| | | 4.2 | Opportunities for children to make choices and see/experience the consequences of choices are provided. |
| | | 4.3 | Opportunity is provided to express feelings and to make choices in response to emotions and feelings. |

| | | | |
|---|---|---|---|
| | | 4.4 | Children are encouraged to explore, understand and attempt to solve problems in their environment. |
| | | 4.5 | Children's questions are addressed in a manner, which maintains their interest in solving the problem. |
| | | 4.6 | New ideas/activities that built on existing knowledge, skills and interests are introduced. |
| | | 4.7 | Children's abilities to observe what is happening around them are developed by questioning and non-verbal communication. |
| 5. | Stimulate children's awareness | 5.1 | Activities and resources are provided, which enhance the children's awareness of the range of movements of their own body. |
| | | 5.2 | Materials and experiences that stimulate different senses, emotions and feelings are provided. |
| 6. | Help children to express their imagination and creativity | 6.1 | Activities and experiences, which are appropriate to the children's level of development, are provided. |
| | | 6.2 | The environment is arranged to provide a variety of experiences to develop children's creativity, imagination and self-expression. |
| | | 6.3 | Activities and experiences, which enable the participation of children with special needs, are planned. |
| | | 6.4 | Activities that encourage children to explore a variety of roles, cultures and methods of self-expression are planned. |
| | | 6.5 | Spontaneous opportunities are used to help children express their imagination and creativity. |
| | | 6.6 | Children are allowed to experience some success in achieving their imaginative and creative goals with minimal adult intervention. |
| | | 6.7 | Enough time is allotted for each child to participate in or complete activities to his/her own satisfaction. |
| | | 6.8 | Children's involvement in and enjoyment of imaginative and creative activities are ensured by keeping distractions at a minimum. |
| | | 6.9 | Appropriate terms are introduced to help children name and describe aspects of their creative and imaginative experiences in relevant and meaningful contexts. |
| | | 6.10 | Appropriate terms are introduced to help children express their emotions and feelings. |

6.11    Appropriate praise, commentary and assistance are offered to maintain children's interest.

6.12    Children are encouraged to describe and share their imaginative and creative ideas and experiences in ways, which are likely to increase their self-confidence.

6.13    The importance of the process rather than the end product is stressed at all times.

| | |
|---|---|
| 7.    Assess the language and development of children and plan strategies for further development | 7.1    Children 'at risk' are identified and their language development is monitored. |
| | 7.2    Children's individual language and communication abilities and needs are assessed against the standards appropriate for their age. |
| | 7.3    Children's language development is assessed against the standard appropriate for their age. |
| | 7.4    Language and communication development strategies are planned based on children's needs. |
| | 7.5    Assessment result is discussed with supervisor and parents on a timely basis and a plan is developed in consultation with them. |
| | 7.6    Where appropriate a recommended plan from specialists is followed. |
| | 7.7    Children's progress is documented and monitored and relevant feedback is provided. |

## RANGE STATEMENT

The Range statement provides details of the scope of the elements and performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements.

The Range of variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

This unit of competency should be demonstrated in accordance with the:

Age band include:

• EC institution's policies and procedures for facilitating children's language and cognitive development

• Under 1 year (infant)
• 1 – 2 years (toddler)
• 3 – 5 years (pre- schooler)

Opportunities for children to develop cognitively will vary according to the child's age/abilities

For infants (Under 1year):

- Responses of caregivers are prompt and consistent
- Routines to provide sensory experiences are used
- Toys that stimulate all the senses are available for touching, looking, listening, smelling and tasting
- Opportunities to perceive similarities and differences are provided

For toddlers (1 – 2yrs):

- Equipment is provided to explore the concepts of size, colour, shape, number, volume, weight, temperature, time and all senses
- Songs, rhymes and stories are provided to aid in the development of memory
- There are opportunities to help with household duties and explore the created and natural environment

For 3 to 5 year old (pre - school) children:

- Time is allowed for children to explore
- Opportunities are provided to interact with real people and objects to gain an understanding of themselves, others and the world around them
- A variety of materials and resources are provided
- Children are alerted to aspects of the environment they may have overlooked
- Children's reasoning is responded to respectfully

Aspects of memory may include:

- observation
- recall
- listening
- repetition
- manipulation
- attention

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

Types of attention may include:

- Attention/concentration in relation to receptive activities (e.g. listening)
- Attention/concentration on productive activities (e.g. verbal and non-verbal expression)

Opportunities to explore their local environment directly will differ and may include:

- distance
- proximity of new experience
- risks and hazards
- time available

Group size may include:

- one to one
- small group
- large group

Basic concepts may be:

- mathematical
- physical/scientific
- positional/relational
- common courtesies
- morals and values
- time

Characteristics of children may include:

- children who show poor concentration;
- children who have difficulty with aspects of memory;
- children whose memory and concentration are average or above;
- children with sensory impairment of different types and those without;
- children who have difficulty grasping basic concepts and those who do not;
- children with physical disabilities and those without;
- children who are cautious and over controlled
- children who are bold and confident in expressing themselves
- children who have difficulties listening

Techniques for group communication may include:

- lay out;
- scheduling and selection;
- encouragement of participation by shy, withdrawn children and those with communication difficulties;
- understanding importance of turns and attentiveness;
- reinforcement of efforts to communicate in a group;
- encouragement of constructive communication and response;
- response to language interaction initiated by children

Modes of expression:

- role/fantasy play
- stories/written work
- dance and drama
- creative art/craft activities
- music/ rhythmical activities

Techniques of representation:

- assist children to identify materials needed and to make representations;
- reading stories written by children out loud to encourage understanding of the link between spoken and written word
- share books, stories and rhymes
- use appropriate reading styles;
- provide encouragement and share stories;
- use of higher order questions, conjecture, generalisation,
- use interpretation and prediction;
- use positive responses
- engage in appropriate handling of disruptive behaviour

EC Practitioner should demonstrate:

- the capacity to communicate respect, love and warmth directly to children;
- the ability to show consideration for the feelings, desires and interests of children;
- the capacity to convey to children both acceptance of and interest in their culture, family and community;
- knowledge of the rights of children to equal opportunities in order to develop their fullest potential
- the capacity to motivate team members

Opportunities to develop problem-solving skills will vary according to the age of the child:–

For infants (under 1 year):

- Opportunities to explore cause and effect are provided (e.g. using soft toys, mobiles, rattles, puzzles etc)

For toddlers (1 – 2 yrs):

- Equipment such as spades, spoons, buckets and baskets are provided to explore the environment

For 3 to 5 year olds (pre-schooler):

- Time is made available for children to investigate a topic that interest them, for example, how a fire truck works

Techniques:

- taking turns
- maintaining eye contact
- displaying reciprocity in communication
- labelling, naming and explaining items and events
- introduction of new words;
- restating,
- clarifying and repeating intended meanings
- use of open ended questions
- use of personal knowledge
- use of home language, dialects and culture

Literature experiences for children may include

- story telling
- story reading
- rhymes and poetry
- pictures
- a range of electronic media
- puppetry and feltboard
- listening experiences
- planned discussion groups
- language extension experiences (e.g. prompting, probing, open-ended questioning)
- role play

Children's skills include:

- attentiveness and recall
- basic concept development
- expression of imagination
- creativity

Interventions may include:

- praise
- commentary
- assistance

Practitioners intervention should include:

- Positive handling of materials
- Enjoyment in presentation
- Use of correct and clear speech
- Frequent interactions
- Use of open-ended questions
- Praise, commentary and assistance
- Offering explanations in appropriate language to children
- Encouraging children to express themselves in ways likely to consolidate and extend conceptual understanding

Provision of books, stories and rhymes may include:

- selection of appropriate stories;
- guidance on handling and storage of materials;
- provision of stories in sufficient quantity and variety
- humorous stories
- culturally appropriate stories

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively facilitating children's language and cognitive development in accordance with the performance criteria and the range listed within the range of variables statement.

**(1)      Critical Aspects of Evidence**

Evidence of the following needs to be demonstrated:

- Ability to provide opportunities for children to think and solve problems, which are developmentally and culturally appropriate.
- Ability to stimulate language development taking into account special language needs.
- Ability to develop strategies to access specialist language services
- The provision of appropriate literature experiences for children
- The provision of appropriate opportunities for children to explore their world and the environment
- The provision of activities for children to develop cognitively and extend their knowledge
- The provision of activities that facilitate children interacting with each other
- The provision of appropriate books in the reading centre

**(2)      Pre-requisite Relationship of Units**

- Nil

**(2)       Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- Piaget's Cognitive Development Theory
- Vygotsky's Sociocultural Cognitive Theory
- problem solving processes and tools
- peer group interactions
- the child's family and community context and influences
- organisational standards, policies and procedures
- the sequence and processes of intellectual development between 1 year to 6 years
- a variety of appropriate experiences designed to promote children's intellectual development and potential
- how to extend experience and learning through awareness of an individual child/group of children's stage of development
- the role that attention and memory play in learning
- the needs of individual children in the group and the possible reasons for low concentration and attention (including Attention Deficiency Disorder, ADD)
- how to provide appropriate experiences to extend memory and recall
- the limitations of memory and concentration in young children, and factors affecting this
- the types of concepts in the range and why some may be difficult for children to understand

**Underpinning Knowledge and Skills (Cont'd)**

<u>Knowledge</u>
Knowledge of:

- the usual sequence of intellectual and language development and how this is linked to the acquisition of basic concepts
- how children learn/acquire basic concepts and how their understanding of concepts may change over time
- how observation, discovery and exploratory learning can be used in developing children's understanding of the natural and physical world
- the role of play in conceptual development
- the role and value of self expression and creativity in children's sensory and intellectual development
- why some children have difficulty or are reluctant to participate in imaginative and creative activities and ways of encouraging children to express themselves freely
- the importance of creating a safe and stimulating environment where children can express themselves freely
- the sorts of materials and equipment which may help children to express creativity and imagination and the rationale behind their use
- the role of fantasy and imaginative play in children's sensory and intellectual development
- the relative significance of process and product in children's creativity
- ways of supporting children's spontaneous imaginative play
- when and how sensitive adult intervention is needed to help extend and develop children's imaginative play and the potential danger of such intervention
- how children's expression can be constrained or conditioned by gender or other stereotypical roles and how to counteract this
- how to adapt equipment and activities as necessary to make it easier for exceptional children to express their creativity and imagination
- appropriate uses of questioning technique


<u>Skills</u>
The ability to:

- plan developmentally appropriate activities
- apply problem solving processes and tools/strategies to facilitate children's problem solving skills
- provide activities for children
- determine the length of time for activities for children
- use games or stories which are fun
- promote children's concentration and involvement in development activities
- share information and planning with children
- encourage recall of persons, things and events
- offer praise, commentary and assistance to children
- provide planned activities and experiences
- time the provision of activities and experiences
- make use of spontaneous opportunities
- allot time for activities for children
- introduce appropriate terms
- offer explanations

**Underpinning Knowledge and Skills (Cont'd)**

Skills
The ability to:

- encourage children to describe current and past experiences
- use appropriate questioning technique
- encourage children to explore a variety of roles, cultures and methods of self expression
- minimise adult intervention in children's imaginative and creative activities
- promote children's involvement in and enjoyment of activities
- encourage children to describe and share imaginative and creative ideas
- stress the importance of process

**(4)     Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- A childcare facility
- Children's services resources and equipment
- The local environment
- National Early Childhood Curriculum

**(5)     Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- review of daily plans
- direct observation
- questioning – oral \ written
- interview –  parents, supervisors, peers, children
- portfolio of authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)     Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0052B:     Facilitate the social development of children

| | |
|---|---|
| Competency Descriptor: | This unit deals with the skills and knowledge required to foster and enhance children's social development in early childhood institutions. |

Competency Field:          Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Provide opportunities for children to support and cooperate with each other | 1.1 | Children are encouraged to respect each other's needs, abilities and interests. |
| | 1.2 | Children are encouraged to regard differences positively and to discuss these differences. |
| | 1.3 | Support is given to children who have difficulty in interacting with others. |
| | 1.4 | Children are encouraged to establish and maintain friendships. |
| | 1.5 | Appropriate, supportive and effective communication between children is acknowledged and encouraged. |
| 2. Provide opportunities for social interaction | 2.1 | Opportunities for different forms of social interaction among children are planned with respect for children's needs, interests and stage of development. |
| | 2.2 | Children are encouraged to initiate and develop friendships. |
| | 2.3 | The environment is set up to encourage interaction among the children. |
| | 2.4 | The environment is set up to accommodate children's need for privacy, solitude and/or quiet. |
| | 2.5 | Special occasions are celebrated respecting diversity. |
| | 2.6 | Children's freedom to choose, to participate in, or observe activities is respected. |
| | 2.7 | Outdoor equipment is arranged to promote cooperation. |
| | 2.8 | Children's freedom to choose who they socialize with is respected. |

| | | | |
|---|---|---|---|
| | | 2.9 | Practitioners relate to children as group members and as individuals. |
| | | 2.10 | Support is given to children who have difficulty in interacting with others to establish and maintain friendships and group membership. |
| 3. | Encourage children to accept diversity | 3.1 | Children are encouraged to regard differences positively and to discuss these differences. |
| | | 3.2 | Opportunities are provided for children to interact with other children whom they consider different. |
| | | 3.3 | Children are encouraged to interact in a positive way with others whom they consider different. |
| | | 3.4 | Support is provided to children who have difficulty in resolving conflicts. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- General Comment 7: Implementing Child Rights in Early Childhood

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for fostering and enhancing children's social development

Opportunities for social interaction may include:

- Formally organized activities
- A time and space for unplanned interaction
- Meetings, travelling, talking, excursions
- During care routines
- Free play activities
- Socio dramatic play
- Creative arts activities

Age band should be:

- Under 1 year (infant)
- 1 – 2 years (toddler)
- 3 - 5 years (pre-schooler)

Significant events/occasions may include:

- Birthdays
- Festivals
- Celebration of achievements
- Religious occasions – Ramadan and Christmas
- Community events
- Culturally significant days
- Beginning and end of term and holidays
- Funerals

The acceptance of differences among children will be affected by:

- children's age/maturity
- capabilities
- children's family, school, peer group, attitudes, values and beliefs
- practitioners' beliefs, values and attitudes
- life experiences
- prior learning experiences

For 3 to 5 year old children (pre-schooler):

- create opportunities for children to play together in small and large groups
- provide culturally appropriate materials for children to use creatively and for role play
- adults support children who find it difficult to play in a group

Interaction may be with:

- children of similar ages
- children of different ages
- adults

Individual differences may include:

- age
- gender
- family background and lifestyle
- abilities and disabilities
- sociability
- appearance
- beliefs and practices
- temperament
- interests
- peer group acceptance, membership or isolation

Diversity among children may include differences due to:

- gender
- race, culture and religious beliefs
- age/maturity
- abilities
- interests and preferences
- social context and lifestyle
- socio economic factors

For toddlers (1 – 2 years)

- create opportunities for children to play
- adults encourage independence and give support when children need it
- a variety of material and equipment is provided
- adults demonstrate understanding that children develop the ability to share toys at varying ages

Support agencies may include:

- Educational and psychological services
- Child Health services
- Child Development Agency
- Family Court
- Office of the Children's Advocate

Location may include:

- Indoors
- Outdoors

Non-stereotypical images could include:

- children and adults of both genders engaging in a range of activities
- children of all races and ethnicities
- different appearances
- different abilities
- different family compositions
- people from a variety of cultural backgrounds
- children with special needs

Opportunities provided for social interaction will
vary according to the age of the children:

For babies and infants (under 1 year):

• responding to non-verbal communication and
  crying

## Evidence Guide

Competency is to be demonstrated by effectively facilitating children's social development in accordance
with the performance criteria and the range listed within the Range Statement.

### (1)      Critical Aspects of Evidence

Evidence of the following must be seen:

• Ability to provide opportunities for children to interact positively with others and to accept
  individual differences.
• Respect for differences among children.
• Ability to evaluate the social development of children and to plan activities which will enhance
  this development.
• Provided opportunities for children to support and cooperate with each other.
• Provided opportunities for social interaction

### (2)      Pre-requisite Relationship of Units

• CSEECD0071B – Support children's social and emotional development

### (3)      Underpinning Knowledge and Skills

Knowledge
Knowledge of:

Theories of Child Development
• theories of Child Development related to social development such as:
    • Erikson's psycho-social theory
    • Piaget's (stranger anxiety) theory
    • Bronfenbrenner's Ecological systems theory
• the social development milestones of children birth to five years
• the relationship between social, emotional, moral, physical, cognitive and language
  development

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of :

Culture and Diversity
- different beliefs about social development
- the importance of culture and its impact on social development
- the impact of family, schooling, religion, media and community on children's social development
- the importance of selecting and providing materials and resources which promote positive and non-stereotypical views of children and adults
- strategies for the promotion of non-stereotypical view of children and adults among colleagues and other adults, including parents
- the importance of discussion (planned and spontaneous) of gender, culture, religion and disability, in the promotion of positive identity

Conflict Management
- types of conflicts
- conflict management strategies

The Self
- factors which enhance the development of self esteem and self identity
- methods of showing approval for children's efforts and why this is important for a child's self image
- the importance of planning, implementing and evaluating activities which explore issues of self image and identity

Referrals
- patterns of behaviour in young children which may be symptomatic of poor social skills and when and to whom appropriate referrals should be made
- the roles of professionals to whom the practitioner can refer children for specialist advice and/or treatment e.g. senior colleague, social worker, educational psychologist, clinical psychologist, child psychiatrist etc

Other Knowledge
Knowledge of:

- communication techniques to be used with adults
- a variety of techniques and resources to encourage active exploration among children of different roles and identities in their play
- temperament and its effects on the adult/child relationship
- crises which can challenge children's social development
- techniques involved in the supervision of adults interacting with children

**Underpinning Knowledge and Skills (Cont'd)**

Skills
The ability to:

- organize activities appropriate to children's stage of social development
- create opportunities which allow free child-child and child-adult interaction to take place,
- observe and respond to adults interacting with children
- recognise and praise children's achievements and behaviour
- plan activities that explore issues of self image and identity
- select appropriate learning materials and resources
- use resources/networks in the community to provide positive role models for all children
- encourage children to explore various roles and identities in their play and discussions
- recognise signs of poor social skills among children
- effectively use observation techniques
- interpret and respond to the behaviour of adults
- seek advice from an appropriate person about noted concerns
- plan developmentally appropriate activities
- use, encourage and promote interpersonal skills in the work environment
- use, encourage and promote team building skills in the work environment
- use, encourage and promote time management skills in the work environment
- empathize


**(4)     Resource Implications**

Assessment requires access to a range of opportunities defined in the Range Statement. This includes:
- a childcare facility
- access to children's services, resources and equipment
- access to the local environment
- access to parents/guardians


**(5)     Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients and in different situations.

Evidence may be collected in a variety of ways including:
- review of daily plan
- direct observation
- questioning – oral/written
- interview – supervisors, peers, children, parents
- portfolio of authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in the workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0062B:**     **Develop and use verbal and written communication skills**

Competency Descriptor:

> This unit provides skills and knowledge required to develop and use verbal and written communication skills in the early childhood education and development environment.

Competency Field:     Community services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Apply advanced grammar principles | 1.1 Types and function of sentences are correctly identified. |
| | 1.2 The correct forms of verbs are used. |
| | 1.3 Different kinds and functions of phrases and clauses are identified. |
| | 1.4 Sentences are constructed showing the correct use of: <br>• phrases and clauses <br>• subject/verb agreement <br>• pronoun and antecedent agreement <br>• different tenses <br>• comparison of adverbs and adjectives |
| 2. Apply the rules for Mechanics, Vocabulary and Spelling | 2.1 Knowledge of the rules governing the use of capitalization, abbreviation and punctuation is demonstrated. |
| | 2.2 Punctuation marks are correctly used in written sentences/passages. |
| | 2.3 Words are spelt and their meanings are interpreted from the context clues and word analysis. |
| | 2.4 Skills in using words are correctly developed both in speaking and writing. |
| 3. Develop advanced writing skills | 3.1 The methods of paragraph development are differentiated. |
| | 3.2 Paragraphs that are unified, coherent and adequately developed are written. |
| | 3.3 Different types of essays on topics/issues relating to early childhood development are planned, drafted and written. |
| | 3.4 Business letters, job related reports and summarized information are written to the required standard. |

| 4. | Develop advanced communication skills | 4.1 | Methods of developing good listening skills in communication are demonstrated. |
|---|---|---|---|
| | | 4.2 | Principles of effective communication are outlined. |
| | | 4.3 | Clear and logical reasoning are used and communicated effectively in varied work related situations. |
| | | 4.4 | Good oral presentation skills are demonstrated. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation,

The following variables may be present

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for developing and using verbal communication skills

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

Forms of verbs include:

- action
- linking
- regular
- irregular

Age band include:

- Under 1 year (infant)
- 1 -2 years (toddlers)
- 3 - 5 years (pre- schooler)

Constructed sentences should include:

- different subordinate clauses
- agreement between pronouns and their antecedents
- correct use of agreement between subject and verb
- verbs in their active and passive voice

Correct use of agreement between subject and verb should focus on:

- compound subject
- indefinite pronoun as subject
- collective noun as subject

Types of tenses include:

- present, past, future,
- present perfect, past perfect, future perfect

Punctuation marks include:

- end marks, commas, semi-colon and colon
- quotation marks
- dashes and parenthesis
- hyphen, apostrophes

Meaning of words should be interpreted through:

- context clues
- word analysis
- prefixes
- suffixes
- root

Special emphasis on paragraph development should include:

- topic sentence and supporting sentences
- unity and coherence
- linking expressions and connectives
- sentence length and structure

Types of essays include:

- expository
- argumentative, descriptive
- narrative

Receive and relay message using:

- telephone
- fax
- email

Use of adjectives and adverbs should include:

- as modifiers
- as comparisons

Sentence faults include:

- fragments and run-on
- misplaced and dangling modifiers
- faulty parallelism

Paragraph development methods include:

- chronological order
- order of importance
- spatial order
- comparison or contrast

Business letters include:

- application
- enquiry
- request
- complaint

Methods of developing effective listening:

- eliciting feedback
- developing objectivity
learning to empathize

Communication barriers:

- language, non-verbal signals, emotional responses, relationships, prejudgment

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively develop and use verbal communication skills according to the performance criteria and the range statement:

**(1)      Critical Aspects of Evidence**

- demonstrated ability to use punctuation marks correctly in written sentences/passages
- the ability to spell words and interpret their meanings from the context clues and word analysis
- the ability to use words correctly both in speaking and writing
- the ability to write paragraphs that are unified, coherent and adequately developed
- demonstrated ability to plan, draft and write different types of essays on topics/issues relating to early childhood development
- the ability to write business letters, job related reports and summarize information to the required standard
- demonstration of good listening skills in communication
- the ability to use clear and logical reasoning to communicate effectively in varied work related situations

**(2)      Pre-requisite Relationship of Units**

- Nil

**(3)      Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- types and functions of sentences
- the correct forms of different kinds of verbs
- different kinds and functions of phrases and clauses
- how to construct sentences showing correct use of agreement between subject and verb (focus on compound subjects, indefinite pronoun as subject, collective noun as subject
- how to construct sentences showing agreement between pronouns and their antecedents
- how to use the correct forms of action, linking and irregular verbs
- how to use different tenses
- the correct use of adjectives and adverbs as modifiers and comparisons
- how to construct sentences showing verbs in their active and passive voice
- identify and correct sentence faults including fragments and run, misplaced and dangling modifiers, faulty parallelism
- rules governing the use of capitalization, punctuation and abbreviation
- how to use the following punctuation marks correctly in written sentences/passages:
    - end marks, commas, semi-colon and colon, quotation marks
    - dashes and parentheses, hyphen, apostrophes
- interpret word meanings through context clues, word analysis, prefixes, suffixes and root
- methods of paragraph development

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of: (Cont'd)

- how to write paragraphs with special emphasis on:
    - topic sentences and supporting sentences
    - unity and coherence
    - linking expressions and connectives
    - sentence length and structure
- plan, draft and write expository, argumentative, descriptive and narrative essays
- write the following business letters:
    - application, request, enquiry and complaint
- compose job related reports
- how to summarize information
- the importance of listening skills in communication
- methods of developing effective listening skills; eliciting feedback, developing objectivity, learning to empathise
- kinds of communication barriers between sender and receiver; language, non-verbal signals, emotional responses relationships and prejudgment
- principles of effective communication
- inductive and deductive reasoning
- common problems in reasons – hasty generalization, dubious authority, false analogy
- how to identify and evaluate propaganda techniques
- how to present formal report/speech ( expository and persuasive)
- verbal and non–verbal skills when conducting/participating in interviews
- how to relay oral/written messages
- how to use telephone, facsimile, computer
- how to use statistics and graphs

Skills
The ability to:

- discuss the types and functions of sentences
- use the correct forms of verbs
- identify different kinds and functions of phrases and clauses
- construct sentences showing correct use of:
    - phrases and clauses
    - subject/verb agreement
    - pronoun and antecedent agreement
    - different tenses
    - comparison of adverbs and adjectives
- demonstrate knowledge of the rules governing the use of capitalization, abbreviation, acronyms and punctuation
- use punctuation marks correctly in written sentences/passages
- spell words and interpret their meanings from the context clues and word analysis
- write paragraphs that are unified, coherent and adequately developed

**Underpinning Knowledge and Skills (Cont'd)**

Skills
The ability to:

- plan, draft and write different types of essays on topics/issues relating to early childhood development
- write business letters, job related reports and summarized information to the required standard
- demonstrate methods of developing good listening skills in communication
- outline principles of effective communication
- use clear and logical reasoning
- communicate effectively in varied situations including:
  - presenting speech/report
  - debate
  - job interview
  - receiving and relaying messages

**(4)      Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- A childcare facility
- Children's services resources and equipment
- The local environment

**(5)      Method of Assessment**

In order to ensure consistency in performance it will be necessary to collect evidence across a range of competencies.

Evidence may be collected in a variety of ways including:

- direct observation during oral presentations
- questioning – oral \ written activities
- projects related to use of information systems,
- portfolio with authenticated assessments and/or assignments from relevant training courses
- reflective journal

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgment of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organize information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0072B:**     **Communicate appropriately with clients and colleagues**

Competency Descriptor:     This unit deals with the skills and knowledge necessary to exercise effective communication skills in the workplace.

Competency Field:     Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Exercise effective communication techniques | 1.1 | All forms of communication with clients and colleagues reflected an understanding and respect for individual differences and needs. |
| | 1.2 | Self-introduction is done appropriately. |
| | 1.3 | Communication given is clear and relevant to situation/activities undertaken. |
| | 1.4 | Touch and other non-verbal means of communication used are appropriate. |
| | 1.5 | Advice about communication difficulties with clients or colleagues is sought and obtained from supervisor/appropriate person and implemented. |
| 2. Follow routine instructions | 2.1 | Workplace instructions are carried out within agreed time frames. |
| | 2.2 | Clarification in understanding work instructions are sought, when required. |
| | 2.3 | Difficulties in carrying out instructions are referred to supervisor or appropriate person. |
| 3. Complete reports as required | 3.1 | Reports are completed to the standard expected in the workplace. |
| | 3.2 | Reports are completed within identified time frames. |
| | 3.3 | Reports are clear and accurate. |

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for communicating appropriately with clients and colleagues.

Age band include:

- Under 1 year (infant)
- 1 – 2 years (toddler)
- 3 – 5 years (pre- schooler)

Communication includes:

- all verbal and non verbal interaction with clients and colleagues in a range of appropriate interpersonal contexts
- understanding symbols used on occupational health and safety signs
- reading workplace safety pamphlets or procedure manuals,
- reading and handling chemicals such as cleaning fluids
- reading manufacturer's instruction for equipment

Exercising effective communication skills includes:

- being non judgemental
- active listening, where culturally appropriate
- non verbal behaviour to indicate understanding of what is being said
- clarifying what is said
- responses that are culturally appropriate
- participating in group processes

Appropriate person from within or outside the organisation may be:

- colleagues
- immediate supervisor
- other service workers
- consultant
- parents and children
- other stakeholders

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

Individual differences and needs may include:

- developmental
- cultural
- physical
- emotional
- behavioural
- intellectual

Communicating effectively will be carried out within requirements established by:

- anti discrimination legislation
- accepted cultural protocols
- accepted language protocols and systems

Instructions may include:

- manufacturer's/operating written instructions
- work unit guidelines, procedures and protocols including occupational health and safety procedures and protocols for using interpreters
- supervisor's or management instructions

Reports may be verbal or written and may include:

- notes
- records
- memos
- letters
- clients records
- verbal 'hand overs' at the end of a shift
- audio/video recordings

Instructions may be:

- written
- verbal

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively communicating appropriately with clients and colleagues in accordance with the performance criteria and the range listed within the range of variables statement.

**(1)   Critical Aspects of Evidence**

- Competency should be demonstrated over the range of communication methods used in the workplace (eg oral, written notes, memos, letters etc) and include communication with both clients and colleagues

**(2)   Pre-requisite Relationship of Units**

- Nil

**(3)   Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- principles of effective communication
- dealing with cultural diversity
- referral processes of organisation
- the effect of sensory loss and cognitive impairment
- relevant guidelines and procedures,
- a range of written material relevant to the job role
- how to adjust communication to meet differing needs
- how to be assertive
- active listening techniques
- how to recognize non verbal triggers
- how to provide feedback
- strategies used to minimise conflict and tensions

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- the required standard of communication specified by organisation/sector
- oral communication techniques as required to fulfil job roles as specified by the organisation/sector
- questioning techniques
- how to provide clear information
- how to clarify instructions when necessary

Skills
The ability to:

- adjust communication to meet differing needs
- be assertive
- listen actively and recognize non verbal triggers
- provide feedback
- minimise conflict and tensions
- read and write to required standard to fulfil job roles as specified by organisation/service
- communicate in English and the vernacular
- apply oral communication skills as required to fulfil job roles as specified by the organisation/service
- ask questions
- provide clear information
- listen to and understand workplace instructions
- clarify workplace instructions when necessary


**(4)     Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- A childcare facility
- Children's services, resources and equipment
- The local environment

**(5)    Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Oral questioning
- Written test
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer
- Reflective journal
- Employ "Mystery Shopper Technique"

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)    Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0082B:    Facilitate children's creative expression through art, drama, music and movement

Competency Descriptor:    This unit provides the skills and knowledge required to develop and deliver programs that provide opportunities for children to develop and experiment with self- expression through music and movement, visual arts and drama.

Competency Field:    Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Plan and provide a range of developmentally appropriate visual art, drama, music and movement experiences. | 1.1 | A wide range of developmentally appropriate visual arts, music and movement, art and drama experiences are identified and selected to enhance children's development. |
| | 1.2 | Appropriate visual arts, music and movement resources, which are inclusive and encourages appreciation of diversity, including cultural diversity, are selected and provided. |
| | 1.3 | Strategies are formulated for fostering creative development and aesthetic awareness in children. |
| | 1.4 | An interesting dramatic play environment which provides children with freedom to experiment and to express their inner feelings is created. |
| | 1.5 | Age appropriate materials and activities are selected and attractively presented and activities organised. |
| | 1.6 | Work and play areas promoting aesthetic qualities for both children and adults are provided. |
| | 1.7 | Human resources are provided to enhance children's development in creative art, drama and music and movement. |
| 2. Support, facilitate and extend children's participation in visual arts, drama, music and movement. | 2.1 | Opportunities for children to practise developing skills in visual arts, drama, music and movement are provided. |
| | 2.2 | Strategies are formulated to encourage children to develop individual potential in creative arts, drama, music and movement. |

| | | 2.3 | Environment is established to encourage children's participation in developmentally appropriate creative arts, drama, music and movement/activities. |
| | | 2.4 | Programs are designed to respond to children's interest that arises spontaneously as they participate in creative arts, drama, and music and movement experiences. |
| 3. | Plan and implement a range of developmentally appropriate creative arts, drama, music and movement experiences | 3.1 | Programs planned and implemented are relevant, meaningful and encourages creativity in every child. |
| | | 3.2 | A variety of developmentally appropriate visual art experiences, that allows active participation, is selected and presented. |
| | | 3.3 | A range of developmentally appropriate drama experiences are selected and presented to provide opportunity for self – expression and language development, and to teach new concepts. |
| | | 3.4 | A creative dramatic centre with supplies to reflect the activities in the classroom is set up and used. |
| | | 3.5 | A range of developmentally appropriate musical experiences with frequent exposure to varied forms of music and with wide ranges of rhythms, tempo and moods is selected and implemented. |
| | | 3.6 | A range of opportunities to express feeling and emotions in songs, rhythm and movements are provided. |
| | | 3.7 | A range of stimulating and developmentally appropriate musical experiences in playing simple instrument, moving to rhythm and expressing emotions during musical activities are presented. |
| | | 3.8 | A range of methods for evaluating children's participation in creative arts, drama, and music and movement experiences are used. |
| | | 3.9 | Information from evaluation is used as a basis for making ongoing modification to stimulate children's interest and involvement in creative arts, drama, music and movement. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for facilitating children's creative expression through art, drama, music and movement.

Age band include:

- Under 1 year (infant)
- 1 – 2 years (toddler)
- 3 – 5 years (pre-schooler)

Resource materials for developmentally appropriate visual arts experiences should include but not limited to:

- thick and thin crayons
- pencils
- water based paint
- finger-paint
- thick and thin brushes
- glue
- clay
- play dough
- papier mache'
- recycled materials
- modeling wire
- blunt point scissor
- pieces of cloth
- odds and ends – strings, wool etc.
- sand and water
- natural materials
- masks
- puppets
- electronic/audio visual

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

Strategies that foster creative development and aesthetic awareness in children may include:

- Provide an aesthetically pleasing environment
- Display of quality adult visual art form.
- Create aesthetically pleasing display of children's work.
- Display and make accessible natural recycled and indigenous materials.
- Encourage visual representation and expression with the children to record aspect of the program.
- Books about artist
- Resource persons

Developmentally appropriate visual arts experiences should include but not limited to:

- drawing
- painting
- crayoning
- modeling
- painting
- construction
- collage making
- puppet making

Materials and equipment for creative drama should include but not limited to:

- puppets
- puppet stage
- stuffed toys
- full-length mirror
- miniature furniture
- objects in the classroom
- things in the home
- play money
- clothes, costumes, accessories
- out door materials
- audio visual and digital equipment

Appropriate songs include:

- nursery rhymes songs
- lullabies and finger plays
- expandable songs
- folk and traditional songs
- childhood chants and rhymes

Work and play areas that promote aesthetic qualities may be:

- Indoors
- Outdoors

A range of developmentally appropriate drama experiences for individuals, small group and large groups include:

- tableaux
- drama modes
- puppetry
- role play
- improvisation
- formal drama

A range of developmentally appropriate music experiences for individuals and small groups include:

- listening experiences
- singing
- musical instruments
- clapping
- recording music

Instruments may include but not limited to:

- teacher and child made instrument
- commercial made instruments
- instrument from a range of different cultures

## EVIDENCE GUIDE

The evidence guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The evidence guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, element and performance criteria.

**(1)      Critical Aspects of Evidence**

Evidence of the following needs to be demonstrated:

- the ability to plan and provide programs based on children's interest, knowledge, developmental levels and approaches to learning
- the ability to help children develop self-confidence and to express themselves through visual arts, drama, music and movement
- the ability to provide and maintain a safe environment for children

**(2)      Pre-requisite Relationship of Units**

- Nil

**(3)      Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- Piaget 's and Gardener's philosophy of music for young children
- Vygotsty's philosophy of drama
- the importance of visual arts, dramatic play, music and movement experiences in the early years of the child
- how children develop and learn
- age appropriate visual art experiences
- strategies for fostering visual arts, drama, music and movement development
- how to foster and encourage appreciation of diversity including cultural diversity
- the role of the teacher in visual arts, drama, music and movement
- drama modes
- guide lines when providing visual arts, drama, music and movement for young children
- how to organize, implement, and evaluate art media, drama, music and movement experiences
- health and safety considerations in selecting appropriate materials
- how to access relevant and local resources
- gender influences
- children's socio-emotional development (sharing, caring, waiting one's turn, courtesies, etc.)

**Underpinning Knowledge and Skills (Cont'd)**

<u>Skills</u>
The ability to:

- provide quality learning environment for visual arts, drama, music and movement
- provide programs that promote the total development of children through visual arts, drama, music and movement
- follow and respond to children's interest and ideas
- conduct research
- provide materials and activities that are age appropriate
- motivate children and help children discover their creativity

**(4)      Resource Implications**

Assessment requires access to a range of opportunities defined in the Range Statement. This includes:

- a childcare facility
- children's services, resources and equipment
- the local environment

**(5)      Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Oral questioning
- Written test
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer
- Kits and resources
- Journals and portfolio

It may be possible to assess more that one element or unit of competency at the same time if the appropriate situation occurs in the workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0092B:**     **Plan, implement and evaluate daily activities for children**

Competency Descriptor:     This unit describes the skills and knowledge required to appropriately plan and satisfactorily y implement and evaluate activities that help develop children within each age band.

Competency Field:     Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Plan activities and experiences to facilitate children's learning and development | 1.1 Information about the children and their particular developmental needs is appropriately sourced. |
| | 1.2 Planned activities reflected: <br> • an integrated approach <br> • The use of the National Early Childhood Curriculum |
| | 1.3 The children's developmental needs are realistically determined. |
| | 1.4 Learning activities planned are consistent with identified needs of the children and applicable within a varied framework. |
| | 1.5 Activities and experiences that make the best use of physical resources of the setting are planned. |
| | 1.6 Plans incorporate strategies that promote the development of positive attitudes in children. |
| | 1.7 Planning is sufficiently flexible to what children do, and accommodates unplanned or spontaneous learning opportunities. |
| | 1.8 Resources in the local communities, cultural connections and special events that inform long-term plans are sourced. |
| | 1.9 Plans are developed and adapted in consultation with relevant individuals to meet children's changing needs. |

| | | | |
|---|---|---|---|
| 2. | Implement activities and experiences planned for children | 2.1 | Activities and experiences implemented are consistent with agreed plans. |
| | | 2.2 | Equipment and materials selected are appropriate to planned activities and experiences and satisfies health and safety requirements of the setting. |
| | | 2.3 | The layout of equipment and activities optimised children's access. |
| | | 2.4 | Children are assisted in choosing, participating in and enjoying planned activities in ways appropriate to each child's level of development. |
| | | 2.5 | Planned activities are given adequate time and sufficient resources. |
| | | 2.6 | Plans are modified or equipment and activities are adapted to meet the needs of individual children. |
| | | 2.7 | Unplanned or spontaneous learning opportunities which engage children's interest are responded to while ensuring their health and safety. |
| 3. | Evaluate activities and experiences planned for children | 3.1 | Appraisal of children's participation in and enjoyment of activities is allowed for realistic conclusion. |
| | | 3.2 | The style and quality of direct involvement with children are assessed to determine whether or not they encourage participation in activities. |
| | | 3.3 | Response to unplanned or spontaneous learning opportunities is assessed against evidence of children's extended learning and sustained health and safety. |
| | | 3.4 | The children's responses, suggestions and preferences are appropriately utilised in evaluation of activities and experiences planned for them. |
| | | 3.5 | The effectiveness of planned activities and experiences are evaluated based on available and relevant information. |
| | | 3.6 | Modification and development of activities and experiences reflected outcome of evaluation. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC Commission's training requirement for planning, implementing and evaluating daily activities for children

Age band may include:

- Under 1 year (infant)
- 1 – 2 years (toddler)
- 3 – 5 years (pre-schooler)

Plans may be:

- seasonal
- short term
- long term

Physical facilities:

- indoors:
  - adequate, safe non-slip floor space;
  - child friendly
  - well ventilated
  - clean
- outdoors:
  - fenced play areas
  - equipment splinter-free, screws,
  - nuts, bolts securely fastened,
  - no obstructions,
  - stay- clear zones around swings

Evaluation processes take into account:

- obstacles encountered in implementation
- spontaneous learning opportunities which occurred and diverted plans
- the responses and expressed preferences of children
- the ideas of parents
- the potential for future development of the programme

Material and equipment:

- developmentally appropriate,
- adequate supply

Location to include:

- indoors
- outdoors

Attitudes that should be demonstrated include:

- consideration for the feelings desires and interests of children's developmental stages so that activities are developmentally appropriate
- the capacity to convey to children both acceptance of and interest in their culture, family and community
- knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate support staff and encourage their personal development

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively planning, implementing and evaluating daily activities for children in accordance with the performance criteria and the range listed within the range of variables statement.

**(1)     Critical Aspects of Evidence**

Evidence of the following should be demonstrated:

- the ability to plan developmentally appropriate activities
- the ability to evaluate the emotional and psychological stage of each child
- the ability to appreciate each child's rate of development, needs, interests and strengths
- team building and time management skills
- the ability to make correct decisions under pressure

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the planning and evaluation process
- the need for planning based on observation and assessment of each child
- how to use the integrated National EC curriculum
- the background and previous experience of the children in the group
- the need for a balance in activities and experiences to ensure breadth of experience and learning, progression, continuity and the opportunity to practice skills

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- the need to plan activities which reflect the social and cultural background of the children and which promote equality of access and continuity of experience and development
- the relevance and value of particular individual and group activities in promoting children's learning and development
- how to plan activities relevant to the needs and level of development for the individual child or group
- when and how to involve children and parents/guardians in planning
- how to plan within a given time frame
- the need to take account of health and safety issues when planning
- stereotypic assumptions often made in assessing children's level of development and how to avoid them
- the available resources in the community
- the role that other workers play in providing an overall framework for curriculum planning
- strategies to employ when implementing activities
- the need for implementation broadly to reflect planning intentions
- how to provide appropriate activities in an attractive, imaginative and stimulating way
- how and when to provide activities which are calming and soothing
- how to use own time and the children's time effectively
- where and how to obtain and use material and human resources
- how to use and adapt existing and readily available resources in an innovative and flexible manner
- how to use space effectively, imaginatively and safely
- how to make the best use of indoor and outdoor environments in implementing plans
- the need to adapt or modify planned activities to suit children's needs and interests and to capitalise on unplanned learning opportunities
- the characteristics and potential uses of a variety of equipment and material suitable for young children
- the health and safety requirements of the setting
- Vygotsky's theory of cognitive development
  - zone of proximal development
  - scaffolding
- the Montessori approach
- periods of time for which children at various stages of development are capable of sustaining concentration
- simple record keeping techniques
- the purpose of evaluation
- how to set and use criteria for evaluation
- methods of monitoring, observing and recording for evaluation purposes
- methods of self-evaluation
- how to present evaluation information in suitable forms for different people/purposes
- how to use evaluation information in further planning
- how to link evaluation to children's development
- how to contribute to team evaluation as appropriate

**Underpinning Knowledge and Skills (Cont'd)**

Skills
The ability to:

- gather information about children and their developmental needs
- plan integrated activities based on the National EC Curriculum
- apply Vygotsky theory of cognitive development
- apply Montessori approach when planning, implementing and evaluating integrated activities for children
- estimate range of children's developmental needs
- develop activities with learning potential to meet identified needs of children
- make plans for the layout of materials and equipment
- make plans to promote development of positive attitudes
- encourage participation of children in the planning process
- make use of community resources in long term planning
- include parents/guardians, colleagues and other professionals in developing and adapting plans
- provide activities and experiences as planned
- use appropriate equipment and materials
- ensure appropriate layout of equipment and materials
- assist children to choose, participate in and enjoy planned activities
- provide children with appropriate lengths of time to enjoy activities
- modify equipment or adapt activities as needed
- appraise activities through observing and interacting with children
- analyse the contribution made by planned activities in meeting children's needs
- examine style and quality of direct involvement with children through a process of self evaluation
- assess response of children to unplanned or spontaneous learning opportunities
- note children's responses, suggestions and preferences
- evaluate effectiveness of plans and activities
- use outcome of evaluations of activities in future planning
- plan and evaluate process
- extract information from individuals
- manage time
- involve other workers in plans
- employ appropriate strategies where implementing activities

**(4)    Resource Implications**

Assessment requires access to a range of opportunities defined in the Range Statement. This includes access to:

- A childcare facility
- Children's services resources and equipment
- The local environment

**(5)      Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:
- review of daily plan
- direct observation
- questioning – oral \ written
- interview – supervisors, peers, children
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

# CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0102B:**        **Maintain the safety and well being of children**

Competency Descriptor:

This unit provides the skills and knowledge required to maintain the safety and wellbeing of children. It involves maintaining a safe environment, adequate supervision, responding to injuries and ensuring children's safety at all times.

Competency Field:        Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Maintain a safe environment for children | 1.1 | Assigned area is safely maintained according to the required standards of hygiene. |
| | 1.2 | All equipment is used according to the manufacturer's recommendations and guidelines. |
| | 1.3 | Items are checked regularly for safety and removed and reported to the appropriate person if found to be damaged. |
| | 1.4 | All dangerous substances are stored securely out of reach of children. |
| | 1.5 | All waste materials are disposed of in a safe and hygienic manner. |
| | 1.6 | Potential hazards are identified and dealt with in ways that ensure the safety of children and adults. |
| | 1.7 | Outside doors and gates are adequately fastened, and fire exits kept unobstructed and are clearly marked. |
| 2. Maintain adequate supervision of children | 2.1 | Supervision of children is carried out in a calm, relaxed manner and promotes children's self-confidence. |
| | 2.2 | Potentially dangerous situations are identified, and appropriate corrective actions taken. |
| | 2.3 | Safety rules are explained to children to facilitate their awareness of the need for safety and supervision. |
| | 2.4 | The level of supervision used avoids overprotection of children. |
| | 2.5 | Policies and procedures for collecting children are adhered to so that they are not handed over without authorisation. |
| | 2.6 | Safety checks are carried out on a regular basis. |

| | | | |
|---|---|---|---|
| 3. | Respond to accidents or injuries to children | 3.1 | Well-equipped first aid box is kept in a readily accessible place at all times. |
| | | 3.2 | The contents of the first aid box is checked regularly and replenished as necessary. |
| | | 3.3 | Requirement for first aid or medical attention is accurately determined and appropriately met. |
| | | 3.4 | Acceptable standards of hygiene are maintained when dealing with accidents or emergencies. |
| | | 3.5 | Comfort and reassurance is readily offered whilst ensuring the safety of others. |
| | | 3.6 | Reports of accidents or emergencies are accurately prepared in a timely manner using the required format. |
| | | 3.7 | Information is provided to parents/guardians regarding their child's/children's accident in accordance with practices at the facility. |
| 4. | Ensure children's safety on outings/field trips | 4.1 | The choice of outing is consistent with the children's level of development and takes into consideration their safety. |
| | | 4.2 | Contact information for parents is easily accessible. |
| | | 4.3 | A list of children on the outing is kept readily available and the number of children present is checked at regular intervals. |
| | | 4.4 | Children's clothing is appropriate for the type of outing and is consistent with parental wishes. |
| | | 4.5 | Provisions for security and protection are consistent with the children's level of development and are ensured and maintained. |
| | | 4.6 | Tools and supplies taken are appropriate to the needs of the children and sufficient for the length of the outing. |
| | | 4.7 | Issues relating to public transport safety requirements are identified and resolved with the relevant individuals. |
| | | 4.8 | Appropriate precautions, such as the wearing of seatbelts, are taken when using private and public transportation in order to keep the children safe, |
| | | 4.9 | Parent's participation in outings is in accordance with the practices of the facility. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces.

The scope of variables chosen for training and assessment requirements will depend on the particular work situation

The following variables may be present

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for maintaining the safety and wellbeing of children.

Age band may include:

- Under 1 year (infant)
- 1 – 2 years (toddler)
- 3 – 5 years (pre-schooler)

Location may include:

- indoors
- outdoors

Items may include:

- equipment
- furniture
- play materials for children

Group size may include:

- individual children
- groups of children

Safety features may include:

- equipment, such as fire extinguishers (number, type, location)
- guards on stoves
- guards on electrical outlets
- safety rails
- gates on stairs
- fences/guards around pools/ponds
- covers on electric sockets
- dangerous substances, such as disinfectants, cleaning agents, glue, medicines, chemicals, oil, car maintenance substances correctly stored
- grass covered playing field

Maintenance of the setting may include:

- cleaning
- tidying
- removing waste and objects which could put child at risk
- checking security of gates and equipment
- appropriate use of storage areas
- removal of floor spills

Supervision provided may be:

- at play
- at feeding times
- at collection and departure
- during sleep and rest periods
- during periods of ill health
- during isolation (where necessary) with attention to particular medical conditions/needs in other potentially hazardous activity

Materials for maintenance may include:

- germicide
- gloves
- cleaning materials

Types of emergency may include:

- fire and other emergencies necessitating evacuation of building e.g. earthquake, hurricane, flooding
- sudden onset of medical conditions e.g. epileptic, fir, asthma, sickle cell crisis, appendicitis

Emergency procedures may include:

- contacting parents/guardians
- drills and evacuation for earthquakes, fires, hurricanes, floods, Cardiac Pulmonary Resuscitation (CPR)

Standards of hygiene may include:

- universal precaution
- protection of other children from possible infection

Types of accidents may include:

- minor accidents or injuries
- major accidents or injuries

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme.

The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

**(1)     Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- The maintenance of a safe environment for children
- The maintenance of adequate supervision of children
- Consistent use of personal hygiene such as hand washing to prevent cross infection
- Consistent use of safe and hygienic practices
- Appropriate response to accidents or injuries to children
- The ability to ensure children's safety on outings

**(2)     Pre-requisite Relationship of Units**

- Nil


**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- urie Bronfenbrenner ecological Systems Theory
- the physical needs of children from 0-5 years
- the dangers of stereotyping or generalization made in assessing children's physical needs
- the importance of maintaining hygienic environment for the safety of children
- routine safety checks on premises and equipment
- how to identify potential hazards and minimise possible effects of them within the setting, both indoors and outdoors
- the health and safety hazards posed by animals in the care/education setting
- the procedures for reporting and correcting any safety hazards as quickly as possible in a manner which does not undermine the confidence of children
- the importance of adhering to manufacturers' recommendations and relevant safety standards when using equipment
- the regulations concerning adult/child ratios appropriate in the setting and the importance of adhering to these
- the effects of adult anxiety/inappropriate reactions to events on children
- the effect that stereotyping can have on children achieving their potential
- the importance of policies and procedures for collection of children taking into account any social circumstances e.g. custodial orders and court requirements, or situations arising from parental conflict
- the importance of maintaining and using accurate records to enable parents to be contacted quickly if necessary
- routine fire/emergency drill and how to respond promptly and appropriately in such situations
- how to convey information to parents/guardians without causing undue alarm
- how to recognise and cope with children's emotional reaction to accidents and emergencies
- suitable contents of first aid box for childcare/education setting and the importance of checking contents on a regular basis
- how to assess the situation quickly and decide if medical attention is required
- basic first aid required in an emergency and how to apply it
- the setting's requirements for recording accidents and emergencies
- the polices and procedures of the setting for handling and disposing of body fluids and waste material particularly in light of AIDS/HIV virus, hepatitis, etc
- the importance of carrying out standard procedures in the event of an accident in a calm and reassuring manner
- universal precautions
- the range of outings suitable for different age band
- the necessity of obtaining the permission of line manager and parents before taking children off the premises
- how to plan and prepare for an outing, with regard to safety, transport requirements, appropriate clothing, food and equipment

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- the regulations, including insurance cover, regarding the safe transportation of children in private cars, private buses, etc
- the importance of keeping a list of children on an outing and the necessity of checks at regular intervals
- the contribution parents can make to outings and the importance of giving them full information in advance of the event

Skill
The ability to:

- implement routine housekeeping to ensure environment is free of infection
- use safety equipment and materials appropriate to children's level of development
- check equipment, furniture and play materials for safety
- store dangerous substances safely
- dispose of waste and soiled materials safely
- use effective germicides to correct concentration levels
- identify and deal with potential hazards
- ensure that outside doors or gates are adequately fastened
- manage animals within the setting
- maintain supervision of children
- promote children's self confidence through supervision
- identify potentially dangerous situations and take action to rectify them
- increase children's awareness of the need for safety and supervision
- avoid overprotection of children during supervision
- ensure that children are not handed over without authorisation
- follow procedures for dealing with emergencies
- communicate information about emergency procedures to parents
- access information required to contact parents/guardians in the event of an emergency
- take action to resolve any difficulties in implementing emergency procedures
- carry out procedures in the event of an emergency
- report and record all incidents
- check and replenish contents of first aid box
- assess and determine extent of injury or emergency
- take appropriate action for inhalation of foreign body
- maintain acceptable standards of hygiene when dealing with accidents or emergencies
- offer comfort and reassurance whilst ensuring the safety of others
- write report of accident or emergency in the required format
- convey information about injuries to a child to his/her parents/guardians
- select outing consistent with the level of development children
- obtain written permission in advance of outing
- maintain list of children on outing
- use safety reins and children's prams/buggies consistent with the children's level of development
- take necessary supplies including first aid according to the needs of the children and the length of the outing

**Underpinning Knowledge and Skills (Cont'd)**

<u>Skill</u>
The ability to: (Cont'd)

- identify public transport requirements and ensure safety measures are taken
- take safety precautions when using private cars/buses to transport children
- encourage parents to participate in outings
- apply basic first aid procedures

**(4)      Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- A childcare facility
- Children's services resources and equipment
- Access to the local environment

**(5)      Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.
Evidence may be collected in a variety of ways including:

- review of incident reports and permission slips for outings
- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0112B:** **Facilitate the appropriate management of children's behaviour**

Competency Descriptor:    This unit deals with the skills and knowledge required to facilitate the appropriate management of children's behaviour.

Competency Field:    Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Contribute to a framework for guiding children's behaviour | 1.1 | Framework for children's behaviour is realistically set within children's abilities. |
| | 1.2 | The emotional and physical well-being of children is supported by the type of goals and boundaries established. |
| | 1.3 | Inadequacies in the framework are identified in a manner appropriate to the institution/setting/children's characteristics. |
| | 1.4 | Established goals and boundaries for children's behaviour are consistent with age-appropriate practices at the institution. |
| | 1.5 | Suggestions are made to administrator for modification of framework for guiding children's behaviour. |
| | 1.6 | Appropriate behavioural guidelines are established. |
| 2. Promote positive behaviours | 2.1 | Positive and realistic expectations of behaviour are communicated to child/children, parents and guardians. |
| | 2.2 | Examples of positive behaviour in children are regularly identified and explained. |
| | 2.3 | Clear communication which suggests positive options to guide children's behaviour is used. |
| | 2.4 | An environment for conflict resolution and peace-making is created. |
| 3. Respond to feelings behind behaviours | 3.1 | The feelings of children are identified and discussed in an appropriate manner. |
| | 3.2 | Appropriate ways of expressing feelings are encouraged. |
| | 3.3 | Respect for children's feelings is shown. |

| 4. | Set limits for behaviour | 4.1 | Guidelines for children behaviour are clearly communicated and repeated as required. |
| | | 4.2 | Reasonable and appropriate consequences for breaching guidelines and limits are communicated to the child/children and consistently applied. |
| 5. | Respond to persistent problem behaviour | 5.1 | Changes in established patterns of behaviour which are consistent with children's developmental stages are identified and acted upon promptly and appropriately. |
| | | 5.2 | Factors provoking or contributing to problem behaviours are identified. |
| | | 5.3 | Specific programmes are developed to address behavioural problems which take into account the child's background, recent experiences and other related factors. |
| | | 5.4 | Disclosure of information takes into account issues of confidentiality. |
| | | 5.5 | Assistance is sought from appropriately qualified individuals. |
| | | 5.6 | Behaviour which is recommended by specialist advice and information is responded to. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variable chosen for training and assessment requirements will depend on the particular work situation.

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for facilitating the appropriate management of children's behaviour

Dimensions of behaviour:

- socio-emotional behaviour, physical behaviour, verbal behaviour
- behavioural patterns characteristic of children with special needs

Characteristics of children:

- children with special educational needs e.g. autism, pervasive behavioural disorders, communication difficulties, excess motor activity, Attention Deficit Disorder (ADD)

Positive behaviours may be promoted by:

- verbal comments and attention
- physical contact e.g. hug
- providing physical and psychological space
- creating opportunities that suit the child's preferences
- creating opportunities to "let off steam"
- acknowledgement and encouragement
- modelling positive behaviours

Methods to promote positive behaviour will vary according to the age of the child. Some examples are:

For infants (under 1year old) and toddlers ( 1-2 years old):

- smiles
- attention
- distraction
- physical contact
- verbal communication

For toddlers (1-2 years):

- modelling
- verbal and non-verbal approval
- giving affirmation through physical contact
- repetition of guidance for appropriate behaviour e.g. "we walk inside"
- talking about appropriate behaviour

Age band should be:

- Under 1 year (infant)
- 1- 2 years (toddler)
- 3 - 5 years (pre-schooler)

Types of techniques and procedures:

- behaviour modification
- appropriate techniques within the setting
- behaviour guidance techniques

Limits and guidelines may include:

- out of bounds areas
- expectations about behaviour with other children/adults
- procedures for health and safety

Positive expectations of children's behaviour will be demonstrated differently according to the age of the child and may include for infants (under 1 year):

- smiling
- clapping
- verbal and non-verbal approval
- giving affirmation through physical contact

For 3 to 5 years (pre-schooler):

- reasons for guidelines are explained
- verbal and non-verbal approval
- giving affirmation through physical contact
- anticipating and planning for exceptional incidents and behaviours

The application of guidelines and limits will vary according to the age of the child and may include:

For infants (under 1 year):

- saying "no"
- remove child from problem/trouble
- distract to another activity

For toddlers (1 -2 years) :

- patiently respond
- provide a consistent message
- acknowledge feeling
- provide appropriate activities to release feelings
- reason for limit is explained in simple terms to child

Guidelines are communicated to:

- Children, especially those new to the service
- Parents and guardians
- Potential users of the service
- Other staff

Service policy and procedures on how to respond to serious incidents or behaviour may include:

- accurate documentation
- reporting incidents to colleagues or senior workers
- making referrals to specialised service providers

Serious incidents may be reported according to the service guidelines to:

- parent/s of the child
- parent/s of other children affected
- co-workers
- management/supervisor
- specialised service agents

For 3 to 5 years (pre-schooler):

- providing choice of favourite activity
- praise and encouragement
- anticipating trouble and redirecting or distracting child

For some developmentally delayed children include:

- tangible rewards
- reward charts

For 3 to 5 years (pre-schooler):

- Provide a consistent message
- Acknowledge feelings
- Provide appropriate activities to release feelings

Needs of the child which may influence the worker's response to a serious incident of behaviour may include:

- family crisis
- family stress and problems
- major changes in the child's profile
- illness

Other circumstances which may influence the workers response include:

- location of incident
- risk to child or others
- other potential or actual consequences

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

**(1)    Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- Ability to form positive relationships with children
- Respect of parental expectations and their cultural values
- Compliance with the organization's behaviour management policy
- Interest with children considering their age , level of development, culture and needs
- Promote positive behaviour guidance strategies
- Use of stress management strategies to clam down before responding to incidents of difficult behaviour
- Use of non-verbal communication and verbal communication techniques appropriately to manage behaviours

**(2)    Pre-requisite Relationship of Units**

This refers to an assessment relationship between units.

- Nil

**(3)    Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- Psychoanalytic theories including Freud and Erikson
- Behavioural and social cognitive theories including Classical Conditioning, Skinner's Behaviourism, Bandura and Mischel Social Cognitive Theory
- the limitations of children's memory and understanding and how this may affect their ability to comply with goals and boundaries for behaviour
- the reasons why frameworks for children's behaviour are necessary
- the importance of clarity and precision in behavioural guidelines
- the importance of ensuring children's understanding of the frameworks that are in place
- the importance of a team approach in the early childhood setting in ensuring the implementation of behaviour policies
- the factors and circumstances which may support or provoke changes in the normal behaviour patterns of young children

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- the concepts and signs of regression, withdrawal, attention-seeking, anti-social behaviour and self damaging behaviour
- sources of specialist advice and guidance and how to gain access to them
- the principles of constructing a recording system for children's behaviour
- the need to distinguish between relevant and irrelevant information in terms of behaviours that should be addressed
- simple techniques for behaviour modification, including positive reinforcement and time out
- techniques for observing and monitoring children's behaviour individually and in groups
- expected/normal behaviour in children based on their age and stage of development
- acceptable and unacceptable behaviours (which should be distinguished from one's own values and beliefs)
- culturally based expectations about children's behaviour
- culturally based expectations about responses to children's behaviour
- developmental and socio-emotional reasons for inappropriate behaviour
- different family styles of discipline
- the rights of children
- positive behaviour guidance strategies
- antecedents of behaviour – learned habits, context influences, social influences etc
- international, regional, national and organizational standards, policies and procedures
- the range of specialist services available for behaviour management and for special education needs
- the techniques used to distinguish between matters that can be dealt with in the setting and those requiring specialist assistance
- conflict resolution theories and techniques

Skills
The ability to:

- set goals and boundaries as part of the framework for children's behaviour
- identify and rectify inadequacies in the framework
- discuss and clarify goals and boundaries for children's behaviour
- negotiate suggested modifications to goals and boundaries to reflect parental expectations
- make children aware of the need for goals and boundaries
- adjust behavioural guidelines to meet the changing needs of children
- identify changes in behaviour patterns
- identify factors that contribute to problem behaviour
- identify and consider information regarding each problem child
- disclose information within agreed policies
- share concerns with parents/guardians, colleagues and  other professionals
- ensure accuracy of information
- ensure confidentiality
- seek specialist assistance when available

**Underpinning Knowledge and Skills (Cont'd)**

Skills
The ability to:

- ensure confidentiality
- seek specialist assistance when available
- communicate respect, love and warmth directly to children
- show consideration for the feelings, desires and interests of children
- convey to children both acceptance of and interest in their culture, family and community
- apply knowledge of the rights of children to equal opportunities to develop to their fullest potential
- apply conflict resolution techniques

**(4)     Resource Implications**

Competency in this unit may be assessed through access to:

- A childcare facility
- Children's services resources and equipment
- The local environment
- Relevant resource materials and other references

**(5)     Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)     Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
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| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0122B:          Support parents in their parenting role

Competency Descriptor:

This unit describes the knowledge and skills required to facilitate effective and appropriate professional relationship with parents in their parenting role.

Competency Field:          Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Maintain a professional relationship with parents | 1.1 | Interaction with parents/guardians clearly communicates to them that their presence in the childcare setting is welcomed. |
| | 1.2 | Parents/guardians are addressed by their preferred names and titles. |
| | 1.3 | Where communication difficulties are experienced, help is sought from an appropriate source. |
| | 1.4 | Interaction with parents/guardian indicates the high priority placed on their role/contributions seeing that they are the most knowledgeable persons in terms of their children. |
| | 1.5 | Information given is kept confidential. |
| | 1.6 | Parent is referred to an appropriate person for information outside the practitioner's scope of responsibility. |
| | 1.7 | Sensitive and appropriate response to parent's/guardians' behaviour is given taking into account relevant and impacting issues. |
| | 1.8 | Communication with parents/guardians is consistent with the requirements for confidentiality of the setting. |
| 2. Implement settling-in arrangements with parents/guardians | 2.1 | Policies, routines and special activities are discussed with parent/guardians understanding and agreement. |
| | 2.2 | Mutual arrangement for care is established as far as possible within the constraints of the setting. |
| | 2.3 | Settling arrangements are implemented, taking into account the needs of children. |
| | 2.4 | Adherence to arrangements with parents/guardians takes account of children's interest and safety. |

|  |  | 2.5 | Parents/guardians are encouraged to stay with their children where practicable. |
|--|--|-----|--------------------------------------------------------------------------------|
|  |  | 2.6 | Parents/guardians are offered reassurance and opportunities for checking on children's welfare. |
|  |  | 2.7 | Manifestations of parents'/guardians' anxieties and negative feelings are responded to in a non-judgemental manner. |
| 3. | Provide information for parents /guardians about their children | 3.1 | Significant records/reports and other information provided to parents/guardians are accurate. |
|  |  | 3.2 | Information is documented according to organizational guidelines and legislative requirements. |
|  |  | 3.3 | Information on activities shared with parents/guardians extends their understanding of how these activities meet their children's needs and develop their potential. |
|  |  | 3.4 | Information about children's welfare and development is shared with parents/guardians according to agreed practices of the setting. |
|  |  | 3.5 | Positive aspects of their children's efforts, achievements and behaviour are outlined to parents/guardians in ways which enable them to feel proud of their children and value their efforts. |
|  |  | 3.6 | Concerns are heard in a respectful manner. |
|  |  | 3.7 | The child's progress and needs are discussed with the parent with sensitivity. |
|  |  | 3.8 | Sufficient time is given according to the seriousness of the concern and the level of the parent's distress. |
| 4. | Facilitate the involvement of parents/guardians in children's care and development | 4.1 | The involvement of parents/guardians in children's care and development are in relation to the policies of the setting. |
|  |  | 4.2 | Procedures for emergencies are established with parents/guardians and followed as appropriate to the nature of the emergency. |
|  |  | 4.3 | Response to parents'/guardians' concerns and anxieties about their children gives reassurance and encouragement to seek advice from appropriate sources. |

4.4    Ideas and views about managing children's behaviour are exchanged with parents.

4.5    Effective strategies that the parent is already using are reinforced.

4.6    Intervention in disputes amongst children is made when a parent is present in order to enforce the role of the workers.

4.7    Situations causing concerns are discussed with family members to obtain a clear understanding.

## RANGE STATEMENT

The Range statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole

The following variables may be present

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies in relation to supporting parents in their parenting role

Characteristics of parents/guardians may include:

- new, established parents/guardians who are not members of the predominant cultural and linguistic group of the setting
- parents/guardians who are not complying with the centre's/care givers organisational arrangements
- those who are able to stay for extended periods
- those who are only available for limited periods
- those from different social and cultural backgrounds
- those who rarely visit the setting
- those who are experiencing particular difficulties in parenting
- those who wish to continue breast feeding

Characteristics of children may include:

- children with/without previous experience of care outside the home
- children where a third party (e.g. social services/worker) is involved
- breast fed babies
- children with disabilities

Relevant issues may include:

- the needs of the child
- the requirements of parents/guardians
- the child's previous experience
- the requirements of the setting
- the child's cultural background
- functional development of the child

Impacting issues may include:

- personal and cultural variations in child rearing values
- practices and factors affecting parents'/guardians' lives and self-confidence
- family structure

Families may require support due to*:*

- isolation
- additional needs of their child
- crises and emergencies
- victimization
- financial constraints

Strategies to develop trust in the service may include:

- developing a rapport with the child first
- remembering and using names of the child/children on each visit and using information gathered previously
- offering non threatening assistance in the first instance e.g. toys

Language and communication which will suit a family's needs may require:

- informal, colloquial style or formal style of communication

Types of information may include:

- health and welfare of the child
- routines and activities
- progress and achievements
- access to children for collection
- positive/negative information

Age band should be:

- Under 1year (infant)
- 1 - 2 years (toddler)
- 3 - 5 years (pre-schooler)

Financial constraints may include:

- Referrals to supervisor
- Government agencies
- Church groups
- Community support groups

Support may be provided by such means as:

- toy libraries
- mobile services
- play groups
- home visits
- respite care
- advice and information
- referral

## EVIDENCE GUIDE

**(1)    Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- the ability to maintain a professional relationship with parents
- the ability to implement settling-in arrangements with parents/guardians
- the ability to provide information for parents/guardians about their children
- the ability to facilitate the involvement of parents/guardians in children care and development

**(2)    Pre-requisite Relationship of Units**

- Nil

**(3)    Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the concepts and implications of shared care and partnership with parents/guardians
- the kinds of information likely to be needed by parents/guardians
- methods of establishing relationships with parents/guardians who are not of the predominant cultural and linguistic group that the caregiver deals with, including sources of additional help and information
- the policy of the setting concerning confidentiality of information including rules relating to children under supervision by children's services, and medical records
- parents'/guardians' rights under the relevant legislation
- sources or causes of distress in parents/guardians
- types of behaviours often exhibited by parents/guardians
- how children at different ages are likely to react to separation from parents/guardians and transition from one type of setting to another
- the arrangements for settling-in and how to communicate these to parents/guardians
- differing theories about settling-in and separation from parents/guardians and their implications for practice – Theorists (Freud, Erickson, Vygotsky)
- key areas on which clear policies and mutual agreement should be established e.g. routines, boundary setting, emergencies
- the difficulties faced by children and parents/guardians whose cultural and language background is different from the predominant culture and language of the setting
- why exchange of information is beneficial to parents/guardians, children and staff
- the types of information needed from parents/guardians and how to obtain it, record it and keep it up to date
- the types of information needed by parents/guardians and how to communicate it effectively
- strategies for sharing and exchange of information which take account of the need for flexibility and sensitive negotiation with parents/guardians
- barriers to effective communication

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- how to keep records/information of a confidential nature and who has access to them
- the worker's role in the care and management of children, and in sharing this with parents/guardians
- the central role of parents/guardians in the care and management of their child/children
- rationale for policies pursued by setting and ways in which family values may differ from those of the setting
- health and safety procedures with regard to different types of emergencies including accidents, Illness, emergency closure of the setting etc, and when and how to contact relevant persons
- the importance of breast feeding
- family forms ( single, nuclear extended)
- roles of the family

Skills
The ability to:

- communicate with parents/guardians
- deal with communication difficulties
- actively seek and create opportunities to talk with parents/guardians
- respond to parents'/guardians' request for information
- respond to parents'/guardians' behaviour
- express respect for children and parents/guardians
- share comments made and views expressed by parents/guardians with colleagues
- convey policies, routines and activities in relation to settling-in to parents/guardians
- implement arrangements with parents/guardians for settling-in
- encourage parents/guardians to stay with children
- reassure parents/guardians about children's welfare
- respond to manifestations of parents'/guardians' anxieties and negative feelings
- record and pass on significant, personal and other information provided by parents/guardians
- make use of personal and other information provided by parents/guardians in decisions concerning the child
- encourage parents/guardians to seek information and explanations about their children
- share information about the nature and purposes of children's activities with parents/guardians
- identify positive aspects of children's efforts, achievements and behaviour
- draw parents'/guardians' attention to products of their children's work
- care for children
- establish procedures for emergencies with parents/guardians
- interact with the children in the presence of their parent/guardian
- exchange ideas and views about managing children's behaviour
- intervene in disputes amongst children to promote creative resolution to conflict
- facilitate parents/guardians wishing to continue breast feeding
- administer first aid

**(4)     Resource Implications**

Assessment requires access to a range of competency defined in the range of Variables this includes:

- A childcare facility
- Access to children's services, resources and equipment
- Access to the local environment


**(5)     Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning - oral/written
- supporting statement from supervisor or previous employer /parents
- existing documentation

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.


**(6)     Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0132B:**         **Deliver and monitor service to clients**

Competency Descriptor:

> This unit covers the skills and knowledge required to identify customers' needs and deliver quality service.

Competency Field:         Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1.  Identify customers' needs | 1.1  Customers' needs and expectations are accurately identified and clarified using appropriate interpersonal skills. |
| | 1.2  Customers' needs are assessed to determine priorities for service delivery in accordance with organisational requirements. |
| | 1.3  Customers are provided with information about available choices for meeting their needs and assisted in the selection of preferred options. |
| | 1.4  Limitations in addressing customers' needs are identified and appropriate assistance is sought from designated individuals. |
| 2.  Deliver a service to customers | 2.1  Service is provided promptly to customers to meet identified needs in accordance with the requirements of national standards and policies. |
| | 2.2  Appropriate rapport is established and maintained with customers to ensure completion of the delivery of quality service. |
| | 2.3  Customers' complaints are handled sensitively and courteously in accordance with organisational requirements, National Standards and Policies. |
| | 2.4  Customers with special needs or seeking assistance are responded to in accordance with National Standards and Policies. |
| | 2.5  Available opportunities are identified and used to promote and enhance services and products to customers. |

| 3. | Monitor and report on service delivery | 3.1 | Customer satisfaction with service delivery is regularly checked in accordance with organisational requirements, National Standards and Policies. |
|----|---------------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                       | 3.2 | Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements. |
|    |                                       | 3.3 | Customer feedback is regularly sought and used to improve the provision of service delivery programme. |
| 4. | Ethical and professional consideration for monitoring and delivery of programmes and services | 4.1 | High Standards of professionalism is adhered to. |
|    |                                       | 4.2 | Programmes and services are delivered to customers in a caring manner. |
|    |                                       | 4.3 | Positive values and attitudes are transmitted. |

## RANGE STATEMENT

The Range statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- National Primary Curriculum

This unit of competency should be demonstrated in accordance with the:

- EC Commission's training requirement of the knowledge of child development for E.C. Practitioners
- Institutional and National supervisory and evaluative processes

Age band should be:

- Under 1 year (infant)
- 1 – 2 years (toddler)
- 3 – 5 years (pre- schooler)

Customers can be:

- Children birth – 8yrs
- Parents and caregivers
- Other stakeholders

Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- person/s responsible for service delivery
- pricing policies
- refund policy and procedures

Customer needs and expectations may relate to:

- on-going curriculum revision and development
- revised/updated standards and policies
- new development and findings through research
- on-going evaluation
- on-going training and professional development of service providers

Customers with special needs may include:

- disabilities
- language
- beliefs/values
- religious/spiritual observances
- gender, age
- culture
- young children at various stages of development

Verifiable evidence may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints

Customers' complaints may include:

- service errors
- service not delivered on time
- customer satisfaction with service quality
- level of training and professional development of service providers
- quality of programmes and services
- institutions meeting required standards

Appropriate interpersonal skills may include:

- using appropriate body language
- applying effective communication skills
- seeking feedback from the customer to confirm appropriateness of programmes and services

Opportunities for enhancing quality of service may include:

- procedures for delivery of service
- on-going training and professional development
- compliance with required policies and standards
- on-going monitoring, supervision and evaluation

Designated individuals may include:

- supervisor
- customers
- colleagues

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**(1)     Critical Aspects of Evidence**

- Identifying needs and priorities of customers
- Compliance with policies, standards and institutional requirements
- Delivery of programmes and services in a professional and ethical manner
- Improving programmes and services through monitoring, assessment and evaluation

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the relevant legislation from all levels of government that affects Early Childhood Development (ECD) sector.
- ethical and professional codes and services of the ECD sector
- the organisation's business structure, products and services
- the organisation's policies and procedures for customer service including handling customer complaints
- service standards and best practice models
- the principles of quality assurance
- working with parents and community
- consultation methods, techniques and protocols
- techniques for dealing with customers, including customers with special needs

Skills
The ability to:

- use verbal and non-verbal communication effectively
- assess information for relevance and accuracy
- source additional information as required
- select and use technology appropriate to a task
- apply problem solving skills to deal with effective delivery of ECD programmes and services
- relate to people from a range of social, cultural and ethnic backgrounds and with different physical and mental abilities
- develop caring and nurturing relationships

**(4)     Resource Implications**

Competency in this unit may be assessed through access to:

- a childcare facility
- children services, resources and equipment
- the local environment

**(5)     Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of institutions, programmes, stakeholders and clients.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning –oral /written
- supporting statement from supervisor or previous employer, colleagues
- anecdotal report

**(6)     Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skill.

**CSEECD0142B:**     **Contribute to a harmonious and efficient work environment**

Competency Descriptor:     This unit provides the knowledge and skills required to create a harmonious and efficient work environment to enhance the quality of delivery to children.

Competency Field:     Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Contribute to the work of the team | 1.1 | The contribution made to the work of the team is consistent with the role and area of responsibility of the worker. |
| | 1.2 | Responsibilities and duties performed are consistent with instructions given by management, agreed policies and procedures of the setting and decisions made by the team. |
| | 1.3 | Any modifications made to tasks or performance is consistent with the policies of the setting and, if possible, agreed to in advance with the appropriate personnel. |
| | 1.4 | Reports about progress and completion of work are given clearly at the times and frequencies as agreed. |
| | 1.5 | Responsibilities and duties are discharged in a positive manner to promote co-operation and good relationships in the team. |
| 2. Contribute to team meetings | 2.1 | Preparation for meetings enabled the worker to supply information and contribute effectively to discussion. |
| | 2.2 | Participation in meetings, planning and decision-making are consistent with the worker's own role and the role of other members of the team. |
| | 2.3 | Contribution to meetings informs and progresses the work of the team, whilst enabling the completion of business within time constraints. |
| | 2.4 | Appropriate information and views are expressed clearly and concisely. |
| | 2.5 | Response to the contributions of other team members demonstrated that other views are valued. |

|  |  | 2.6 | Work identified at a meeting is recorded accurately and in sufficient detail to facilitate its performance when agreed. |
|---|---|---|---|
|  |  | 2.7 | Information given and views expressed to those outside the team are consistent with the decisions of the team, and are referred to in a manner which is likely to promote the aims and setting of the team. |
| 3. | Contribute to the development of good practice in the team | 3.1 | Contributions to the evaluation of workers identify existing desirable work practices, as well as, changes, which might realistically be made to improve performance. |
|  |  | 3.2 | Suggestions for improvement are consistent with the objectives and policies of the organisation. |
|  |  | 3.3 | Improvements in practice, which are within the area of responsibility of the worker, are implemented promptly as agreed. |
|  |  | 3.4 | Responses to opportunities for training and personal development are ensured and promoted. |
|  |  | 3.5 | Willingness to adapt flexibly in the interests of practice is demonstrated. |
|  |  | 3.6 | Response to unsatisfactory practice of colleagues balances the organisation's needs to improve practice with consideration for the individual. |
|  |  | 3.7 | Changes agreed to on ways of working are implemented. |
| 4. | Contribute to support for colleagues | 4.1 | Comments and constructive criticisms are given to colleagues in a manner, which identifies their good practice and reinforces their self-confidence. |
|  |  | 4.2 | Indications of stress or need for support to colleagues to encourage them to share their concerns and difficulties are responded to. |
|  |  | 4.3 | Help is offered to colleagues in the work context to alleviate stress or develop support is within the worker's area of responsibility and competence. |
|  |  | 4.4 | Information shared with colleagues to help them identify sources of support or expertise and further training opportunities enhances their competence and ability to cope. |

| | 4.5 | The cultural, religious beliefs and practices of colleagues are responded to ensure that diversity is valued, and that discrimination or prejudice will be challenged. |
| | 4.6 | Diversity is challenged and discrimination/prejudice is challenged. |
| | 4.7 | The policy for equal opportunity of the setting is adhered to and promoted. |
| | 4.8 | Opportunities for communicating informally with colleagues are utilised as far as possible within the time constraints of the work setting to develop shared attitudes and to extend relationships. |
| | 4.9 | Support offered to colleagues experiencing discrimination helps them to assert their rights as individuals and to sustain their confidence and self esteem. |
| 5. Respond to conflict in a team | 5.1 | Solutions proposed to reduce conflict demonstrate willingness to compromise and amend working practices in a flexible and positive manner. |
| | 5.2 | Evidence of prejudice/discrimination on the part of a team member is challenged in a manner likely to bring about change consistent with the policy of the setting. |
| | 5.3 | Support offered to colleagues in conflict with others is consistent with organisational requirements and procedures. |

## RANGE STATEMENT

Competent performance of the criteria must be demonstrated in the following:

This unit of competency should be demonstrated in accordance with the:

- EC training requirement of the knowledge to contribute to a harmonious and efficient work environment.

Age band should be:

- Under 1 year (infant)
- 1 – 2 years (toddler)
- 3 – 5 years (pre-schooler)

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

Types of work:

- individual duties and responsibilities;
- shared or co-operative tasks

Types of contribution:

- presenting relevant materials and information-formally
- informally in team meetings
- in relation to individual duties and responsibilities
- in relation to work of team or organisation

Types of colleagues:

- experienced colleagues
- new or inexperienced colleagues
- trainees or students on placements

Types of structures:

- formal;
- informal

Types of meetings:

- full meetings of the team
- special meetings related to specific tasks
- meetings of part of the team only

Types of conflict:

- conflict between the children
- conflict between two or more colleagues
- conflict among other stakeholders

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

**(1)    Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- work is carried out within own role
- responsibilities and organisational objectives are carried out in an effective manner
- worker interacts with both individuals and work groups in a co operative manner

**(2)    Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- procedures of meetings and the process of decision making
- the importance of collective responsibility
- the organisational structure and the roles within it, including those of team members
- one's role in a team and one's personal strengths and weaknesses
- the aims and objectives of the team/organisation
- personal needs and the needs of others in the team
- the team's role in relation to others within and external to the organisation
- the necessity for confidentiality
- the importance of collective responsibility
- the significance of commitment and what affects it
- effective communication in a team meeting - both verbal and non-verbal
- the procedures for group meetings and the presentation of reports
- the need to appraise and evaluate the effects of meetings and of procedures
- what and how to prepare in advance
- expectations and norms for behaviour in given meetings
- the negative effects of undermining the work of the team to those outside
- current practice and objectives of the organisation
- the value of development of the team through training, consultation and the support of individuals and how this is effected
- when to bring in or suggest the use of outside resources
- the value and potential of own contribution to team development
- how to share ideas with other members of the team
- how to give and receive directions and instructions
- own role in team decision making
- own personal responsibility to follow through ideas and how to implement it
- own role in the evaluation of team development
- systems within the organisation
- sources of information about support in the wider community
- sources of information about training
- the value of praise and positive feedback
- the nature and limits of working relationships according to the setting
- the nature and characteristics of professionalism in this field
- the different levels of communication operating within the team and the organisation
- potential areas of stress, conflict and discrimination
- conflicts that are a natural part of working life
- how, when and where to discuss and seek resolution of conflict
- grievance and disciplinary procedures
- the importance of not allowing conflict to affect the work of the organisation
- areas of potential conflict and a range of strategies to deal with the situation

**Underpinning Knowledge and Skills (Cont'd)**

Skills
The ability to:

- contribute to the work of the team
- seek clarification as to own responsibilities
- perform responsibilities and duties within the team
- appropriately modify tasks and performance
- give reports on progress and completion of work
- adopt appropriate manner in the discharge of duties and responsibilities
- prepare for team meetings
- participate in meetings, planning and decision making
- contribute to team meetings
- express appropriate views and information
- respond to contributions of other team members
- record work identified at a meeting
- give to outsiders' appropriate information and views expressed by those within the team
- make contributions to the evaluation of practice
- identify good practice
- identify the potential of changes to improve practice
- implement improvements in practice within area of responsibility
- respond to agreed changes in working opportunities for training and personal development
- respond to unsatisfactory practice of colleagues
- carry out agreed changes to work
- give comments and constructive criticisms to colleagues
- respond to indications of stress or need for support in colleagues
- offer help to colleagues
- share with colleagues information to assist in identifying sources of support or expertise and further training opportunities
- ensure response to cultural and religious beliefs and practices of colleagues
- promote and adhere to policies for equal opportunities
- use opportunities for communicating informally with colleagues
- offer support to colleagues experiencing discrimination
- respond to proposed solutions to reduce conflict
- challenge evidence of prejudice and/or discrimination on the part of a team member
- offer appropriate support to colleagues in conflict with others


**(4)    Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- A childcare facility
- Children's services resources and equipment
- The local environment

**(5)     Method of Assessment**

In order to ensure consistency in performance and identify situational variables it will be necessary to collect evidence from a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)     Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0152B:    Observe, document, interpret and use information about children

Competency Descriptor:

This unit provides the skills and knowledge required to conduct observations, interpret and communicate the resulting information about children's development.

Competency Field:          Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Ensure appropriate documentation and record keeping practices are in place | 1.1 Appropriate documentation of record keeping instrument is selected or designed. |
| | 1.2 Each instrument is used appropriately. |
| | 1.3 Practitioner is sensitized to the importance of efficient and consistent record keeping practices. |
| | 1.4 Systematic ways of observing children are developed to ensure all children are included. |
| 2. Monitor children's developmental progress | 2.1 Information about children's developmental progress is gathered and recorded. |
| | 2.2 The children's strengths, talents and potential are identified. |
| | 2.3 Strengths identified are used to guide program planning in order to foster development of all children. |
| | 2.4 Information is communicated to parents clearly and sensitively. |
| | 2.5 Any concerns regarding a child's development are followed up with appropriate persons/services. |
| | 2.6 The child's views of the social world and relationships are investigated through observation of their interactions and reflections about their communication. |
| | 2.7 The child's thinking style is identified. |
| | 2.8 The child's interests and emerging interests are identified. |

| 3. | Monitor social interaction of the children | 3.1 | The degree of involvement in the children's interactions and language is identified and strategies developed as required. |
| | | 3.2 | The level of problem solving and conflict resolution skills is observed and strategies are developed as needed. |
| 4. | Carry out observations of a child's behaviour | 4.1 | The reasons for observing the child and the objectives of conducting observations are made clear and agreed on as appropriate with parents, colleagues or other professionals. |
| | | 4.2 | Observation and recording is done in a manner that does not disturb the child's natural pattern of behaviour. |
| | | 4.3 | Observations are sufficiently comprehensive to generate a valid and representative description of the aspect of behaviour in question. |
| | | 4.4 | Recording of observations is carried out promptly, accurately, legibly and in the required formats. |
| 5. | Use basic screening instruments to record observations | 5.1 | The reasons for observing the child and the objectives of the particular screening instruments are made clear. |
| | | 5.2 | Any necessary agreements for a planned observation are made with parents, colleagues or other professionals as appropriate to the worker's role and responsibilities before the observation takes place. |
| | | 5.3 | Instruments for measurement or recording of development are made simple, relaxed and not intimidating or harmful for the child. |
| | | 5.4 | Tasks or activities selected are appropriate to the child's broad level of development and physical capabilities, and to the objectives of the observation. |
| | | 5.5 | Screening instruments which are age appropriate and free from biases and stereotypes are used. |
| | | 5.6 | The manner of approach and the establishment of rapport with the child secure the child's co-operation. |
| | | 5.7 | Observations are carried out on an individual basis as well as in small and large groups. |
| | | 5.8 | The environment and other circumstances surrounding the observation are arranged to keep distractions and interruptions at a minimum. |
| | | 5.9 | Facilitative techniques consistent with the objectives of the observation are used. |

|  | | 5.10 | Recording of the child's performance is carried out promptly, accurately, legibly and in the required format. |
|---|---|---|---|
|  | | 5.11 | Observations and subsequent discussions and interpretations are kept confidential. |
| 6. | Demonstrate appropriate observation practices to other practitioners | 6.1 | Own observations of children are significant, valid and concise. |
|  | | 6.2 | Interpretations of behaviour, needs and interests are clearly linked to evidence in observations. |
|  | | 6.3 | The intensity/detail of the observations is appropriate to the purpose and the context. |
|  | | 6.4 | Interpretations of observations demonstrated inclusive principles and understanding. |
| 7. | Use information from observations to guide others | 7.1 | Discussions on programs and children's needs are based on the information gained. |
|  | | 7.2 | Information is provided to broaden understanding of the child. |
|  | | 7.3 | Information is communicated to others to improve their interaction with a child. |
|  | | 7.4 | Information is provided to others to improve program planning, delivery and evaluation. |

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for observing, documenting, interpreting and using information about children.

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

Specific purposes or needs for observation include:

- developmental program
- planning activities for the child
- identifying the child's abilities, needs and interests
- identifying special needs of individual children to facilitate any necessary referral

A variety of methods may be used to gather information:

- observing while participating in activities with children
- time sampling
- anecdotal records
- questioning family members
- discussions with other children
- collecting samples of children's performance
- observing children at play and analysing activities and social interactions

A child's capabilities will include their:

- physical capabilities
- emotional capabilities
- cognitive capabilities
- social capabilities
- creative capabilities
- language capabilities

Age band include:

- Under 1 year (infant)
- 1 - 2 years (toddler)
- 3 - 5 Years (pre-schooler)

Recording methods may include:

- written
- photography
- video recording

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively observing, documenting, interpreting and using information about children in accordance with the performance criteria and the range listed within the range of variables statement.

### (1)    Critical Aspects of Evidence

- Demonstrated ability to ensure appropriate documentation and record keeping practices are in place
- Demonstrated capacity to observe and interpret children's behaviour to contribute to program planning
- Demonstrated ability to monitor children's developmental progress
- Demonstrated ability to monitor social interaction of children
- Demonstrated ability to carry out observations of a child's behaviour
- Demonstrated ability to use basic screening and other instruments to record observations
- Demonstrated ability to use information from observations to guide others
- Demonstrated ability to carry out quality observation practices

### (2)    Pre-requisite Relationship of Units

- Nil

**(3)    Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- how to evaluate and present different types of sources
- the importance of distinguishing between directly observed evidence, evidence from reliable sources, opinion and heresy
- how to appear confident and be assertive when passing on information and expressing concerns to other professionals
- the professional groups most likely to request information and the purposes for which this information might be requested as well and the role of case conferences and court proceedings
- the procedures of the setting with regard to rules and limits of confidentiality for supply of information to others and to security of any documents retained
- the rights of parents accessing information held within the setting or passed to other professionals and when and how to share such information with them
- ways in which children's development and behaviour may be affected by abuse
- where to source advice and help from experts for children whose behaviour gives cause for concern and how and when to access them
- appropriate methods of communicating and negotiating with adults and children
- the importance of children having a relationship with parents/guardians regardless of whether the relationship has been abusive
- how to help children and parents/guardians build more positive relationships
- the stresses on families and characteristics of children which can make them more vulnerable to abuse including overcrowded and impoverished environments, poor communication abilities, special needs, 'bonding' problems arising from prematurity, lack of responsiveness/reward to parents/guardians etc
- key stages in children's development and awareness of their body
- opportunities provided within daily routines and different kinds of games and equipment that can help children become aware of their bodies
- the concept of children's rights and the importance of empowering children to exercise those rights
- the external factors and constraints that make it difficult for children's rights to be promoted
- the importance of building trusting relationships within which children can talk about their concerns
- activities and stories to help children distinguish between affectionate touching and sexual touching; good and bad secrets etc.
- strategies for building children's self confidence and assertiveness and ways of making the child care setting more responsive
- spontaneous or naturally occurring behaviour in comparison to that which is contrived for the purposes of assessment
- cultural, social and gender based influences on children's spontaneous or naturally occurring behaviour

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- why it is important to observe a child's behaviour on a number of occasions and in different situations
- how to
- why it is important to record the features of the context when making observations of children's spontaneous or naturally occurring behaviour
- the use of technology in carrying out and recording observations of children's spontaneous or naturally occurring behaviour
- how to select and use appropriate methods for observing and recording different aspects of children's spontaneous or naturally occurring behaviour
- the role of the non-interventionist observer

Skills
The ability to:

- provide information as requested
- respond to requests for reports
- identify sources of information
- present reports to the appropriate person
- present reports according to time-scale
- ensure confidentiality and security
- interact with a child who may have been abused or neglected
- demonstrate expectations of the child's personal and social behaviour
- respond to a child's contributions
- negotiate with the child for compliance with adults requests
- manage difficult behaviour in abused/neglected children
- handle violent or destructive outbursts
- seek advice regarding continuing concerns about a child's behaviour
- provide support and encouragement to parents/guardians
- assist the child in developing positive relationships with parents/guardians
- explain the active promotion of child protection to parents/guardians
- modify child protection policy to accommodate wishes of parents/guardians
- provide opportunities for children to identify and label part of their bodies
- provide explanations of bodily functions to children in response to inquiries
- explain to children about their rights and the responsibilities of adults
- give opportunities to children to exercise their rights
- engage children in activities, stories and discussions to explore issues of personal safety
- support children in the expression of their fears, anxieties and feelings
- professionals' reasons for observing a child
- observe and record children behaviour in a manner that is unobtrusive and avoids disturbing their natural pattern of behaviour
- generate a valid and representative description of the aspect of behaviour in question
- record observations accurately, legibly, and in the required format

**(4)      Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- A childcare facility
- Access to children's services, resources and equipment
- Access to the local environment

**(5)      Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Questioning – oral/written
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer
- Written test

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

# CSEECD0162B: Provide support to children affected by domestic and family violence

| | |
|---|---|
| Competency Descriptor: | This unit is concerned with providing support and information to children and young people living in a home where domestic and family violence occurs. It requires an awareness of the potential effects of domestic and family violence on behaviour and development as well as an ability to engender confidence. |

Competency Field:          Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Establish confidence and rapport with children | 1.1 | Appropriate interpersonal skills are used to establish rapport and a trusting relationship is developed with children. |
| | 1.2 | All interactions with children reflected sensitivity to culture, family, individual differences and specific needs. |
| | 1.3 | Environment is provided for children to identify their feelings, name and discuss their experiences and fears, and learn about how to keep safe. |
| | 1.4 | A safe and welcoming environment and atmosphere in which children can identify, name and explore their feelings and concerns through play and art therapy with toys and art materials is created. |
| | 1.5 | Age-appropriate experiences are provided for children to feel hopeful about the future and to feel good about themselves. |
| | 1.6 | Children are made aware of their rights and available services and support options that are appropriate to their age and level of development. |
| | 1.7 | All interactions with children reflected organisational standards and procedures and comply with legislative and statutory requirements. |
| 2. Explore issues and develop plans | 2.1 | Appropriate interpersonal skills are employed to ensure that the needs of children are accurately identified. |
| | 2.2 | Older and mature children are trained to carry out safety plans when violence occurs in the home. |

|  |  | 2.3 | Children are taught to identify feelings and needs and talk to relevant personnel about them. |
|--|--|-----|--|
|  |  | 2.4 | Factors that protect children living in violent homes are identified. |
|  |  | 2.5 | Methods are employed to ensure that all relevant information is collected and assessed for complexity, urgency and safety so that priorities for service delivery can be identified. |
|  |  | 2.6 | Culturally and linguistically appropriate information on domestic violence and parenting are used. |
| 3. | Provide support, advocacy and information | 3.1 | Strategies are employed for addressing children's needs and ensuring their physical and emotional safety. |
|  |  | 3.2 | Referrals are made to appropriate institutions or agencies to ensure child's physical and emotional needs. |
|  |  | 3.3 | Children are encouraged to maintain positive relationships (with family members, neighbours, teachers and friends) that will support them during a crisis. |
|  |  | 3.4 | The family is provided with appropriate information, education and support services that address issues of domestic violence and the effect it has on children. |
|  |  | 3.5 | Short-term follow-up and record keeping are undertaken to help maintain child's safety and to address any further needs. |
|  |  | 3.6 | Long term follow-up is employed where appropriate. |
|  |  | 3.7 | Organization is promoted in order to provide a safe environment for the child. |

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the:

EC Commission's training requirement of the knowledge of child development for E.C. Practitioners and how to provide support to children affected by domestic and family violence.

Specific needs relating to children may include, but are not limited to those:

- who have a disability
- who come from diverse cultural and sub-cultural backgrounds
- whose parents are in same-sex relationships
- whose religious beliefs or practices need to be considered
- children with special needs (e.g. who have been abused, who have learning difficulties etc.)
- who are at risk of abuse

Children's needs should be distinguished from those of other family members and could include:

- safety and physical and emotional security
- accommodation
- access to services/information
- counselling
- ongoing assessment
- referrals to specialist services
- referrals to community support and/or education groups
- information provided to care-givers, such as parenting information
- safety plans including protective behaviour techniques

Organizational standards and procedures may include those relating to:

- child protection protocols and procedures
- child/young person and worker safety
- collection and storage of information
- interview protocols and procedures
- code of conduct/code of ethics
- organizational mission statement and/or philosophy
- eligibility criteria for accessing particular services
- guidelines relating to confidentiality/client consent
- Occupational Health and Safety

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

A welcoming environment and atmosphere would include:

- appropriate space
- a child friendly environment
- toys, puppets, books and resources appropriate to various ages and which are culturally appropriate
- resources for care-giver and other family members where relevant
- music/art materials

Appropriate persons include:

- organizational management, colleagues, supervisor, principals
- acknowledged domestic violence specialists
- government representatives and service providers
- specialist support service providers
- family members, friends and care-givers
- child protection workers, children's service workers or any worker specializing in working with children

Risk may refer to child, child's family and/or worker and may be indicated by the following:

- evidence of physical injuries
- threat to safety
- objective assessment of care-givers current ability to protect child/young person from further assault or harm
- feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- intimidation and harassment
- child being deprived of required medication
- child being denied access to resources
- implausible explanation for injuries
- repeated requests for financial assistance
- other factors that may indicate a history of violence
- children's behaviour and developmental level
- current or previous separation
- family court and/or relationship history
- implied or actual threats to harm the worker by use of violence

Child's rights may include:

- rights as described in the United Nations Declaration on the Rights of the Child
- Jamaica Coalition on the Rights of the child
- rights under common law
- rights under the Constitution
- rights under legislation (e.g. Freedom of Information legislation)

Methods to collect information could include for instance:

- interviews with child, his/her family, significant others and care-givers
- case documentation
- using specialist communicators
- information from professionals including medical reports and psychological and developmental assessment
- information from service providers including child protection authorities
- use of specific child-appropriate tools, e.g. puppets, sand-play, toys, drawing, and storytelling , dramatization

Interpersonal skills may include:

- age and developmentally appropriate communication technique
- dramatic play (play out)
- art
- storytelling
- ways of communicating with people with disabilities or where Creole is the preferred language
- methods of communicating with persons of different age groups, religion and gender
- non-judgemental communication techniques
- cultural and sub-cultural awareness/sensitivity
- demonstrating empathy
- using appropriate body language
- reflecting, summarizing and paraphrasing
- asking open-ended questions
- maintaining confidentiality
- the ability to ask direct questions about violence in a sensitive and appropriate way
- active listening

Legislative and statutory requirements may include:

- international conventions relating to the rights of children and young people
- relevant international conventions on civil and human rights
- freedom of information legislation

Follow-up of children that should be conducted in their environment may include:

- checks with referred agencies to ensure that they appropriately meet child/young person's needs
- interaction with the child
- face-to-face interview with a qualified and appropriate interpreter if needed, or other specialist assistance

Age band include:

- Under 1 year (infant)
- 1 -2 years (toddler)
- 3 -5 years (pre-schooler)

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range Statements.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.
Its purpose is to use appropriate interpersonal skills and knowledge to provide support to children affected by domestic violence to obtain relevant client information and respond appropriately.

Assessment of performance should be over a period of time covering all categories within the Range of Variables statements that are applicable in the learning environment.

**(1)     Critical Aspects of Evidence**

Assessment must confirm the ability to:

- establish trust and confidence with children through age and developmentally appropriate interpersonal styles and methods
- provide a welcoming and safe environment for children using age and developmentally appropriate resources
- assist children and their care-givers in making informed choices by providing them with age and developmentally appropriate information
- identify and assess children's needs and develop strategies to address them considering their physical and emotional safety and the wishes of their care-giver/parent, if appropriate
- access and utilize age and developmentally appropriate communication resources (e.g. toys, puppets, drawings)
- ensure that any further needs of children are met by providing appropriate follow-up actions
- accurately interpret and comply with legal and procedural requirements

**(2)     Pre-requisite Relationship of Unit**

- Nil

**(3)**      **Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the effect of exposure to domestic violence on the child's emotional, social and cognitive development
- factors that may cause children to behave differently when exposed to domestic violence
- the different ways in which children react when exposed to domestic violence
- the links between domestic violence and other forms of child abuse such as sexual abuse, physical abuse, psychological abuse and neglect
- the legal obligations and legislative requirements particularly in relation to child protection
- current organizational procedures, practices and standards for child assessment, allocation of services, case management, interviewing, code of conduct, confidentiality and use of resources
- services available for children and their families that they can access within the community
- various groups represented within the local community (e.g. cultural and religious groups, different age groups and those with disabilities) and an understanding of the issues that arise when working with those groups
- the specific limitations of one's work role, responsibilities and professional abilities
- one's values and attitudes and their potential impact on children
- age and developmentally appropriate resources and strategies
- children's development, language and learning levels

Skills
The ability to:

- respond sensitively to disclosure of information and maintain confidentiality within parameters of legislation and organization's procedures when working with children affected by domestic violence
- use appropriate assessment skills involving analysis, assessment and evaluation, for a broad range of unpredictable problems for example, identifying varying levels of risk to a child's safety
- use problem solving skills for a defined range of predictable problems, for example when child's needs are identified as lying outside a worker's particular professional role the worker should be able to provide current information about appropriate services
- collaborate skills between worker and child, and between services and workers across occupational groups
- select age and developmentally appropriate facilitation skills such as questioning and active listening (paraphrasing, clarifying, summarizing, story telling) techniques, including non-judgmental and empathic approaches
- use age and developmentally appropriate literacy and communication skills for presentation of information to children
- provide an environment for children to identify and explore their feelings
- provide play therapy with a variety of play media, such as art supplies, sand play, storytelling aids and toys for dramatic and fantasy play through which they express the emotional experiences they are struggling with internally
- ensure portfolio/record of child's work, homework and weekly performance

**(4)      Resource Implication**

Assessment requires access to a range of competency defined in the range of Variables this includes:

- assessment conducted in local environment
- child specific resources
- access to children's services resources
- access to child's portfolio

**(5)      Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Oral questioning
- Written test
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer

It may be possible to assess more that one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Evidence will be determined by selection from the Range of Variables, justified in terms of work requirements, work roles and responsibilities and occupational specializations.

Evidence for assessment of competence may be gathered by appropriate combination of the following:

- demonstration of competency within the working environment in supporting children affected by domestic violence
- where there is no opportunity to cover all the Range of Variables in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- observation of processes and procedures, oral and/or written questions on underpinning knowledge and skills and consideration of required attitudes
- where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, all evidence should be authenticated by colleagues, supervisors or other appropriate persons
- review of any documentation produced by the candidate that is related to supporting children affected by domestic violence

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0182B:**        **Facilitate the development of the exceptional child**

Competency Descriptor:     This unit seeks to outline the competencies needed to facilitate the
                           development of the exceptional learner within the community.

Competency Field:        Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Examine the nature and needs of children with exceptionalities. | 1.1 General information about the characteristics of each exceptional group is identified. |
| | 1.2 Information regarding children's needs is identified and used in providing community services appropriately. |
| | 1.3 Programmes are developed to promote positive images of children with exceptionalities. |
| 2. Demonstrate commitment for providing quality community services for children with exceptionalities | 2.1 Issues affecting children with exceptionalities in accessing community services are identified. |
| | 2.2 Effective network of community services that are easily accessed by children with exceptionalities are developed and maintained. |
| | 2.3 Information about services and barriers preventing clients from accessing services are made available. |
| | 2.4 Support and assistance are provided for children with exceptionalities in receiving quality community services. |
| 3 Support rights, interests and needs of children with exceptionalities. | 3.1 Responsibilities in assisting clients in realising their rights are outlined. |
| | 3.2 Appropriate mechanisms are developed to assist children with exceptionalities access all community services, with special provision and concessions for the most vulnerable. |
| 4. Make community services available to children with exceptionalities. | 4.1 A directory of available community services is developed to assist children in identifying the different services. |

4.2    Collaboration is made with community service providers to help identify which services are needed for children with exceptionalities.

4.3    Community services geared towards developing the capabilities of families to respond to the needs of exceptional children are identified and provided.

## RANGE STATEMENT

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- Caribbean Plan of Action

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for facilitating the development of the exceptional child

Information on Community Services may include:

- Network of community services
- List of suitable services for clients
- Information of community service organizations
- Other resources

Key areas in community service may include:

- Public education
- Advocacy
- Lifestyle support
- Community development
- Community access
- Family support

The Exceptional Learner

- The exceptional child may include an individual whose physical, mental, or behavioural performance deviates substantially from the norm, either higher or lower. This person may not necessarily be one with a disability. Children with exceptional characteristics may need additional educational, social or medical service

Issues may include:

- Access to services for children with exceptionalities
- Meeting individual needs and personal goals of children with exceptionalities

Age band should be:

- Under 1 year (infant)
- 1–2 years (toddler)
- 3-5 years (pre-schooler)

## EVIDENCE GUIDE

**(1)     Critical Aspects of Evidence**

Candidates should effectively demonstrate the ability to:

- Identify Issues facing clients and available community services for meeting the needs of the clients
- Identify and list the needs and rights of children with exceptionalities
- Describe the nature and needs of children with exceptionalities
- Demonstrate awareness of own attitude to children with exceptionalities

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- characteristics of children with exceptionalities
- networks in the exceptionality sector
- different client needs according to different exceptionalities
- empowerment in relation to children with exceptionalities
- principles of access and equity
- principles of practices and confidentiality
- organisational policies, practices and programmes relating to community services

Skills
The ability to:

- communicate effectively to meet the needs of the diverse group
- maintain directory of community services
- ask questions and follow instructions
- identify risks
- establish and maintain contact with key persons/agencies
- adapt and implement strategies to meet the needs of children with exceptionalities

**(4)     Resource Implications**

Access to appropriate agencies/institutions where community services are accessed:

- videos
- handbook
- studies

**(5)     Method of Assessment**

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

- Observation
- written test
- Project
- case study

**(6)     Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0172B:          Facilitate the emotional development of children**

Competency Descriptor:    This unit deals with the skills and knowledge required to foster and enhance the emotional development of children in early childhood institutions.

Competency Field:         Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Promote the children's exploration and development of identity | 1.1 | Learning materials and resources are chosen which provide positive and non stereotypical images of children and adults. |
| | 1.2 | Children are encouraged to explore a variety of roles in their play. |
| | 1.3 | Children are encouraged to take pride in their own racial identity, gender identity and abilities. |
| | 1.4 | Activities are provided to explore issues of self image and identity in ways that are appropriate to the children's level of development. |
| | 1.5 | Children are provided with a wide range of opportunities to develop their strengths and abilities. |
| | 1.6 | Activities are designed for children to recognize and name their feelings. |
| 2 Promote children's sense of competence | 2.1 | Challenges are designed taking into account children's needs, interests and capabilities. |
| | 2.2 | Children's confidence and self esteem are monitored while they attempt more challenging activities. |
| | 2.3 | Children are encouraged to see "mistakes" as opportunities to learn. |
| | 2.4 | Acknowledgment and support are given to children who are experiencing frustration. |
| | 2.5 | Children are encouraged to participate in the design of activities. |
| 3. Foster children's autonomy/independence | 3.1 | Opportunities to develop self-help skills and independence are provided. |
| | 3.2 | Opportunities are provided for children to make choices, in appropriate ways. |

|  |  | 3.3 | Children are encouraged to accept responsibility for their own actions. |
|--|--|-----|---|
|  |  | 3.4 | Children are increasingly involved in decision-making in keeping with their developmental stage. |
| 4. | Foster children's self esteem and develop their self concept | 4.1 | Opportunities are planned for children to experience and identify their individual strengths. |
|  |  | 4.2 | Individual differences are acknowledged and respected. |
|  |  | 4.3 | Children's gender, capabilities and disabilities are acknowledged and reflected in planned activities and routines. |
|  |  | 4.4 | Children's achievements are acknowledged and appreciated. |
| 5. | Encourage children to identify, name and express their ideas, feelings and needs | 5.1 | Children are listened to attentively to encourage them to express their needs. |
|  |  | 5.2 | Children are encouraged to express their feelings and needs. |
|  |  | 5.3 | Expectations about how children express their feelings are appropriate to their stage of development. |
|  |  | 5.4 | Children's expression is encouraged by verbal and non verbal responses from the practitioner. |
|  |  | 5.5 | Children are shown socially appropriate ways to express their feelings. |
| 6. | Encourage children to support each other | 6.1 | Children are encouraged to respect others' individual needs, abilities and interests. |
|  |  | 6.2 | Children are encouraged to understand others' feelings. |
|  |  | 6.3 | Supportive and encouraging words and body language are modelled. |
|  |  | 6.4 | Children are encouraged to respond appropriately to others. |
|  |  | 6.5 | Children are affirmed when they support each other. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

In this unit the following variables may be present:

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- General Comment 7: Implementing Child Rights in Early Childhood

Support agencies may include:

- Educational and psychological services
- Child Health services
- Child Development Agency
- Family Court
- Office of the Children's Advocate

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for facilitating the emotional development of children

Age band include:

- Under 1 year (infant)
- 1 -2 years (toddlers)
- 3 - 5 years (pre-schooler)

Interaction may be with:

- Children of similar ages
- Children of different ages
- Adults

Location may include:

- Indoors
- Outdoors

Significant events/occasions may include:

- Birthdays
- Festivals
- Celebration of achievements
- Religious occasions – Ramadan and Christmas
- Community events
- Culturally significant days
- Beginning and end of term and holidays
- Funerals

The acceptance of differences among children will be affected by:

- Children's age/maturity
- Capabilities
- Children's family, school, peer group, attitudes, values and beliefs
- Practitioners' beliefs, values and attitudes
- Life experiences
- Prior learning experiences

Individual differences may include:

- Age
- Gender
- Family background and lifestyle
- Abilities and disabilities
- Sociability
- Appearance
- Beliefs and practices
- Temperament
- Interests
- Peer group acceptance, membership or isolation

Diversity among children may include differences due to:

- Gender
- Family background and lifestyle
- Race, Culture and religious belief
- Age/maturity
- Abilities and disabilities
- Interest, temperament and preferences
- Socioeconomic factors

Non-stereotypical images could include:

- Children and adults of both genders engaging in a range of activities
- Children of all races and ethnicities
- Different appearances
- Different abilities
- Different family compositions
- People from a variety of cultural backgrounds
- Children with special needs

Opportunities for social interaction may include:

- Formally organized activities
- A time and space for unplanned interaction
- Meetings, travelling, talking, excursions
- During care routines
- Free play activities
- Socio dramatic play
- Creative arts activities

Components of emotional development include:

- Recognizing and naming feelings
- Managing emotions and impulses
- Having empathy for others
- Developing good coping skills
- Learning to compromise

Opportunities provided for social interaction will vary according to the age of the children:

For babies and infants (under 1 year):

- Responding to non-verbal communication and crying

For toddlers (1 - 2 years):

- Create opportunities for children to play
- Adults encourage independence and give support when children need it
- A variety of material and equipment is provided
- Adults demonstrate understanding that children develop the ability to share toys at varying ages

For 3 to 5 year old children (pre-schooler):

- Create opportunities for children to play together in small and large groups
- Provide culturally appropriate materials for children to use creatively and for role play
- Adults support children who find it difficult to play in a group

Effective programmes for emotional development should include activities to develop these skills:

- Emotional skills
  - Identifying and labelling feelings
  - Expressing feelings
  - Assessing the intensity of feelings
  - Managing feelings
  - Delaying gratification
  - Controlling impulses
  - Reducing stress
  - A positive attitude towards life

- Behavioral skills
  - Non-verbal – For example, communicating through eye contact, facial expressions, tone of voice, gestures etc.
  - Verbal – For example, making clear requests, responding effectively to criticism, resisting negative influences, listening to others, helping others, participate in groups.

- Cognitive skills
  - Identifying and interpreting social cues
  - Using steps for problem-solving and decision making
  - Setting goals
  - Identifying alternative actions,
  - Anticipating consequences.
  - Understanding behavioral norms.
  - Self-awareness
  - Knowing the difference between feelings, emotions and actions
  - Developing critical and creative thinking skills

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively facilitating children's emotional development in accordance with the performance criteria and the range listed within the Range Statement.

**(1)      Critical Aspects of Evidence**

Evidence of the following must be seen:

- ability to provide a safe and secure environment which enables children to explore and develop self-confidence
- ability to respond to children's emotional needs
- ability to evaluate the emotional and psychological stage of children and to plan activities which will enhance their development
- ability to facilitate children's development of self-concept and self-esteem
- ability to create opportunities and activities that encourage children to identify, name, and express their feelings, needs and ideas
- provided opportunities for children to support and cooperate with each other

**(2)      Pre-requisite Relationship of Units**

- CSEECD0071B – Support children's social and emotional development

**(3)    Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

Theories of Child Development
- Emotional intelligence theory for example, Daniel Goleman's Theory of Emotional Intelligence
- Theories of emotional development in children – Freud Psycho-sexual theory, Piajet's (stranger anxiety) theory, Brofenbrenner's Ecological systems theory.
- Attachment in infancy (bonding)
- The relationship between social, emotional, moral, physical, cognitive and language development

Culture and Diversity
- the importance of culture and its impact on emotional development
- the impact of family, schooling, religion, media and community on children's emotional development
- the importance of discussion (planned and incidental) of gender, culture, religion and disability in the promotion of positive identity

The Self
- the difference between feelings and actions
- the factors that enhance the development of self-esteem and self identity
- the importance of planning, implementing and evaluating activities which explore issues of self image and identity
- the difficulties which may be experienced by children with special needs in developing a positive self-image and identity

Referrals
- patterns of behaviour in young children which may be symptomatic of poor self-image and when and to whom appropriate referrals should be made
- the roles of professionals to whom the practitioner can refer children for specialist advice and/or treatment e.g. senior colleague, social worker, educational psychologist, clinical psychologist, child psychiatrist.

Other Knowledge
Knowledge of:

- the importance of reinforcement in enhancing children's positive self image
- the importance of showing approval for children's efforts
- Communication techniques to be used with adults
- the importance of selecting and providing materials and resources which promote positive and non-stereotypical views of children and adults
- Strategies that promote a non-stereotypical view of children
- a variety of techniques and resources to encourage active exploration among children of different roles and identities in their play

**Underpinning Knowledge and Skills (Cont'd)**

Skills
The ability to:

- organize activities appropriate to children's stage of social development
- create opportunities which allow free child-child and child-adult interaction to take place,
- observe and respond to adults interacting with children
- recognise and praise children's achievements and behaviour
- plan activities that explore issues of self image and identity
- encourage children to identify, name and express their feelings, ideas and needs
- select appropriate learning materials and resources
- use resources/networks in the community to provide positive role models for all children
- encourage children to explore various roles and identities in their play and discussions
- recognize signs of poor self image
- recognize problems with the management of impulses
- seek advice from an appropriate person about noted concerns
- plan developmentally appropriate activities
- use, encourage and promote interpersonal skills in the work environment
- use, encourage and promote team building skills in the work environment
- use, encourage and promote time management skills in the work environment
- listen attentively
- empathize
- effectively use observation techniques

**(4)    Resource Implications**

Assessment requires access to a range of opportunities defined in the Range Statement. This includes:

- a childcare facility
- access to children's services, resources and equipment
- access to the local environment
- access to parents/guardians

**(5)    Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients and in different situations.

Evidence may be collected in a variety of ways including:
- review of daily plan
- direct observation
- questioning – oral \ written
- interview – supervisors, peers, children, parents
- portfolio of authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in the workplace or an appropriate simulated situation is designed.

**(6)    Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

# CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## ITICOR0011A:        Carry out data entry and retrieval procedures

Competency Descriptor:

> This unit deals with the skills and knowledge required to operate computer, to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field:        Information Technology and Communications - Operations

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1.   Initiate computer system | 1.1 | Equipment and work environment are correctly checked for readiness to perform scheduled tasks. |
| | 1.2 | The hardware components of the computer and their functions are correctly identified. |
| | 1.3 | Equipment is powered up correctly. |
| | 1.4 | Access codes are correctly applied. |
| | 1.5 | Appropriate software is selected or loaded from the menu. |
| 2.   Enter data | 2.1 | Types of data for entry correctly identified and collected. |
| | 2.2 | Input devices selected and used are appropriate for the intended operations. |
| | 2.3 | Manipulative procedures of Input device conform to established practices. |
| | 2.4 | Keyboard/mouse is operated within the designated speed and accuracy requirements. |
| | 2.5 | Computer files are correctly located or new files are created, named and saved. |
| | 2.6 | Data is accurately entered in the appropriate files using specified procedure and format. |
| | 2.7 | Data entered is validated in accordance with specified procedures. |

| | | 2.8 | Anomalous results are corrected or reported in accordance with specified procedures. |
| | | 2.9 | Back-up made in accordance with operating procedures. |
| 3. | Retrieve data | 3.1 | The identity and source of information are established. |
| | | 3.2 | Authority to access data is obtained where required. |
| | | 3.3 | Files and data are correctly located and accessed. |
| | | 3.4 | Integrity and confidentiality of data are maintained. |
| | | 3.5 | The relevant reports or information is retrieved, using approved procedure. |
| | | 3.6 | Formats to retrieved report or information conform to requirements. |
| | | 3.7 | Copy of the data is printed where required. |
| 4. | Amend data | 4.1 | Source of data/information for amendment is established. |
| | | 4.2 | Data to be amended is correctly located within the file. |
| | | 4.3 | The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures. |
| | | 4.4 | The Integrity of data is maintained. |
| 5. | Use document layout and data format facilities | 5.1 | Requirements for document are verified where necessary. |
| | | 5.2 | The given format and layout are appropriately applied. |
| | | 5.3 | Facilities to achieve the desired format and layout are correctly identified, accessed and used. |
| | | 5.4 | Data manipulating facilities are used correctly. |
| | | 5.5 | Format reflects accuracy and completeness. |

| 6. | Monitor the operation of equipment | 6.1 | The system is monitored to ensure correct operation of tasks. |
| | | 6.2 | Routine system messages are promptly and correctly dealt with. |
| | | 6.3 | Non-routine messages are promptly referred in accordance with operating requirements. |
| | | 6.4 | Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported. |
| | | 6.5 | Output devices and materials are monitored for quality. |
| 7. | Access and transmit information via the Internet | 7.1 | Access to the Internet is gained in accordance with the provider's operating procedures. |
| | | 7.2 | Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated. |
| | | 7.3 | E-Mail is sent and retrieved competently. |
| 8. | Close down computer system | 8.1 | The correct shut down sequence is followed. |
| | | 8.2 | Problem with shutting down computer is reported promptly. |
| | | 8.3 | All safety and protective procedures are observed. |
| | | 8.4 | The system integrity and security are preserved. |
| 9. | Maintain computer equipment | 9.1 | Cleaning materials and/or solutions used meet specified recommendation. |
| | | 9.2 | The equipment is cleaned as directed. |
| | | 9.3 | Wear and faults identified are promptly reported to the appropriate personnel. |

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Equipment:

- install supplied computer
- install supplied peripherals

Work environment:

- equipment
- furniture
- cabling
- power supply

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Data:

- textual
- numerical
- graphical

Software systems to include for:

- word processing
- spread sheet
- internet access

File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

Files save on:

- network
- magnetic media
- personal PC

Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement.

**(1)     Critical Aspects and Evidence**

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)    Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry
   o management system
- methods of locating files
- organisation's standards applicable to
   o accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of
   o information
- functions on the internet

Skills
The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

**(4)    Resource Implications**

Files saved on network, magnetic media, and personal Computer

Input devices:  Keyboard, mouse, other selection devices

**(5)    Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6)     Context of Assessment**

This unit may be assessed on or off the job.  Assessment should include practical demonstration either in the workplace or through a simulation.  A range of methods to assess underpinning knowledge should support this

# CRITICAL EMPLOYABILITY SKILLS

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| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 1 | |
| Communicate ideas and information | Level - | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level - | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## BSBSBM0012A:    Craft personal entrepreneurial strategy

Competency Descriptor:    This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

Competency Field:    Small Business Operations

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Demonstrate knowledge of the nature of entrepreneurship | 1.1 | Concepts associated with entrepreneurship are clearly defined. |
| | 1.2 | Factors, which influence entrepreneurship in and outside of Jamaica, are correctly identified and explained. |
| | 1.3 | The importance of entrepreneurship to economic development and employment is explained clearly. |
| | 1.4 | The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format. |
| | 1.5 | Differences between wage employment and entrepreneurial ventures are correctly stated. |
| 2. Identify and assess entrepreneurial characteristics | 2.1 | Relevant research is carried out and required entrepreneurial characteristics identified. |
| | 2.2 | Entrepreneurial characteristics identified are assessed and ranked. |
| | 2.3 | An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated. |
| | 2.4 | Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified. |
| 3. Develop self-assessment profile | 3.1 | Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used. |
| | 3.2 | The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated. |

|  |  | 3.3 | Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained. |
|---|---|---|---|

4.     Craft an entrepreneurial strategy

4.1     A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed.

4.2     Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined.

4.3     Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews.

4.4     Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed.

4.5     Goals established are specific and concrete, measurable, relate to time, realistic and attainable.

4.6     Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.

4.7     Potential problems, obstacles and risks in meeting goals are identified.

4.8     Specified action steps that are to be performed in order to accomplish goals are identified.

4.9     The method by which results will be measured is indicated.

4.10    Milestones for reviewing progress and tying these to specific dates on a calendar are established.

4.11    Sources of help to obtain resources are identified.

4.12    Evidence of the ability to review process and periodically revise goals is demonstrated.

## RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress commitment to a premature path with the desirability of flexibility can lead to disaster
- milestones and reviews

## EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

**(1)     Critical Aspects of Evidence**

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan
    o   and a business plan
- understanding  the difference between entrepreneurial culture and management culture

Skills
The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

**(4)     Resource Implications**

The following resources should be made available:

Personal computer with access to the Internet and appropriate software that will enable one to conduct the necessary analysis using the Internet.

**(5)       Method of Assessment**

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

**(6)       Context of Assessment**

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

# CRITICAL EMPLOYABILITY SKILLS

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|---|---|---|
| Level 1 | Level 2 | Level 3 |
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| Collect, analyse and organise information | Level 1 | |
|---|---|---|
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 1 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 1 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0192B:          Care for infant and toddler

Competency Descriptor:    This unit provides the skills and knowledge required by anyone working with infants and toddlers to ensure that their physical and emotional well being is maintained. Workers may be under direct supervision or working autonomously.

Competency Field:         Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Respond to infant and toddler cues and needs | 1.1 Infant and toddler are responded to in an unhurried, gentle and sensitive way to promote a relationship of trust. |
| | 1.2 Infant and toddler are closely monitored for signs of hunger, distress, pain and tiredness. |
| | 1.3 Infant and toddler are provided with physical comfort as appropriate. |
| | 1.4 Infant and toddler need for care is consistently met in a timely manner. |
| | 1.5 Infant and toddler rituals are respected and fulfilled. |
| 2. Develop and maintain a nurturing relationship with infant and toddler | 2.1 Interactions with infant and toddler are both planned and spontaneous. |
| | 2.2 Routines of physical care are used as opportunities to positively interact with infant and toddler. |
| | 2.3 Time is taken to get to know the baby's routines, rhythms, preferences and cues. |
| | 2.4 Infant and toddler routines of daily care, rest and play are accommodated whenever possible. |
| 3. Settle new arrivals | 3.1 Parents and infant and toddler are observed for signs of stress/distress on arrival. |
| | 3.2 Interaction with the infant and toddler begins while parents are present to minimise abruptness of separation. |
| | 3.3 Parents are encouraged to take as much time as necessary to have a relaxed, unhurried separation from their child. |

|  | 3.4 | Routines are established to minimise distress at separation of parent and infant/toddler. |
|--|-----|---|
|  | 3.5 | Infant and toddler distress at being separated from parent is responded to in a calm and reassuring manner. |
| 4.    Provide an environment that promotes security for children | 4.1 | Expectations are communicated clearly to infant and toddler and consistently applied. |
|  | 4.2 | The physical environment is set up to provide a relaxed and flexible atmosphere. |
|  | 4.3 | The physical environment is set up to accommodate individuality of the children. |
|  | 4.4 | A safe and secure environment is created both in and out doors with suitable equipment for infant and toddler. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC Commission's training requirement of the knowledge of child development for EC Practitioners.

Interactions with infant and toddler may include:

- imitating infant and toddler's vocalisations
- talking
- singing
- laughing
- saying rhymes
- performing finger games
- holding
- dancing and gentle bouncing

Infant and toddler may show distress/pain by:

- crying
- appearing withdrawn
- squirming
- avoiding eye contact
- sleep difficulties

Toddlers may show distress and pain by:

- crying
- appearing withdrawn
- whining
- not participating in play activities
- recalling trauma
- aggression
- regression
- sleep difficulties
- speech difficulties (e.g. stuttering)
- toilet training difficulties
- nervous tics (e.g. cough)
- excessive masturbation

Non verbal cues of a infant/toddler may include:

- Cues to indicate distress
- Response to an interesting activity
- Smiling cues that express a desire to engage in an activity or interaction

Distress/stress of parents and children on arrival may be indicated by:

- a rushed entry or exit by parent
- parent "running late"
- clinging behaviour
- child teary or crying
- child is unusually quiet or passive

Infant and toddler' rituals which are to be respected and fulfilled where practical may include:

- the need for a special toy or dummy
- particular ways of doing things, e.g. special story or way of drinking from a cup
- food preferences and ability to have a choice within centre policies
- having a special place to go or to store their belongings

Routines of physical care may include:

- feeding
- diaper/nappy changes
- clothing changes

Infant and toddler signs of distress may include:

- hunger
- tiredness
- pain
- loneliness
- discomfort
- fear
- anxiety
- frustration
- boredom

Comforters may include:

- Special toys
- Blankets
- Dummies

Infant and toddler' routines may include:

- sleeping routines and rituals
- diaper/nappy change routines
- eating/drinking patterns
- interactions and play with adults

Responses to a distressed child may include:

- distraction to an activity
- cuddles and comfort
- listening and talking with the child quietly
- use of transition object

Age band include:

- Under 1 year (infant)
- 1 -2 years (toddler)
- 3 -5 years (pre-schooler)

Maintaining direct contact with child will vary according to:

- Child's age
- Child's level of independence/dependence
- Child's safety/risk taking behaviours
- Activity child is involved in
- Ability of child

Legal requirements and regulations regarding supervision may include:

- Staff/children ratios

Organisational procedures implemented for safety on excursions can include:

- legal/legislative requirements
- organisational policies regarding excursions

Checking area for hazards may include checking for:

- Needles/sharp implements in outdoor areas
- Animal droppings in outdoor areas

Contact can include:

- Sight
- Sound
- Glass viewing windows
- Line of sight
- Within physical reach

Potential risks may include:

- Infant and toddler learning to eat solid foods
- Children learning new skills such as walking, balancing
- Particular "combinations" of children playing together
- Infant and toddler going to sleep with a bottle
- Dehydration on very hot days
- SIDS
- Children attempting an activity that may be beyond their ability

Cleaning may include:

- Disinfecting nappy change areas
- Washing floor
- Vacuuming
- Disinfecting toilet areas

Ensuring infant and toddler are not left unattended in the bath or on change table

Waste materials to be disposed of may include:

- nappies
- soiled tissues/wipes

In remote and isolated areas:

- Alternative methods for rest, e.g. hammocks

Rules for safe play may include:

- Use of equipment
- How children play together

Providing a safe environment and risk reduction strategies will vary according to whether the location is:

- A purpose designed and built centre
- Non purpose built centre
- A home
- Appropriate for the age range of children

Risk reduction strategies may include:

- gates on stairs
- covers on electrical sockets
- removal/locking away of dangerous substances
- close supervision of children in kitchens and other areas that are hazardous
- fences and gates locking mechanisms
- out of bounds areas
- vacuuming/sweeping floors to remove small or dangerous objects
- placing infant and toddler to sleep in positions recommended in order to prevent SIDS

Hazards may be identified to children in a range of ways:

- verbally
- by signs
- by symbols

Rest provisions may vary according to:

- the venue at the time the child needs rest
- the child's need for rest
- other children's needs
- space available

Personal hygiene may include:

- hand washing
- toileting
- clearing of nostrils
- brushing teeth/rinsing mouth after meal

Different family and cultural practices which may be relevant to hygiene include:

- age to commence toilet training
- eating food with utensils or fingers
- hair care practices

For clothing, weather conditions that may need to be considered are:

- heat
- cold
- rain

Hygiene practices taught may vary with child's age, and may include:

- Flushing toilet paper after use
- Discarding tissues in bin after use
- Washing hands before eating and after toileting
- Cleaning teeth or rinsing mouth after eating

Rest may include:

- sleep
- quiet time

Bedding preferences may vary due to:

- cultural practices, e.g. hammock
- child's preferences, e.g. soft toy

Adjusting the environment for children's rest may include adjustments to:

- level of noise
- light, temperature and ventilation

For children with a physical or developmental disability:

- a hygiene plan is developed according to the needs of the child

Preparation of food in hygienic manner will be according to:

- appropriate regulatory requirements relating to food handling and hygiene
- alternative methods of cooling food and drink may need to be developed in remote or isolated areas (e.g. Hessian cooling bag)

Considerations when planning for nutritional needs will include:

- what comprises nutritious food
- balanced diet relevant to nutritional needs of different age groups

Procedures for the prevention of the spread of infection may include:

- hand washing
- use of disposable gloves when cleaning up body wastes
- removal and disposal of infected articles
- cleaning equipment
- disposal of unused foods/milk
- cleaning of utensils after use
- regular disinfecting of soft toys
- removal of body waste products (e.g. faeces, urine, saliva, vomit) and disinfection of area affected

Cultural requirements and preferences about food may include:

- meal patterns over a day
- drinks provided
- foods used
- hot or cold meals
- spices and flavourings used
- inclusion of sweets

Menu may include:

- breakfast
- lunch
- dinner
- snacks

Appropriate washing and drying of utensils and crockery and cutlery may include:

- hand washing in warm, soapy water
- dishwashing

Organisational procedures for food preparation may include:

- Use of gloves when handling some foods
- Procedures for supervision

Food and drink preferences will vary according to:

- culture
- dietary requirements
- religion
- age
- family patterns
- individual tastes
- time of the day

Requirements for storage of medication may include:

- temperature required
- level of security required
- organisational procedures
- legislative requirements

Appetising food may consider:

- colour
- shape
- texture
- variety

For infant and toddler**:**

- use protective aprons when changing infant and toddler
- disinfect diaper/nappy change areas after each use

Health needs of children to be considered may include*:*

- medical advice and diet
- allergies to certain foods

Requirements for the administration of medication may include**:**

- legislative guidelines
- organisational procedures

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively caring for infant and toddler in accordance with the performance criteria and the range listed within the range of variables statement.

**(1)     Critical Aspects of Evidence**

Evidence of the following should be demonstrated:

- ability to assess and attend to infant and toddler's needs appropriately
- ability to provide a secure and safe environment for infant and toddler
- ability to provide all aspects of physical care to children, including:
  - the provision of food and drink which is varied according to the age, culture, development and needs of the child
- ability to prepare food which is nutritious and suitable for children
- assessors are recommended to particularly ensure that:
  - food is nutritious and the 5 food groups are provided over a day, as relevant
  - food is fresh wherever possible
  - food and milk is warmed and tested for temperature
  - solid food is introduced appropriately
- ability to respond quickly to emergencies and implement correct procedures including administering first aid

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge                                          Skills
Knowledge of:                                      The ability to:

- social development of infant and toddler
- care giving practices within different cultural groups
- needs and wants of each child
- attachment and separation anxiety and appropriate responses
- infant and toddler games
- the dependent nature of infant and toddler
- organisational standards, policies and procedures
- road safety awareness and procedures
- individual differences of children in terns of need for rest and sleep/rest patterns
- different practices and routines used by different families and their underlying cultural or personal rationale
- policies, regulations and guidelines about hygiene standards for food handling
- storage of food temperatures
- nutritional needs of children
- 5 food groups
- fat contents of foods
- fibre content of different foods
- dietary requirements for infants
- cultural practices and beliefs about food provision
- impact of foods and drinks on dental health
- storage of food - temperatures
- food preparation and cooking
- guidelines for infection control
- indicators of child abuse
- different types of child abuse
- child protection policy of service
- state/territory requirements about responding to indications of abuse and reporting process

- calm and reassure infant and toddler
- apply care giving practices within different cultural groups
- nurture
- display interpersonal skills
- show appropriate response to attachment and separation anxiety
- use strategies for developing responsible behaviour by children in cars and buses
- develop children's awareness of road safety
- prepare food including cooking
- manage time
- plan menu
- recognise common childhood illnesses - recognition, management strategies
- write incident records
- make decisions under pressure

**(4)      Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- a childcare facility
- access to children's services, resources and equipment
- access to the local environment

**(5)      Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Oral questioning
- Written test
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 2 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0042B:        Prepare nutritionally balanced meals for children

Competency Descriptor:    This unit deals with the skills and knowledge required to prepare nutritionally balanced meals for children and applying basic food handling practices including personal hygiene.

Competency Field:         Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Prepare meals for children | 1.1 | Meals and snacks prepared for children meet nutritional requirements in accordance with age and developmental stage. |
| | 1.2 | Texture and consistency of meals and snacks prepared are age appropriate. |
| | 1.3 | Method of food preparation complied with standard menu. |
| | 1.4 | Meals and snacks are prepared in accordance with children's medical, cultural and religious needs. |
| | 1.5 | Hygiene and safety standards are observed in the storage, preparation and serving of food. |
| 2 Serve meals | 2.1 | Meals and snacks are held and served at safe temperature. |
| | 2.2 | Meals and snacks are attractive. |
| | 2.3 | Special meals are served to designated children (i.e. right meal to right child). |
| | 2.4 | Utensils provided are appropriate to children's age and stage of development. |
| | 2.5 | The eating environment is made age appropriate and physically comfortable for children. |
| | 2.6 | The eating environment is organised in readiness for meal service. |
| | 2.7 | Children's enjoyment and development of language and social skills are promoted through social interaction at meal times. |

| | | | |
|---|---|---|---|
| 3. | Encourage children to have meals | 3.1 | Assistance given in the use of utensil is consistent with the promotion of self-reliance. |
| | | 3.2 | Children are given feeding assistance to complete meals as needed. |
| | | 3.3 | A positive environment is created to encourage children to have meals. |
| 4. | Clean up | 4.1 | Appropriate clean up methods selected and used are consistent with Public Health Regulations and enterprise policy. |
| | | 4.2 | All utensils, equipment, cooking and eating surfaces are washed, rinsed and sanitised according to Public Health Regulation. |
| | | 4.3 | Refuse and garbage generated are disposed of in accordance with Public Health Regulations. |
| 5. | Store utensil and equipment | 5.1 | Unused food is stored according to Public Health Regulation. |
| | | 5.2 | Utensil and equipment are stored according to Public Health Regulation. |

## RANGE STATEMENT

The Range statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- The Public Health (Food Handling) Regulations, 1998

Children's nutritional requirements may include:

- Calories
- Proteins
- Calcium
- Vitamin C
- Iron
- Vitamin A
- Fats
- Zinc

Age range should be:

- Under 1 year (infant)
- 1 -2 years (toddler)
- 3 – 5 years (pre- schooler)

Physical facilities may include:

- food preparation area out of bounds to children
- mesh doors and windows
- washable food preparation area
- three compartment sink
- chairs, tables, and eating utensils suitable for size and developmental levels of children
- consistent source of portable water
- appropriate storage facility (cold, dry and chemical)
- recommended large and small equipment

Eating and drinking aids include

- spoons
- forks
- specially designed cups

Location to include:

- Indoors

Meals may include:

- breakfast
- main meals
- snacks

Appropriate dress code may include:

- hair fully covered
- good personal hygiene
- short trimmed nails
- no jewellery (including wedding band)
- whole comfortable shoes (no sneakers)
- no nail polish
- cotton clothing
- apron/coat

Unused food may include:

- Uncooked food that removed from storage
- Cooked food that was not served

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

**(1)    Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated.

- ability to prepare food which is nutritious and suitable for children
- demonstrate safe food handling procedures
- demonstrate attractive presentation of foods
- knowledge of individual children's needs
- knowledge of size and portion of foods appropriate for individual's needs
- encourage children to feed themselves

**(2)     Pre-requisite Relationship of Units**

- Nil


**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- ECI policies and procedures in regard to providing meals and snacks for children
- health and Hygiene requirements/regulations and ECI hygiene policies
- the nutritional value of common meals and snacks and what constitutes a balanced diet
- the nutritional value in relation to size of portions and methods of preparation
- meals and snacks presentations that are attractive to children and easy to manage
- health and safety requirements in relation to food preparation and storage
- common dietary requirements associated with medical, religious and cultural practices
- the importance of valuing and introducing to children cultural and religious variations in types of food, methods of preparation, utensils and eating habits
- the role of meal time interaction in children's social and cultural life and in shaping attitudes and behaviour
- the variety of food preferences and eating habits children may have and the way they may change over time
- common food allergies and implications for diets
- effects of illness and emotional disturbance on appetite
- basic cooking terms
- measurement
- portion control

Skill
The ability to:

- provide meals and snacks for children
- serve meals to children
- create learning situations through the involvement of children in the preparation and serving of food
- negotiate children's food preferences and portion size
- provide and assist children in adapting to cutlery or other eating and drinking aids
- assist children to adapt to the eating environment
- facilitate the participation of children and adults in social interaction at meal times
- read and interpret recipes


**(4)     Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- a childcare facility
- children's services and equipment
- the local environment

**(5)      Method of Assessment**

In order to ensure consistency in performance and identified situational variables, it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Review of daily meal plan
- Direct observation
- Questioning – oral/written
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 2 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

**CSEECD0202B:**          **Care for children**

Competency Descriptor:

This unit describes the skills required by anyone working with children to ensure that their physical and emotional well being is maintained and their self-sufficiency nurtured. Workers may be under direct supervision or working autonomously.

Competency Field:          Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1.   Provide physical care | 1.1 | Opportunities and type of rest are organised according to child's needs and context. |
| | 1.2 | An environment conducive to rest is created. |
| | 1.3 | Quiet area is provided for children to access as needed. |
| | 1.4 | Hygiene practices are demonstrated to children and children are encouraged to follow them. |
| | 1.5 | Assistance with children's hygiene is provided according to child's need. |
| | 1.6 | Toileting accidents are dealt with in a manner that protects the child's self esteem and privacy. |
| | 1.7 | Appropriate food and drink are provided to children in a hygienic manner and children are supervised in eating and drinking. |
| | 1.8 | Children are dressed according to the need and prevailing weather conditions and their clothing preferences are acknowledged whenever possible. |
| 2.   Create opportunities for children to develop their understanding of physical needs | 2.1 | Nutritional needs are explained to children in a suitable language. |
| | 2.2 | Hygiene practices are explained and demonstrated through positive staff practices and daily routines. |
| | 2.3 | Safety issues are explained and procedures demonstrated. |
| | 2.4 | The need for exercise is explained. |

| 3. | Establish an environment that encourages children to complete tasks themselves | 3.1 | Required materials are made accessible to children. |
| | | 3.2 | Sufficient time is made available for the child to complete task in an unhurried way. |
| | | 3.3 | All attempts are encouraged and spoken about respectfully. |
| | | 3.4 | Sufficient time is made available for children to practice and develop their skills, when they so desire. |
| 4. | Respond to the emotional needs of children | 4.1 | Routines are developed which are appropriate to the child's developmental stage and to provide a stable and predictable environment. |
| | | 4.2 | Children's feelings are identified and responded to openly, appropriately and respectfully. |
| | | 4.3 | Children's communications are encouraged, listened to and treated with respect. |
| | | 4.4 | Opportunities to express feelings and emotions are appropriately encouraged. |
| | | 4.5 | Emotional outbursts are dealt with in a calm and consistent manner whilst minimising disruption to other children. |
| | | 4.6 | Children are comforted when hurt or distressed. |
| | | 4.7 | Children are informed appropriately and are prepared for any change. |
| 5. | Settle new arrivals | 5.1 | Parents and children are observed for signs of stress/distress on arrival. |
| | | 5.2 | Interaction with the child begins while parents are still present to minimise abruptness of separation. |
| | | 5.3 | Parents are encouraged to take as much time as needed to have a relaxed, unhurried separation from their child. |
| | | 5.4 | Routines are established to minimise distress at separation of parent and child. |
| | | 5.5 | Child's distress at separation from parent is responded to in a calm reassuring manner. |

## RANGE STATEMENT

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC Commission's training requirement of the knowledge of caring for children.

Adjusting the environment for children's rest may include adjustments to:

- level of noise
- light, temperature and ventilation

Personal hygiene may include:

- hand washing
- toileting
- clearing of nostrils
- brushing teeth/rinsing mouth after meals

Hygiene practices taught may vary with child's age, and may include:

- flushing toilet paper after use
- discarding tissues in bin after use
- washing hands before eating and after toileting
- cleaning teeth or rinsing mouth after eating

For clothing, weather conditions that may need to be considered are:

- heat
- cold
- rain

Rest provisions may vary according to:

- the venue at the time child needs rest
- the child's need for rest
- other children's needs
- space available

Rest may include:

- Sleep
- Time sitting quietly

Age band include:

- Under 1 year (infant)
- 1 – 2 years (toddler)
- 3 - 5 years (pre- schooler)

Bedding preferences may vary due to:

cultural practices, e.g. hammock
child's preferences, e.g. soft toy

Different family and cultural practices which may be relevant to hygiene include:

- age to commence toilet training
- eating food with utensils or fingers
- hair care practices

Appropriate washing and drying of utensils, crockery and cutlery may include:

- hand washing in hot, soapy water
- dishwashing

Organizational procedures for food preparation may include:

- use of gloves when handling some foods
- procedures for supervision

For toddlers (1-2 years):

- toileting
- eating independently
- care of own possessions
- preparing drinks
- sun safety practices
- provide sufficient time, e.g. undressing before rest
- encourage efforts
- children may choose from a range of clothes
- give support when necessary
- encourage all attempts at self help

For 6 to 8 year olds:

- responsible for care of own possessions
- knowing when to act and when to wait
- make decisions regarding use of pocket money on excursions, within parental guidelines and limits
- know who to turn to for assistance and advice
- preparing snacks and drinks
- attend to own health and physical needs
- basic cooking
- relaxation
- stress management
- time management
- prioritizing
- nutritional needs

Understanding of physical needs may be promoted through:

- discussions
- demonstrations
- pamphlets
- guest speakers

For children with a physical or developmental disability:

- a hygiene plan is developed according to the needs of the child

For 3 to 5 year olds (pre-schooler):

- nutrition
- meal time
- dressing and undressing
- selecting clothes to wear
- fastening shoes
- washing hands
- who to turn to for assistance
- bathing
- doing up/undoing shoes
- putting away bedding
- making choices

Explanations of nutritional needs will vary according to the age of the child. For the older child explanations may include:

- healthy eating patterns
- body image
- anorexia
- "diets"
- menstruation
- sexual development

A child may display their distress by:

- withdrawal
- aggressive behaviour
- crying

Children's emotional needs may be due to:

- school problems
- changes in family circumstances
- accidents that may occur during care
- being separated from familiar people and places and being in a new setting, namely the child care setting
- family relationships
- interactions with other children
- major changes in child's life, e.g. migration, losses
- death of a pet
- loss of special toy
- ill health
- embarrassing events that occur during time in child care setting or prior to that time

Changes may include:

- change of countries
- new children/workers in the setting
- children/workers leaving the service
- visitors
- students

Preparation of food in hygienic manner will be according to:

- Appropriate regulatory requirements relating to food handling and hygiene.

Alternative methods of cooling food and drink may need to be developed in remote or isolated areas (e.g. hessian cooling bag)

Ways of fostering the development of self-help skills will vary according to the age of the child:

Relevant life skills related to their physical needs will vary with the child's age/stage of development:

For babies and infants:

- exploring, eating and feeding skills

For infants (under 1 year):

- Encourage responding to matching while dressing/undressing, e.g. arm to sleeve through care routines and daily experiences

Routines to minimize distress at separation of parent and child may include:

- opportunities for a relaxed and unhurried separation of parent and child
- repeated visits to the setting prior to parent's departure
- routine of short separation times prior to lengthy separations
- comfortable chairs where parents can relax with child prior to departure

Response to a distressed child may be by:

- physical comfort
- sitting and listening
- talking through a problem
- distraction

Children may be involved in decisions about:

- the layout of equipment
- routines
- choice of activities

Behaviour which is out of character for an individual child may be:

- quiet behaviour in a boisterous child
- noisy behaviour in quiet child

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit.

The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

**(1)      Critical Aspects of Evidence**

Evidence of the following should be demonstrated:

- ability to provide quality physical care for children including ensuring adequate rest, food and drink and using and promoting hygienic practices
- opportunities for rest are provided and are varied according to the age, cultural background, development and needs of the child
- ability to implement and promote hygiene taking into account the child's age, development, cultural background and needs
- ability to provide all aspects of physical care to child/children including the provision of food and drink
- provision of adequate food and drink which is varied according to age, culture, development and needs of the child
- ability to provide a range of experiences and an environment which encourages independence
- ability to provide a safe and secure environment which enables children to be themselves and to manage change
- ability to respond to children's emotional needs that gives due regard to child's age, culture, development and needs

**(2)      Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge                                          Skills
Knowledge of:                                      The ability to:

- differences in children's need for rest and sleep/rest patterns
- different practices and routines used by different families and their underlying cultural or personal rationale
- policies, regulations and guidelines about hygiene standards for food handling
- organizational standards, policies and procedures
- storage of food - temperatures
- child development
- the importance of self esteem/competence and how to foster it
- the effect of organizing the environment
- the link between care environment and home
- the importance of individuality
- expectations about a range of self help skills within cultural backgrounds of children
- the impact of changes on children
- how emotional needs are expressed - directly and indirectly
- children's responses to grief, loss and separation

- prepare and cook food
- manage time
- organize environment
- communicate effectively with staff, children, parents
- evaluate and promote problem solving
- make observations
- be reflective
- empathise with children

**(4)     Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- A childcare facility
- Access to children's services, resources and equipment
- Access to the local environment

**(5)     Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Oral questioning
- Written test
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)      Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 1 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 1 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 2 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSEECD0113A: Perform personnel management functions for an early childhood institution

Competency Descriptor:   This unit deals with the knowledge and skills required to perform personnel management functions for an early childhood service.

Competency Field: Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Prepare job description | 1.1 | Brief summary is prepared outlining the scope of the job. |
| | 1.2 | Responsibilities and duties of the position are clearly outlined. |
| | 1.3 | Equipment to be operated is clearly indicated. |
| | 1.4 | Special skills and educational requirements are stated. |
| | 1.5 | Special work conditions and requirements are stated. |
| | 1.6 | Personal traits and previous experience essential in performing the job are outlined. |
| | 1.7 | Job description/specification accurately describes the content of and essential requirements for the job. |
| 2. Interview applicant for employment | 2.1 | Pertinent information is thoroughly reviewed prior to interview. |
| | 2.2 | Interview panel is established. |
| | 2.3 | Pertinent documents are prepared and circulated to relevant persons. |
| | 2.4 | Appropriate introductory information is conveyed. |
| | 2.5 | Applicant is told how the position under consideration fits into the organisation's structure. |
| | 2.6 | Job requirements are reviewed and personnel policies discussed with applicant. |
| | 2.7 | Pertinent questions are asked to determine and assess applicant's suitability. |
| | 2.8 | Ample opportunity is provided for the applicant to ask questions. |

|   |   |   |   |
|---|---|---|---|
|   |   | 2.9 | Interview is conducted in a timely manner. |
|   |   | 2.10 | Interview is concluded after all relevant information and questions have been exchanged. |
|   |   | 2.11 | Applicant is informed concerning procedure for announcing employment of successful applicant. |
|   |   | 2.12 | Interview summary is completed in prescribed format. |
|   |   | 2.13 | Applicant's suitability for the job is reasonably assessed and appropriate recommendations made. |
|   |   | 2.14 | Confidentiality procedures are implemented. |
|   |   | 2.15 | Records are kept current, legible and accurate. |
| 3. | Orientates new member of staff | 3.1 | Orientation procedures are thoroughly reviewed. |
|   |   | 3.2 | New employee is welcomed to the setting and taken through introductory routines. |
|   |   | 3.3 | Procedures and policies of the setting are accurately explained. |
|   |   | 3.4 | Job description is provided and specific job functions and responsibilities discussed with employee. |
|   |   | 3.5 | New employee is acquainted with employee benefits, organisational chart and policies. |
|   |   | 3.6 | New employee is encouraged to ask relevant questions and seek clarification on areas of uncertainty. |
|   |   | 3.7 | In-service training programmes are explained. |
|   |   | 3.8 | Additional orientation is scheduled as required by the setting. |
|   |   | 3.9 | New employee is assigned a mentor. |
|   |   | 3.10 | New employee is constructively advised and assisted in the initial performance of assigned work activities. |
| 4. | Maintain employment records | 4.1 | File is established for each employee's records. |
|   |   | 4.2 | All pertinent employee data is maintained on file on a current basis. |

| | | 4.3 | Commencement and termination of employment is properly documented. |
| --- | --- | --- | --- |
| | | 4.4 | File is maintained in chronological order according to prescribed procedures. |
| | | 4.5 | Files are stored according to administrative procedures. |
| | | 4.6 | Security and confidentiality procedures are maintained at all times. |
| | | 4.7 | Staff is given access to files according to procedures of the setting and legal requirements. |
| 5. | Conduct performance appraisal | 5.1 | Staff is appraised at regular intervals against pre-determined performance requirements. |
| | | 5.2 | Appraisal is fair and equitable to all staff members. |
| | | 5.3 | Staff is advised of appraisal requirements in advance. |
| | | 5.4 | Staff is provided with opportunities to question appraisal and negotiate outcomes where appropriate. |

## RANGE STATEMENT

The Range statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.
This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for performing personnel management functions

The following variables may be present

Methods of admission may be:

- pre-planned
- unplanned
- emergency

Available sources to include:

- discussions with incumbent,
- previous job description
- other documented material from external sources

Types of records may be:

- attendance
- accident/incident
- employee records

Job description/specification may relate to:

- early childhood workers
- secretarial staff
- ancillary staff

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Early Childhood Act, 2004
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- Labour Relations and Industrial Dispute Act.

Interview summary to include:

- information on experience
- qualifications
- potential for success on the job
- other relevant information e.g. test scores
- observation on tasks set

Pertinent information to include:

- job description
- application form
- resume
- employment test results
- remuneration
- terms and condition of employment
- personal records

Introductory information to include:

- introduction of self and co-interviewers
- overview of the organisation
- comments to establish rapport

Introductory routines to include:

- introducing to co-workers and parents
- touring of facility
- assigning to work areas with children

Types of care arrangements may be:

- weekly
- daily
- occasional aftercare
- weekend
- parties
- homework programme

Applicants may include:

- early childhood staff
- secretarial staff
- ancillary staff
- volunteers

Types of reports may include:

- reports on equipment
- supplies and other resources
- progress reports on day to day activities of the group of children
- reports on special events
- other reports

New employee may include:

- newly recruited staff
- relocated staff

Age band should be:

- Under 1 year (infant)
- 1 – 2 years (toddler)
3 – 5 years (pre-schooler)

Work attitudes include:

- paying attention to details,
- being observant,
- exhibiting good work habits,
- displaying good deportment,
- protecting the interest of employer,
- being sensitive to others,
- maintaining team spirit,
- being cooperative,
- displaying values and attitudes necessary for working with children

Pertinent employee data to include:

- personal information (e.g. address, phone number, marital status, qualifications)
- date of employment
- leave record
- starting salary and subsequent increases
- job classification
- performance appraisals
- records of innovative ideas presented by an individual

Setting procedures to include:

- safety and emergency procedures,
- evacuation procedures,
- communication norms,
- lunch/break times,
- staff meetings and training,
- communication with parents,
- routines with children,
- standards of the setting,
- Staff development
- goals and objectives

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

**(1)    Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- The ability to establish and maintain personnel management record keeping for an early childhood institution
- The ability to share expectations, and establish and maintain written agreements with employees
- The ability to prepare job description/specification
- The ability to conduct interview, orientate and supervise new and current staff

**(2)    Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- EC Regulations and EC Act of (2005)
- Policies and Standards for the Operation, Administration and Management of ECIs
- admission policies of the setting
- worker's role in relation to admissions
- methods of keeping records
- the requirements of the early childhood standards
- the policies of the setting concerning confidentiality
- information needed in an emergency
- the implications of written agreements
- the importance of regular review of written agreements
- how to access  and use external sources of information
- communication techniques
- the extent of the service available and the degree of flexibility within it
- structure, role and policies of the organisation
- roles and areas of responsibility of management committee, staff and self
- the nature and purpose of reports and the implications for the way information is presented
- nature of work of early childhood workers at many levels
- structure and purposes of job descriptions/specification
- the importance of treating each applicant with equal concern and interest
- the importance of offering each applicant an equal opportunity to express himself/herself
- the value of systems and practices to ensure non-discrimination on the grounds of gender, age, race or disability
- how to make an applicant comfortable and to encourage a communicative atmosphere
- personnel procedures for the conduct of interviews, decision making regarding the suitability of applicant(s), choice of the most suitable applicant and record keeping.
- the importance of the values and attitudes necessary for working with children and families
- the importance of making provisions for children with special needs
- the acceptance of and interest in children's culture, family and community
- the appreciation of the rights of children to equal opportunities to develop to their fullest potential
- the importance of continuing professional development of staff and self
- the value and necessity of in service training
- team building
- conflict management
- differences between delegation and responsibility
- work ethics
- disciplinary and grievance procedures
- trade union agreement/contracts/labour laws
- the value of supervision contracts in ensuring that the process of guidance in work is consistent and effective
- the balance between education, administration and support when supervising staff
- the importance of working within the framework of the member of staff's job description
- the importance of recording agreements for action
- the importance of listening and responding to staff to maximise their participation

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- filing systems and organisational good practice in maintaining them
- Jamaican law as it relates to access to personal files and arrangements for providing access
- methods of recording information on files which are non-contentious and non-discriminatory
- the importance of clarity of procedures regarding information which is to be noted or included on files
- the importance of including on file written information and responses from members of staff to matters recorded on file
- the importance of safe, secure and confidential storage of files

Skills
The ability to:

- record information correctly
- pass information to the appropriate person
- provide information on starting arrangements
- collect and communicate information required by licensing authority
- restrict access to records
- set out details of arrangements made in an agreement format
- agree to boundaries of confidentiality of information given by employees to implement confidentiality procedures
- provide written reports
- develop plans
- obtain information on the position
- provide job description
- prepare summary of the job
- outline responsibility of the job
- state special skills and educational requirements
- state special work conditions and requirements
- outline person specification details
- review pertinent information
- convey introductory framework
- advise applicant regarding the position
- question the applicant
- take applicant's questions
- conclude interview
- advise applicant of next steps
- complete interview summary
- assess applicant's suitability
- maintain records
- review orientation procedures
- welcome new employee
- explain procedures of the setting
- encourage employee's questions
- explain in service training programmes
- provide additional orientation

Skills
The ability to: (Cont'd)

- assign co-worker
- advise new employee
- review work
- determine supervision area
- agree on supervision contract
- check workload and priorities
- consider competencies and availability of member of staff
- utilise talents and competencies of member of staff
- set standards
- clarify uncertainties
- reassign work
- review completed work
- record agreements
- set up staff meeting
- construct agenda
- arrange minute taking
- convene meeting
- encourage participation
- show respect
- deal with unresolved issues
- establish and maintain employee files
- maintain files
- store files
- maintain security and confidentiality
- give access to files


**(4)    Resource Implications**

Competency in this unit may be assessed through access to:

- A childcare facility
- Children's services resources and equipment
- The local environment

**(5)**      **Method of Assessment**

In order to ensure consistency in performance and identify situational variables it will be necessary to collect evidence from a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)**      **Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0123A:** **Perform administrative management functions for an early childhood institution**

Competency Descriptor:     This unit deals with the knowledge and skills required to perform administrative functions for an early childhood service.

Competency Field: Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1.    Establish and maintain admissions and record keeping systems for an early childhood service | 1.1 | The enquiries of parents/guardians and professionals about the admission of the children to the group are responded to courteously, promptly and comprehensibly with information relevant to the enquiry made. |
| | 1.2 | Enquiries about admissions are passed promptly to the appropriate person according to the procedures of the setting. |
| | 1.3 | Information shared with parents/guardians and professionals about procedures for admission are clear and accurate. |
| | 1.4 | Information about children and families is collected appropriately and checked with parents/guardians for accuracy and evaluated for relevance in identifying the family's needs. |
| | 1.5 | Notice given to families of the availability of a place, starting date, information about admission and settling-in arrangements are accurate. |
| | 1.6 | The recording of information about children and their families fulfils the requirements of the licensing authority. |
| | 1.7 | Information about children and their families is recorded accurately and legibly, and is kept up-to-date in accordance with industry standards. |
| | 1.8 | Access to records complies with boundaries of confidentiality agreed with parents/guardians according to the policies of the setting. |
| | 1.9 | Information about children and families is passed only to authorised persons. |
| | 1.10 | Information recorded is appropriate and sufficient for use in emergencies. |

| | | | |
|---|---|---|---|
| 2. | Share expectations and establish and maintain written agreements with parents/guardians. | 2.1 | Discussion with parents of the purpose and benefits of a written agreement makes clear the implications for both the service and the parents/guardians. |
| | | 2.2 | The agreement format used sets out the details of arrangements agreed on in a way which is clear and comprehensible to all parents/guardians. |
| | | 2.3 | Expressed requirements and requests of parents/guardians are recorded accurately. |
| | | 2.4 | The completion of the agreement is carried out in the presence of the parents/guardians, and signed copies are given to parents/guardians and retained by the institution. |
| | | 2.5 | The arrangements agreed provide the parents with options for the use of the services offered. |
| | | 2.6 | The boundaries for confidentiality of information given by parents/guardians about their children and family circumstances are clearly established in the agreement. |
| | | 2.7 | The agreement provides for opportunities for daily exchange of important information. |
| | | 2.8 | Discussion with parents/guardians about aspects of children's development helps to identify and define any necessary changes to routines or management of children to be included in the agreement. |
| | | 2.9 | Information given to parents/guardians about the outcome of agreed changes enables further adjustments to be agreed on as necessary. |
| 3. | Prepare and present a report to management committee | 3.1 | The frequency, format and scope of reports and plans are agreed on by the committee. |
| | | 3.2 | All information supplied are accurate, relevant, current and within the worker's area of responsibility. |
| | | 3.3 | Written reports and plans are legible and accurate, and verbal reports and plans are clearly expressed in a form which is understandable by the committee. |
| | | 3.4 | Appropriate plans are developed and adapted in consultation with the management committee, colleagues, parents/guardians, and other professionals. |

|   |   |   |   |
|---|---|---|---|
|   |   | 3.5 | Plans prepared demonstrate the best use of available resources. |
|   |   | 3.6 | Additional information/reports/plans requested by the committee are provided within the agreed timescale. |
|   |   | 3.7 | Boundaries of confidentiality agreed on for the setting are adhered to at all times. |
|   |   | 3.8 | Attendance and participation at meetings of the committee is consistent with the worker's role. |
| 4. | Supervise a member of staff | 4.1 | Work to be done is reviewed and time and place identified for supervision of member of staff. |
|   |   | 4.2 | Areas of supervision are determined and arrangements are agreed on for regular meetings. |
|   |   | 4.3 | Competencies and availability of member of staff is considered in relation to work to be undertaken. |
|   |   | 4.4 | Talents and competencies of member of staff are utilised to the best degree. |
|   |   | 4.5 | Distribution of workload is determined and work plan prepared. |
|   |   | 4.6 | Reasonable performance standards and time limits for work tasks are established and agreed on with member of staff. |
|   |   | 4.7 | Periodic feedback is given to staff about performance. |
|   |   | 4.8 | Uncertainties which arise during implementation of delegated tasks are clarified. |
|   |   | 4.9 | Work is reassigned outside of regular supervision as the need arises. |
|   |   | 4.10 | Completed work is reviewed and agreements on actions to be taken are recorded. |
| 5. | Conduct staff meeting | 5.1 | Necessary equipment, materials and supplies are made available. |
|   |   | 5.2 | Arrangements are made for circulation of Minutes of previous meeting. |
|   |   | 5.3 | Agenda is prepared in consultation with members of staff. |
|   |   | 5.4 | Meeting is convened on time. |

5.5    Meeting is conducted according to agenda.

5.6    Agenda items are discussed and clarified as appropriate.

5.7    Participation of staff attendance is encouraged.

5.8    Response to issues are solicited and listened to carefully.

5.9    Respect is shown to the opinions and viewpoints of staff.

\    5.10    Unresolved issues are identified for future staff meetings as appropriate or for earlier resolution by the administration to ensure smooth running of the setting.

5.11    Meeting is conducted in established time frame.

## RANGE STATEMENT

The Range statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.
This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for performing administrative functions

The following variables may be present

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child

Types of records:

- attendance
- accident/incident
- records about children and families
- employee records.

Types of care arrangements:

- weekly
- daily
- occasional aftercare
- weekend
- parties
- homework programme

Characteristics of parents:

- those from different social and cultural backgrounds;
- those with whom there are barriers to effective communication;
- those who have used early childhood services before and those who have not

Demonstrate:

- the capacity to communicate respect, love and warmth directly to children;
- the ability to show consideration for the feelings, desires and interests of children;
- knowledge of children's developmental stages so that activities are developmentally appropriate;
- the capacity to convey to children acceptance and interest in their culture, family and community;
- knowledge of the rights of children to equal opportunities and the ability to develop to their fullest potential
- the capacity to motivate staff

Types of information provided to staff and parents include:

- routines
- development
- health
- dietary requirements
- individual habits

Types of reports:

- reports on equipment, supplies and other resources
- progress reports on day to day activities of the group
- reports on special events
- other reports

Setting procedures to include:

- safety and emergency procedures
- evacuation procedures
- communication norms
- lunch/break times
- staff meetings and training
- communication with parents
- routines with children
- standards of the setting
- goals and objectives

Legislation, codes and national standards relevant to the workplace may include:

- National Early Childhood Policies and Standards
- Standards for the Administration and Operation of ECI
- The Early Childhood Act and Regulation, 2005
- The Child Care and Protection Act, 2004
- The Early Childhood Commission Act, 2003
- The UN Conventions on the Rights of the Child

Types of plan:

- short term
- medium term
- long term
- plans for seasonal activities
- plans for special events

Introductory routines may include:

- introduction to co-workers and parents
- touring of facility
- assigning to work areas with children

Procedures and Principles related to:

- identifying cause of conflicts
- defining and allocating responsibilities and authority
- providing workers with opportunity to raise and discuss problems
- handling disagreement and conflicts

Work attitudes include:

- paying attention to details,
- being observant and displaying good deportment,
- exhibiting good work habits,
- protecting interest of employer,
- being sensitive to others,
- maintaining team spirit,
- being cooperative,
- displaying values and attitudes necessary for working with children

Methods of admission may be:

- pre-planned
- unplanned
- emergency

Supervision contract:

- to take account of work priorities
- shift/staggered work schedules
- flexible work schedule,
- job sharing,
- talents and competencies

Supervision areas may include:

- work performed
- work to be performed
- job description

Supplies may include:

- flip charts
- chalkboard
- transparencies
- chalk
- other

Administrative procedures to include:

- control of access to individual members of staff according to law and procedures of the setting

Equipment may include:

- video
- projector
- tape recorder
- computer
- DVD player
- appropriate furnishing equipment for children and staff
- other

Age band should be:

- Under 1 year (infant)
- 1 – 2 years (toddler)
- 3 – 5 years (pre- schooler)

Meeting facilities may include:

- venue,
- seating
- refreshment
- other relevant support equipment

Filing system may be:

- manual/computerised

Solutions to conflicting work situations may include:

- counselling
- staff meetings
- arbitration
- referral to higher authority

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

**(1)     Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- The ability to establish and maintain admissions and record keeping systems for an early childhood service
- The ability to share expectations, and establish and maintain written agreements with parents/guardians and co-workers
- The ability to prepare and present a report to a management team
- The ability to prepare job description/specification
- The ability to supervise staff
- Conduct meetings

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- Early Childhood Act and Regulation of 2005
- the Policies and Standards for the Operation, Administration and Management of Early Childhood Institutions
- worker's role in relation to admissions.
- information required about children and families.
- information to give to parents.
- settling-in arrangements
- methods of keeping records
- the requirements of the early childhood standards
- the policies of the setting concerning confidentiality
- information needed in an emergency
- the implications of written agreements
- the importance of regular review of written agreements

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- parents'/guardians' needs for regular information about their children in order to sustain continuity of care
- how to gather information from observation of children and parents/guardians
- how to record information on families' requirement
- how to access  and use external sources of information
- communication techniques
- the extent of the service available and the degree of flexibility within it
- the importance of parents'/guardians' knowledge about their children
- value of parents'/guardians' knowledge about their children
- the negative feelings some parents/guardians have about other people caring for their children
- the conflicting pressures of family and work roles on some parents/guardians and employees
- structure, role and policies of the organisation
- roles and areas of responsibility of management committee, staff and self
- the nature and purpose of the report and the implications for the way information is presented
- the principles and procedures of meetings
- the equipment, supplies, funds and resources needed for running the early childhood setting the importance of providing accurate information in enabling management committees to function effectively
- the importance of organising background information on issues, factors for consideration and recommendations in order that management can identify and agree on the priorities
- nature of work of secretarial and ancillary staff
- the value of systems and practices to ensure non-discrimination on the grounds of gender, age, race or disability
- the importance of the values and attitudes necessary for working with children and families
- the capacity for communicating respect, love and warmth directly to children
- the consideration for feelings, desires and interests of children
- the recognition and acceptance of the individuality of children
- the importance of making provisions for children with special needs
- the acceptance of and interest in children's culture, family and community
- the appreciation of the rights of children to equal opportunities to develop their fullest potential
- the importance of involvement of parents as partners
- the importance of continuing professional development of staff and self
- the value and necessity of in service training
- conflict management
- differences between delegation and responsibility
- work ethics
- disciplinary and grievance procedures,
- trade union agreement/contracts relating to conflict resolution.
- the purposes and models for supervision of staff
- the value of supervision contracts in ensuring that the process of guidance in work is consistent and effective
- the balance between education, administration and support when supervising staff
- evaluate work activities and use learnt experiences to forecast
- the importance of working within the framework of the member of staff's job description

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- the importance of listening carefully to a member of staff
- the importance of clarity of direction for a member of staff
- the need to monitor workloads carefully and to adjust them as necessary
- the importance of recording agreements for action
- the importance of taking account of group dynamics amongst the staff
- the value of sharing the construction of the agenda to ensure that the concerns of staff are included
- the need to balance agenda to include business matters, concerns of staff and forward planning and development
- the need to separate the areas which can be covered in individual staff supervision sessions with the areas of common concern, interest and importance to the whole group
- the importance of showing respect for staff views to ensure harmonious and cooperative atmosphere, and to facilitate joint decision making
- to direct the recording of minutes to cover agreements for action, and decision on areas for more discussion
- filing systems and good organisational practice
- the importance of safe, secure and confidential storage of files

Skills
The ability to:

- respond to enquiries by parents/guardians and professionals
- pass enquiries to the appropriate person
- share information with parents/guardians and professionals
- collect and record information about children and families from relevant sources
- keep accurate and current records
- confirm accuracy of information collected with parents/guardians
- provide information on starting arrangements
- collect information required by licensing authority
- restrict access to records
- discuss with parents/guardians the benefits and purpose of written agreements
- set out details of arrangements made in an agreement format
- complete agreement in the presence of parents/guardians
- retain signed agreement and make copy available to parents/guardians
- ensure agreements include service options, review and amendment processes
- agree to boundaries of confidentiality of information given by parents/guardians
- make provision for daily exchange of important information
- agree on frequency, format and scope of plans and reports
- prepare reports
- develop plans
- attend and participate in management committee meetings
- state special skills and educational requirements
- state special work conditions and requirements
- implement confidentiality procedures
- review orientation procedures
- explain procedures of the setting

**Underpinning Knowledge and Skills (Cont'd)**

<u>Skills</u>
The ability to:

- explain in service programmes in training
- provide additional orientation
- assign co-worker
- review work
- determine supervision area
- check workload and priorities
- consider competencies and availability of member of staff
- utilise talents and competencies of member of staff
- delegate responsibilities
- manage people
- set standards
- clarify uncertainties
- encourage participation
- show respect
- deal with unresolved issues
- store files
- maintain security and confidentiality
- give access to files

**(4)    Resource Implications**

Competency in this unit may be assessed through access to:

- A childcare facility
- Children's services resources and equipment
- The local environment

**(5)    Method of Assessment**

In order to ensure consistency in performance and identify situational variables it will be necessary to collect evidence from a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)    Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment and in accordance with work practices and safety procedures.

# CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task.  These levels do not relate to the NCTVET Qualifications Framework.  They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes <br> • Makes judgement of quality using given criteria | • Manages process <br> • Selects the criteria for the evaluation process | • Establishes principles and procedures <br> • Evaluates and reshapes process <br> • Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 3 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 3 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSEECD0023B:**      **Provide the structure for children's nutritional development**

Competency Descriptor:     This unit covers the knowledge and skills required to provide the structure for children's nutritional development.

Competency Field:     Community Services – Early Childhood Development

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA | |
|---|---|---|
| 1. Provide structure for optimal nutritional development of child | 1.1 | Nutritional development programmes are planned in accordance with Government policies guidelines, and regulations for Early Childhood Institutions. |
| | 1.2 | Information systems relating to menu planning, children's nutritional profile and foodservice systems are developed and maintained to ensure base for effective planning. |
| | 1.3 | Programme plans for nutritional development support each child's nutritional development. |
| | 1.4 | Standards are consistently maintained for children's nutritional development. |
| | 1.5 | Nutritional care practices take into account the cultures and rights of individual children. |
| | 1.6 | Systems and procedures for monitoring nutritional development and illness are established and maintained. |
| | 1.7 | Food Bourne nutritional and other illnesses are responded to in accordance with health regulations and established procedures. |
| | 1.8 | Referral systems are implemented in consultation with established national health systems. |
| | 1.9 | The use of external professionals and agencies offering assistance is in accordance with government criteria. |
| | 1.10 | Record keeping systems are established and accurately maintained. |
| | 1.11 | Confidentiality is maintained and information is divulged in accordance with relevant regulations. |
| | 1.12 | Alliance is formed with relevant stakeholders to adapt, develop and maintain nutritional programmes. |

| | | | |
|---|---|---|---|
| 2. | Make provision for meals and snacks | 2.1 | Nutritional standards are established for the provision of meals and snacks in accordance with sector requirements. |
| | | 2.2 | Budget for the provision of meals and snacks is established and managed. |
| | | 2.3 | Appropriate human resource is recruited in keeping with government regulations. |
| | | 2.4 | Foodservice facility is designed in accordance with food service standards and government regulations. |
| | | 2.5 | Required tools, supplies and equipment are made available on a timely basis. |
| | | 2.6 | Children's cultural and religious requirements are considered in the provision of meals and snacks. |
| | | 2.7 | Nutritionally balanced menus are available for children. |
| | | 2.8 | Meals and snacks are designed in a manner that is appetising and attractive to children. |
| | | 2.9 | Appropriate foodservice subsystems are established. |
| 3. | Establish quality assurance systems for meal provision | 3.1 | Reports and complaints are responded to in a timely manner. |
| | | 3.2 | Foodservice operation is monitored on a regular basis (schedule and unscheduled). |
| | | 3.3 | Corrective actions are determined and implemented when there are areas of non-conformance to established standards. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

This unit of competency should be demonstrated in accordance with the:

- EC policies and procedure for fulfilling the nutritional needs of children.

Legislation, codes and national standards relevant to the workplace may include:

- Standards for the Operation, Management and Administration of ECIs
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Early Childhood Act, 2004
- The Child Care and Protection Act 2004
- The Early Childhood Regulations, 2005
- The UN Conventions on the Rights of the Child
- The Public Health (Food Handling) Regulations, 1998

Location to include:

- Indoors
- Childcare facilities
- Food preparation area out of bounds to
- children
- Doors and windows with affixed screens
- Storage areas appropriate for hot and cold foods
- Washable food preparation area
- Dining area suitable for the age and developmental stages of children

Relevant stakeholders may include:

- parents
- guardians
- children
- colleagues
- donors

Age band should be:

- Under 1 year (infant)
- 1 - 2 years (toddler)
- 3 - 5 years (pre-schooler)

External professionals and agencies may include:

- Public health inspectors
- R.A.D.A
- Solid wastes management
- Health departments
- Fire department
- The Early Childhood Commission

Foodservice subsystem may include:

- procurement
- production
- service
- holding
- sanitation
- inventory control

Cultural requirements may include:

- religious observations
- meal patterns
- hot and cold meals
- spices and flavourings used

Nutritional standards may include:

- Nutrient
- Meal plan
- Menu
- Recipe (e.g. portion size)

Attitudes that should be demonstrated include:

- Consideration for the feelings, desires and interests of children so that meals are appropriate to their age and stage of development
- The capacity to convey to children both acceptance of and interest in their culture, family and community
- Knowledge of the rights of children to equal opportunities to develop to their fullest potential
- The capacity to motivate staff and encourage their personal development
- Apply professional code of ethics

Information system may include:

- Menu planning
- Children's nutritional profile
- Foodservice systems

Tools, equipment and supplies may include:

- large equipment (stove, oven, refrigerator and freezer, baimarie)
- small equipment (for preparation, portioning and eating)
- supplies (for cleaning, ppe)
- food

Programme Plan for children's nutritional needs may include:

- standard manuals (menu and operation)
- nutrition plan

Appetising food may consider:

- taste
- smell
- visual appeal
- arrangement
- texture
- positive comments

Health needs of children may include:

- medical advice and diet
- allergies/intolerance to certain foods
- nutritional related conditions e.g. diabetes

Menu may include:

- breakfast
- lunch
- dinner
- snack

Food service operation may include:

- Facility
- Service
- environment

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively providing the structure for children's nutritional development in accordance with the performance criteria and the range listed within the range of variables statement.

**(1)     Critical Aspects of Evidence:**

Evidence of the following needs to be demonstrated:

- Meals and/or snacks are planned in order to meet children's nutritional requirements
- Amount of food served was appropriate to the age of the children
- Menu information  provided for parents
- Mealtimes promoted good nutritional habits
- Food brought from home was stored appropriately until served.
- Team building and time management skills
- Correct decisions made under pressure.

**(2)     Pre-requisite Relationship of Units**

- Nil

**(3)     Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- nutrient
- food group
- nutritional requirements for the early childhood period
- how to develop nutrition plan
- menu planning
- six Caribbean food groups
- relevant foodservice regulations
- food service systems
- children's development from birth to 5 years and how provision for their nutritional needs affects their cognitive development and nutrition
- management principles
- the importance of information and record keeping systems as a prerequisite for effective planning
- care requirements of children including nutrition, rest, sleep, and cleanliness
- familiarity with UN Conventions on the Rights of the Child (those specific to nutrition and health)

**Underpinning Knowledge and Skills (Cont'd)**

Knowledge
Knowledge of:

- common cultural and religious beliefs, values and practices of families and their implications for providing for children's nutritional needs (e.g. Rastafarianism, Jewish and Islamic practices and Food holidays like Easter)
- common nutritional problems
- quality assurance monitoring
- local arrangements for referral for specialist advice or assistance where needed
- the importance of confidentiality and consultation on all matters
- the relationship between children's physical development and their nutritional status
- health and safety requirements, regulations and standards
- principles of child development in respect of nutritional care
- appropriate storage requirements

Skills
The ability to:

- direct and supervise staff in the provision of meals for children
- develop systems for providing information on children's nutritional development
- develop nutrition plan
- plan programmes that facilitate children's nutritional development
- implement referral system
- maintain record keeping system
- develop care practices

**(4)     Resource Implications**

Assessment requires access to a range of opportunities defined in the range statement
Competency in this unit may be assessed through access to:

- a childcare facility
- a registered foodservice facility
- children's services resources and  equipment,
- the local environment

**(5)    Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- authenticated assessments and/or assignments from relevant training courses
- review of records, reports, etc

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6)    Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

# CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes <br> • Makes judgement of quality using given criteria | • Manages process <br> • Selects the criteria for the evaluation process | • Establishes principles and procedures <br> • Evaluates and reshapes process <br> • Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 2 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 2 | |
| Use technology | Level 1 | |

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.