

Get Set Assess V3

2015 Release

Early Childhood Education and Care



Welcome to the latest iteration of Karen Kearns' Get Set Assess v3.

What's Different?

This newest version of Get Set Assess has a lot of updates, changes and additions to the previous packages to allow for users and students to continue to improve the quality of the qualification delivered by the RTO.

Looking Back

Version 1 of Get Set Assess was developed as an 'off the shelf' assessment toolkit which would give purchasing RTO's a head-start on the development of their training and assessment materials for the newly streamlined CHC30113 Certificate III in Early Childhood Education and Care and the CHC50113 Diploma of Early Childhood Education and Care. RTO's were encouraged to test, validate, contextualise and add any required assessment tools to cater to their individual markets and ensure compliance requirements against the stipulated training packages. It included a broad range of elective choices for RTO's to include in their training strategies and suggested sequencing structures to help guide RTO's in developing the training around the assessment.

Version 2 of Get Set Assess was released with reference to the third edition of the textbooks (*'Frameworks for Learning and Development'*, and *'The Business of Child Care'*). This free update made sure students training in these courses would get the most up-to-date learning materials and ensure that RTO's were seen to be continuously improving their training and assessment resources.

Looking Forward

Version 3 of Get Set Assess has been 'road tested'. We have collected feedback from many clients using the tools, validation reports and feedback from auditors and consultants and created a comprehensive assessment toolkit that fully meets the requirements of the training packages and each individual unit of competence.

What's changed?

Firstly, we wanted it to be clearer, clearer for trainers and assessors, clearer for students and of course clearer for the compliance team and auditors. To achieve this we have:

1. New formatting. We have stripped away the headings and complexities of the previous version to create clean and neat documents that are easily customized to include new logos etc.

002 Providing for Physical Activity

CHCECE003 Provide care for children

Element 2 Promote physical activity

Element 3 Adapt facilities to ensure access and participation

Performance Evidence

Question 1

To complete this task refer to the reading:

- *Move and Play Every Day: National Physical Activity Recommendations for children 0-5 years.*

- a) List *five* benefits of a child being physically active every day.

- b) According to the National Physical Activity Recommendations for children 0-5 years, how much physical activity do preschoolers require?

- c) List *four* activities that you could plan to facilitate children's active physical play.

Question 2

Simulated Workplace Task

Assume you are required to conduct a small group experience with the 3-5 year old children to discuss how their bodies work and the importance of physical activity to health and wellbeing.

- a) Identify and describe a picture book relevant to this topic that you could read with the children, include title and author.

- b) List *three* open-ended questions (*how, what, why*) related to the book that you could ask the children about physical health and well-being.

2. Revised the mapping – clearer mapping which now includes mapping for observation tasks

CHCECE004 Promote and provide healthy food and drinks								
Element	Performance Criteria	Theory Tasks			WP Tasks			Obs
		001	002	003	001	002	003	
1. Promote healthy eating	1.1 Engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition	2,8b	2d-e		1	1	1	✓
	1.2 Model, reinforce and implement healthy eating and nutrition practices with children during mealtimes	8b	1,2d		1	1	1	✓
	1.3 Support and guide children to eat healthy food	2,5c,6a-b,8a-b	2d		1	1	1	✓
	1.4 Check that children have ready access to water and are offered healthy food and drinks regularly throughout the day	3a,6a-b,8a-b		2a-c	1		1	
	1.5 Assist in ensuring that furniture and utensils are suitable to encourage children to be positively involved in and enjoy mealtimes	7	1,2e			1		
2. Plan food and drinks that are nutritious and appropriate for each child	2.1 Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating	3a,6a-b		2a-c		1		
	2.2 Assist in ensuring children's individual needs are consistent with advice provided by families about their child's dietary requirements, likes, dislikes and any cultural or other requirements families have regarding their child's nutrition	8a	2c	3		1	1	
	2.3 Read and interpret food labels and other information about food contents	8a-d						
	2.4 Assist in providing education and support to families around healthy eating	8a				1		

3. Altered previous Observation Third Party Reports from supplementary assessment into primary assessment with clearer requirements for what must be observed by the trainer and what feedback may be included from third parties. The Observation Tasks are now shorter, more specific, user friendly and meets the requirements for each identified unit of competency in what must be observed in the workplace.

Observation Assessment Task CHC50113

CHCECE004 Promote and provide healthy food and drink					
Essential skills and performance	Examples of evidence the trainer/assessor should look for:	Evidence confirmed by Trainer/Assessor	Satisfactory/ Not Yet Satisfactory (S or NYS)	Supervisor Confirmation	Date Observed
<p>Planned and provided food and drink for children on at least three occasions including: (Occurs on two occasions in the workplace tasks)</p> <ul style="list-style-type: none"> identifying and responding to requirements related to food allergies, medical conditions and cultural and religious requirements role-modelling healthy eating habits for children ensuring safe handling, preparation and storage of food and drinks creating a positive, relaxed environment during mealtimes 	<p>Observe the student undertaking all steps of the process for a mealtime; morning tea, lunch, afternoon tea. The student will need to check for food allergies, medical conditions, and cultural/religious requirements. Use correct PPE while serving/preparing food and drinks. Talk and engage with children during mealtimes, Role model healthy eating. Follow procedure for storing food correctly.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Occasion 1 - Workplace task 002 <input type="checkbox"/> Occasion 2 - Workplace task 003 <input type="checkbox"/> Occasion 3 - Trainer/Assessor Observation: 			
<p>2.3 Read and interpret food labels and other information about food contents</p>	<p>Refer to food label in attachments and ask student relevant questions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Trainer/Assessor completing Observation Checklist 			
<p>Foundation Skills: Reading – in order to accurately read and interpret food labels and dietary requirements.</p>	<p>Refer to food label in attachments and ask student relevant questions. Refer to allergy/dietary requirements list in centre to confirm dietary requirements</p>	<p>Trainer/Assessor Observation</p>			

4. New readings have been added to ensure currency and reduce the amount of external readings students are required to review to be able to complete the course. The newly streamlined readings for each unit are more comprehensive and provide excellent information to support the course.
5. Reduced elective choices. Some electives provided in previous version were determined to be too hard for students to complete or too similar to other units making it seem like students were required to complete similar tasks on multiple occasions. The following units have been excluded from this newest version:
- CHCECE006 Support the behaviour of children and young people – this unit was determined to be too similar to CHCECE007 Develop positive and respectful relationships with children to warrant additional assessment (Please note individual RTO's may still wish to offer this unit as an elective)
 - CHCORG506E Coordinate the work environment
 - CHCORG624E Provide leadership in community services delivery
 - CHCINF407D Meet information needs of the community
 - Industry feedback indicated that it was just not practical for students to complete these higher level management units in an appropriate timeframe.
- By excluding these units from the assessment toolkit the course is more achievable for students.

6. Newly co-assessed units. In addition to previously co-assessed units,
 - a. CHCECE018 Nurture creativity in children and CHCECE022 Promote children’s agency
 - b. Get Set Assess v3 now has completely co-assessed;
 - c. CHCECE001 Develop cultural competence with HLTHIR404D Work effectively with Aboriginal and/ or Torres Strait Islander people
 - d. This newly combined unit was developed to reduce the double up of assessment requirements and streamline these units to allow for students to complete the tasks in a timely manner.
 - e. The toolkit still has co-assessed workplace tasks for a number of units in both CHC30113 and CHC50113 to support an integrated Child Focus Study
7. New scenarios based closely on real life experiences. Feedback suggested scenario based questions allow students to be immersed in the task and allow them to place themselves in the positions that are described provoking ‘what would I do in this situation’ thoughts and reinforcing the learning experience.

Question 7

To complete this task refer to (pp. 34 – 37) of your reading:

- *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.*

Scenario: Anshul's Tower

Anshul, Aidan and Jake (3 years 4 months) spent the morning and part of the afternoon working on their construction. As usual Anshul went straight to the blocks on arrival and started to work on his structure. It seems that Anshul always has a plan in mind and can't wait to get started!

Anshul was joined by Aidan and then Jake. Anshul quietly details what he is building to his peers. While Anshul continues to work on his plan he is happy to allow the other children to add their own ideas. He asks questions and listens carefully as the other children explain their ideas. Occasionally he gives positive feedback. "That's good Aidan."

"I can make these cylinders balance", Anshul tells Aidan. It's interesting to see that Anshul has placed the larger cylinder on the smaller cylinder.

Anshul continually stands back to look at his structure from a different perspective. He looks carefully at the base of his structure and tells Jake that "The bottom part has to be flat."

When the boys had finished their construction the educator smiled and complimented their efforts "Wow boys you've worked well together to build this fantastic tower." She also suggested to Anshul that he may like to attempt to draw his construction. Anshul draws on his experience in construction, his prior knowledge and concept development to create elaborate and sound structures. The educator later adds photos of his structure to Anshul's personal construction log book. Anshul is able to dictate what he wants the educator to write in the log book.



Read the scenario, examine the photos and provide an example of how Anshul demonstrated each of the following EYLF Learning Outcomes.

- a) Learning Outcome 4: Children are confident and involved learners.

8. More simulated tasks have been provided to create a controlled environment for assessment. Simulations allow for trainers and assessors to have a clear picture of the students level of understanding, they also prepare students for real life situations and normal assessment conditions.

9. Includes newly streamlined units BSBINN502 and BSBLED401. The BSB training packages have now been streamlined and as a result Get Set Assess v3 has been written to include the new requirements as outlines in each unit of competency. These units remain customized for the Early Childhood Education and Care sector.
10. Page numbers have been added for 'larger' readings including core documents, references to the textbooks and individual readings where the student may have trouble finding the required reference section. Individual RTO's will need to determine if these page numbers are provided to students at both Certificate III and Diploma levels

Question 3

To complete this task, refer to (pp. 33 – 37) of your reading:

- *Belonging, Being, Becoming: The Early Years Learning Framework*

List each of the **four** key elements of Early Years Learning Framework **Learning Outcome 4: Children are confident and involved learners** and suggest **one** way each of these elements can be promoted by educators through play.

11. Replace all multiple choice and matching activities to better fit with an online delivery model. Validation highlighted these types of questions were producing poor results indicating students were guessing rather than researching. Removing these types of questions will mean students are required to seek out answers.
12. Greater flexibility in delivery structure and sequencing. Individualised units that allow for flexibility between a classroom program, or distance education/ online program
13. Revised Assessment Instructions. These instructions are now brief and to the point allowing easily for individual RTO's to contextualise to their own environment and situation.
14. Re-written the Product Overview to give more definition around 'what is 'Assessment', 'contextualization', 'compliance advice', 'third party evidence', suggested course structure and updated Supervisor & Student information Booklets.



Get Set Assess CHC30113 Version 3

Get Set Assess Certificate III CHC30113 Version 3 (2015)	Price \$4500.00
Group 1 (suggested grouping only)	
<i>CHCECE014 Comply with family day care administration requirements (elective)</i>	
<i>CHCORG303C Participate effectively in the work environment (elective)</i>	
HLTWHS001 Participate in workplace health and safety	
CHCCS400C Work within a relevant legal and ethical framework	
CHCPRT001 Identify and respond to children and young people at risk	
Group 2 (suggested grouping only)	
CHCECE002 Ensure the health & safety of children	
CHCECE004 Provide and promote healthy food and drink	
CHCECE005 Provide care for babies and toddlers	
CHCECE003 Provide care for children	
<i>CHCORG428A Reflect on and improve professional practice (compulsory elective)</i>	
Group 3 (suggested grouping only)	
CHCECE010 Support the holistic development of children in early childhood	
CHCECE013 Use information about children to inform practice	
CHCECE009 Use an approved learning framework to guide practice	
CHCECE011 Provide experiences to support children's play and learning	
Group 4 (suggested grouping only)	
CHCECE007 Develop positive and respectful relationships with children	
<i>CHCECE012 Support children to connect with their world (compulsory elective)</i>	
CHCECE001 Develop cultural Competence & HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (Co-Assessed)	

***For customers who purchased CHC30113 Version 3**

Get Set Assess CHC50113 V3 Diploma (Extension Kit)	<i>Price \$4500.00</i>
Group 5 (suggested grouping only)	
<i>CHCECE009 Use an approved learning framework to guide practice (available from Cert III product)</i>	
CHCECE017 Foster the holistic development and wellbeing of the child in early childhood	
CHCECE018 Nurture creativity in children & CHCECE022 Promote children's agency	
CHCECE023 Analyse information to inform learning	
CHCECE024 Design and implement the curriculum to foster children's learning and development	
Group 6 (suggested grouping only)	
CHCECE020 Establish and implement plans for developing cooperative behaviour	
CHCECE026 Work in partnership with families to provide appropriate education and care for children	
CHCECE021 Implement strategies for the inclusion of all children	
Group 7 (suggested grouping only)	
CHCECE019 Facilitate compliance in education and care services	
CHCECE016 Establish and maintain a safe and healthy environment for children	
HLTWHS003 Maintain work health and safety	
CHCECE025 Embed sustainable practices in service operations	
<i>BSBINN502A Build and sustain an innovative work environment (elective)</i>	
Group 8 (suggested grouping only)	
<i>CHCORG627B Provide mentoring support to colleagues (elective)</i>	
<i>CHCPOL504B Develop and implement policy (elective)</i>	
<i>BSBINN502A Build and sustain an innovative work environment (elective)</i>	
<i>BSBLED401A Develop teams and individuals (elective)</i>	

Get Set Assess Diploma - CHC50113 Version 3

Get Set Assess Diploma - CHC50113 Version 3 (2015)	Price \$9000.00
Group 1 (suggested grouping only)	
<i>CHCECE014 Comply with family day care administration requirements (elective)</i>	
<i>CHCORG303C Participate effectively in the work environment (elective)</i>	
HLTWHS001 Participate in workplace health and safety	
CHCCS400C Work within a relevant legal and ethical framework	
CHCPRT001 Identify and respond to children and young people at risk	
Group 2 (suggested grouping only)	
CHCECE002 Ensure the health & safety of children	
CHCECE004 Provide and promote healthy food and drink	
CHCECE005 Provide care for babies and toddlers	
CHCECE003 Provide care for children	
<i>CHCORG428A Reflect on and improve professional practice (compulsory elective)</i>	
Group 3 (suggested grouping only)	
CHCECE010 Support the holistic development of children in early childhood	
CHCECE013 Use information about children to inform practice	
CHCECE009 Use an approved learning framework to guide practice	
CHCECE011 Provide experiences to support children's play and learning	
Group 4 (suggested grouping only)	
CHCECE007 Develop positive and respectful relationships with children	
<i>CHCECE012 Support children to connect with their world (compulsory elective)</i>	
CHCECE001 Develop cultural Competence & HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (Co-Assessed)	
Group 5 (suggested grouping only)	
<i>CHCECE009 Use an approved learning framework to guide practice (available from Cert III product)</i>	
CHCECE017 Foster the holistic development and wellbeing of the child in early childhood	
CHCECE018 Nurture creativity in children & CHCECE022 Promote children's agency	
CHCECE023 Analyse information to inform learning	
CHCECE024 Design and implement the curriculum to foster children's learning and development	

Group 6 (suggested grouping only)
CHCECE020 Establish and implement plans for developing cooperative behaviour
CHCECE026 Work in partnership with families to provide appropriate education and care for children
CHCECE021 Implement strategies for the inclusion of all children
Group 7 (suggested grouping only)
CHCECE019 Facilitate compliance in education and care services
CHCECE016 Establish and maintain a safe and healthy environment for children
HLTWHS003 Maintain work health and safety
CHCECE025 Embed sustainable practices in service operations
<i>BSBINN502A Build and sustain an innovative work environment (elective)</i>
Group 8 (suggested grouping only)
<i>CHCORG627B Provide mentoring support to colleagues (elective)</i>
<i>CHCPOL504B Develop and implement policy (elective)</i>
<i>BSBINN502A Build and sustain an innovative work environment (elective)</i>
<i>BSBLED401A Develop teams and individuals (elective)</i>