Working with Children

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	BHC215116
COURSE SPAN	2016 — 2021
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2020. Use A-Z Courses to find the current version (if available).

Working with Children Level 2 is designed to be an introduction to studies in early childhood education and general education in child care environments, as well as developing the parenting skills of learners

The course focuses on developing skills and knowledge to understand the educational, social, and ethical framework of the child care environment as a workplace. Skills to interact with children in that environment, plan and organise age-appropriate activities, actively promote positive, stimulating, safe environments and guide behaviour are developed. Learners develop a practical understanding of duty of care and legal implications of children in their care and the legislative requirements of child care provision. Learners are encouraged to be responsible as well as responsive and sensitive to the needs of children and others, to be effective caregivers, based on acquired skills, values and knowledge and to be proactive in the safety and welfare of children.

Course Description

Working with Children is designed to equip learners with a broad set of practical skills, attitudes and essential knowledge centred on working with and caring for children in a wide range of contexts.

This course acknowledges and allows for different modes of learning and experience, both inside and outside the classroom, enabling real-world education to take place.

The compulsory Practical Component is designed to provide experience in the child care environment as well as provide opportunities to apply acquired knowledge and develop practical understanding of the theoretical underpinnings of child development.

This course acknowledges the values of the NQF (*National Quality Framework*), NQS (*National Quality Standard*) and the EYLF (*Early Years Learning Framework*).

Rationale

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Learners are encouraged to be responsible as well as responsive and sensitive to the needs of children and others, to be effective caregivers, based on acquired skills, values and knowledge and to be proactive in the safety and welfare of children.

Aims

Working with Children aims to develop learners':

- skills and knowledge in the care of children
- understanding of theories of physical, cognitive, social and emotional development of children in theory and practice
- skills in planning, organising, implementing and assessing learning activities in the practical environment
- understanding of educational, social and ethical frameworks as well as legal implications in interactions with children, parents and stakeholders in the workplace
- personal presentation, communication and organisational skills in a team environment.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. apply practical skills in appropriate interactions and engagements with children
2. use basic skills to undertake research and make observations related to the child care environment
3. create multimodal presentations to report information
4. discuss developmental theories and stages of development, identify evidence of these in the practical environment and apply to children's needs
5. work effectively, including in a team environment and engage cooperatively, identifying the needs of others
6. implement simple, effective problem solving strategies
7. communicate effectively and appropriately with children and others
8. design, prepare and implement stimulating, age-appropriate environments, resources and activities for children's playing and learning, assessing effectiveness through children's responses
9. implement plans and strategies for cultural differences and special needs of children
10. follow established safety and hygiene procedures that apply to child care environments and, where necessary, modify environments to improve safety and health
11. list legal rights, responsibilities and provisions for the care and protection of children and child care workers
12. identify related frameworks and legislative acts and supportive local and national services and networks.

Access

Learners MUST NOT undertake any of the practical components of this course involving interactions with children until they have obtained a Working with Children Registration from the Tasmanian Department of Justice. A copy (scanned or photocopied) of each learner's Registration Card will be retained on file by the provider for a period corresponding to the provider's records and archive schedule/procedure.

Pathways

Working with Children Level 2 provides a foundation for learners wishing to continue to further studies in areas including:

- AQF Certificate II in Community Services/Children's Services
- Certificate III in Early Childhood Education and Care
- TASC accredited senior secondary courses in the areas of Introduction to Sociology and Psychology, Sociology and Psychology.

The course introduces knowledge and skills that are valuable in providing preparation for learners wishing to pursue careers as:

- child care educator
- play group volunteer
- teacher assistant
- early childhood assistant.

Valuable skills are also developed suitable for other volunteer capacities such as sport coaching, dance, youth groups, holiday camps, vacation care and employment as an *au pair*.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Course Delivery

Units may be delivered in a manner that will best suit the needs of learners. The length of units is indicated by allocated hours for delivery (Table 1). Thematic approaches to course delivery may also be considered. Given the educational, ethical and legal responsibilities of working with children, learners will be required to demonstrate appropriate skills for working with children, providers and others in a child care environment, before working with children.

Before working with children learners must:

- have obtained a Working with Children Registration from the Tasmanian Department of Justice
  AND demonstrate capacity to:
- interact appropriately with children, care providers, parents and other stakeholders
- complete observations that illustrate their understanding of appropriate engagement with children in the child care environment
- acknowledge ethical issues (e.g. confidentiality, taking photos of children) in planning, written reflections and class discussions
- identify activities and environments that are safe and age appropriate for children.

It is therefore expected that learners will commence elements of the compulsory units concurrently to acquire these required skills and understandings before commencing the Practical Component.

Each provider may use a different delivery method to address involvement in the community. It is recommended that the Practical Component be undertaken on a regular basis over the duration of the course, however, this will depend on the abilities of the learners and the individual's development of skills demonstrating a readiness and capability to interact with children.

The facility to deliver the Practical Component will be determined by the age group that the provider is planning to care for and the developmental age, interests, abilities, needs and backgrounds of both the children and learners. Delivery will also be dependent on provider access to children in a child care environment.

Elective units may be delivered concurrently with Compulsory Units.

Course Requirements

Learners must complete the **five** Compulsory Units plus a choice of **two from four** Elective Units.

To successfully complete this course, learners must undertake practical work that will demonstrate that they have acquired appropriate skills required for the role of carer, worker or parent when caring for children, depending on their individual focus.

Course Content

OVERVIEW

Working with Children is divided into Units as follows:

Table 1: Compulsory and Elective Units

<table>
<tr><th colspan="2">COMPULSORY UNITS</th><th>ELECTIVE UNITS (Select 2)</th></tr>
<tr><td rowspan="4">Unit 1 – Practical Component (15–20 Hours)</td><td>Unit 2 – Safety and Young Children (20 Hours)</td><td rowspan="4"></td></tr>
<tr><td>Unit 3 – Child Growth & Development (20 Hours)</td></tr>
<tr><td>Unit 4 – Guiding Children’s Behaviour (20 Hours)</td></tr>
<tr><td>Unit 5 – Play and Learning (30 Hours)</td></tr>
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<tr><td>Unit 7 – Nutrition and Health (20 Hours)</td></tr>
<tr><td>Unit 8 – Children and Technology</td></tr>
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CONTENT DETAILS

COMPULSORY UNITS

UNIT 1 – PRACTICAL COMPONENT

To complete this Practical Component, the learner must develop skills that assist them to interact effectively with those around them whilst providing a safe and stimulating environment appropriate for children.

Learners will observe children in the child care environment, communicate their observations to illustrate their understanding in multimodal responses and participate in classroom discussions regarding observations. Observations may relate to the team environment, activities, aspects of safety, recognition of developmental stages, nutrition and health, etc…

The compulsory Practical Component is ongoing and will be delivered through involvement in the community. Examples of practical learning environments include, but are not limited to:

- school/college based play group
- community based groups
- neighbourhood house and community centre
- child care centres
- children services providers
- young mothers programs
- working with Early Learning Programs
- working in Kindergartens/primary schools
- mentoring programs
- Playgroup Association and community based children’s activities
- family and child related situations.

Through involvement in the community learners will develop skills in:

- positive and appropriate interaction with children and others
- personal presentation and communication
- planning and participating in safe and age-appropriate activities
- identifying the developmental stages of children and characteristics of developmental theories
- modifying environments and activities to suit developmental stages, improve safety and respond to diverse cultural differences
- assessing effectiveness of activities and resources

- applying theoretical and practical skills developed in other compulsory units and electives
- identifying the national frameworks of child care education and legislative requirements of child care provision.

UNIT 2 – SAFETY AND YOUNG CHILDREN

One of the most important responsibilities of child care providers is keeping children and employees safe in the child care environment. Whether children are in child care centres or home-based care, providers are responsible for ensuring safety both inside and outside their child care setting.

Learners will investigate responsibilities in a range of contexts as well as specific legislations that provide guidelines for providers' responsibilities. They will identify the safety and design needs of the workplace, activities and modes of interaction or delivery, characteristics of safe and unsafe activities, toys, resources and environments and apply their understanding in practical engagement in the child care environment. Resources may be developed to illustrate learnings.

Topics will include:

- nursery and equipment
- first aid:
    - cuts, abrasions, stings, bites, falls, poisoning
    - certification and training
- cleaning, sanitising and disinfecting in child care
- hygiene
- preventing illness from contagious disease (e.g. colds and flu)
- medication
- pets in the child care environment e.g. 'show and tell'; class pet; mobile animal farms/nurseries
- safety in the home
- safety outdoors
    - water, sun, pedestrian and bicycle, playground equipment, excursions, using public transport, travelling in cars
- toys
- materials and resources
- SIDS
- duty of care to yourself and children
- legislation and frameworks influencing the provision of safe environments.

UNIT 3 – CHILD GROWTH AND DEVELOPMENT

As this compulsory unit is comprehensive and integral to the course, it will be delivered throughout the duration of the course and may be integrated with elective topics. It is designed to complement the Practical Components of the course. It focuses on the changing abilities and needs of children, according to physical, cognitive, social and emotional development from infancy through to the pre-teen years and the factors that might impact on that development. This influences the way in which children engage in the child care environment.

The key areas of study for this unit are listed below. This is not exhaustive and may be complemented with any further suitable areas of study, including the study of topical contemporary issues.

Key areas of study will include:

- ages and stages of development. Children's development is characterised by distinct stages, influenced by both genetic and environmental factors, as they move from infants to young adults
- developmental theories (e.g. Piaget, Vygotsky, Bruner, Bandura, Skinner):
    - social environment:
        - family structures, personal relationships, cultural, socio-economic factors, gender
    - physical environment:
        - the home, child care, play group, school, playgrounds/parks, community links, hospital, friends
    - emotional environment:
        - attitudes, positive and negative attention, reinforcement, self-esteem
    - cognitive environment:
        - developing appropriate learning experiences/activities for a range of thinking and learning skills including language, attention, planning, problem-solving and memory
        - providing equipment and apparatus for experiential learning
- children with needs.

UNIT 4 – GUIDING CHILDREN'S BEHAVIOUR

Guiding children's behaviour can be challenging for both families and the child care provider in child care environments where there is a range of personalities, exciting opportunities and distracting elements for children, as well as a range of social and cultural backgrounds impacting on behaviour.

Learners will investigate contemporary strategies and theories on guiding children's behaviour, the elements that impact on the expression of that behaviour, as well as rights and responsibilities of the child, parent, carer and state. They will investigate contemporary issues of significance, such as bullying, and its impact on child development. The learner will observe strategies within the child care environment and record their observations of how children are encouraged to understand and take control of their emotions and responses. Learners may also consult with parents, carers and others in the child care environment regarding effective strategies and subject specific scenarios (e.g. sibling rivalry), under the direction of child care providers or teachers, to ensure that discussions are managed with respect and sensitivity.

Learners will respond to the following topics:

- define positive and negative behaviour
- define the difference between discipline and guiding children's behaviour
- types of behaviour
- age appropriate expectations
- strategies for resolving conflict
- autonomy and independence
- factors influencing behaviour
- children with needs
- attachment and separation anxiety
- self-image and self-esteem
- bullying
- sibling rivalry
- contemporary issues relating to behaviour
- behaviour modification
- parenting styles
- responsibilities and obligations regarding children
- the rights of the child
- the rights of the parent/carer/state.

UNIT 5 – PLAY AND LEARNING

Play is an integral part of learning. Play builds confidence, develops social, language and communication skills, encourages inclusiveness by promoting a sense of acceptance and well-being, develops physical skills and connects and refines pathways in the brain.

Learners will investigate types of play, the theories associated with the types of play, developmental stages of play, the structure of play and the benefit of play. They will also engage in the planning, setting up and implementing of specific play activities and observe play in the child care environment.

Topics will include:

- types of play:
    - creative, imaginative, manipulative, experimental, social, discovery, physical
- developmental stages of play:
    - solitary, onlooker, parallel, associative and cooperative
- the benefits and value of play:
    - play for fun, needs, likes and dislikes
- influences on play:
    - gender, culture, environment, media, social contacts, music, writing/scribbling
- relevant and current social factors influencing play:
    - families, siblings, socio-economics, peer pressure
    - impact of cultural background on play
    - indigenous children and play – oral histories, significance of games to indigenous culture
    - Reggio Emilia and other philosophies.

Learners may consider the following activities and resources:

- books and stories
- indoor/outdoor play
- family board or card games
- expressive arts and crafts
- toys and play materials
- recycled and reconstituted toys
- entertaining children
- children's parties
- structured and free play
- construction
- setting up play environments
- accessing resources
- nature and its role in play and development
- playgrounds and bike tracks
- super heroes and their impact on children's play
- music and play.

ELECTIVE UNITS

Learners are to select a minimum of **2 elective units** from **Units 6–9**. Each unit is to designed to be delivered over 20 hours (Table 1). Elements of some elective units may have been incorporated into either the preparation for the Practical Component or in Compulsory Units 2–5. Discussion around elective topics may already have taken place to provide an awareness and interest in the chosen areas.

UNIT 6 – CAREERS WITH CHILDREN

Careers with children are varied and can be rewarding, ranging from education and child care, psychology, health, the arts, sports, legal work, social care and guidance as well as the vital role of parenting. Children and young people are the future and any investment in their health, education and well-being is an investment in their ultimately becoming successful, fulfilled adults. Inspiring the next generation can be a challenging and creative career.

Learners will investigate a range of careers for working with children, including education requirements and pathways. They will describe the key knowledge and skills for these roles and the function of and need for these roles (e.g. After School Care programs). Learners are to investigate factors that might impact on the nature of these roles. These may include economic changes (e.g. changing costs of child care provision), social and cultural factors (e.g. supporting children learning English as a second language) or political changes impacting on legislation. The following is not a definitive list and further topics may respond to topical issues as directed by the teacher.

Topics may include but are not limited to:

- family day care
- centre-based care
- neighbourhood children's centres
- respite care
- nannies, au pairs and governesses
- before and after school care
- vacation care
- playgroups
- early intervention programs
- early childhood teaching
- social work
- paediatrics
- midwifery
- nursing.

UNIT 7 – NUTRITION AND HEALTH

Child nutrition and health is fundamental to the well-being of children. Child care services have a responsibility to promote health through good nutrition for children that attend their program(s) and to ensure that staff are familiar with nutrition principles as well as hygiene standards and food safety laws. All children need regular healthy meals, nutritious snacks and adequate fluid intake over the duration of their time at the child care environment. The child care environment can also ensure positive experiences around nutrition

and mealtimes for the children in their care. This includes providing a culturally appropriate atmosphere at mealtimes, showing respect for all children and, where relevant, culturally appropriate meals and drinks.

This unit investigates core topics as well as those of specific interest to learners. The learner will investigate principles of good nutrition and health from prenatal health through to young children in the child care environment. The following topics form the core of the study and are compulsory, however, additional topical studies may also be introduced (e.g. current studies on child health and nutrition, additives, genetically modified foods, treatment of allergies as well as other topics of contemporary interest.)

Topics may include but are not limited to:

- prenatal health
- breast feeding
- bottle feeding
- weaning and first foods
- feeding toddlers and young children
- personal hygiene
- nutrition
- dietary guidelines
- immunisation
- allergies
- childhood illnesses
- caring for sick children
- children in hospital
- cooking for and with children
    - every day foods, special occasions, food choices
- hygienic environments
- dental health
- school lunches
- cultural experiences with food.

UNIT 8 – TECHNOLOGY AND CHILDREN

This unit provides opportunities for learners to investigate contemporary use of technology in play and learning in the child care environment and in the home. Learners will investigate current theories of the positive and negative impacts of technology as a learning tool for young children, relate this knowledge to developmental theories and observe the use of technology in the child care environment or home.

Topics may include but are not limited to:

- electronic media; film and television; importance of screen time for children
- whether electronic media displaces social interaction
- key factors influencing the impact of technology (e.g. positive parent/carer–child relationship; age appropriate experiences; sleep and good nutrition; impact on physical and emotional health)
- investigate types of educational media, referencing examples
- computer games:
    - Are computer games useful in cognitive, social and emotional development of children?
    - Do computer games have a place in early childhood programs? Are the use of computer games a problematic issue that needs to be examined in terms of play theories and developmental appropriateness?
    - Discuss, workshop and develop a framework for examining computer games in terms of play theories:
        - Do computer games have the potential to consolidate existing learning? If so, in what ways? (Piaget's cognitive theory)
        - Do computer games enable children to gain a sense of control over events that they are not able to control in their lives, including traumatic experiences? (Freudian theory)
        - Do computer games provide children with an opportunity to act out and explore the roles and rules of functioning in adult society in a safe environment?
        - Do computer games operate at literal and figurative levels of meaning? Are games a valuable tool in enabling children to reflect on the rules and means of communication? (Bateson's theory of communication and meta-communication)
        - Do computer games develop a sense of a child's own self-identity and social identity in relation to others? (Mead's theory of self)
        - Do computer games allow for group work and collaboration?
        - Do computer games involve and develop use of symbolic meaning? (Vygotsky's sociocultural theory).

Adapted from: Verenikina, Harris & Lysaght. 2003. *Child's Play: Computer Games, Theories of Play and Children's Development*.

UNIT 9 – SUSTAINABLE PRACTICES

This unit examines the ways in which the concept of sustainability can be integrated into child care environments, including the home. The study of sustainable practices can be inspiring and empowering for children, parents and child care workers to initiate and achieve tangible outcomes such as vegetable, flower or themed gardens.

Topics include understanding human impact on the environment and teaching sustainable practices to children. A cross-disciplinary approach may be used, integrating elements of human geography, physical geography, environmental science, agriculture and science. Additional topics may be identified that are specific to learner groups and/or locale.

Learners may research and investigate the topics listed, however, with direction, learners may focus on specific topics where there is an extensive practical component planned.

Topics may include but are not limited to:

- definition of 'the environment'. Why do we need to take responsibility for our impact on the environment?
- are there any current environmental practices integrated into the child care environment of the learners' practical experience? Could these be expanded or improved?
- buildings and other structures – what constitutes good environmental design?
- waste disposal: composting, worm farming, recycling
- outdoor activities for children: vegetable/herb garden, native plants, flower, growing from seed, impact of seasons
- themed gardens: fairy garden, Mexican garden (using succulents), no-dig garden, sensory garden (colour, smell, texture), raised garden with Perspex viewing window to observe roots, window gardens, native plant or 'bush food' gardens
- animals – care, respect; environmental planning for native fauna
- water: coastal and river systems plants and animals; conservation; and use of
- nature of custodial responsibility for the earth; carbon footprint; Aboriginal and Torres Strait Islander peoples' beliefs about the land
- other institutions/environments where children can learn more about sustainability (e.g. museums)
- identify resources examining and providing direction for sustainable practices. What makes a good resource? Identify ideas that might be incorporated into the child care environment of the practicum.

Work Requirements

To successfully complete the practical and theoretical components of the course, learners must submit a folio of work including:

- compiled worksheets: provider developed worksheets and templates; learner research findings and reflections on practical observations in the child care environment (templates may be used)
- a report indicating learners' knowledge and experience of the child care facility or community group in which they have completed the Practical Component of the course, using appropriate multimodal formats. Provider developed templates may be used in the documenting of this section. The report may include but is not limited to:
    - architectural considerations (photographs/drawings/plans illustrating design and construction features)
    - layout of key areas in the building, including a plan
    - business structure
    - planning of activities
    - costs
    - socio-economic background of the selected region
    - location of the facility or community group
    - data on enrolments
    - gender and age balance
    - equipment and safety provisions
    - Workplace Health and Safety regulations (including legislative requirements, policies and procedures of the centre)
    - consideration of ethical issues (e.g. permission to include photographs)
    - legislation and frameworks that impact on child care providers such as *National Quality Framework* (NQF); the *National Quality Standard* (NQS), a key aspect of the *National Quality Framework* that sets a national benchmark for early childhood education and care services; *Early Years Learning Framework*; *Disability Services Act and Education and Care Services National Regulations*
- a set of practical resources created by the learner for use when working with children. The compulsory and elective units may both contribute to the set of resources, depending on electives chosen. These resources should be supported by:
    - researched information in relation to children's growth and age related development
    - documented reflection of relevant activities that have been undertaken
    - a file of resources and activities acquired from both practical and theoretical sources suited to ages and stages of development.
- Documentation of elective studies. The specific format will be influenced by the elective choice. Recommended formats include, but are not limited to:
    - researched information and data
    - case studies or examples
    - planning associated with practical workshops
    - practical workshops feedback and self-assessment
    - reflective statements based on practical experience
    - practical resources developed by the learner
    - electronic resources developed by the learner
    - relevant illustrations, photographs, audio files, video, websites
    - proposal of excursions, report on excursions
    - surveys, interviews
    - other activities/outcomes, as directed, that are appropriate to the specific study.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- file copies of learner's Working with Children Registration card
- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
    - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
    - class records of assessment
    - examples of learner work that demonstrate the use of the marking guide
    - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Working with Children Level 2 will be based on the degree to which the learner can:

1. interact appropriately with children and engage children in learning activities
2. locate, organise and record information about children from practical and theoretical sources
3. identify the nature of child growth and development
4. work effectively and cooperatively in child care environments
5. use communication skills with children and others
6. design, prepare, implement and assess environments, resources and activities for children
7. identify the provisions of child care environments

Standards

Criterion 1: interact appropriately with children and engage children in learning activities

The learner:

Rating A	Rating B	Rating C
interacts in an appropriate and sensitive manner with children in planned and spontaneous contexts	interacts with children in a sensitive and appropriate manner in planned activities	follows instructions and interacts with children appropriately in a supportive role
actively and dynamically engages children in activities	supports engagement of children in activities	supports engagement of children in activities following guidelines and instructions
interacts in a culturally appropriate manner with children in a range of contexts	interacts in a culturally appropriate manner with children in planned activities	with guidance, interacts in a culturally appropriate manner with children in planned activities
applies a range of practical skills, appropriate to a child's development, to engage children in activities.	applies practical skills, appropriate to a child's development, to engage children in activities.	follows given strategies, appropriate to a child's development, to engage children in activities.

Criterion 2: locate, organise and record information about children from practical and theoretical sources

The learner:

Rating A	Rating B	Rating C
collects, assesses and uses in-depth and relevant information from practical sessions	collects, organises and uses relevant information from practical sessions	collects data from practical sessions and organises information using broad categories in provided templates
uses a range of strategies and sources to access and select a wide range of relevant theoretical information	uses a range of strategies and sources to access and select relevant theoretical information	uses a limited range of sources that have been provided to collect theoretical information relevant to the area of study
organises, structures and communicates observations and findings clearly and concisely in multimodal formats	structures and presents information effectively in multimodal formats	presents information in prescribed multimodal formats
shows evidence of in-depth planning to complete task requirements	shows evidence of planning to complete task requirements	uses provided planning strategies to complete task requirements
compiles information and designs, makes or constructs a collection of resources that respond to a range of design criteria and stage of child development	compiles information and, makes or/constructs a collection of resources that respond to specific design criteria and stage of child development	compiles information and makes or constructs a collection of resources according to given specific design criteria
uses accurate referencing/citation methods in a range of contexts.	uses appropriate referencing/citation methods.	uses referencing/citation methods as directed.

Criterion 3: identify the nature of child growth and development

The learner:

Rating A	Rating B	Rating C
explains developmental theories and appropriately relates to theoretical underpinnings	briefly describes developmental theories and makes links to theoretical underpinnings	identifies developmental theories when provided with specific theoretical underpinnings
identifies and uses a range of evidences of developmental theories to justify own point of view	identifies evidence of developmental theories to support own point of view	identifies evidence of developmental theories in practical environments
initiates and completes tasks that relate to children's needs and development	follows instructions and completes tasks that relate to children's needs and development	follows instructions and participates in tasks that relate to children's needs and development
describes the ages and stages of development in children in a child care environment.	outlines the ages and stages of development in children in a child care environment.	identifies the ages and stages of development in children in a child care environment using provided descriptors.

Criterion 4: work effectively and cooperatively in child care environments

The learner:

Rating A	Rating B	Rating C
maintains cooperative engagement with others in planned and spontaneous contexts	maintains cooperative engagement with others in a range of planned activities	maintains cooperative engagement with others in structured activities
identifies needs of others and takes appropriate action in familiar and unfamiliar contexts	identifies needs of others in familiar contexts and takes appropriate action	identifies needs of others and acts as directed
works with others to plan and implement a range of engaging children's activities	works with others to plan and implement engaging children's activities	works with others to undertake children's activities following guidelines and instructions
performs, monitors, assesses and adjusts own tasks to the successful completion of individual and group activities	performs and monitors own tasks to the successful completion of individual and group activities	performs tasks to contribute to the completion of individual and group activities
uses appropriate and effective strategies to solve problems.	uses prescribed strategies to solve problems.	uses prescribed strategies to solve problems, with direction.

Criterion 5: use communication skills with children and others

The learner:

Rating A	Rating B	Rating C
uses appropriate and effective language in communicating with children in a range of contexts	uses appropriate and effective language in communicating with children in given contexts	uses a range of appropriate language with children
selects from a wide range of age-appropriate body language to use with children in a range of contexts	uses age-appropriate body language with children in prescribed contexts	uses age-appropriate body language with children
uses appropriate personal presentation skills in a range of contexts	uses appropriate personal presentation skills according to guidelines	uses appropriate personal presentation skills as directed

successfully initiates communication and activities with children of different ages that actively contribute to cognitive, social and emotional development	engages with children of different ages in conversations and activities that support cognitive, social and emotional development	undertakes conversations and activities with children of different ages that support cognitive, social and emotional development
uses effective and appropriate communication skills with peers and other adults in a range of contexts.	uses effective and appropriate communication skills with peers and other adults in prescribed contexts.	uses appropriate communication skills with peers and other adults as directed in prescribed contexts.

Criterion 6: design, prepare, implement and assess environments, resources and activities for children

The learner:

Rating A	Rating B	Rating C
plans, organises and appraises a range of appropriate environments, resources and activities	plans and organises a range of appropriate environments, resources and activities	assists in the development of appropriate environments, resources and activities as directed
plans a range of environments and resources for different perspectives, cultures and traditions	plans environments and resources for different perspectives, cultures and traditions	plans environments and resources as directed for different perspectives, cultures and traditions
assesses, adapts and implements plans and strategies appropriate to the cultural differences and special needs of children in environments, resources and activities	assesses and implements plans and strategies appropriate to cultural differences and special needs of children in environments, resources and activities	implements plans and strategies for cultural differences and special needs of children in environments, resources and activities, as directed
identifies and engages in the development and implementation of a range of positive, age-appropriate learning experiences for children	identifies and engages in the implementation of positive, age-appropriate learning experiences for children	undertakes the implementation of positive, age-appropriate learning experiences for children
reflects orally and in writing on effectiveness of environments, resources and activities, including assessment of a range of feedback from children's responses.	reflects orally and in writing on effectiveness of environments, resources and activities, referring to a range of feedback from children's responses.	reflects orally and in writing on effectiveness of environments, resources and activities, referring to limited feedback from children's responses.

Criterion 7: identify the provisions of child care environments

The learner:

Rating A	Rating B	Rating C
designs and creates a range of effective and safe environments for children in a range of contexts	designs and implements effective and safe environments for children in prescribed contexts	plans and implements safe environments for children in given contexts, as directed
assesses and appropriately modifies to create safe environments to maximise learning for children	modifies to create safe environments to maximise learning for children	modifies environments as directed to maximise safe learning environments for children
describes principles of safety and hygiene and applies these in a range of contexts	outlines principles of safety and hygiene and applies these in organised contexts	identifies principles of safety and hygiene and applies these as directed
describes frameworks and legislative acts that set benchmarks for early childhood education and services	outlines frameworks and legislative acts that set benchmarks for early childhood education and services	identifies frameworks and legislative acts that set benchmarks for early childhood education and services

describes a range of services and networks available to support children and families locally and nationally	outlines types of resources and services available to support children and families locally and nationally	identifies types of resource services that support children and families locally and nationally
describes in detail and applies legal rights, responsibilities and provisions for the care and protection of children and child care workers.	describes and applies rights and provisions for the care and protection of children and child care workers.	lists and applies rights and provisions for the care and protection of children and child care workers.

Qualifications Available

Working with Children Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 7 ratings.

The minimum requirements for an award in Working with Children Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
5 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 3 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
4 'B' ratings, 2 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
4 'C' ratings

A learner who otherwise achieves the rating for a SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Andrea Green in the development of this course.

Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

Accreditation

The accreditation period for this course is from 1 January 2016 to 31 December 2020.

Version History

Version 1 – Accredited on 10 June 2015 for use from 1 January 2016 to 31 December 2020. This course replaces Working with Children (BHC215111) that expired on 31 December 2015.

Version 1.a - Accreditation renewed on 18 August 2020 for the period 1 January 2021 to 31 December 2021, with the following amendments:

Appendix 1

GLOSSARY

Term	Explanation
Adapt	To make suitable to or fit for a specific use or situation
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appropriate	Suitable or proper in the circumstances; suitable for a particular person, condition, occasion, or place; fitting
Assess	Make a judgement of value, quality, outcomes or results
Basic	Essential or elementary
Construct	Make; build; put together items or arguments
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note: indicate as being distinct or different from; to note differences between
Effective	Successful in producing a desired or intended result
Engage	To draw into, involve or attract attention
Environment	Combination of external physical conditions that affect and influence the growth, development and behaviour of children
Evidence	Information or resources helpful in forming a conclusion or judgement
Explain	Relate cause and effect; make the relationships between things evident; provide why and or how
Identify	Recognise and name
Implement	To put into practical effect; carry out
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Multimodal	Characterised by several different modes of activity or occurrence, e.g. linguistic, visual, audio
Observe	To become aware of, through careful and directed attention; to watch attentively
Organise	Systematically order and arrange
Outline	Use general terms to indicate the main features of an idea or concept
Pertinent	Relevant; relating to the subject or topic
Range	A number of different things of the same general type; breadth
Relevant	Applicable and pertinent
Select	Choose in preference to another or others
Stimulate	To cause to be interested or engaged
Strategy	A plan of action intended to accomplish a specific goal

Appendix 2

REFERENCES

Verenikina, Harris & Lysaght. 2003. *Child's Play: Computer Games, Theories of Play and Children's Development*. [ONLINE] Available at: http://crpit.com/confpapers/CRPITV34Verenikina.pdf. [Accessed 02 April 15].

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