© 2017. This version of the Working in Early Childhood program was prepared by Anne Shinkfield, Shire of Ngaanyatjarraku, Warburton WA, in consultation with Jody Adams, Principal Lecturer, South Metropolitan TAFE, WA.

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Working in Early Childhood
Facilitator’s Guide

The Working in Early Childhood program is a set of learning materials that introduces the foundational knowledge and skills required to work with young children and their families in a range of early years settings.

Aspects of child development, play and learning, health, safety, nutrition and communication are facilitated through the completion of workplace based tasks that include the preparation and implementation of regular play activities for young children.
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Introduction

The Working in Early Childhood resource consists of four learner workbooks and a facilitator guide, and supports delivery of certificate level early childhood education and care qualifications in a workplace.

This learning resource introduces the foundational knowledge and skills required to work with young children and their families in a range of early years settings. Aspects of child development, play and learning, health, safety, nutrition and communication are facilitated through the completion of workplace based tasks that include the preparation and implementation of regular play activities for young children.

This 2017 version of the Working in Early Childhood resource supports the Early Years Learning Framework for Australia, with links to EYLF learning outcomes identified for each session.

The workbooks are designed for facilitated learning through face to face delivery, not self-paced or external delivery, and require ongoing support for the learner. Delivery suggestions and notes for each session are included in the facilitator guide. Ongoing support for learners could include:

- additional meaningful learning experiences
- extension activities
- collaborative activities
- general workplace preparation
- group discussion
- simple research tasks
Introduction

The four learner workbooks provide content and activities that support the delivery of nationally recognised units of competency from the CHC Community Services Training Package. A list of these units can be found before the resource matrix on page 85.

The resource matrix shows the alignment between the content and activities of the workbooks and the elements of the units of competency. The content, tasks and activities within the workbooks have been mapped to the units of competency. This mapping is intended to identify the workbooks as a learning resource, not as an assessment tool. Although Knowledge Evidence and Performance Evidence is part of the assessment requirements of a unit of competency, the resource matrix provides a brief summary of how the workbooks provide learning about these. As mentioned previously, the matrix is not mapping for assessment, only mapping for learning.

Activities and tasks within each session can be used to assist in the assessment process as they enable learners to produce evidence of their skills and knowledge. However, training and assessment requirements are the responsibility of the RTO in accordance with the Standards for RTOs 2015.

In addition to the vocational content, the program also supports the development of Foundation Skills, including the five core skills identified in the Australian Core Skills Framework and the Core Skills for Work.
Overview

**Workbook 1**
Child development  
Preparing activities for children  
Safety at play

**Workbook 2**
Observation and planning for play activities  
Food and nutrition, child health and hygiene  
Child development – language and communication development

**Workbook 3**
Babies and infants  
Inclusive early childhood environments and inclusive activities  
Readiness for kindy

**Workbook 4**
Stages of play, Communicating with children  
Children and families, culture and diversity  
Putting it all together – programming and working in early childhood settings
### Topic outline

**Learner’s Workbook 1**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Child development: Domains of development</td>
<td>Chart – Domains of development</td>
</tr>
<tr>
<td>1.2</td>
<td>Child development: Milestones of development</td>
<td>Chart – Milestones of development</td>
</tr>
<tr>
<td>1.3</td>
<td>Physical development</td>
<td>Playdough</td>
</tr>
<tr>
<td></td>
<td>Learning in the early years of life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning through play</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Social development and Emotional development</td>
<td>Sand and water play</td>
</tr>
<tr>
<td>1.5</td>
<td>Language development</td>
<td>Making a photo book</td>
</tr>
<tr>
<td>1.6</td>
<td>Cognitive development</td>
<td>Collage</td>
</tr>
<tr>
<td>1.7</td>
<td>Providing a safe environment for children</td>
<td>Obstacle course</td>
</tr>
<tr>
<td></td>
<td>Supervise children at play</td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>Selecting play activities for children</td>
<td>Ball games</td>
</tr>
</tbody>
</table>
## Topic outline

### Learner’s Workbook 2

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Workplace activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Child development Learning through play</td>
<td>Painting</td>
</tr>
<tr>
<td>2.2</td>
<td>Observing and planning play activities</td>
<td>Home corner</td>
</tr>
<tr>
<td>2.3</td>
<td>Healthy and nutritious food. Preparing and handling food</td>
<td>Morning tea</td>
</tr>
<tr>
<td>2.4</td>
<td>Healthy eating for children</td>
<td>Cooking</td>
</tr>
<tr>
<td>2.5</td>
<td>Children’s health and hygiene</td>
<td>Cooking pizzas</td>
</tr>
<tr>
<td>2.6</td>
<td>Language development through play</td>
<td>Music and singing</td>
</tr>
<tr>
<td>2.7</td>
<td>Language and literacy development through story time</td>
<td>Story Time</td>
</tr>
<tr>
<td>2.8</td>
<td>Linking play activities</td>
<td>Play event</td>
</tr>
</tbody>
</table>
## Topic outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Workplace activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Babies and infants: Developmental milestones and responding to cues</td>
<td>Making mobiles</td>
</tr>
<tr>
<td>3.2</td>
<td>Babies and infants: Play and learning environments</td>
<td>Babies' toys</td>
</tr>
<tr>
<td>3.3</td>
<td>Inclusive early childhood environments</td>
<td>Blocks and constructions</td>
</tr>
<tr>
<td>3.4</td>
<td>Inclusive early childhood activities</td>
<td>Making and playing with Goop</td>
</tr>
<tr>
<td>3.5</td>
<td>Getting ready for kindy</td>
<td>Visit to kindy</td>
</tr>
<tr>
<td>3.6</td>
<td>Developing skills for kindy</td>
<td>Cutting, pasting and drawing</td>
</tr>
<tr>
<td>3.7</td>
<td>Developing routines for activities</td>
<td>Colours, shapes and numbers</td>
</tr>
<tr>
<td>3.8</td>
<td>Play activities for individual children</td>
<td>Play activities for a child</td>
</tr>
</tbody>
</table>
# Topic outline

## Learner’s Workbook 4

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Workplace activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Social and emotional development</td>
<td>Making a mural</td>
</tr>
<tr>
<td></td>
<td>Stages of play</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Communicating with children</td>
<td>Puppets</td>
</tr>
<tr>
<td>4.3</td>
<td>Child-rearing practices, culture and diversity</td>
<td>Cultural story time</td>
</tr>
<tr>
<td>4.4</td>
<td>Children and families</td>
<td>Making things</td>
</tr>
<tr>
<td>4.5</td>
<td>Putting it all together: Planning and programming</td>
<td>Outdoor games</td>
</tr>
<tr>
<td>4.6</td>
<td>Putting it all together: Records, notes and evidence</td>
<td>Printing</td>
</tr>
<tr>
<td>4.7</td>
<td>Putting it all together: Play events for children and families</td>
<td>Early childhood event</td>
</tr>
<tr>
<td>4.8</td>
<td>Putting it all together: Working in early childhood settings</td>
<td>Poster</td>
</tr>
</tbody>
</table>
Using the learner’s workbooks

Before commencing the program, it is essential that learners are introduced to the workbooks and the different elements within the books. It is also important to introduce the concept of evidence gathering.

Suggestions for delivery have been outlined for each session. The facilitator will need to ascertain the needs of the learners before making decisions about how to deliver each session.

The Learner’s Workbooks:
• assume access to an early childhood setting / workplace so that the learner can prepare and implement play activities with a group of children on a regular basis
• are intended for delivery over an extended period. Each of the 4 Learner’s Workbooks has 8 sessions, which could be delivered as 8 sessions per term for 4 terms
• are designed for facilitated learning through face to face delivery
• enable the teaching of English literacy skills in the context of the program content, with reading, writing and vocabulary development opportunities embedded within each session

The target learners typically are:
• mothers/ family members who participate in early childhood/ playgroup activities with their children
• adults who are working in early childhood settings and who have had limited schooling and /or literacy and /or have a non-English speaking background
• individuals who would like to begin a training pathway in the early childhood industry
• students who are working in playgroups / early childhood settings for work experience, structured workplace learning or community service activities
Session Structure and Delivery Suggestions

Each session consists of the following components.

<table>
<thead>
<tr>
<th>Component</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>Session title</td>
<td>Clearly identifies what the session is about</td>
</tr>
<tr>
<td>’In this session you’ll learn that…’</td>
<td>Informs the learners what is to be learned.</td>
</tr>
<tr>
<td>Early Years Learning Framework Links</td>
<td>The 2017 Working in Early Childhood program has suggested links to the EYLF for each session, to be discussed between the facilitator and the group of learners.</td>
</tr>
<tr>
<td>’You’ll show you’ve learnt this by…’</td>
<td>Informs the learners how they will demonstrate their learning and what is needed to complete the session.</td>
</tr>
<tr>
<td>Foundation skills in the workplace</td>
<td>The 2017 Working in Early Childhood program identifies workplace skills that are likely to be demonstrated during each session. Discussion of these by the facilitator with the group of learners will encourage the learners to recognise these skills.</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td></td>
</tr>
<tr>
<td>Learning notes</td>
<td>This is the main content for the learners and it is suggested that the facilitator and learners read and talk about the Learning Notes together. For learner’s with limited literacy or understanding of English, these notes could also be used to develop the student’s reading and / or English skills in the context of participating in this program.</td>
</tr>
<tr>
<td>Information Posters</td>
<td>Some sessions have additional information posters – for example, session 2.2 has a poster about ‘Observations’ and session 4.1 has a poster about ‘Stages of Play’.</td>
</tr>
<tr>
<td>Community Example</td>
<td>Some sessions have a ‘Community Example’ story, linking the content of the session to the context of early childhood settings in remote Indigenous communities in WA.</td>
</tr>
<tr>
<td><strong>Component</strong></td>
<td><strong>Details</strong></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Word list</td>
<td>Each session has a word list, with relevant vocabulary taken from the learning notes. The lists are provided to assist facilitators who are working with learners who have difficulty reading the learning notes independently, or who have limited English. The word lists are cumulative so that by the end of the program the student should be able to read, use and understand a wide range of words used in the context of early childhood settings.</td>
</tr>
<tr>
<td>Tasks</td>
<td>From session 3.1 – 4.8, an additional Task is given for the learners to complete in their Learner’s Workbooks. Each task will extend their learning about the content for the session.</td>
</tr>
<tr>
<td><strong>Workplace Activity</strong></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>The Working in Early Childhood program is a workplace training program. In each session, a practical application of what has been learned will be planned and demonstrated through implementing the Activity with children in the context of the early childhood setting. The facilitator will read through each part of the Activity with the group of learners and assist them as required.</td>
</tr>
<tr>
<td>Planning Notes</td>
<td>From session 2.1 – 4.8, each learner will document their planning of workplace activities, as would be expected from an early childhood educator.</td>
</tr>
<tr>
<td>‘Learning through play’ posters</td>
<td>From session 1.3 – 4.8, these posters describe what the children could learn through the activity across the developmental domains. Relevant EYLF Learning Outcome links are noted on each poster.</td>
</tr>
<tr>
<td>Workplace Activity Record</td>
<td>From session 1.3 – 4.8, the learner will complete this document as part of their reflective process after each activity. For learners who are participating in this program in the context of accredited training, this Record will be part of their evidence.</td>
</tr>
<tr>
<td>Evidence Portfolio</td>
<td>At the end of each session, learners are reminded to store photos of each session in their ‘evidence portfolio’. The regular gathering of evidence that demonstrates practical learning within the workplace is essential for any workplace training program. For learners new to workplace training the facilitator may need to explain the purpose of evidence portfolios and to assist the learners to create and maintain their portfolio with excellence.</td>
</tr>
</tbody>
</table>
The Early Years Learning Framework
and the Working in Early Childhood Program

The Working in Early Childhood resource supports the linking of the play and learning activities for children with the principles, practices and learning outcomes of the Early Years Learning Framework.

Within the Learner’s Workbooks, the links are identified for each session. A summary of the EYLF links across the 4 Learner’s Workbooks is provided in the appendix of this Facilitator Guide.

The Early Years Learning Framework

Vision: beginning when they are born, children’s lives are about ‘belonging, being and becoming’

Principles: educator’s beliefs about young children and how they learn

1. Secure, respectful relationships
2. Partnerships
3. High expectations and equity
4. Respect for diversity
5. Ongoing learning and reflective practice

Practices: what educators do to encourage young children’s learning

- Holistic approaches
- Responsiveness to children
- Learning through play
- Intentional teaching
- Learning environments
- Cultural competence
- Continuity of learning and transition
- Assessment for learning

Outcomes for children’s learning:

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators
Foundation Skills and the Working in Early Childhood Program

The Working in Early Childhood resource supports the development of Foundation Skills from the Australian Core Skills Framework and the Core Skills for Work.

Within the Learner’s Workbooks, one or two foundation skills are linked to each session. A summary of the Foundation skills demonstrated during each session is provided in the appendix of this Facilitator Guide.

Foundation Skills in the Workplace

Across all workplaces employers require an employee to have these skills:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

Within a workplace, the following skills are also highly valued so that each employee will add to the good work of the organisation. An employee needs to be able to:

- Work in a team
- Plan and organise
- Make decisions
- Solve problems
- Be innovative and creative
- Use technology
- Work in a digital world
Resource materials to support this program

General resources:

**EYLF:**
*Belonging, Being and Becoming the Early Years Learning Framework for Australia*

**Child Development, Play and Learning:**
www.raisingchildren.net.au
www.abc.net.au/parenting
www.earlychildhoodaustralia.org.au
www.cyh.com.au

*The Ages and Stages of Play and Learning* (Rural Health Support Education and Training Series), Published by JVO Productions, Perth (DVD)


Play activities for Indigenous children in remote communities – (book example)
http://batchelorpress.com/books/talking-early-childhood

**Reference for Community Examples:**
Session related resources:

1.3 Early brain development

2.2 Observation opportunities
‘Connecting with Practice’ vignettes:
Early Childhood Australia National Quality Standard Professional Learning Program

2.3 – 2.5 Nutrition and health
• www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating
• Australian Government NHMRC Eat for Health, Infant Feeding Guidelines
• Staying Healthy in Child Care: Preventing infectious diseases in early childhood education and care services (5th Edition)

3.1 – 3.2 Babies and Infants
Early Childhood Australia National Quality Standard Professional Learning Program

3.3 – 3.4 Inclusive practices
E-newsletters numbers 38 and 41 http://www.earlychildhoodaustralia.org.au/nqsplp/

3.5 Transition to school

3.6 Intentional teaching
E-newsletters number 2, 12 and 45 http://www.earlychildhoodaustralia.org.au/nqsplp/

4.8 Foundation skills
www.education.gov.au/core-skills-work-developmental-framework-0

Resumes:
Session 1.1
Child development: Domains of development

The focus for the session is:
• children develop in similar ways
• children’s development happens at different rates
• children’s development includes the domains of physical, social, emotional, cognitive and language development

Early Years Learning Framework links:
• Vision: ‘Belonging’ – what this means for children in their early years of life

Learners will show evidence of their learning by:
• making a chart to show activities for each domain of development
• explaining your chart to your facilitator

Foundation skills in the workplace:
• Reading: introducing new words about children’s development

Delivery suggestions

Introduction:
Session 1.1 and 1.2 are foundational to the program, explaining domains of development and milestones of development in children’s development.

Depending on the needs of your learners, any or all of the following activities may be useful.

• Talk about children in the family/community that the students know:
  – What do babies do?
  – What do one-year-olds do?
  – What do two-year-olds do?
  – What do three-year-olds do?

• Draw sketches of the activities of the children from the community or family. Create four activity pictures or charts – one each for babies, one year olds, two year olds and three year olds.

• Share sketches with the group. Discuss common activities for each age group and the development of activities across the age groups.
Learning:
- Introduce the session from Learner’s Workbook 1.1 ‘In this session you’ll learn…’
- Read through Learning notes 1.1 with the learners.
- Introduce the Early Years Learning Framework to the learners.
- Watch video / internet clips about ages and stages of development. Relate activities shown to those illustrated in the pictures or charts created.
- Discuss the different domains of development shown in the videos and from the sketches made earlier – physical, social, emotional, cognitive and language development.
- Discuss how the domains work together - that many play activities cover more than one domain. For example, sand play could provide an opportunity for social and/or physical (fine motor) and/or cognitive (language) development.
- Read through Word list 1.1 to clarify unknown words.
- Discuss EYLF links and Foundation Skill links for this session.

Workplace Activity:
- Read through Activity 1.1 with the learners and discuss the activity to ensure that they know what to do.
- Facilitators could use magazines, catalogues or photographs to build a selection of examples of children participating in a range of activities.
- Learners prepare charts to show activities and/or skills for each of the domains of development using local pictures, catalogue cut-outs or drawings.
- Learners take a photograph of the completed chart and then talk about the chart to an interested adult.
- The charts can be filed in the learner’s evidence portfolio – perhaps with a copy posted on the wall of the training room.
Session 1.2
Child development: Milestones of development

The focus for the session is:
• within a child’s development there are ‘milestones’ of development in each domain
• there are many factors that affect a child’s development
• the first 5 years of life are very important for a child’s development

Early Years Learning Framework links:
• Vision: ‘Being’ – what this means for children in their early years of life

Learners will show evidence of their learning by:
• preparing a chart to show the milestones of development for children
• explaining your chart to another adult

Foundation skills in the workplace:
• Learning: about the milestones of development shown by children of different ages

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following activities may be useful.

• Discussion about topics such as the following:
  – When do children first talk?
  – When do children walk?
  – When do children eat chips?
  – When do children learn to use scissors?

• Look at the sketches made in session 1.1 of the activities of children in your families and community.
  – What do one-year-olds usually do?
  – What do two-year-olds usually do?
  – What do three-year-olds usually do?

• Review the domain charts from the previous session and identify the ages of children in each of the pictures.
Learning:

- Introduce the session from Learner’s Workbook 1.2 ‘In this session you’ll learn...’
- Read through Learning notes 1.2, including the milestones for each age group. These milestone lists will be used frequently throughout this program. Learners may read through them briefly, noting any similarities to children of each age that they know.
- Watch vision about three, four and five year old children and their stages of play and learning
- Discuss the factors that can help or prevent children achieving these milestones.
- Read through Word list 1.2 to clarify unknown words.
- Discuss EYLF links and Foundation Skill links for this session.

Workplace Activity:

- Read Activity 1.2 with learners and ensure that they know what to do
- Learners are to select an age group of interest and create a chart showing milestones for that age group across each of the developmental domains.
- Learners take a photograph of the completed chart and then talk about the chart to a parent or other interested party.
- The chart is added to their evidence portfolio, with a perhaps a copy put up on the training wall.

Resource material

The Ages and Stages of Play and Learning (Rural Health Support Education and Training Series), Published by JVO Productions, Perth (DVD)
www.raisingchildren.net.au
Session 1.3
Physical development
Learning in the early years of life

The focus for the session is:

• physical development covers the development of large muscle skills, the development of small muscle skills and also the growth of a child
• the first 5 years of life are the most important for a child’s development
• children learn while they are playing

Early Years Learning Framework links:

• Vision: ‘Becoming’ – what this means for children in their early years of life

Learners will show evidence of their learning by:

• preparing and carrying out Activity 1.3 – Playdough with children at an early childhood setting
• completing the Workplace Activity Record 1.3
• storing photos or notes from this activity in your evidence portfolio

Foundation skills in the workplace:

• Making decisions: selecting activities for children
• Numeracy: measurements and amounts for playdough

Delivery suggestions

Introduction:

Depending on the needs of your learners, any or all of the following may be useful.

• Introduce a sorting game – matching pictures of children engaged in play and learning activities to the particular domain of development that would be encouraged through that activity.
• Review previous sessions – development domains and development milestones. Discuss the fact that because so many milestones are achieved before a child starts school, the early years are vital for a child’s development.
Learning:

- Introduce the session from Learner’s Workbook 1.3 ‘In this session you'll learn…’

- Read the first section of Learning notes 1.3 ‘Physical Development' with the learners.

- Group activity:
  Read through the milestone charts of session 1.2 and highlight the physical development milestones for each age group. Identify each milestone as a gross motor or fine motor skill.

- Continue reading the Learning Notes – ‘Developing skills through Play’. Important points to note:
  Children learn through play and while they are playing. Because of this, the provision of opportunities for children to develop skills while they play at home, in early years’ centres, at playgroup or in child-care centres is vital.

  Playgroups are particularly valuable in providing opportunities for play activities for children, as in playgroups the parents and children participate in the play and learning environment together.

Discussion question:
As the early years of a child’s development are so important, how can children’s development be encouraged through these years?

- Introduce the Community example ‘Learning in the Early Years of Life’. This story is from a remote community playgroup. Talk about this story with learners.

Resource material

- Viewing a DVD about children’s early brain development may be helpful.

Resource material

- Read through Word list 1.3 to clarify unknown words.

- Discuss EYLF links and Foundation Skill links for this session.
Workplace activity:

- As this is the first Workplace Activity for the program, introduce the process of completing workplace activities to the learners.

- Talk with the learners about how their ‘doing’ of workplace activities is a way to demonstrate their increasing understanding and knowledge of the content of the learning notes.

- The ‘doing’ of the workplace activities and their completion of the Workplace Activity Records and evidence portfolio for each session will also provide evidence of their competence in their early childhood workplace for training providers to recognise as part of accredited training processes.

- Read Activity 1.3 with learners and ensure that they know what to do.

- Assist the learners to work through each step of the Activity:
  - preparation
  - doing the activity
  - following up to the activity

Explanatory notes for the Workplace Activities in the Working in Early Childhood Program:

As these Learner’s Workbooks are part of a workplace training program, from session 1.3 onwards there will be an activity linked to the learning notes for the learner to do in their early childhood setting / workplace.

Each Activity is clearly set out with an introductory statement and notes for preparing the activity, doing the activity and following up to the activity.

For each Activity section, the Facilitator’s role will include:

- Reading through the Activity notes with the group so that each learner knows what to do.

- Encouraging the learner to always use the ‘Learning through play’ notes to guide their expectations of what the children may learn and what the educator could look for while the children are doing the activity.

- Ensuring that photos are taken during each of the Workplace Activities to include in the learner’s evidence portfolio.
Discuss with the learners the best place/ time for them to complete the ‘Workplace Activity Record’ and update their evidence portfolio with the photos for each session. Some learners may choose to complete their Workplace Activity Records after the activity at their early childhood setting and some may complete this record and add the photos to their portfolio during the following session, usually after planning the Activity for that session. The routine for completing this section will depend on the group.

To use these resources to support accredited training purposes, the Facilitator will need to keep track of the following tasks for each learner:

- Participation in each session – **learning notes**
- Completion of **workplace activity** for each session
- Completion of **Workplace Activity Records**, and other planning notes
- Addition to the **evidence portfolio** for each session

As this program is a workplace training program, for those learners who are working in early childhood settings, they are encouraged to include copies of 5 daily workplace journals to their evidence portfolio each term, to demonstrate further evidence of their activities within the workplace.
Session 1.4
Social development
Emotional development

The focus for the session is:
• social development is about how children get along with others
• emotional development is about how children feel about themselves
• children learn social skills while they are playing with others
• joining in activities with others, either as children in the play environment or as adults in the workplace, requires good social skills

Early Years Learning Framework links:
• Principle 1: Secure, respectful and reciprocal relationships
• Learning outcome 1: Children have a strong sense of identity – children learn to interact in relation to others with care, empathy and respect

Learners will show evidence of their learning by:
• preparing and carrying out Activity 1.4 – Sand and Water Play with children at an early childhood setting
• completing Workplace Activity Record 1.4
• storing photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Teamwork: working well with other people to provide an excellent learning environment for the children
• Oral Communication: encouraging children during their activities

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes.
• Continuing matching and sorting pictures of children’s activities to domains of development.
• Identify all the pictures showing activities that encourage children’s social development.
Learning:

• Introduce the session from Learner’s Workbook 1.4 ‘In this session you’ll learn…’

• Read through Learning notes 1.4 with the learners.

• Group activity:
  Read through the milestone charts of session 1.2 and highlight milestones that belong to the social and/or emotional development domains.

• Discussion about social development:
  What is social development?
  What are some of the milestones of social development?
  What factors can affect a child’s social development?

• Review the learner’s charts made in Activity 1.1 and Activity 1.2 and identify the activities that encourage children’s social development.

• Watch vision – online or from a relevant DVD – about children and the stages of play and learning that they go through, noting any comments made about the social development of children.

• Read the Community Example together, relating it to the learner’s early childhood setting.

• Based on the learner’s visit to an early years setting or other workplace, discuss the requirements for working with others in relation to working cooperatively, completing tasks, being responsible and showing respect to others in the workplace.

• As a group, make a list of important considerations for workers working with others in the workplace.

• Read through Word list 1.4 to clarify unknown words.

• Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

• Read Activity 1.4 with learners and ensure that they know what to do.

• Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity

Resource material

www.raisingchildren.net.au
www.abc.net.au/parenting

Session 1.5
Language development

The focus for the session is:
• cognitive development is about using the brain and thinking
• language and communication development are part of cognitive development
• there are milestones for children’s language development
• young children learn best in their home language
• play activities encourage the development of children’s language

Early Years Learning Framework links:
• Principle 2: Partnerships
• Practice: Cultural Competence
• Learning outcome1: Children have a strong sense of identity – children develop knowledgeable and confident self-identities

Learners will show evidence of their learning by:
• preparing and carrying out Activity 1.5 – Making a photo booklet
• completing Workplace Activity Record 1.5
• storing photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Reading: about milestones in children’s language development
• Writing: completing the Workplace Activity Record for each session
• Technology and Digital Literacy: taking photos, printing photos and creating a photo book for the children

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes.
• Continuing matching and sorting children’s activities to domains of development.
Learning:
• Introduce the session from Learner’s Workbook 1.5 ‘In this session you’ll learn...’
• Both this session and the next focus on cognitive development. Cognitive development is about how we use our brain for thinking, learning, language (talking and listening), creative activities and problem-solving. Using the picture cards from the domain activities, identify all the activities that encourage:
  – the use of language
  – the use of problem solving, creativity and imagination
Session 1.5 focuses on the development of language skills.
• Read through Learning notes 1.5 with the learners.
• Group activity:
  Read through the milestone charts of session 1.2 and highlight the milestones of children’s language development.
• Children learn best in their home language, especially when they are very young. It is important to consider what language is used in early childhood settings and why that language should be used.
• Read the Community Example:
  The example is from the Ngaanyatjarra communities in remote WA, where the traditional language is still the children’s home language. In these communities, the home language is used in playgroups. This is so the children can continue to learn in and through their home language and so that the mothers can assist the children using their home language.

Resource material


• Discussion about children’s language development – implications for early years programs that cater for children. Possible topics include:
  – the relationship between language and thinking
  – the importance of language to cultural identity
  – how children’s language can be encouraged at each development stage
  – play activities that provided opportunities for children to develop their language
  – implications for early years programs that cater for children who speak more than one language
• Read through Word list 1.5 to clarify unknown words.
• Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:
• Read Activity 1.5 with learners and ensure that they know what to do.
• Learners show the photo booklet to the children in the early years’ setting, modelling good communication and encouraging the children’s language development through the activity.
• Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity
Session 1.6
Cognitive development

The focus for the session is:
• cognitive development is about using the brain for thinking, language, creativity and problem solving
• experiences that encourage problem solving and inquiry encourage children’s cognitive development
• experiences such as imaginative play (pretending), art, music, story-telling and drama encourage children’s cognitive development and their creative skills

Early Years Learning Framework links:
• Practice: ‘Learning through Play’
• Learning outcome 5: Children are effective communicators – children express ideas and make meaning

Learners will show evidence of their learning by:
• preparing and carrying out Activity 1.6 – Collage
• completing Workplace Activity Record 1.6
• storing photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Innovation and creation: thinking of different collage materials and new ways that children can use the materials

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes about cognitive development and language development.
• Continuing matching and sorting pictures of children’s activities to domains of development.
Learning:

- Introduce the session from Learner’s Workbook 1.6 ‘In this session you’ll learn...’

- Using the picture cards from the introductory activities, identify all the activities that encourage the use of problem solving, creativity and imagination.

- Group activity:
  Read through the milestone charts of session 1.2 and highlight the milestones of children’s cognitive development to do with the development of children’s creative skills and how they explore their environment.

- Read through Learning notes 1.6 with the learners.

- The first section of Learning notes 1.6 focuses on children using their senses (seeing, smelling, hearing, tasting, touching) in play activities. As a group, learners identify and list play activities that could encourage children to use their senses.

- The second section of Learning notes 1.6 focuses on the creative process. To explain this process, ask learners to talk about times when they have used creative processes - for example, thinking of an activity, discovering how to do it, experimenting to see what works, and deciding the most efficient or effective way to complete it. Learners may like to explain this process in a diagram or picture.

- Read through Word list 1.6 to clarify unknown words.

- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Read Activity 1.6 with learners and ensure that they know what to do.

- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity
  - follow up to the activity
Session 1.7
Provide a safe play environment for children
Supervise children at play

The focus for the session is:
• what is required to make the play environment safe for children
• the importance of supervising children at early childhood settings
• how early childhood educators provide safe play environments and supervise children at play

Early Years Learning Framework links:
• Practice: ‘Responsiveness to Children’
• Practice: ‘Learning Environments’
• Learning outcome 3: Children have a strong sense of wellbeing – children take increasing responsibility for their own health and wellbeing

Learners will show evidence of their learning by:
• preparing and carrying out Activity 1.7 – Obstacle course
• completing Workplace Activity Record 1.7
• storing photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Reading: the safety checklist for the play environment
• Planning and organising: the obstacle course activity

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes.
• Continuing matching and sorting pictures of children’s activities to domains of development.
Learning:

• Introduce the session from Learner’s Workbook 1.7 ‘In this session you’ll learn…’

• Discuss with learners the safe and unsafe practices / activities that they have noticed during sessions with children at playgroups, crèche and child-care centres. Make a chart of the learner’s comments.

• Read the first section of Learning notes 1.7 ‘Providing a safe play environment for children’ with the learners.

• Group activity:
  Make a safety checklist for their early childhood setting. Refer to the sample checklist provided in the workbook.

• Read through the second section of Learning Notes 1.7 ‘Supervision of children at play’ with the learners.

• Talk about the differences between doing activities with children in a public place and doing the same activities with one’s own children at home, with regard to adult responsibility for children’s safety and supervision.

• Discussion about duty of care:
  – What is duty of care?
  – The legal implications of duty of care.
  – What does duty of care mean for playgroups, crèches and child-care centres?
  – What does duty of care mean for playgroups when parents are there too?
  – Does the playgroup, crèche or child-care centre where the learners work have a list of rules for duty of care?
  – How can duty of care always be maintained?

• Read through Word list 1.7 to clarify unknown words

• Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

• Read Activity 1.7 with learners and ensure that they know what to do.

• If necessary, refer to the milestone charts to identify gross motor skills for each age group of children.

• Encourage the learners to plan an obstacle course making sure they consider:
  – activities appropriate to the ages and skills of the children involved
  – the supervision required before, during and after the activities
  – the provision of a safe play environment for the children participating in the obstacle course

• Assist the learners to work through each step of the Activity:
  – preparation
  – doing the activity
  – follow up to the activity
Session 1.8
Selecting play activities for children

The focus for the session is:
• select play activities to meet the needs and interests of the children
• select play activities to match the space of the children’s play environment
• select activities for inside and outside play

Early Years Learning Framework links:
• Practice: ‘Responsiveness to children’
• Learning Outcome 1: Children have a strong sense of identity – children develop their emerging autonomy, inter-dependence, resilience and sense of agency

Learners will show evidence of their learning by:
• presenting a plan of your early childhood setting, showing the setup of inside and outside play environments
• preparing and carrying out Activity 1.8 – Ball Games with children
• completing the Workplace Activity Record 1.8
• storing photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Technology and digital literacy: drawing the plan for an inside and outside play environment. Downloading the photos to add to the evidence portfolio

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes.
• Continuing matching and sorting pictures of children’s activities to domains of development.
**Learning:**

- Introduce the session from Learner’s Workbook 1.8 ‘In this session you’ll learn…’

- When selecting activities, the learners need to consider the milestones of development that the children are demonstrating and the opportunities provided through the environment in which the children play.

  Review Activities 1.3, 1.4, 1.5, 1.6 and 1.7 – noting the developmental domain for each activity, the ages of the children and the environment required.

- Read through Learning notes 1.8 with the learners.

- Relate the information in these Learning Notes to the early childhood setting where they have been conducting the activities. Talk about about challenging and interesting activities for children and about the inside and outside play environments.

- Learners draw a plan of both the inside and outside play environments in which they work, identifying the types of activities that would be suitable in each area.

- Read through Word list 1.8 to clarify unknown words.

- Discuss EYLF links and Foundation Skill links for this session.

**Workplace activity:**

- Read Activity 1.8 with learners and ensure that they know what to do.

- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity
  - follow up to the activity

**Review of Learner’s Workbook 1:**

Assist the learners to ensure that their Workplace Activity Records and their Evidence Portfolio are up to date.

Following the completion of session 1.8, on the following pages of their Workbook assist the learners to complete ‘My learning so far for Learner’s Workbook 1’ and ‘Completed Work for Learner’s Workbook 1’.
Session 2.1  
Child development – Learning through Play

The focus for the session is:
• children learn while they are playing
• the milestones of development in each domain of child development are helpful in selecting play activities for children
• play activities are selected to encourage children’s learning

Early Years Learning Framework links:
• Practice: Learning through Play
• Outcome 1: Children have a strong sense of identity: children develop knowledgeable and confident identities

Learners will show evidence of their learning by:
• completing Planning Notes 2.1
• preparing and carrying out Activity 2.1: Painting
• completing Workplace Activity Record 2.1
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Planning and Organising: preparing and carrying out the painting activity with children
• Writing: the Planning Notes for each session 2.1 – 4.8

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• As a group, encourage each learner to review their Evidence Portfolio from the activities in Learner’s Workbook 1 and to show examples from it to the group.
• Introduction to Learner’s Workbook 2: Preview the summary of session topics and activities in Workbook 2 and consider how they will be delivered within time frames available – particularly Activity 2.8. Discuss any preparations with the learners that will be necessary to ensure that all activities can occur in the early childhood settings.
• Remind learners who are already working in early childhood settings to collect 5 of their daily workplace journals over the next term to copy and include with their Evidence Portfolio for Learner’s Workbook 2.
Learning:

- Introduce the session from Learner’s Workbook 2.1 ‘In this session you’ll learn…’

- Read through Learning Notes 2.1 with the learners. The first section is a summary of Workbook 1. The second section is about learning through play and encouraging children at play.

- As the activity for this session is painting, refer learners to the milestone charts. Read through the milestone charts to identify physical development milestones (fine motor skills) for one, two and three year old children before learners begin planning activities for each age group.

- Talk about how the domains of development work together – that many play activities address more than one domain. The painting activity will provide opportunities for the social, physical (fine motor) and language development of children.

- Read through Word list 2.1 to clarify unknown words.

- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Read Activity 2.1 with learners and ensure that they know what to do.

- From this session onwards (2.1 - 4.8), each activity will have a ‘Planning Notes’ requirement. Read through the information about this from the Workbook, with the learners. It may be helpful to demonstrate to the learners on a chart / whiteboard how to use the Planning Notes document to plan for an activity. Learners could then use this demonstration as a model for documenting Planning Notes 2.1 before they do the activity.

- Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity
Session 2.2
Observing and planning play activities

The focus for the session is:
• make observations of children at play
• use these observations as a basis for planning activities for children

Early Years Learning Framework links:
• Principle 5: Ongoing learning and reflective practice
• Practice: Responsiveness to children; Holistic approaches
• Learning Outcome 1: Children have a strong sense of identity – children learn to interact in relation to others with care, empathy and respect

Learners will show evidence of their learning by:
• completing Planning Notes 2.2
• preparing and carrying out Activity 2.2 – Home Corner
• completing Workplace Activity Record 2.2
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Learning: finding out about children’s interests
• Writing: documenting observations of children’s play

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.

• Revise the key points from the previous session’s learning notes

• Discuss the questions below with reference to experiences that learners have had in their early childhood settings:
  – How do you know what children are learning while they are playing?
  – How do you know if they have achieved developmental milestones and are ready for the next skills?
  – How do you decide what play activities will encourage the children and help them learn new skills?

It is expected that this discussion would lead to the need for careful observation by the educator of the children during play activities.
Learning:

- Introduce the session from Learner’s Workbook 2.2 ‘In this session you’ll learn…’
- Read through the Learning Notes about information gathering, observing children at play and planning for observation times. Discuss each section with the learners, relating the information to their early childhood setting.
- Read the poster ‘What to look for when observing children at play’ with the learners, talking about each section and relating it to the early childhood setting.
- Introduce the ‘Observation Record’. Making observations of children at play requires knowing what to look for and how to describe what is observed – and it takes practice!!
- It will be very helpful for the learners to watch DVD / Internet clips of children at play and complete an observation record for a child within the footage as a group.
- It is worth noting that educators are always making informal observations while they are working with children. But formal, set observation times are also very helpful.
- Return to the Learning Notes to read the notes on ‘Planning, Doing and Reviewing.
- Discuss the cycle of planning → doing → reviewing. Observations enable changes to be made to activities to improve children’s learning opportunities. These observations are often written as part of the learner’s reflections on their ‘Workplace Activity Record’ for each session.
- Read through Word list 2.2 to clarify unknown words.
- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Facilitators read Activity 2.2 with the learners to make sure that they know what to do. Some assistance may be needed to encourage the learners to make an observation time as well as ‘doing the activity’ time for this session.
- Learners may still need support completing the ‘Planning Notes’ for this activity.
- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity
  - follow up to the activity
Session 2.3
Healthy and Nutritious Food
Preparing and handling food

The focus for the session is:
• select healthy and nutritious food for children at playgroups and early childhood settings
• prepare food in a safe and hygienic way

Early Years Learning Framework links:
• Practice: Holistic Approaches
• Learning outcome 3: Children have a strong sense of wellbeing – children take increasing responsibility for their own health and wellbeing

Learners will show evidence of their learning by:
• completing Planning Notes 2.3
• preparing and carrying out Activity 2.3 – Morning Tea with children
• completing Workplace Activity Record 2.3
• storing any photos from this activity in your evidence file

Foundation skills in the workplace:
• Reading: Safe food handling routines and ‘Healthy Eating’ posters
• Numeracy: measuring food quantities for morning tea

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes
• List or draw food items eaten by 1, 2 and 3 year old children in the learners’ family and/or community
Learning:

- Introduce the session from Learner’s Workbook 2.3 ‘In this session you’ll learn...’

- Read through the first section of Learning notes 2.3, about ‘Healthy and nutritious food for children’ with the learners.

- Read and talk through the notes on the ‘Healthy Eating’ posters. For those educators working with Indigenous families, particularly those living in remote community contexts, the ‘Aboriginal and Torres Strait Islander Guide to Healthy Eating’ is included.

- Discussion about:
  - the impact of diet on children’s development and the need for playgroups and early childhood settings to support children’s healthy growth and physical development by providing healthy and nutritious foods
  - the long term problems from eating unhealthy foods such as too much fat and sugar
  - how this information relates to the children in their early childhood setting / community

- Read through the second section of Learning Notes 2.3, about ‘Preparing and handling food’. Read and talk about the posters for ‘Preparing and Handling Food’ and ‘Serving and cleaning up Food’ and the responsibilities of people who assist with food preparation for the children in your early childhood setting.

- Read through Word list 2.3 to clarify unknown words.

- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Facilitators read Activity 2.3 with the learners to make sure that they know what to do. Learners may still need support completing the ‘Planning Notes’ for this activity.

- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity
  - follow up to the activity
Session 2.4
Healthy Eating for Children

The focus for the session is:
• the nutritional value of food groups for the body
• the nutritional needs of children at various ages
• writing menus for early childhood sessions

Early Years Learning Framework links:
• Principle 4: Respect for diversity
• Learning outcome 3: Children have a strong sense of wellbeing – children take increasing responsibility for their own health and wellbeing

Learners will show evidence of their learning by:
• completing the Planning Notes 2.4
• preparing and carrying out Activity 2.4 – Cooking with children
• completing Workplace Activity Record 2.4
• storing any photos from this activity in your evidence file

Foundation skills in the workplace:
• Numeracy: measuring, deciding on quantities for cooking activity
• Reading and Writing: reading recipes, writing menus

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes
• Group discussion about food requirements and meal time processes for your early childhood setting.
  – Are there personal, medical, cultural or family considerations that need to be taken in to account when selecting food for individual children at the local playgroup or early years’ setting?
  – What are the children’s favourite foods?
  – Would it be helpful to prepare a ‘menu poster’ for each session at playgroup or child care?
  – Who provides and pays for the food for the children at your early childhood setting?
  – Who prepares the food for each session and where is it prepared?
Learning:

- Introduce the session from Learner’s Workbook 2.4 ‘In this session you’ll learn…’

- Read through the first section of Learning Notes 2.4 about nutritional food, with learners. Discuss this information with reference to the needs of the children at your early childhood setting. It may be helpful to look at the following websites to find out about nutritional foods for children of different ages.
  

- Read the second section of Learning Notes 2.4 about menus with the learners.
  - As a group activity (or individual), and using their learning about nutritional foods for various age groups of children, design and make a menu for the meal times at your early childhood setting.
  - Display these in your workplace. Perhaps this will become a task for someone each week, if it isn’t already done each week.

- Read through Word list 2.4 to clarify unknown words.

- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Facilitators read Activity 2.4 with the learners to make sure that they know what to do. Safe and hygienic food handling is essential for this activity.

- Learners may still need support completing the Planning Notes.

- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity
  - follow up to the activity
Session 2.5
Children’s Health and Hygiene

The focus for this session is:
• ways of supporting children’s health
• ways to encourage children’s personal hygiene
• health issues affecting children’s development

Early Years Learning Framework links:
• Principle 3: High expectations and equity
• Learning outcome 3: Children have a strong sense of well-being – children take increasing responsibility for their own health and wellbeing

Learners will show evidence of their learning by:
• completing Planning Notes 2.5
• preparing and carrying out Activity 2.5 – Cooking Pizzas with children
• completing Workplace Activity Record 2.5
• storing any photos from this activity in your evidence file

Foundation skills in the workplace:
• Learning: about the risks and protective factors with children’s health
• Planning and organising: a cooking activity with children and adults

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from sessions 2.3 and 2.4
• Group discussion about:
  – health as a significant factor in all children’s development.
  – health factors that affect the children in their families / community
Learning:

- Introduce the session from Learner’s Workbook 2.5 ‘In this session you’ll learn...’
- Read through Learning notes 2.5 with the learners, talking about local children’s health, healthy environments and the development of children’s hygiene through early childhood routines.
- From the Learning Notes and the following discussion, note any suggestions for changes to the ways things are done at the early childhood setting.
- Read the Community Example, with the learners – about health time in a remote community playgroup.
- Read through Word list 2.5 to clarify unknown words.
- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Facilitators read Activity 2.5 with the learners to make sure that they know what to do. Safe and hygienic food handling is essential for this activity too
- Learners may still need support completing the Planning Notes for this activity.
- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity
  - follow up to the activity
Session 2.6
Language Development through Play

The focus for the session is:
• milestones in children’s language development
• activities to encourage the development of children’s language skills

*Early Years Learning Framework links:*
• Practice: Holistic approaches
• Learning outcome 5: Children are effective communicators – children interact verbally and non-verbally with others

*Learners will show evidence of their learning by:*
• making a chart to show milestones of language development at the different ages for children
• completing Planning Notes 2.6
• preparing and carrying out Activity 2.6: Music and Singing
• completing Workplace Activity Record 2.6
• storing any photos from this activity in your evidence file

*Foundation skills in the workplace:*
• Planning and Organising: preparing and carrying out the music activity with children
• Writing: making a poster for the song words, making a chart for Language developmental milestones

*Delivery suggestions*

*Introduction:*
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from session 1.5 about Language Development.
• Using the milestones of development lists for each age group, make a chart within your group of the sequence of language development milestones of children from birth to 5 years of age.
Learning:

- Introduce the session from Learner’s Workbook 2.6 ‘In this session you’ll learn…’

- Read through the first section of Learning notes 2.6 with learners.
  - Referring to the milestone sequence chart while reading about ‘developing language skills’
  - Refer to the poster ‘developing language skills’ when discussing language activities
  - Talk about the singing/ music activities that are part of the learner’s early childhood setting and how they are encouraging children’s language development.

- Identify play and learning activities that could be provided at your early childhood setting that would encourage children’s language development.

- Read through Word list 2.6 to clarify unknown words.

- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Facilitators read Activity 2.6 with the learners to make sure that they know what to do. Learners may still need support completing the ‘Planning Notes’ for this activity.

- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity
  - follow up to the activity
Session 2.7
Language and Literacy Development through Story Time

The focus for the session is:
• that children enjoy looking at books with parents and educators from when they are a few months old
• that children are developing their language skills while they are looking at books and listening to stories
• that story time activities help to prepare children for literacy activities at school
• that young children learn best through their home language
• how to plan and present story time activities for children

Early Years Learning Framework links:
• Principle 4: Respect for diversity
• Practice: Responsiveness to children
• Learning outcome 5: Children are effective communicators – children engage with a range of texts and gain meaning from these texts

Learners will show evidence of their learning by:
• completing the Planning Notes 2.7
• preparing and carrying out Activity 2.7 Story Time
• completing Workplace Activity Record 2.7
• storing any photos from this activity in your evidence file

Foundation skills in the workplace:
• Oral Communication: reading a story to the children

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes
• Read one of your favourite picture story books to the group of learners. Read it with excellence, modelling the ‘group story time routine’ to the learners and showing them how important it is to read with an interesting voice, with enthusiasm and with everyone looking at what you are reading and talking about.
• Group activity:
Identify the favourite children’s books of each of the learners when they were children, making a list of these books. Find out why they chose their books.
Ask the learners to talk about their childhood memories of story time and story time routines within their families. Remember, this routine happens mainly with families from western cultures, so respecting differences is important.
Learning:

- Introduce the session from Learner’s Workbook 2.7 ‘In this session you’ll learn…’

- Read through Learning notes 2.7 with the learners. These learning notes have some very important points –
  - that shared ‘looking at books together’ times is foundational to children’s interest in books and later literacy
  - that children can enjoy looking at books from when they are babies
  - young children who are used to story time routines find school routines much easier
  - the importance of providing activities to encourage story time routines / looking at books for children who don’t have books at home or who don’t have books in their home language. (See the community example about stories in children’s home language)

- As part of group discussion about books and the children’s experience with books, talk about some of these questions –
  - Do the children enjoy looking at books?
  - Do the children know how to care for books?
  - Do the children know how to turn the pages?
  - Are parents encouraged to spend time looking at books with their children during the early childhood program?
  - Do the children’s homes have books for the children and / or adults?
  - What story time routines are the learners familiar with at their setting or at early childhood settings that they have visited?
  - Is there a library where parents can take their children to borrow books?
  - Does the playgroup or early years’ setting have a book corner to encourage children to look at books by themselves?

- Using suitable picture story books for 0 – 3 year olds, give the learners time to practice reading the stories to each other (as if they were reading to children). Remind the learners that it is important to read clearly and at a volume so the others can hear, showing the pictures while reading the story and talking about the pictures on each page with the audience. All the learners will need a few turns at reading to the rest of the group – either in this session or in later sessions.

- Read through Word list 2.7 to clarify unknown words.

- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Facilitators read Activity 2.7 with the learners to make sure that they know what to do. Some learners may still need support completing the ‘Planning Notes’.

- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity
  - follow up to the activity
Session 2.8
Linking play activities

The focus for the session is:
• plan and organise a sequence of three play activities for children.
• plan the transitions between each activity

Early Years Learning Framework links:
• Practice: Learning through play
• Learning outcome 4: Children are confident and involved learners – children transfer and adapt what they have learned from one context to another

Learners will show evidence of their learning by:
• completing the Planning Notes 2.8
• preparing and carrying out Activity 2.8 – Play Event
• completing Workplace Activity Record 2.8
• storing any photos from this activity in your evidence file

Foundation skills in the workplace:
• Oral communication: giving clear instructions to the children (and adults) for the activities and for the transitions between activities
• Teamwork: working well with others, co-operating in tasks

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.

• Review Activities 2.5, 2.6 and 2.7, but ask the learners to talk about what happened before and after each activity. This session, session 2.8, looks at the ‘before’ and ‘after’ for each activity.
**Learning:**

- Introduce the session from Learner’s Workbook 2.8 ‘In this session you’ll learn…’
- Read through Learning notes 2.8 with the learners.
- Relate the information in these learning notes to the early childhood setting where they will be conducting activities.
- Read and talk through the information about ‘transitions’ between activities, discussing the examples given.
- On a chart, as a group, select three different activities and talk and write about what would be needed during the transitions between each of the activities.
- Remind learners of the ‘plan … do… review …’ cycle for all activities with children.
- Read through Word list 2.8 to clarify unknown words.
- Discuss EYLF links and Foundation Skill links for this session.

**Workplace activity:**

- Facilitators read Activity 2.8 with the learners to make sure that they know what to do.
- Some learners may still need support completing the Planning Notes for this activity – especially for each ‘transition’.
- Learners may need assistance completing ‘Learning through Play’ by themselves for this Activity.
- Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity

**Review of Learner’s Workbook 2:**

Assist the learners to ensure that their Workplace Activity Records and their Evidence Portfolio are up to date.

Following the completion of session 2.8, on the following pages of their Workbook assist the learners to complete ‘My learning so far for Learner’s Workbook 2’ and ‘Completed Work for Learner’s Workbook 2’.
**Session 3.1**  
**Babies and infants: Developmental Milestones and Responding to Cues**

The focus for the session is:
- the milestones of physical, social, emotional, cognitive and language / communication development for babies and infants
- responding to baby’s and infant’s cues
- activities to encourage young children’s development

**Early Years Learning Framework links:**
- Principle 1: Secure, respectful and reciprocal relationships
- Learning outcome 1: Children have a strong sense of identity – children feel safe, secure and supported

Learners will show evidence of their learning by:
- completing Task 3.1
- completing Planning Notes 3.1
- preparing and carrying out Activity 3.1 – Mobiles
- completing Workplace Activity Record 3.1
- storing any photos from this activity in your evidence file

**Foundation skills in the workplace:**
- Making decisions: responding to young children’s cues
- Writing: Tasks, Planning Notes and Workplace Activity Records for sessions 3.1 – 4.8

**Delivery suggestions**

**Introduction:**

Depending on the needs of your learners, any or all of the following may be useful.

- As a group, review the completed Workbooks 1 and 2 and the evidence portfolio that each learner has prepared so far showing examples to other members of the group.
- Introduction to Learner’s Workbook 3: Read through the session topics and activities listed for Book 3 with the learners. Consider how these will be delivered within the time allocated, particularly Activity 3.5 – the kindy visit. Make the necessary preparations with the learners to ensure that all activities can occur in the early childhood workplaces.
Learning:

- Introduce the session from Learner’s Workbook 3.1 ‘In this session you’ll learn...’
- Read and talk through Learning notes 3.1 with the learners.
- Relate the information from the Learning Notes to their early childhood setting where they will be conducting activities. Remember that the ways parents care for babies reflects their cultural values. If the learners are from different cultural backgrounds, they may suggest different ways for responding to the cues of babies and infants. A discussion about these differences may be interesting.
- Another visit from the child health nurse could be of interest to the learners. The nurse could talk about the growth of babies and explain the height and weight charts that are used to monitor a baby’s development.
- From this session onwards there will be a TASK activity as part of each session. Assist the learners to complete Task 3.1 – selecting an activity to encourage the development of the skills listed for babies.
- Read through Word list 3.1 to clarify unknown words.
- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Facilitators read Activity 3.1 with the learners to make sure that they know what to do
- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity (including the Planning Notes)
  - follow up to the activity
Session 3.2
Babies and infants: Play and learning environments

The focus for the session is:
• play and learning environments for babies and infants
• setting up interesting environments for babies and infants

Early Years Learning Framework links:
• Practice: Learning through play
• Practice: Learning environments
• Learning outcome 4: Children are confident and involved learners – children develop dispositions for learning, such as curiosity, cooperation, confidence

Learners will show evidence of their learning by:
• completing Task 3.2
• completing Planning Notes 3.2
• preparing and carry out Activity 3.2 – Babies’ Toys
• completing Workplace Activity Record 3.2
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Planning and organising: designing and making up a learning environment for babies
• Reading: the Learning Notes for each session; the Word lists for each session

Delivery suggestions

Introduction:

• Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the Session 3.1 about the development of babies.

Group Discussion:
– What do the babies and infants enjoy as part of activities and environments in the early childhood settings?
– Read through the developmental milestones for 6 month old children – identify activities that could encourage development for children of this age.
Learning:

• Introduce the session from Learner’s Workbook 3.2 ‘In this session you’ll learn…’

• Read through Learning Notes 3.2 with learners.

• Talk about the information from the Learning Notes in relation to their early childhood setting.

• Watch DVD / internet links about setting up environments for babies.

• Read and talk about Task 3.2 and encourage each learner to complete the task.

• Read through Word list 3.2 to clarify unknown words.

• Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

• Facilitators read Activity 3.2 with the learners to make sure that they know what to do.

• Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity
Session 3.3
Inclusive early childhood environments

The focus for the session is:
• early childhood environments should be inclusive of all children
• learning about the particular needs of some children enables educators to provide excellent play and learning environments that encourage each child’s development

Early Years Learning Framework links:
• Principle 2 – Partnerships
• Principle 3 – High expectations and equity
• Learning outcome 1: Children have a strong sense of identity – children develop knowledgeable and confident self-identities

Learners will show evidence of their learning by:
• completing Task 3.3
• completing Planning Notes 3.3
• preparing and carrying out Activity 3.3 – Blocks and Constructions
• completing the Workplace Activity Record 3.3
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Learning: about the additional needs of children

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes. Session 3.1 and 3.2 were about providing excellent environments for babies and infants. Sessions 3.3 and 3.4 are about providing inclusive environments for all children, especially children with additional needs.
Learning:
• Introduce the session from Learner’s Workbook 3.3 ‘In this session you’ll learn...’
• Read and talk through the first section of Learning notes 3.3 ‘Inclusive early childhood environments’. The concept of ‘inclusive’ learning environments may be new to the learners. Read statements about inclusion from the Early Years Learning Framework and talk about these with the learners.
• Encourage the learners to understand that inclusive learning environments focus on what children can do – not on what they can’t do. Planning for all children is based on the foundation of what they can do.
• To discuss: How ‘inclusive’ is each learner’s early childhood setting?
• Continue reading and talking through the Learning Notes 3.3 about children with additional needs and how all children learn through play. Are there any children participating in the early childhood settings that have additional needs?
• Task 3.3 is for each learner to find out information about an additional need that is of interest to them and to present to the rest of the group. Identify research options available including internet, print material and/or experts. Facilitators will discuss with each learner when this task will be done and when the completed task will be presented to the group. Some DVD / internet clips may be of interest to all the group. This task may take additional time for the learners and an appropriate time to complete this task would need to be arranged with them.
• Discussion points related to Task 3.3 could be:
  – What additional needs are learners interested in finding out about?
  – How are children with additional needs, and their families, supported and encouraged in the local town or community?
  – Would learners like a local area professional support person who works with people with additional needs to visit and talk about how and what support is provided?
• Read through Word list 3.3 to clarify unknown words.
• Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:
• Facilitators read Activity 3.3 with the learners to make sure that they know what to do.
• Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity
Session 3.4
Inclusive Early Childhood Activities

The focus for the session is:
• planning for inclusive play and learning activities for young children
• supporting and encouraging children with additional needs to participate in play activities
• modifying activities to meet children’s individual needs

Early Years Learning Framework links:
• Principle 4: Respect for diversity
• Practice: Learning environments
• Learning outcome 1: Children have a strong sense of identity: children develop their emerging autonomy, inter-dependence and resilience

Learners will show evidence of their learning by:
• completing Task 3.4
• completing Planning Notes 3.4
• preparing and carrying out Activity 3.4 – Making and playing with Goop
• completing the Workplace Activity Record 3.4
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Problem solving: considering the individual needs of children during play activities and modifying the activities to suit their needs

Delivery suggestions

Introduction:
• Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes, particularly about the importance of demonstrating ‘inclusive’ practices so that all children are able to participate in early childhood activities.
Learning:

• Introduce the session from Learner’s Workbook 3.4 ‘In this session you’ll learn…’

• Read through Learning notes 3.4 with learners.

• Inclusive play environments facilitate inclusive activities. As a group, complete the questions about the building, activities, play area and equipment with reference to the local early childhood setting.

• Read and talk about Learning notes 3.4 ‘Making play activities inclusive’

• Assist each learner to complete Task 3.4, perhaps all working at the task together, but documenting it individually.

• Video clips of inclusive early childhood play environments may be of interest to the learners.

• Read through Word list 3.4 to clarify unknown words.

• Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

• Facilitators read Activity 3.4 with the learners to make sure that they know what to do.

• Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity
Session 3.5
Getting ready for kindy

The focus for the session is:
• the ‘transition’ of children from an early childhood setting to kindy
• the importance of helping children and their families to be ready for kindy
• planning and preparing for visits and excursions

Early Years Learning Framework links:
• Principle 2: Partnerships
• Practice: Continuity of learning
• Learning outcome 2: Children are connected with and contribute to their world – children develop a sense of belonging to groups

Learners will show evidence of their learning by:
• completing Task 3.5
• completing Planning Notes 3.5
• preparing and carrying out Activity 3.5 – Visiting Kindy
• completing Workplace Activity Record 3.5
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Teamwork: arranging and facilitating the kindy visit with kindy staff, families and work colleagues

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.

• The next 3 sessions are about children’s readiness for kindy. To set the scene for these sessions, talk with the learners about:
  – the purpose for early childhood programs. Early childhood programs are often designed to provide opportunities and experiences for children so that they are more ready to go to kindy – and succeed at kindy. Is that the case for this setting?
  – What are the experiences of children from their family as they move on to kindy? What it is like for the children, the parents and the family?
Learning:

• Introduce the session from Learner’s Workbook 3.5 ‘In this session you’ll learn…’

• Read through Learning notes 3.5 about ‘Getting ready for kindy’ with the learners and talk about any questions that they may have.

• Read and talk about the community example story with the learners.

• Discuss the concept of transition and what it means for the children of this early childhood setting who will be attending kindy next year.

• A video/internet clip about children going to kindy could be helpful.

• Read and talk about the Learning Notes for ‘Visiting a kindy’—especially about the planning ‘before, during and after’ the visit.

• As the facilitator, organise a brief visit to the kindy for just the learners prior to the children’s visit, so that the learners will know more about what they need to consider in order to plan for the visit of the children and families.

• Following this initial visit to the kindy, assist the learners to complete Task 3.5 ‘Planning for the Kindy Visit.

• Read through Word list 3.5 to clarify unknown words.

• Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

• Facilitators read Activity 3.5 with the learners to make sure that they know what to do. Some learners may need support to negotiate with kindy/school staff.

• Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity
Session 3.6
Developing skills for kindy

The focus for the session is:
• the developmental milestones for 3, 4 and 5 year olds
• the developmental skills that children require for kindy
• how the activities and routines of early childhood settings can prepare children for kindy

Early Years Learning Framework links:
• Practice: Intentional teaching
• Learning outcome 4: Children are confident and involved learners – children develop a range of skills and processes

Learners will show evidence of their learning by:
• completing Task 3.6
• completing Planning Notes 3.6
• preparing and carrying out Activity 3.6 – Cutting, Pasting and Drawing
• completing Workplace Activity Record 3.6
• storing any photos or notes from this activity in your evidence portfolio

Foundation skills in the workplace:
• Oral Communication: clearly explaining tasks to children and respectfully responding to their needs

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session.
• With the learners, reflect on observations made during the recent shared visit to kindy - what they noticed, what they observed the kindy children doing and what the kindy children were expected to do by themselves.
• Summarise the learner’s comments about their observations on group charts, grouping the observations around:
  – Kindy children
  – Kindy staff
  – Activities
  – Routines
  – Expectations
  – Language
  – Skills of the children
  – The play and learning environment

Learning:
• Introduce the session from Learners’ Workbook 3.6 ‘In this session you’ll learn...’

• Read through Learning Notes 3.6 ‘Developmental skills required for kindy’ with the learners. Talk about the comparisons between the observations made earlier in this session about their kindy visit and the information within these Learning Notes.

• Read and talk about Learning Notes 3.6 ‘Scaffolding children’s learning’ with the learners.

• The Milestones of Development checklists indicate the skills children aged 3, 4 and 5 years of age usually have. Looking at the checklists, assist the learners to complete Task 3.6 – looking for sequences of task development.

• Continue with the Learning Notes to read and talk about ‘intentional teaching’, using examples that the learners would see in the early childhood setting.

  E-newsletters numbers 2, 12 and 45:  

• Read through Word list 3.6 to clarify unknown words.

• Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:
• Facilitators read Activity 3.6 with the learners to make sure that they know what to do.

• Remind them that they should be using ‘intentional teaching’ and ‘scaffolding’ strategies to encourage children’s participation in the activity.

• Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity
Session 3.7
Developing routines for activities

The focus for the session is:
• the importance of routines around early childhood activities
• selecting activities to encourage the development of children’s skills

Early Years Learning Framework links:
• Practice: Intentional teaching
• Practice: Holistic approaches
• Learning Outcome 4: Children are confident and involved learners – children develop dispositions for learning, such as curiosity, cooperation, confidence

Learners will show evidence of their learning by:
• completing Task 3.7
• completing Planning Notes 3.7
• preparing and carrying out Activity 3.7 – Colours, Shapes and Numbers
• completing the Workplace Activity Record 3.7
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Numeracy: Learning about the foundational importance of numeracy for children and how to plan activities through which children can develop their understanding of numbers, colours and shapes

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes.
• Identify the routines that are part of your local early childhood setting. How much assistance do the children need in these routines? Which routines are the most easily followed?
Learning:

- Introduce the session from Learner’s Workbook 3.7 ‘In this session you’ll learn...’

- Read ‘Developing Routines’ in Learning Notes 3.7 with the learners.

- Read the Community Example “Planning for Playgroups: Routines”. Read and talk about each routine mentioned – relating it to the early childhood setting of the learners.

- Read and talk about Task 3.7 with the learners. The purpose of this task is for them to understand that activities can be planned to match the sequential development of a skill over the years.

- Assist the learners to complete Task 3.7

- Read through Word list 3.7 to clarify unknown words.

- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Facilitators read Activity 3.7 with the learners to make sure that they know what to do.

- To talk about with the learners:
  
  Children need to be able to do the skills and routines of Activity 3.6 and 3.7 confidently by the time they go to kindy. For children of nearly kindy age, who have difficulty with these skills, it may be helpful for the educators to plan interesting play activities in which the children can practice these skills and routines while they are still at the early childhood setting.

- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity
  - follow up to the activity
Session 3.8
Play activities for individual children

The focus for the session is:
• selecting play activities to meet the needs of individual children
• ways to encourage children at play

Early Years Learning Framework links:
• Principle 3: High expectations and equity
• Practice: Responsiveness to children
• Learning outcome 4: children are confident and involved learners – children resource their own learning through connecting with people

Learners will show evidence of their learning by:
• completing Task 3.8
• completing Planning Notes 3.8
• preparing and carrying out Activity 3.8 – ‘Play activities for a child’
• completing Workplace Activity Record 3.8
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Writing: ongoing program requirements – Task, Planning Notes and the Workplace Activity Record for each session
• Oral Communication: explaining activities clearly

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes.
• Refer back to session 2.2 and the observation checklists.
  Talk about the reasons for observing children at play and identify specific details of what to look for.
  Talk about how these observations assist the educator to select activities to meet children’s interests and needs.
If learners would like more practice in documenting observations, viewing examples of the resource material used in session 2.2 would be very helpful.
Learning:

- Introduce the session from Learner’s Workbook 3.8 ‘In this session you’ll learn…’
- Read Learning Notes 3.8 with the learners, discussing each section in relation to their experiences in early childhood settings.
- Group discussion about encouraging children at play could include:
  - What aspects are relevant to the children in their settings – shyness? choice difficulties? time issues?
  - Talk with the learners about times that they have joined in play activities with the children and how that worked out.
  - Talk about when, if and why it might be necessary to intervene in children’s play at their early childhood setting.
Use the discussion to consider any additional ways that children could be encouraged during play at their early childhood setting.
- For Task 3.8, learners will complete an observation of one child, in preparation for Activity 3.8. Read and talk through Task 3.8 with the learners, working out when and how they can make the observations. Review the ‘Observation Record’ document with the learners.
- Read through Word list 3.8 to clarify unknown words.
- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Facilitators read Activity 3.8 with the learners to make sure that they know what to do.
- Make sure that the learners use the observations that they have made about the child in Task 3.8 as the basis for planning the activities for that child in Activity 3.8.
- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity
  - follow up to the activity

Review of Learner’s Workbook 3:

Assist the learners to ensure that their Workplace Activity Records and their Evidence Portfolio are up to date.

Following the completion of session 3.8, on the following pages of their Workbook assist the learners to complete ‘My learning so far for Learner’s Workbook 3’ and ‘Completed Work for Learner’s Workbook 3’.
Session 4.1
Social Development, Emotional Development and Stages of Play

The focus for the session is:
• milestones in children’s social development and emotional development
• the stages of play
• how play activities encourage the development of social skills
• children’s emotional development and the development of positive self esteem

Early Years Learning Framework links:
• Principle 1: Secure, respectful and reciprocal relationships
• Practice: Responsiveness to children
• Learning outcome 3: Children have a strong sense of wellbeing – children become strong in their social and emotional wellbeing

Learners will show evidence of their learning by:
• completing Task 4.1
• completing Planning Notes 4.1
• preparing and carrying out Activity 4.1 – Mural
• completing Workplace Activity Record 4.1
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Learning and Reading: about the Stages of Play

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Review Learner’s Workbooks 1, 2 and 3. This may be achieved by each learner going through their evidence portfolio within the group, reflecting on key learning during these workshops so far.
• Introduce Learner’s Workbook 4 – read through the session titles and the activities for this book. Especially consider the timelines for planning the Early Childhood Event, for session 4.7 – deciding on the purpose for the Event as soon as possible and where and when that could happen.

Remind learners who are already working to collect 5 of their daily workplace journals to include with their Evidence Portfolio for Learner’s Workbook 4.
Learning:

• Introduce the session from Learner’s Workbook 4.1 ‘In this session you’ll learn…’

• Activity to introduce session 4.1:
  Read through the lists of milestones of development for children aged 6 months to 5 years, noting all the milestones about children’s social and emotional development. Children gradually interact with more people and their interactions become more complex.

• Read through Learning Notes 4.1 with the learners – ‘Social development through play’ and ‘Stages of Play’. Read and talk about the ‘Stages of Play’ poster, relating the notes for each stage to children’s activities and behaviours that they have observed at their early childhood setting.

• Read and talk about Learning Notes 4.1 ‘Emotional Development and Self-esteem’.

• Discuss Task 4.1 with the learners. It may be helpful to work on this Task as a group, but for the learners to write individual responses in their workbooks.

Remind learners that children develop socially and emotionally through all kinds of experiences, activities and routines. An activity may be planned to encourage children’s fine motor skills but at the same time the children will always be learning about working with others, communicating with others, being confident and pleased with their own activities and enjoying being part of a group. Child Development is holistic!

• Read through Word list 4.1 to clarify unknown words.

• Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

• Facilitators read Activity 4.1 with the learners to make sure that they know what to do.

• Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity
Session 4.2
Communicating with children

The focus for the session is:
• ways of communicating
• encouraging communication with babies and children
• the importance of positive communication with children

_Early Years Learning Framework links:_
• *Principle 1: Secure, respectful and reciprocal relationships*
• *Practice: Responsiveness to children*
• *Learning outcome 5: Children are effective communicators – children interact verbally and nonverbally with others for a range of purposes*

_Learners will show evidence of their learning by:_
• completing Task 4.2
• competing Planning Notes 4.2
• preparing and carrying out Activity 4.2: Puppets
• completing Workplace Activity Record 4.2
• storing any photos from this activity in your evidence file

_Foundation skills in the workplace:_
• *Oral Communication: Modelling positive communication to children and encouraging children’s communication through conversations*

_Delivery suggestions_

**Introduction:**
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from previous sessions. Communication to children, from children and with children is an essential component of their social and emotion development.
Learning:

• Introduce the session from Learner’s Workbook 4.2 ‘In this session you’ll learn...’

• Read through Learning notes 4.2 with learners about:
  – What is communication?
  – Communication begins at birth
  – Encouraging communication in early childhood activities
  – Modelling good language and communication

Relate each of the sections of Learning notes 4.2 to the children in the early childhood setting.

• Discuss Task 4.2 with the learners. Task 4.2 requires the learners to list vocabulary that a child may use during a play activity. Prepare an example of this to talk about with the group before they do the Task. For example, show them a picture of children playing with Duplo and animals and ask the learners to suggest 20 words that a 2 year old may know and use in such a play activity. Words may include:
  – Nouns / naming words – cat dog pig sheep horse
  – Colours: position words – up, down, next to
  – Animal sounds
  – House parts (if you build a duplo frame) – window, roof, wall, door
  – Doing words / verbs – knocking, standing, sitting

• After working through this example with the group, encourage the learners to complete Task 4.2.

• Read through Word List 4.2 to clarify unknown words.

• Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

• Facilitators read Activity 4.2 with the learners.

• Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity
Session 4.3
Child-rearing practices, culture and diversity

The focus for this session is:
• each culture has its own ‘child-rearing practices’ – their way of caring for their young children
• it is very important to respect the culture of children and families who participate in the early childhood activities at your setting
• ways of valuing children’s cultures can be built into play and learning activities

Early Years Learning Framework links:
• Principle 2: Partnerships
• Principle 4: Respect for Diversity
• Learning outcome 2: Children are connected with and contribute to their world – children respond to diversity with respect

Learners will show evidence of their learning by:
• completing Task 4.3
• completing Planning Notes 4.3
• preparing and carrying out Activity 4.3 – Cultural Story Time
• completing Workplace Activity Record 4.3
• storing any photos or notes from this activity in your evidence portfolio

Foundation skills in the workplace:
• Learning and Reading: about the child-rearing practices of different cultures

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes about communication, noting that communication is a two way process and is always the basis for good working relationships with people – for children and for adults.
• Talk about the different cultures and/or family backgrounds of the learners in the workshop group – what are their important memories of childhood? Do they see these same things happening with children in their families today?
Learning:

• Introduce the session from Learner’s Workbook 4.3 ‘In this session you’ll learn…’

• Read through Learning notes 4.3 with learners. This information is foundational to how the learners interact with children and families in early childhood settings. It may be helpful to read through it section by section, discussing each section with the group of learners.

• Learners may be interested to learn about child-rearing practices of families from other cultures – videos / internet clips could be helpful.
  – Emphasise that there isn’t just one way of raising children – that it always reflects the culture of the family, or the person working with the child.
  – Emphasise that communication with families from different cultures is essential so that the early childhood educator knows what is valued within the child’s family.

• Task 4.3 – Making a ‘welcome pack’ for new families. Discuss the purpose and the content of the pack with the learners. Questions may arise, such as:
  – how will the pack be made?
  – will each learner make just one section of the pack?
  – what is the timeline for having the pack completed?
  – when will the learners work on this pack?

After these discussions, assist the learners to make the ‘Welcome pack’ and submit their part for Task 4.3.

• Read through Word list 4.3 to clarify unknown words.

• Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

• Facilitators read Activity 4.3 with the learners to make sure that they know what to do.

• Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity
Session 4.4
Children and families

The focus for this session is:
- sharing with families in the care of their children
- encouraging families to share in children’s activities
- preparing for a celebration – an ‘early childhood’ event

Early Years Learning Framework links:
- Principle 4: Respect for diversity
- Practice: Cultural competence – valuing the social and cultural context of each family
- Learning outcome 1: Children have a strong sense of identity: children develop knowledgeable and confident identities

Learners will show evidence of their learning by:
- completing Task 4.4
- completing Planning Notes 4.4
- preparing and carrying out Activity 4.4: Making Things
- completing Workplace Activity Record 4.4
- storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
- Planning and Organising: the Early Childhood Event
- Teamwork: identifying the roles of each person helping with the event

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
- Revise the key points from the previous session’s learning notes – particularly recognising the differences between the child-rearing practices of families from different cultures.
Learning:

• Introduce the session from Learner’s Workbook 4.4 ‘In this session you’ll learn...’

• Session 4.4 is about the importance of early childhood educators working in partnerships with families in their shared responsibility for children. It is also about the fact that early childhood educators working in child care settings are responsible for other people’s children.

• Read through Learning Notes 4.4 with the learners, about partnerships between educators and families and the importance of good communication with parents and families. Talk about each section of the learning notes with the learners in relation to their experiences and the children and families in their setting.

• Task 4.4 – This is an initial group task in preparation for the major event (Activity 4.7). You may like to look at the learning notes for Session 4.7 about planning for this event too. Task 4.4 requires the learners to make brief notes about the program, possible activities for the children and the timeline for preparations.

• Read through Word list 4.4 to clarify unknown words.

• Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

• Facilitators read Activity 4.4 with the learners to make sure that they know what to do.

• Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity
Session 4.5
Putting it all together: Planning and programming

The focus for this session is:
• selecting activities for early childhood programs
• planning an activity program for one day and for a three day sequence
• making activity and resource files to assist with program planning

Early Years Learning Framework links:
• Principle 5: Ongoing learning and reflective practice
• Practice: Holistic approaches
• Learning outcome 3: Children have a strong sense of wellbeing: children take increasing responsibility for their own health and physical wellbeing

Learners will show evidence of their learning by:
• completing Task 4.5
• completing Planning Notes 4.5
• preparing and carrying out Activity 4.5 – Outdoor games
• completing Workplace Activity Record 4.5
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Planning and Organising: preparing sequences of play activities for children
• Writing and Reading: writing the posters each day announcing the day’s program

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from the previous session’s learning notes
• Group discussion about the learners’ early childhood setting may include:
  – What are the children’s favourite activities?
  – Who is responsible for programming in your early childhood setting?
  – Do the programs cover all developmental domains?
  – How do you know there is enough variety in the provision of children’s activities?
Learning:

• Introduce the session from Learner’s Workbook 4.5 ‘In this session you’ll learn…’

• Read and talk about the first three sections of Learning Notes 4.5 with the learners.

• Remind the learners that their Evidence Portfolio will be an excellent activity / resource file. These Evidence Portfolios contain examples of activities that the learners can use in many early childhood settings.

Ask each learner to review their Evidence Portfolio, perhaps using coloured sticky notes to identify the developmental domains for each activity. Make an index for the portfolio of activities, deciding if the index will be by developmental domains, by ages, by inside / outside activities or by another category.

• Continue reading Learning Notes 4.5 ‘Planning an early childhood program’. Read through the planning example from a playgroup setting – relating these tasks to the learners’ experiences.

• Task 4.5. Demonstrate and discuss with the group how you’d plan play and learning activities for one day / three days for the children. Then assist the learners to complete their own early childhood programs for one day and for a sequence of three days. First ensure that they have the children in mind for whom they are planning.

• As these workshops are nearing completion, ensure that all the learners have completed the Welcome pack from Task 4.3 so that it can be used for the next term.

• Read through Word list 4.5 to clarify unknown words.

• Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

• Facilitators read Activity 4.5 with the learners to make sure that they know what to do.

• Assist the learners to work through each step of the Activity notes:
  – preparation
  – doing the activity
  – follow up to the activity
Session 4.6
Putting it all together: records, notes and evidence

The focus for this session is:
• records required in the early childhood workplace
• evidence – and why it needs to be kept

Early Years Learning Framework links:
• Principle 5: Ongoing learning and reflective practice
• Practice: Assessment for learning
• Learning outcome 2: Children are connected with and contribute to their world – children develop a sense of belonging to groups and communities

Learners will show evidence of their learning by:
• completing Task 4.6
• completing Planning Notes 4.6
• preparing and carrying out Activity 4.6 - Printing with children
• completing Workplace Activity Record 4.6
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Writing: recording progress and anecdotal comments
• Reading: essential workplace documents

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from session 4.5. Programs from early childhood settings are also records and evidence.
• Talk about the records the learners have been keeping during this workshop program:
  – Daily work journals
  – Planning notes
  – Workplace activity records
  – Evidence portfolio
  – Photos of activities

The main purpose of these records is to provide evidence to the training organisation of the learners’ ability to do the tasks required in the workplace and therefore succeed in a training program.
Learning:

- Introduce the session from Learner’s Workbook 4.6 ‘In this session you’ll learn that...’
- Read through Learning Notes 4.6 ‘Why we keep records’ with the learner.
- Ask each learner to have their 4 Learner’s workbooks in front of them. The ‘Workplace Activity Records’ from each session have information and observations that have been gathered over the learners' time in the workplace and are likely to include things such as:
  - when and where each play activity was provided
  - the different roles that you have taken in each of the activities
  - the children’s responses to the activities
  - the things that worked well in the activities and things that needed to be changed
  - photo evidence of the children playing in the activities.
- These records provide information and evidence about both the learner’s and the children’s progress. As mentioned in the Learning Notes, ask the learners to look at their records from session 1.1 – session 4.5 to see how things have changed over time:
  - how their role changed
  - if the children’s favourite activities have changed
  - anything that continued to cause problems
  - the skills the children were using at the start of the year compared to the end of the year (through the photos)
  - the words used to complete the records over the year
  - how skills in preparing activities and responding to children doing activities developed
  - the variety of activities developed over time.
- Continue to read the Learning Notes about using records in early childhood settings.
- Show the learners examples of records required to be kept in early childhood settings. Talk about the purpose for each, when they need to be filled out, who completed the records and where they are filed
- Task 4.6 – Read through the task with the learners and assist them to complete the task.
- Read through Word list 4.6 to clarify unknown words.
- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Facilitators read Activity 4.6 with the learners to make sure that they know what to do.
- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity
  - follow up to the activity
Session 4.7
Putting it all together:
Play events for children and family

The focus for this session is:
• planning a sequence of play activities for children
• organising an event for children and their families

Early Years Learning Framework links:
• Principle 2: Partnerships
• Learning outcome 4: Children are confident and involved learners – children resource their own learning through connecting with people

Learners will show evidence of their learning by:
• completing Task 4.7
• completing Planning Notes 4.7
• preparing and carrying out Activity 4.7 – Early Childhood Event
• completing the Workplace Activity Record 4.7
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Teamwork – collaborating in the organisation and implementation of the Early Childhood Event

Delivery suggestions

Introduction:
Depending on the needs of your learners, any or all of the following may be useful.
• Revise the key points from previous sessions – particularly session 2.8 about transitions and session 4.5 about planning.
• Review Task 4.4 – discuss where the planning is up to for the Early Childhood Event.
Learning:

- Introduce the session from Learner’s Workbook 4.7 ‘In this session you’ll learn…’

- Read through Learning Notes 4.7 with the learners. In this session the learners will finalise planning for this event and collaborate with others to implement this event. This session is a great opportunity for the learners to put all that they have learnt into practice, to share in organising and facilitating events just as staff of an early childhood setting would organise a celebratory event for their children and families.

- Session 4.7, including Activity 4.7, may take additional time for the learners. Extra time may need to be scheduled.

- As a group, complete the ‘event plan pages’ with the learners.

- Task 4.7 requires each learner to make their own ‘to do’ list / ‘responsibility’ list, as part of the collaborative effort. Assist the learners to complete Task 4.7.

- Make sure that detailed copies of the whole event plan are given to each learner, so that they can effectively carry out their roles, and know about each other’s roles in the Event.

- Read through Word list 4.7 to clarify unknown words.

- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Activity 4.7 is the actual Celebration / Event. Facilitators read Activity 4.7 with the learners to make sure that they know what to do.

- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity
  - follow up to the activity
Session 4.8
Putting it all together:
Working in Early Childhood Settings

The focus for this session is:
• the skills and experiences you’ve gained through this workplace training program
• the roles and responsibilities of an early childhood educator
• working with others in an early childhood workplace
• future employment and career pathways

Early Years Learning Framework links:
• Principle 5: Ongoing learning and reflective practice
• Practice: Holistic approaches
• Learning outcome 4: Children are confident and involved learners – children transfer and adapt what they have learned from one context to another

Learners will show evidence of their learning by:
• completing Task 4.8
• completing Planning Notes 4.8
• preparing and carrying out Activity 4.8: Poster
• completing Workplace Activity Record 4.8
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Learning: Understanding the position requirements for any early childhood position and reflecting on your work performance in that role
• Technology and digital literacy: making posters for the children, families and public about the early childhood event

Delivery suggestions

Introduction:
• Review the Early Childhood Event with the learners.
  – what worked well, what could be done better next time, the highlights, responses of children, families and staff, the learner’s personal responses / feedback.
  – ask each learner to compare the notes that they wrote in ‘Learning through Play – Early Childhood Event’ for session 4.7, with their observations of the children during the actual event.
Learning:

- Introduce the session from Learner’s Workbook 4.8 ‘In this session you’ll learn…’

- Read through Learning Notes 4.8 with the learners, talking about each section in relation to their experience in workplaces. As this is the last session in the program, the Learning Notes will encourage the learners to reflect on this training process and to consider future workplace possibilities.

- Discuss aspects of working in an early childhood workplace – highlighting the fact it is more than just carrying out the tasks listed in the position description, or following supervisor instructions. Emphasise that effective ‘working in a workplace’ is about maintaining high standards of workplace performance and cooperating with others so that the best early years environment can be provided for the children and families.

- Task 4.8 – Writing a Resume. Read through this task with the learners. It would be helpful to collect the position descriptions and analyse the descriptions as a group. Then read through the sample Resume with the learners and assist them to make their own resumes using the template provided. If the learners are interested, invite an appropriate person to speak to the learners about how to apply for jobs and to talk about their future employment options and what would be required for them to achieve those options. Future training options could also be considered.

- Read through Word list 4.8 to clarify unknown words.

- Discuss EYLF links and Foundation Skill links for this session.

Workplace activity:

- Facilitators read Activity 4.8 with the learners to make sure that they know what to do. This activity is both a review of the Celebration / Event and a record of the event for children, families, the early childhood setting and the local community.

- Assist the learners to work through each step of the Activity notes:
  - preparation
  - doing the activity
  - follow up to the activity

Review of Learner’s Workbook 4:

Assist the learners to ensure that their Workplace Activity Records and their Evidence Portfolio are up to date.

Following the completion of session 4.8, on the following pages of their Workbook assist the learners to complete ‘My learning so far for Learner’s Workbook 4’ and ‘Completed Work for Learner’s Workbook 4’.
Content and Activities Matrix

Working in Early Childhood program –
links to early childhood education and care qualifications

Unit Matrix:

The four learner’s workbooks provide content and activities that support the delivery of nationally recognised units of competency from the CHC Community Services Training Package.

The 9 Units are:

CHCECE010 Support the holistic development of children in early childhood
CHCECE011 Provide experiences to support children’s play and learning
CHCECE013 Use information about children to inform practice

CHCECE001 Develop cultural competence
CHCECE002 Ensure the health and safety of children
CHCECE003 Provide care for children
CHCECE004 Promote and provide healthy food and drinks
CHCECE005 Provide care for babies and toddlers
CHCECE007 Develop positive and respectful relationships with children

For each unit, the following resource matrix shows the alignment between the content and activities of the workbooks, and the elements of the units of competency. The content, tasks and activities within the workbooks have been mapped to the units of competency. This mapping is intended to identify the workbooks as a learning resource, not as an assessment tool.

Following the matrices, the connection of learning content to knowledge evidence and performance evidence is listed for each of the 9 units. Although Knowledge Evidence and Performance Evidence is part of the assessment requirements of a unit of competency, this additional list provides a brief summary of how the workbooks complement each unit.
## CHCECE010

### Connection of learning content to elements within the unit of competency

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CHCECE011

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| BOOK 4 | Session 4.7 | ✓ | ✓ | ✓ |
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| BOOK 2 | Session 2.8 | ✓ | ✓ | - |
| BOOK 3 | Session 3.8 | ✓ | ✓ | ✓ |
| BOOK 4 | Session 4.8 | ✓ | ✓ | ✓ | Element 3: Facilitate children's play, learning and physical activity

Provide experiences to support children's play and learning

- Element 1: Create an environment for play
- Element 2: Support children's play and learning
- Element 3: Facilitate children's play, learning and physical activity
Connection of learning content to elements within the unit of competency

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## CHCECE001

**Connection of learning content to elements within the unit of competency**

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### Develop cultural competence

- **Element 1:** Reflect on own cultural identity and biases
- **Element 2:** Identify and develop cultural competency
- **Element 3:** Research Aboriginal and/or Torres Strait Islander communities
- **Element 4:** Support individual cultural identities
- **Element 5:** Create environments to support children’s cross cultural understanding and relationship
- **Element 6:** Support the implementation of inclusive learning experiences
- **Element 7:** Support children in developing confidence and strength in personal and cultural identity
## CHCECE002

### Ensure the health and safety of children

**Connection of learning content to elements within the unit of competency**

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<th>Element 2: Provide opportunities to meet each child’s need for rest and relaxation</th>
<th>Element 3: Implement effective hygiene and health practices</th>
<th>Element 4: Supervise children to ensure safety</th>
<th>Element 5: Minimise risks</th>
<th>Element 6: Contribute to the ongoing management of anaphylaxis</th>
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Provide care for children

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<th>Element 4: Help children with change</th>
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**Connection of learning content to elements within the unit of competency**

**Develop positive and respectful relationships with children**

- **Element 1:** Communicate positively with children
- **Element 2:** Interact positively with children
- **Element 3:** Support and respect children
- **Element 4:** Maintain the dignity and rights of children
## Connection of learning content to knowledge evidence and performance evidence

### CHCECE010
Support the holistic development of children in early childhood

<table>
<thead>
<tr>
<th>Performance Evidence</th>
<th>Knowledge Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interacting with children to support their development holistically</td>
<td>• Awareness of the Early Years Learning Framework</td>
</tr>
<tr>
<td>• Providing a variety of experiences and environments to support physical, creative, social, emotional, language and cognitive development</td>
<td>• Introductory level child development</td>
</tr>
<tr>
<td></td>
<td>• Aspects of poor early childhood development</td>
</tr>
<tr>
<td></td>
<td>• Biological and environmental influences on development</td>
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</table>

### CHCECE011
Provide experiences to support children’s play and learning

<table>
<thead>
<tr>
<th>Performance Evidence</th>
<th>Knowledge Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Providing a range of indoor and outdoor activities and environments that promote children’s learning safely, using a variety of equipment and resources</td>
<td>• Awareness of the Early Years Learning Framework and how it links to practice</td>
</tr>
<tr>
<td>• Guiding and facilitating individual children’s play and learning experiences</td>
<td>• Provision of resources, materials and equipment relevant to the interests and abilities of children</td>
</tr>
<tr>
<td>• Providing an environment for individual and collaborative experiences</td>
<td>• The role of play in learning and theories that pertain to play</td>
</tr>
<tr>
<td></td>
<td>• Reflective practice</td>
</tr>
<tr>
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<td>• Strategies to minimise risk when implementing experiences</td>
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</table>
### CHCECE013
Use information about children to inform practice

<table>
<thead>
<tr>
<th>Performance Evidence</th>
<th>Knowledge Evidence</th>
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</thead>
<tbody>
<tr>
<td>• Gathering and recording information about children using observations and discussions with families</td>
<td>• Awareness of the Early Years Learning Framework</td>
</tr>
<tr>
<td>• Analysing information about children to determine aspects of development, interests and reactions to the play environment</td>
<td>• Reflective practice</td>
</tr>
<tr>
<td>• Using information to contribute to program planning</td>
<td>• Introductory child development in order to analyse information and plan</td>
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<td>• Observation techniques</td>
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### CHCECE001
Develop cultural competence

<table>
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<tr>
<th>Performance Evidence</th>
<th>Knowledge Evidence</th>
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<tbody>
<tr>
<td>• Reflecting on own culture and cultural diversity within the community</td>
<td>• Awareness of the Early Years Learning Framework</td>
</tr>
<tr>
<td>• Interacting in a culturally appropriate way with children and families</td>
<td></td>
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<tr>
<td>• Implementing experiences that encourage children to respect all cultures and celebrate cultural differences</td>
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</table>

### CHCECE002
Ensure the health and safety of children

<table>
<thead>
<tr>
<th>Performance Evidence</th>
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<tbody>
<tr>
<td>• Contributing to the provision of a safe environment</td>
<td>• Awareness of the National Quality Framework (Duty of Care)</td>
</tr>
<tr>
<td></td>
<td>• Awareness of the Early Years Learning Framework</td>
</tr>
<tr>
<td></td>
<td>• Potential hazards to children</td>
</tr>
<tr>
<td></td>
<td>• Risk analysis of toys and equipment, and risk management strategies</td>
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<tr>
<td>Unit of competency</td>
<td>CHCECE003 Provide care for children</td>
</tr>
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<td>--------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Performance Evidence</td>
<td></td>
</tr>
</tbody>
</table>
• Supporting children through transition and change |

| Knowledge Evidence |  
• Impact of changes of routine and environments for children  
• Importance of hand hygiene for minimising infection  
• Strategies to minimise distress at separation of parent and child |

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>CHCECE004 Promote and provide healthy food and drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Evidence</td>
<td></td>
</tr>
</tbody>
</table>
• Identifying and responding to requirements related to food allergies, cultural or dietary requirements  
• Role modelling healthy eating habits to children  
• Handle, prepare and store food and drinks safely  
• Create a positive and relaxed environment during mealtimes  
• Involve children in meal preparation |

| Knowledge Evidence |  
• Food allergies  
• Australian Guide to Healthy Eating  
• Implications of a poor diet  
• Food handling requirements  
• Importance of addressing individual dietary needs |
### CHCECE005
*Provide care for babies and toddlers*

<table>
<thead>
<tr>
<th>Performance Evidence</th>
<th>Knowledge Evidence</th>
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<tbody>
<tr>
<td>• Assessing and responding to babies’ needs including hunger, distress, tiredness and pain</td>
<td>• Awareness of the Early Years Learning Framework and how it links to practice</td>
</tr>
<tr>
<td>• Settling in new babies and toddlers by interacting with them and their caregiver</td>
<td>• Individual patterns and routines of babies and toddlers</td>
</tr>
<tr>
<td>• Engaging in one to one interactions with babies and toddlers during daily routines</td>
<td>• Signs of stress, distress or pain in babies</td>
</tr>
<tr>
<td>• Supporting babies’ and toddlers’ learning by:</td>
<td>• Social, emotional, physical and language development of babies and toddlers</td>
</tr>
<tr>
<td>• Responding to cues and language</td>
<td>• Different child rearing practices used by families</td>
</tr>
<tr>
<td>• Initiating and modelling language</td>
<td></td>
</tr>
<tr>
<td>• Providing experiences to support skills</td>
<td></td>
</tr>
<tr>
<td>• Encouraging them to gain new skills</td>
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<tr>
<td>• Contributing to their emotional well-being</td>
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### CHCECE007
*Develop positive and respectful relationships with children*

<table>
<thead>
<tr>
<th>Performance Evidence</th>
<th>Knowledge Evidence</th>
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<tbody>
<tr>
<td>• Communicating positively and respectfully including:</td>
<td>• Awareness of the Early Years Learning Framework and how it links to practice</td>
</tr>
<tr>
<td>• Consideration of child’s age, activities, interests and culture</td>
<td>• Effective communication techniques including verbal and non-verbal ways to show respect</td>
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<tr>
<td>• Communication of care and respect through all interactions</td>
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</table>
## Appendix

<table>
<thead>
<tr>
<th>EYLF links across Learner’s Workbooks</th>
<th>101</th>
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<tbody>
<tr>
<td>Foundation Skill links across Learner’s Workbooks</td>
<td>107</td>
</tr>
<tr>
<td>Milestones of Development Charts</td>
<td>113</td>
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</table>
### Early Years Learning Framework

#### Summary of links to Learner’s Workbooks

<table>
<thead>
<tr>
<th>EYLF</th>
<th>Workbook 1</th>
<th>Workbook 2</th>
<th>Workbook 3</th>
<th>Workbook 4</th>
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<tr>
<td><strong>Vision:</strong></td>
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<td>Belonging, Being and Becoming</td>
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<tr>
<td><strong>Principles:</strong></td>
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<td>1. Secure, respectful and</td>
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<td>4.1, 4.2</td>
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<td>sense of identity</td>
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<td>2. Children are connected</td>
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<td>with and contribute to their world</td>
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<td>4. Children are confident and</td>
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<td>3.2, 3.6, 3.7, 3.8</td>
<td>4.7, 4.8</td>
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<td><strong>Vision</strong>: Belonging – what this means for children in their early years of life</td>
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<tr>
<td>Session 1.2</td>
<td><strong>Vision</strong>: Being – what this means for children in their early years of life</td>
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<td><strong>Vision</strong>: Becoming – what this means for children in their early years of life</td>
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<td><strong>EYLF outcomes</strong>: Belonging, Being, Becoming</td>
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<td><strong>Principle 1</strong>: Secure, respectful and reciprocal relationships</td>
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<td><strong>Principle 2</strong>: Partnerships</td>
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<td></td>
<td><strong>Practice</strong>: Cultural Competence</td>
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<td><strong>Learning outcome 1</strong>: Children have a strong sense of identity – children develop knowledgeable and confident self-identities</td>
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<td><strong>Learning outcome 5</strong>: Children are effective communicators – children express ideas and make meaning</td>
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<td>Session 1.7</td>
<td><strong>Practice</strong>: Responsiveness to children</td>
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<td><strong>Practice</strong>: Learning environments</td>
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<td><strong>Learning outcome 3</strong>: Children have a strong sense of wellbeing – children take increasing responsibility for their own health and wellbeing</td>
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<td><strong>Practice</strong>: Responsiveness to children</td>
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<td></td>
<td><strong>Learning outcome 1</strong>: Children have a strong sense of identity – children develop their emerging autonomy, inter-dependence, resilience and sense of agency</td>
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</table>
| Session 2.1 | Practice: Learning through play  
**Learning outcome 1:** Children have a strong sense of identity – children develop knowledgeable and confident identities |
| --- | --- |
| Session 2.2 | **Principle 5:** Ongoing learning and reflective practice  
Practice: Responsiveness to children; Holistic approaches  
**Learning outcome 1:** Children have a strong sense of identity: children learn to interact in relation to others with care, empathy and respect |
| Session 2.3 | Practice: Holistic Approaches  
**Learning outcome 3:** Children have a strong sense of wellbeing – children take increasing responsibility for their own health and wellbeing |
| Session 2.4 | **Principle 4:** Respect for diversity  
**Learning outcome 3:** Children have a strong sense of wellbeing – children take increasing responsibility for their own health and wellbeing |
| Session 2.5 | **Principle 3:** High expectations and equity  
**Learning outcome 3:** Children have a strong sense of well-being – children take increasing responsibility for their own health and wellbeing |
| Session 2.6 | Practice: Holistic Approaches  
**Learning outcome 5:** Children are effective communicators: children interact verbally and non-verbally with others |
| Session 2.7 | **Principle 4:** Respect for diversity  
Practice: Responsiveness to children  
**Learning outcome 5:** Children are effective communicators – children engage with a range of texts and gain meaning from these texts |
| Session 2.8 | Practice: Learning through play  
**Learning outcome 4:** Children are confident and involved learners – children transfer and adapt what they have learned from one context to another |
## Early Years Learning Framework links to Working in Early Childhood Learner’s Workbook 3

| Session 3.1 | Principle 1: Secure, respectful and reciprocal relationships  
Learning outcome 1: Children have a strong sense of identity – children feel safe, secure and supported |
|---|---|
| Session 3.2 | Practice: Learning through play  
Practice: Learning environments  
Learning outcome 4: Children are confident and involved learners – children develop dispositions for learning, such as curiosity, cooperation, confidence |
| Session 3.3 | Principle 2: Partnerships  
Principle 3: High expectations and equity  
Learning outcome 1: Children have a strong sense of identity – children develop knowledgeable and confident self-identities |
| Session 3.4 | Principle 4: Respect for diversity  
Practice: Learning environments  
Learning outcome 1: Children have a strong sense of identity – children develop their emerging autonomy, inter-dependence and resilience |
| Session 3.5 | Principle 2: Partnerships  
Practice: Continuity of learning  
Learning outcome 2: Children are connected with and contribute to their world – children develop a sense of belonging to groups |
| Session 3.6 | Practice: Intentional teaching  
Learning outcome 4: Children are confident and involved learners – children develop a range of skills and processes |
| Session 3.7 | Practice: Intentional teaching  
Practice: Holistic approaches  
Learning outcome 4: Children are confident and involved learners – children develop dispositions for learning, such as curiosity, cooperation, confidence |
| Session 3.8 | Principle 3: High expectations and equity  
Practice: Responsiveness to children  
Learning outcome 4: Children are confident and involved learners – children resource their own learning through connecting with people |
## Early Years Learning Framework links to Working in Early Childhood Learner’s Workbook 4

| Session 4.1 | Principle 1: Secure, respectful and reciprocal relationships  
Practice: Responsiveness to children  
Learning outcome 3: Children have a strong sense of wellbeing – children become strong in their social and emotional wellbeing |
|-------------|---------------------------------------------------------------|
| Session 4.2 | Principle 1: Secure, respectful and reciprocal relationships  
Practice: Responsiveness to children  
Learning outcome 5: Children are effective communicators: children interact verbally and nonverbally with others for a range of purposes |
| Session 4.3 | Principle 2: Partnerships  
Principle 4: Respect for diversity  
Learning outcome 2: Children are connected with and contribute to their world – children respond to diversity with respect |
| Session 4.4 | Principle 4: Respect for diversity  
Practice: Cultural competence - valuing the social and cultural context of each family  
Learning outcome 1: Children have a strong sense of identity – children develop knowledgeable and confident identities |
| Session 4.5 | Principle 5: Ongoing learning and reflective practice  
Practice: Holistic approaches  
Learning outcome 3: Children have a strong sense of wellbeing – children take increasing responsibility for their own health and physical wellbeing |
| Session 4.6 | Principle 5: Ongoing learning and reflective practice  
Practice: Assessment for learning  
Learning outcome 2: Children are connected with and contribute to their world – children develop a sense of belonging to groups and communities |
| Session 4.7 | Principle 2: Partnerships  
Learning outcome 4: Children are confident and involved learners – children resource their own learning through connecting with people |
| Session 4.8 | Principle 5: Ongoing learning and reflective practice  
Practice: Holistic approaches  
Learning outcome 4: Children are confident and involved learners – children transfer and adapt what they have learned from one context to another |
## Foundation Skills in the workplace

### Summary of skills demonstrated in Learner’s Workbooks 1 – 4

<table>
<thead>
<tr>
<th>Foundation Skills</th>
<th>Learner’s Workbook 1</th>
<th>Learner’s Workbook 2</th>
<th>Learner’s Workbook 3</th>
<th>Learner’s Workbook 4</th>
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<td><strong>Learning</strong></td>
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<td>2.2, 2.5</td>
<td>3.1</td>
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<tr>
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<tr>
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### Foundation Skills in the workplace links to Working in Early Childhood Learner’s Workbook 1

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| Session 1.3 | **Making decisions:** selecting activities for children  
**Numeracy:** measurements and amounts for playdough |
| Session 1.4 | **Teamwork:** working well with other people to provide an excellent learning environment for the children  
**Oral Communication:** encouraging children during their activities |
| Session 1.5 | **Reading:** about milestones in children’s language development  
**Writing:** completing the Workplace Activity Record for each session  
**Technology and Digital Literacy:** taking photos, printing photos and creating a photo book for the children |
| Session 1.6 | **Innovation and creation:** thinking of different collage materials and new ways that children can use the materials |
| Session 1.7 | **Reading:** the safety checklist for the play environment  
**Planning and organising:** the obstacle course activity |
| Session 1.8 | **Technology and digital literacy:** drawing the plan for an inside and outside play environment. Downloading the photos to add to the evidence portfolio |
### Foundation Skills in the workplace links to Working in Early Childhood Learner’s Workbook 2

| Session 2.1 | **Planning and Organising:** preparing and carrying out the painting activity with children  
**Writing:** the Planning Notes for each session 2.1 – 4.8 |
|-------------|--------------------------------------------------|
| Session 2.2 | **Learning:** finding out about children’s interests  
**Writing:** documenting observations of children’s play |
| Session 2.3 | **Reading:** safe food handling routines and ‘Healthy Eating’ posters  
**Numeracy:** measuring food quantities for morning tea |
| Session 2.4 | **Numeracy:** measuring, deciding on quantities for cooking activity  
**Reading and Writing:** reading recipes, writing menus |
| Session 2.5 | **Learning:** about the risks and protective factors with children’s health.  
**Planning and organising:** a cooking activity with children and adults |
| Session 2.6 | **Planning and Organising:** preparing and carrying out the music activity with children  
**Writing:** making a poster for the song words, making a chart for Language developmental milestones |
| Session 2.7 | **Oral Communication:** reading a story to the children |
| Session 2.8 | **Oral communication:** giving clear instructions to the children (and adults) for the activities and for the transitions between activities  
**Teamwork:** working well with others, co-operating in tasks |
## Foundation Skills in the workplace links to Working in Early Childhood Learner’s Workbook 3

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<td><strong>Learning</strong>: about the additional needs of children</td>
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<td>Session 3.4</td>
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<td>Session 3.5</td>
<td><strong>Teamwork</strong>: arranging and facilitating the kindy visit with kindy staff, families and work colleagues</td>
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<td>Session 3.6</td>
<td><strong>Oral Communication</strong>: clearly explaining tasks to children and respectfully responding to their needs</td>
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<tr>
<td>Session 3.7</td>
<td><strong>Numeracy</strong>: Learning about the foundational importance of numeracy for children and how to plan activities through which children can develop their understanding of numbers, colours and shapes</td>
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<tr>
<td>Session 3.8</td>
<td><strong>Writing</strong>: ongoing program requirements – Tasks, Planning Notes and the Workplace Activity Record for each session</td>
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<td><strong>Oral Communication</strong>: explaining activities clearly</td>
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Foundation Skills in the workplace links to Working in Early Childhood Learner’s Workbook 4

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<td>Learning and reading: about the child-rearing practices of different cultures</td>
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<td>Session 4.4</td>
<td>Planning and Organising: the Early Childhood Event; Teamwork: identifying the roles of each person helping with the event</td>
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| Session 4.5 | Planning and Organising: preparing sequences of play activities for children  
Writing and Reading: writing the posters each day explaining the day’s program |
| Session 4.6 | Writing: recording progress and anecdotal comments.  
Reading: essential workplace documents |
| Session 4.7 | Teamwork: collaborating in the organisation and implementation of the Early Childhood Event |
| Session 4.8 | Learning: understanding the position requirements for any early childhood position and reflecting on your work performance in that role  
Technology and digital literacy: making posters for the children, families and public about the early childhood event |
Milestones of development

Six months old

- moves arms & legs when lying on back
- lifts head and chest when lying on stomach
- opens and shuts hands
- cries, squeals to communicate
- smiles, laughs and responds to speech
- rolls over
- follows movement with their eyes
- explores the world with their hands and mouth
- has different cries for different needs
- takes an interest in what is going on around them
- turns head to search for a sound
- imitates sounds – kissing or clicking tongue
- holds head upright
- pulls up to sitting position
- reaches for objects
- sits with help
- crawls / beginning to crawl
- holds things in each hand
- looks at objects in hands
• passes objects from hand to hand
• grips objects with palm and fingers
• repeats and says words like mama and dada
• chatters
• feeds self with finger foods
• recognises familiar objects, sounds and people
• uses fingers and thumb to grasp small objects, eg sultana
• begins to understand simple words
• bangs objects together
• pulls self to stand up from sitting position
• indicates wants by pointing or making sounds
• walks with help
• looks for toys or objects out of sight
• stands up while holding on
• may begin walking
• drinks from cup without lid by themselves
• starts to speak first words
• laughs or smiles to get attention
• holds things in their hand
• explores things by banging, shaking and dropping them
• shakes head for ‘no’
Milestones of development

2 years old

- walks backwards for several steps without falling
- responds to simple requests
- increases vocabulary – up to 200 words
- babbles while playing
- joins in with familiar songs
- holds a pencil if it’s put into the hand to use
- plays near other children but not yet with other children
- squats steadily to pick up objects from the floor
- can walk up small steps
- uses a spoon or fork to get most of food into mouth
- takes clothes on and off
- opens and closes drawers and doors
- starts to scribble with a pencil
- holds pencil in fist grip to draw
- manages to use large buttons and zips
- can catch and hold a ball
- starts to explore more widely
- shows interest in books and stories
- combines words to make longer sentences
- names body parts, some colours
- kicks ball along the ground
- washes and dries hands using soap
- builds with blocks
Milestones of development

3 years old

- uses scissors
- experiences and shows a wide range of emotions
- sorts out things by shape and colour
- jumps and climbs
- hops on one foot two or more times in a row
- begins social play
- listens to stories and demands favourite stories repeatedly
- walks alone up and down stairs
- builds a tower of 10 blocks
- uses between 100 and 1000 words
- tries to copy adults’ routines to help
- pushes or pulls large toys around to where they want them
- cuts food
- balances on one foot
- brushes teeth without help
- uses words such as ‘me’ and ‘you’ correctly
- kicks a ball forcefully
- increases problem-solving skills
- turns pages of a book one page at a time
- picks up small objects
- develops skills and speed in running
- asks questions
- makes up stories while playing
- plays alongside other children
- uses knife, spoon and fork
Milestones of development

4 years old

- sorts objects by size and type
- names and matches four colours
- dresses without help with easy-to-use buttons and zips
- begins to organise games and has favourite games
- makes friends but can be quite bossy
- says, repeats or sings a few nursery rhymes
- begins to count a few objects by touching them
- says numbers up to 20
- plays pretend games
- shares toys and sometimes takes turns while playing
- develops a sense of humour
- tells long stories which are sometimes true
- throws, catches, bounces and kicks a ball
- cuts on a line with scissors
- learns to understand the feelings and needs of others
- talks about what might happen or what they would like to happen
- speaks clearly but may not use the correct sounds
- asks many questions about the world and why things happen
- asks what words mean
- plays make-believe
- runs fast, jumps over small objects and climbs ladders and trees
- walks up and down steps with one foot to a step
- stands, walks and runs on tiptoe
- stands on one foot for a few seconds and can sometimes hop
Milestones of development

5 years old

- seeks out friends
- solves problems
- tries to write own name
- balances on a beam
- helps to prepare meals with help
- skips using alternate feet
- copies a square, a cross and a triangle
- cooperates with others more often
- climbs ladders
- uses language to solve problems
- throws, catches or kicks a ball
- rides a bike without trainer wheels
- draws a person
- tells stories
- shows creativity in art
- sorts things into groups
- uses scissors to cut out shapes
- recognises signs and symbols in the environment
- speaks clearly
- learns about eight new words a day