

# Teacher guide

**Cybertots**

Series 12 Flexible Learning Toolbox

Supporting the

Certificate III in Children’s Services CHC30708



*September 2009: Version 1*



A copy of the Toolbox Implementation Guide can be found at http://Toolboxes.flexiblelearning.net.au/documents/index.htm. It has been designed to help you get started with your Toolbox project, and is based on the experiences of training providers nationally who have been working with Toolbox products over the last few years. The guide focuses mainly on supporting teachers involved in Toolbox product implementation, but will also be a useful reference for technical, support and other staff. It contains four main sections:

1. Finding your way around Toolbox products – things you should know.

2. Different ways you can use your Toolbox product for training delivery and support.

3. Planning for the implementation of your Toolbox product.

4. Further reading and helpful websites.

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# Introduction

## General overview of the Toolbox

The Cybertots Toolbox supports a total of twelve units from the newly released Certificate III in Children’s Services qualification (CHC30708).

The Toolbox can ‘stand alone’ and serve as a self-paced learning resource with minimum input from you, however this may not be the most effective delivery strategy and the learner will not be able to cover all the required competencies by using the Toolbox content alone. Your role is critical in ensuring a positive learning experience.

Additionally, learning objects and support materials within the Toolbox may be used to support RPL processes and streamlined learning pathways to facilitate fast-track learning and holistic assessment processes.

### Learning and Assessment

Cybertots has been developed as a learning resource, and therefore does not specifically provide for assessment of the CHC30708 competencies. However, it can support your assessment process by giving students the opportunity to gain a foundation level of skills and knowledge in the competencies, and to gather evidence that may contribute to their competency-based assessment.

### Basic Toolbox structure

Within the Toolbox, learning takes place through the completion of five projects, each of which contains one or more sections that focus on a specific skills/knowledge area.



Figure1Basic site map of the Toolbox structure

To streamline learning through the competencies each project is designed to stand alone, allowing learners to undertake study for specific units of competency in isolation. As some areas of skills and knowledge apply across multiple units, there is some repetition of content through the sections of the Toolbox. Learners should be encouraged to engage with the content from the perspective of the section they are working on at the time, even if they have met it in another context in a previous section.

|  |
| --- |
| **PLEASE NOTE**  We recommend that the Cybertots Toolbox is used as part of a structured learning program that incorporates a workplace learning component, to ensure that the students are gaining ‘hands-on’ experience in the industry. Many of the competencies in the Certificate III qualification require demonstration of skills and knowledge, which **cannot** be achieved purely through the completion of the theoretical components in the Toolbox.  Assessment requirements to supplement the Toolbox content are the RTO’s responsibility, in accordance with AQTF standards and requirements for competency-based assessment. |

### Context

To ground learning in a realistic context representative of the day-to-day work of a children’s services worker, a fictional setting has been created. Learners will meet the staff and children of Cybertots (virtual) child care centre and work through a variety of situations and activities based on tasks and events they might expect to experience in a real child care setting.

### Target audience

The target learners for this Toolbox will be persons either with experience working in the children’s services field and seeking a qualification, or new employees to the sector.

There is not one typical learner or learner group. Learners will be a wide range of ages, with varied work and academic experiences and backgrounds. The need for flexible learning options is critical to best meet the varied needs of these learners.

### About this Teacher’s Guide

This guide has been developed to assist and support you in using the Toolbox resource. It explains all the content the Toolbox holds, and offers suggested strategies for customisation and delivery. These strategies will provide opportunities to maximise the learning experience and take advantage of the collaborative learning environment that can be achieved through facilitated discussion and information sharing amongst a group of learners.

The delivery strategies detailed in this guide are by no means exhaustive – we encourage you to use your creativity and experience to develop additional meaningful learning for your learners.

### Teachers/trainers using the Toolbox

This Toolbox will suit a range of delivery and assessment contexts, including:

* workplace trainers working in a one-to-one or group training situation
* vocational trainers and/or assessors in an educational or workplace setting who deliver training, conduct assessments and issue qualifications
* team leaders/supervisors and/or line managers who are involved in implementing learning in the workplace and assessing its effectiveness
* new practitioners, part-time or full-time, casual or sessional.

## Qualification and units supported by the Toolbox

Cybertots supports learning and assessment for a total of twelve units in the CHC30708 qualification. Eleven of the units are core requirements of the qualification. The twelfth, *Provide care for babies*, is also a compulsory unit in this qualification to address all work roles **except** those where services specifically exclude providing a facility for babies. The units supported by this Toolbox are as follows.

|  |  |
| --- | --- |
| **COMPULSORY UNITS** | |
| CHCCHILD401A | Identify and respond to children and young people at risk |
| CHCCN301A | Ensure the health and safety of children |
| CHCCN302A | Provide care for children |
| CHCCN303A | Contribute to provision of nutritionally balanced food in a safe and hygienic manner |
| CHCCS400A | Work within a relevant legal and ethical framework |
| CHCFC301A | Support the development of children |
| CHCIC301D | Interact effectively with children |
| CHCPR301A | Provide experiences to support children’s play and learning |
| CHCPR303D | Develop understanding of children’s interests and developmental needs |
| HLTFA301B | Apply first aid |
| HLTOHS300A | Contribute to OHS processes |
| **ELECTIVE UNIT (This unit may be mandatory in some jurisdictions)** | |
| CHCCN305A | Provide care for babies |

Achievement of the full qualification requires the completion of an additional three elective units. These additional elective units are not supported by Cybertots, due to the scope of available electives and the different needs of learners and industry across Australia.

Each of the twelve units aligns with one of the five projects within the Toolbox as shown below. The projects and their respective sections are explained in further detail later in this guide.



Figure2 – Mapping of units to projects

# Getting started

## Advice and tips for trainers

### Using the Toolbox for the first time

Believe it or not, it’s very common for people to jump straight in and start using the Toolbox, without actually reading the instructions! As a result, you might find that learners have trouble finding their way around, or feel that the structure is confusing.

Always encourage new users to go through the TOUR on their first visit. The tour is available as a link from the top of every page, including the home page. There’s also a printable version of the tour that can be kept as a handy reference to use any time.

### Computer and Internet requirements

Nothing spoils a computer-based learning experience more than technical problems and difficulties. On the opening screen of the Toolbox (where you click ENTER TOOLBOX to get to the home page), there’s a link to SYSTEM REQUIREMENTS. As with the tour, many people don’t check this before using the Toolbox. They then discover that they don’t have the required software installed on their computer, or that their computer doesn’t meet the minimum requirements.

Having said that, Toolboxes are designed for a low specification computer and for a slower Internet connection, so most users shouldn’t experience any problems, however it’s best to check! You can help by making sure your learners have checked their computer against the minimum specifications listed, and where necessary help them to download required plug-ins etc. For your reference, here is a copy of the information presented on the System Requirements link from the opening page.

**Hardware (computer)** – IBM® compatible with a 1000 MHz processor running Windows 2000, XP, Vista, or Apple Macintosh® with a 500 MHz processor running OSX v10.4.7, with a minimum of:

|  |  |
| --- | --- |
| * 256 Mb RAM | * 1024 x 768 pixel display |
| * CD-ROM drive | * 56K Internet access |
| * Sound card | * Printer (optional but handy) |

**Software/plug-ins** required (all of these are available free of charge at the websites listed)

* Internet Explorer 6.0 or 7.0 (<http://www.microsoft.com/> )  
  -- OR --
* Firefox 2.0 or above (<http://www.mozilla.com/> )  
  -- OR --
* Safari 2.0.4 or above (<http://www.apple.com/> )
* Microsoft® Word 97 or a similar word processing program to open and use downloadable forms, checklists and worksheets.
* Adobe® Flash Player 9. If you haven’t got this plug-in, you can download and install the latest free version from: [www.adobe.com](http://www.adobe.com/)
* Adobe® PDF Reader 6.0 or above. If you haven’t got this plug-in, you can download and install the latest free version from: [www.adobe.com](http://www.adobe.com/)

Incorrect versions of these applications could result in information being shown in an unreadable form or not shown at all.

### Browser specific issues – Safari 2.0.4

Users of this toolbox using Macintosh® Safari browser version 2.0.4 may notice that clicking on some links opens a popup window instead of a modal window as shown in the Tour and images in this guide. This is a problem with the Javascript implementation in this particular version of Safari. Upgrading to a more recent version of Safari (minimum version 3.1.2) will fix the problem. Alternatively, users may prefer to turn off Javascript. To do this, you will need to go to the browser menu and choose Safari > Preferences > Security. From there you can uncheck the 'Enable Javascript' option. Disabling Javascript does not degrade the learning experience in any way, as all vital content will still be available.

### New to online learning?

Online learning is a new experience for many people, so some simple tips can really help them get the most from the opportunities it presents. If you’re using Web 2.0 technologies or communication tools such as discussion boards or chat rooms, you’ll need to provide support (eg a tutorial) for learners who are inexperienced with these media.

You also have a Duty of Care to ensure that online learners are learning safely (OHS).

You might also like to look at the web-based tutorials available from WestOne Services, which include a ‘Guide to the Internet’ and a ‘Guide to learning online’. These are available free of charge online at <http://www.westone.wa.gov.au/courses/guide>.

For a great range of advice and useful strategies to maximise collaborative learning in an online delivery environment, you can look through the 'Guide to Social E-Learning', available at http://socialelearning.flexiblelearning.net.au/social\_elearning/index.htm

### Maintaining the Toolbox

As with any resource, information within the Toolbox may at some stage become out of date or incorrect. Please ensure that you modify and/or update the content as/when required to ensure that it is up-to-date with current industry practice, regulations and legislation. The references cited in the Toolbox were current as at September 2009.

The Technical Guide that’s available on the Toolbox CD-ROM provides instructions on customising content, so you can alter or update text as and when required. Before using the Toolbox, you should check that any links to websites are still current, and update them where necessary.

Customising the Toolbox content

Nearly all of the Toolbox is developed using standard HTML, which is easily customisable. The interactive elements have been developed with Flash® software however the content is driven by XML and can therefore be easily modified. Documents within the Toolbox, such as Policies and Forms, have been created in Microsoft® Word and so are fully customisable.

HTML and XML pages can be customised using an HTML editor such as Adobe Dreamweaver™, Microsoft® FrontPage®, Adobe HomeSite™, or Microsoft® WordPad.

If you’re a novice at editing HTML, we suggest you seek some guidance from a person with experience, just to make it easier while you’re learning. Remember to ALWAYS keep a backup version of the original Toolbox prior to making any modifications.

For more information about customising the Toolbox, please refer to the technical guide that’s available on the Toolbox CD-ROM.

# Teaching and learning strategy

## General learning approach

### Rationale

The Cybertots Toolbox has been designed to provide a realistic setting based on a virtual (ie hypothetical) child care centre that presents a ‘best practice’ standard. Through interacting with the staff and children at Cybertots, learners are able to participate in everyday scenarios and events that would take place in a child care centre.

In traditional face-to-face delivery, a lot of time is spent covering the content that underpins the competencies in the CHC qualification, followed by practical application in a ‘real-life’ setting. Therefore, we have tried to replicate this approach by providing content that’s supported by activities at the end of each key learning point and/or section. These activities provide opportunities for ‘hands-on’ application of the content, as well as opportunities to gather evidence towards assessment. Checklists have also been provided for each section.

### Learners with special needs

The Cybertots Toolbox has been developed in accordance with e-standards for Training (Australian Flexible Learning Framework), and Priority 1 W3C accessibility guidelines for the vision-impaired and learners with disabilities. It is fully screen-reader compatible for users with assistive technology.

For users who require Javascript to be disabled on their internet browser, some features may appear differently than shown in this guide.

Due to the text-based nature of most of the content in the Toolbox, learners will require a reasonable level of literacy.

### Flexible learning pathways

Many of the learners undertaking this qualification have prior knowledge and/or experience in children’s services, so the Toolbox has been designed to allow learners to enter and exit at points of their own choosing. They are able to decide which content they wish to access as well as the order of access, in accordance with their own learning needs.

Self-assessment documents have been provided to support learners seeking RPL.

As a trainer, if you wish, you can tailor your delivery to meet individual learning needs by directing learners to complete the sections and/or projects in a specific order.

### Suggestions for collaborative learning

The Toolbox has been designed for use by a wide range of learners, including those who may be studying alone and/or not enrolled with an RTO, so activities have been structured to enable completion independently. Of course, learners who are able to collaborate with other learners, either online or face to face, do not necessarily have to work on activities in isolation either.

Some activities lend themselves to adaptation to a forum style delivery so that students are learning from each other and working collaboratively. Others could easily be approached as a team research activity, discussion/debate, or a role play. There are infinite options to adapt the Toolbox contents and activities to suit your own training purposes.

### Section checklists

On each Project page, as well as on the last page of each section, a Section Checklist has been provided for learners to track their progress through the activities for that section. The checklists are Microsoft ® Word documents, which means they can be customized by trainers, including adding or modifying activities if required.

### Employability skills

Employability skills are also sometimes referred to as generic skills, core skills, essential skills, capabilities or key competencies. Industry/enterprise requirements for this qualification include the following facets:

| Employability Skill | Learning and assessment strategies and activities |
| --- | --- |
| Communication | * Listening to and understanding work instructions, directions and feedback, including communicating with children * Speaking clearly/directly to relay information, including to children * Reading and interpreting workplace related documentation, such as safety requirements * Writing to address audience needs, such as work notes and reports * Interpreting the needs of clients, including children * Sharing information (eg with other staff and clients, including children) * Negotiating responsively (eg re own work role, and with clients, including children) * Persuading effectively * Being appropriately assertive (eg in relation to safe work practices) * Empathising * Applying numeracy skills to workplace requirements involving measuring and counting * Establishing and using networks |
| Teamwork | * Working as an individual and a team member * Applying knowledge of own role as part of a team * Applying teamwork skills to a limited range of situations * Identifying and utilising the strengths of other team members * Working with diverse individuals and groups * Giving feedback, coaching and mentoring |
| Problem solving | * Developing practical and creative solutions to workplace problems (within scope of own role) * Showing independence and initiative in identifying problems (within scope of own role) * Solving problems individually or in teams * Applying a range of strategies in problem solving * Using numeracy skills to solve problems (eg. time management) * Testing assumptions and taking context into account * Listening to and resolving concerns in relation to workplace issues * Resolving client concerns relative to workplace responsibilities (within scope of own role) |
| Initiative and enterprise | * Adapting to new situations (within scope of own role) * Being creative in response to workplace challenges (within relevant guidelines and protocols) * Identifying opportunities that might not be obvious to others * Generating a range of options in response to workplace matters * Translating ideas into action * Developing innovative solutions (within a team or supervised work context and within established guidelines) |
| Planning and organising | * Collecting, analysing and organising information (within scope * of own role) * Using basic business systems for planning and organising (if applicable to own role) * Being appropriately resourceful * Taking limited initiative and making decisions within workplace role * Participating in continuous improvement and planning processes * Working within or establishing clear work goals and deliverables * Determining or applying required resources (within scope of own role) * Managing time and priorities ( in relation to tasks required for own role) * Adapting resource allocations to cope with contingencies (if relevant to own role) |
| Self management | * Being self-motivated * Articulating own ideas and vision (within a team or supervised work context) * Balancing own ideas and values and vision with workplace values and requirements * Monitoring and evaluating own performance (within a team or supervised work context) * Taking responsibility at the appropriate level |
| Learning | * Being open to learning new ideas and techniques * Learning in a range of settings including informal learning * Participating in ongoing learning * Learning in order to accommodate change * Learning new skills and techniques * Taking responsibility for own learning (within scope of own work role) * Contributing to the learning of others (eg. by sharing information) * Applying a range of learning approaches * Developing own learning pathways * Participating in developing own learning plans (eg. as part of performance management) |
| Technology | * Using technology and related workplace equipment (within scope of own role) * Using basic technology skills to organise data * Adapting to new technology skill requirements (within scope of own role) * Applying OHS knowledge when using technology |

# Structure and design

## Navigation, elements and pathways within the Toolbox

For each section, specific content and resources have been selected to support learning and completion of the tasks. Learners should also be encouraged to explore the larger Resources repository, which holds content from all the topics and tasks within the Toolbox. This repository is explained in more detail later in the guide.

The following section provides a detailed explanation of each component of the Cybertots Toolbox.

### Site map



Figure 3 – Site map

### The home page

When you first enter the Toolbox, you’ll arrive at the home page (pictured \*above\*) From here, you can access each of the five projects that the Toolbox contains, and the sections within these projects.



Figure 4 – Cybertots home page

You can also get to the other main areas within the Toolbox using the buttons at the top of the page – everything can be accessed from here. The next few pages in this Teacher Guide take you through what’s available from the home page.

#### (2) The project navigation

The Cybertots Toolbox is divided into five projects. The five icons on the home page correspond with the projects you'll be covering:

* Health and safety
* Caring for children
* Building relationships
* Play, development and learning
* Legal and ethical.

Rolling your mouse over each project name reveals the sections within each project. You can click on the project name to go to the start of that project, or click on a section name to go directly to that section.

You can also click on the icons at the top of the page to get to the other main areas within the Toolbox.



Figure 5 – The Cybertots projects

#### (3) Links to additional features

There are additional features on the home page, accessible via the hand-written buttons at the top of the page, pictured here:



Figure 6 -Hand written buttons access additional information/features from the home page

**Toolbox Tour** This tour is designed for first-time visitors to the Toolbox, and provides an overview of what's in the Toolbox, how it's organised and how to navigate around it.

**Resources** Resources contains all the additional information files that are linked to from the section pages, sorted by topic. The Cybertots Glossary is included in Resources and can be accessed by clicking on the Resources button. This is an alphabetical list of the less common words or phrases used in the Toolbox that may require further explanation.

**Cybertots Intranet** This is a virtual intranet (internal internet) environment, like you might expect to find in a child care service. It holds five discrete sets of information:

* About Cybertots
* Forms
* Policies
* Children's Records
* Staff Records

**Communication** You may choose to set up an online communication space for learners to use. It could perhaps be an online discussion forum, or a way to submit work electronically.

The top navigation also includes the Home Page button which will take you back to the Home Page from any page in the Toolbox.



#### (4) Credits and disclaimer

Finally, the links at the bottom of the home page will launch the Credits/Disclaimer information for the Toolbox, in a new window.

### Resources and Glossary

All of the resources within the Toolbox have been collected in one place for ease of access. This can also be separated from the Toolbox and used as a stand-alone resource if required.

There are two ways to access the contents of the Resources repository.

One is to click on the Resources button in the top navigation on any page of the Toolbox. This will open a new window showing the main Resources page, with a list of topics displayed in the left hand menu. You can click any of the topics to expand the list and view the names of all the resources available for that topic. Clicking a resource name will open that resource in the same window.

Alternatively, most of the resources in Cybertots can be accessed directly from the page that they relate to within the Toolbox, so that they can be read at the appropriate point in the learning journey. They can be recognised by their bold font and the little file logo alongside their name. Clicking on the name of the resource opens it in a new window, so you can keep your place in the main Toolbox.



Figure 7 – Resources repository

|  |  |
| --- | --- |
| The Glossary is also contained within this repository and is accessed in the same way, either by clicking on the Resources button in the top navigation or on a direct link from a relevant page. The Glossary is sorted alphabetically, like a dictionary. Once here learners can click on any letter to read all the glossary entries for that letter. | Figure 8 – Glossary |

### The Cybertots Intranet

This is a virtual intranet (internal internet) environment, like you might expect to find in a child care service. It holds the following information:

|  |  |
| --- | --- |
| Figure 9 –Cybertots Intranet | * **About Cybertots** – provides information about the history, philosophy and goals of Cybertots Child Care Centre. * **Forms** – houses all the forms and templates likely to be used in a child care centre. * **Policies** – holds all the Cybertots policies. * **Children's Records** – holds the records for each child attending Cybertots. * **Staff Records** – holds employment information for the staff of Cybertots. |

Each of these folders can be accessed by clicking on the blue buttons at the top of the Cybertots Intranet page.

Learners will be directed to look for things here throughout their Cybertots learning journey. The Cybertots Intranet also opens in its own new window, so learners can access the documents within it without losing their place in the main Toolbox.

## Other screens within the Toolbox

### The project pages

|  |  |
| --- | --- |
| Figure 10 –A project page | Each of the five project pages provides:   * the names of the sections within the project and an overview of each one * the Competency info box, with links to the unit information and RPL self-assessment checklists * the Section checklists box, with links to the Activity checklist for each section. |

From the project pages you can click on a section name to go to that section, access the various checklists, or click on the icons at the top of the page to go to the other main areas within the Toolbox.

Each project has its own themed icon, in the case of Health and safety it's the pink duck as pictured above. This icon sits at the top right of each section page and acts as a signpost, so you always know which project you're in.

### The section pages

A variety of features, including media players and 'action boxes', have been incorporated into the design of the Cybertots Toolbox.



Figure 11 –A section page

The media players provide learners with an interesting way to learn about different situations and interactions that they might encounter in a child care centre. These players usually take the form of a photo story with an accompanying audio track (speakers or headphones are needed to listen to the audio).

|  |  |
| --- | --- |
|  | The Activity box is the most important of the ‘action boxes’. It is easily identified by its blue building blocks icon and border. This signposts that there is a task to complete that forms an essential part of the learning for the section. The task could take one of many forms, including completing an on-screen interaction, responding to questions, researching, summarising, or preparing debates or practical resources. |
|  | The Additional Information boxes point learners to further research or reading relevant to the topics they have just been exploring. |
|  | The Think boxes pose questions, suggestions or challenges to encourage learners to think further about what they have just learned, including relating their learning to their own personal experiences. These provide you with opportunities to expand further on these areas through group discussion. |

# Project: Health and safety

#### Project overview

**The focus of this project is the health, safety and wellbeing of the children and staff of a childcare centre. It looks specifically at providing a safe environment for children, Occupational Health and Safety, and First Aid.**

|  |
| --- |
| **PLEASE NOTE**  The content and activities within the ‘First Aid’ section of this project will help to contextualise the skills and knowledge gained in First Aid training.  This section **will not** provide the level of training for First Aid certification, which may be an industry requirement. Rather, it contextualises key concepts relating to first aid by presenting scenarios and issues relevant to a child care service. |

## Section: Children’s health and safety

#### Alignment to unit/s of competency

*CHCCN301A: Ensure the health and safety of children*

This unit describes the knowledge and skills required for a worker to ensure the health and safety of children.

For information relating to specific evidence requirements, please refer to the Unit of Competency and/or the Training Package.

#### Potential issues

Given the critical importance of this content in relation to the health and safety of children, it is essential that you ensure that you are teaching in line with current industry practices, and relevant regulations and legislation, and are mindful of State/Territory specific requirements. Health and safety is an area of constant research and change worldwide, and as a result current practice is regularly reviewed and updated. The references cited in the Toolbox were current as at September 2009.

#### Activities

This topic contains a range of activities to explore and expand learners’ knowledge and skills in the area of children’s health and safety. See the Activity Checklist for this section for a complete list.

#### Suggestions for adapting the learning

There are lots of opportunities to tailor the learning experience for your learners. For example:

* In *Find the hazards in the photos* the learners could be asked to post photos of other child care environments onto a message board. They could then identify potentially unsafe areas in their own and other learners’ photos.

## Section: OHS processes

#### Alignment to unit/s of competency

*HLTOHS300A Contribute to OHS processes*

This unit specifies the workplace performance required by an employee to contribute to OHS processes where there is responsibility for own work outputs and possibly limited responsibility for the work output of others.

For information relating to specific evidence requirements, please refer to the Unit of Competency and/or the Training Package.

#### Potential issues

Occupational health and safety is an area of constant research and change worldwide. As a result, current practice is regularly reviewed and updated. The references cited in the Toolbox were current as at September 2009. It is essential that you ensure that you are teaching in line with current industry practices, and relevant regulations and legislation, and are mindful of state/territory specific requirements.

#### Activities

This topic contains a range of activities to explore and expand learners’ knowledge and skills in the area of occupational health and safety. See the Activity Checklist for this section for a complete list.

#### Suggestions for adapting the learning

There are lots of opportunities to tailor the learning experience for your learners. For example:

* once learners have covered the information about manual handling theory, they could then engage in physical activities in class with a range of props (eg a chair, a box, a life-size doll) to demonstrate their skills and critique others.
* after learners have complete the incident report and suggested ways Salwa’s accident could have been avoided, they could work in groups to create some workplace accident scenarios of their own for fellow learners to respond to.

## Section: First Aid

#### Alignment to unit/s of competency

*HLTFA301B Apply first aid*

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance.

For information relating to specific evidence requirements, please refer to the Unit of Competency and/or the Training Package.

#### Potential issues

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| **PLEASE NOTE**  The content and activities within the ‘First Aid’ section of this project will help to contextualise the skills and knowledge gained in First Aid training.  This section **will** not provide the level of training for First Aid certification, which may be an industry requirement. Rather, it contextualises key concepts relating to first aid by presenting scenarios and issues relevant to a child care service. |

#### Activities

This topic contains a range of activities to explore and expand learners’ knowledge and skills in the area of first aid. See the Activity Checklist for this section for a complete list.

#### Suggestions for adapting the learning

There are lots of opportunities to tailor the learning experience for your learners. For example:

* The activity that requires learners to identify an emergency that could occur in a child care centre could be expanded to the learner being required to interview someone who works in a child care centre and ask them to talk about an emergency situation that occurred in the centre and the steps they took in getting help. Or the students could research work place emergencies on the internet and talk about their findings on a blog or message board.

# Project: Caring for children

#### Project overview

The focus of this project is the provision of day to day care for babies and children in a child care environment, including the planning and preparation of nutritious food.

Some of the knowledge and skills explored in this project are relevant to more than one section within the project hence there is some necessary repetition. It is recommended that learners work through each section and engage with the information and activities from the perspective of that particular section.

## Section: Caring for babies

#### Alignment to unit/s of competency

*CHCCH305A Provide care for babies*

This unit describes the knowledge and skills required by anyone working with babies/infants to ensure that their physical and emotional well being is maintained. This is a compulsory unit in this qualification to address all work roles *except* those where services specifically exclude caring for babies.

For information relating to specific evidence requirements, please refer to the Unit of Competency and/or the Training Package.

#### Potential issues

As stated in the Project overview, some of the knowledge and skills explored in this project are relevant to more than one section within the project hence there is some necessary repetition. It is recommended that learners work through each section and engage with the information and activities from the perspective of that particular section.

#### Activities

This topic contains a range of activities to explore and expand learners’ knowledge and skills in the area of providing care for babies. See the Activity Checklist for this section for a complete list.

#### Suggestions for adapting the learning

There are lots of opportunities to tailor the learning experience for your learners. For example:

* A guest speaker with specific expertise, such as an infant health nurse or child care worker could be invited to talk to the students via a chat room or in person. Learners could be asked to prepare a set of questions for the speaker.
* Once learners have designed their layout for a 0-2 years room on paper, they could create a 3d version of it using cardboard and other craft materials. They could then post photos of their design onto a message board, with an audio description stating all the issues they considered when designing their room. Alternatively they could present their design and reasoning for it to their fellow learners in person.
* After creating their parent guide for toilet training, students could research toilet training practices in another country of their choice that differ from our own and post their findings on a message board or present to the group in a face to face forum.
* The effects of poor nutrition on infant and baby health, including dental health and childhood obesity can be further explored and researched by learner.
* More information on the introduction of solids including order and timing can also be presented as extra information to students.

## Section: Caring for children

#### Alignment to unit/s of competency

*CHCCH302A Provide care for children*

This unit describes the knowledge and skills required by those working with children to ensure the child’s physical and emotional well being is maintained and their self sufficiency is nurtured.

For information relating to specific evidence requirements, please refer to the Unit of Competency and/or the Training Package.

#### Potential issues

As stated in the Project overview, some of the knowledge and skills explored in this project are relevant to more than one section within the project hence there is some necessary repetition. It is recommended that learners work through each section and engage with the information and activities from the perspective of that particular section.

#### Activities

This topic contains a range of activities to explore and expand learners’ knowledge and skills in the area of providing care for children. See the Activity Checklist for this section for a complete list.

#### Suggestions for adapting the learning

There are lots of opportunities to tailor the learning experience for your learners. For example:

* In groups, learners could plan a series of physical activities that would reinforce the fundamental movement skills in a fun and interesting way for children. They could then lead the rest of the group in performing these activities just like they would do with a group of children. Alternately in groups students can make a short film of their ideas and post to a message board.
* The learner could research caring for children in a particular culture and present their findings to the rest of the group either face to face or on the message board. This could include information about different practices and their underlying cultural or personal rationale.
* Learners could explore in more detail how emotional needs are expressed by children, specifically how children respond to grief, loss and separation and present their findings to fellow learners.
* Learners’ understanding of the Importance of self-esteem and how to foster it could be expanded by asking learners to research and write a report on this topic, then asking them to submit what surprised them from their findings on a message board for other learners to read.

## Section: Provide nutritional food

#### Alignment to unit/s of competency

*CHCCH303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner*

This unit describes the knowledge and skills required to ensure babies, children and young people are provided nutritionally balanced, safe and hygienically prepared food**.**

For information relating to specific evidence requirements, please refer to the Unit of Competency and/or the Training Package.

#### Potential issues

The required skills & knowledge for this unit of competency includes:

* knowledge of the relationship between food & nutrition & oral health & hygiene
* specific risk to Aboriginal and Torres Strait Islander children at risk of underweight and nutrition deficiencies.

These areas have not been covered in detail in the Toolbox. Trainers should plan further learning activities to support these areas. Some suggestions have been provided below in *Suggestions for adapting the learning.*

#### Activities

This topic contains a range of activities to explore and expand learners’ knowledge and skills in the area of providing nutritional food. See the Activity Checklist for this section for a complete list.

#### Suggestions for adapting the learning

There are lots of opportunities to tailor the learning experience for your learners. For example:

* An afternoon tea could be planned where learners are required to bring a plate of food that they have prepared which would meet the criteria of being nutritionally balanced as well as appealing to children. Learners could be creative in how they present their food to make it appealing to children and/or could be asked to provide a nutritional analysis of each other’s ‘plate’.
* To support the learning around the relationship between food and nutrition and oral health and hygiene, learners could be asked to create a poster for display in a child care centre to reinforce this concept in a clear and interesting way.

Learners could research information about the specific risk to Aboriginal and Torres Strait Islander children at risk of underweight and nutrition deficiencies and develop an outline or plan for a breakfast club at a children’s service which would address this risk.

# Project: Building relationships

#### Project overview

**This project is about developing and maintaining relationships with children, and to some extent with their families and carers, in a child care environment.**

## Section: Interact effectively with children

#### Alignment to unit/s of competency

*CHCIC301D Interact effectively with children*

This unit describes the knowledge and skills required by anyone working with children to ensure they can develop and maintain effective relationships and promote positive behaviour in the childcare environment.

For information relating to specific evidence requirements, please refer to the Unit of Competency and/or the Training Package.

#### Potential issues

None

#### Activities

This topic contains a range of activities to explore and expand learners’ knowledge and skills in the area of interacting with children. See the Activity Checklist for this section for a complete list.

#### Suggestions for adapting the learning

There are lots of opportunities to tailor the learning experience for your learners. For example:

* In groups learners could present a scenario through drama that shows an example of an appropriate way to interact with children and an inappropriate way to interact with children. This could include subtle actions that may still be damaging to the child’s developing self concept. These scenarios could be performed in front of the group and then discussed.
* Learners could research different cultural practices, expectations and styles of discipline and present their findings to other learners, either face to face or on the message board.
* Antecedents of behaviour could be explored further eg learned behaviour, competing influences, social influences, and form the basis of a debate with fellow learners.

# Project: Play, development and learning

#### Project overview

**The focus of this project is understanding children’s development, how this affects their interests and needs, and how to incorporate that knowledge into planning and providing learning environments and experiences for children in a child care setting.**

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| **PLEASE NOTE**  The overlapping nature of the knowledge and skills within the sections of the Play, development and learning project mean that each section does not match exactly with a single Unit of competency. These three sections should be delivered together/consecutively if possible.  The sections *Support children’s development* and *Provide play and learning experiences* require learners to develop a Resource file, which holds examples of the different play and learning experiences that can be provided for children in each of the developmental domains. Therefore these two sections will work best if delivered in sequence. |

#### Alignment to unit/s of competency

*CHCPR303D Develop an understanding of children’s interest and developmental needs*

This unit describes the knowledge and skills required to gather information about children through observation and other sources as a basis for addressing their interests and developmental needs.

*CHCFC301A Support the development of children*

This unit describes the knowledge and skills required by workers who support the physical, social, emotional, psychological, language and creative development of children from 0-12 years of age.

*CHCPR301A Provide experiences to support children’s play and learning*

This unit describes the knowledge and skills required to conduct a range of activities that assist in enhancing children’s developmental and leisure experiences.

For information relating to specific evidence requirements, please refer to the Units of Competency and/or the Training Package.

## Section: Identify children’s interests and needs

#### Potential issues

This section focuses on observing children to identify their interests and needs, and plan future experiences. This process varies depending on children’s ages. As most child care is provided to pre-school age children, Cybertots focuses on these age groups. There is therefore scope to provide more exploration of the knowledge and skills needed to do this for the 6-12 years age group. This could include all aspects of their development, as well as areas of development specific to this age group, such as peer groupings and social interactions, and socially isolated children.

#### Activities

This topic contains a range of activities to explore and expand learners’ knowledge and skills in the area of occupational health and safety. See the Activity Checklist for this section for a complete list.

#### Suggestions for adapting the learning

There are lots of opportunities to tailor the learning experience for your learners. For example:

* Learners could research stories or articles about interests of children in a particular age group. These could relate to hobbies, leisure, sport, or arts and media. Learners could then develop some activity ideas for their Resource file with this particular interest as a theme.
* In relation to 6-12 year olds, learners could research how to encourage skills development for socially isolated children and create some activities around this.

## Section: Support children’s development

#### Potential issues

As most child care is provided to pre-school age children, Cybertots focuses on these age groups. There is therefore scope to provide more exploration of the knowledge and skills in this section in relation to the 6-12 years age group. This could include all aspects of their development, as well as areas of development specific to this age group, such as peer groupings and social interactions, and socially isolated children.

#### Activities

This topic contains a range of activities to explore and expand learners’ knowledge and skills in the area of supporting children’s development. See the Activity Checklist for this section for a complete list.

#### Suggestions for adapting the learning

There are lots of opportunities to tailor the learning experience for your learners. For example:

* Learners could be asked to research and present information on early childhood development issues that can have a long term impact, such as poor diet, lack of play, trauma etc.
* Environmental conditions and experiences known to have positive effects on prenatal and early childhood development could also be identified by the learner through research. Learners could then use this information to create a brochure for people planning to start a family.

## Section: Provide play and learning experiences

#### Potential issues

As most child care is provided to pre-school age children, Cybertots focuses on these age groups. There is therefore scope to provide more exploration of the knowledge and skills in this section in relation to the 6-12 years age group.

#### Activities

This topic contains a range of activities to explore and expand learners’ knowledge and skills in the area of providing play and learning experiences. See the Activity Checklist for this section for a complete list.

#### Suggestions for adapting the learning

There are lots of opportunities to tailor the learning experience for your learners. For example:

* In groups learners could be given a profile of a child’s interests and needs. They could be asked to plan and create an interactive learning centre using resources and equipment from home, college or the library for this child and present it to fellow learners.
* Children’s services workers need a good understanding of inclusion (acceptance of all children regardless of their race, gender or ability). Learners could be provided with sample activities and asked to modify them to include children with various special needs.

# Project: Legal and ethical

#### Project overview

**The focus of this project is the rules, regulations and guidelines that govern and support workers in the children’s services industry.**

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| **PLEASE NOTE**  Some of the language and terminology in this project is quite complex. Depending on your learner group, it may be beneficial to provide an overview of the legal system and particularly the types of law that pertain to children before embarking on the study of *Legislation, policies and practices* and *Identify and respond*. |

## Section: Legislation, policies and practices

#### Alignment to unit/s of competency

*CHCCS400A Work within a relevant legal and ethical framework*

This unit describes the knowledge and skills required to work within a legal and ethical framework that supports duty of care requirements.

For information relating to specific evidence requirements, please refer to the Unit of Competency and/or the Training Package.

#### Potential issues

This is an area of frequent change in the child care industry. It is important that you review, and if necessary modify, the content of this section before delivering it to ensure it is up-to-date with current industry practice, regulations and legislation. The references cited in the Toolbox were current as at September 2009.

#### Activities

This topic contains a range of activities to explore and expand learners’ knowledge and skills in the area of legislation, policies and practices. See the Activity Checklist for this section for a complete list.

#### Suggestions for adapting the learning

There are lots of opportunities to tailor the learning experience for your learners. For example:

* There is opportunity for the trainer to provide opportunities to further explore how to distinguish between legal and ethical problems. Scenarios and examples of issues could be provided for learner and from those scenarios they could be asked to define which parts of the scenario pertain to legal issues and which to ethical.
* Learners can be given more practice in applying problem solving skills and negotiation skills to resolve problems of a difficult nature within organization protocols. This can be achieved by giving learners ‘What if?’ type scenarios.
* Learners can be given the opportunity to explore and develop step by step strategies for handling complaints in a child care environment, for example through role plays or reading provided scripts.

## Section: Identify and respond

#### Alignment to unit/s of competency

*CHCCHILD401A Identify and respond to children and young people at risk*

This unit describes the knowledge and skills required to address duty of care requirements, working within an ethical framework and applying relevant legislation, policies and procedures in responding to children and young people.

#### Potential issues

Please be mindful that some of the content in this section relates to issues around child abuse and therefore is of a sensitive nature and may distress some learners. You will need to prepare accordingly, and be considerate to any concerns raised.

Additionally, please review and modify and/or update the content as/when required to ensure that it is up-to-date with current industry practice, regulations and legislation. The references cited in the Toolbox were current as at September 2009.

#### Activities

This topic contains a range of activities to explore and expand learners’ knowledge and skills in the area of identifying and responding to children and young people at risk. See the Activity Checklist for this section for a complete list.

#### Suggestions for adapting the learning

There are lots of opportunities to tailor the learning experience for your learners. For example:

* There is opportunity for the trainer to provide opportunities to further explore how to distinguish between legal and ethical problems. Scenarios and examples of issues could be provided for learner and from those scenarios they could be asked to define which parts of the scenario pertain to legal issues and which to ethical.
* Learners can be given more practice in applying problem solving skills and negotiation skills to resolve problems of a difficult nature within organisation protocols. This can be achieved by giving learners ‘What if?’ type scenarios.
* Learners can be given the opportunity to explore and develop step by step strategies for handling complaints in a child care environment, for example through role plays or reading provided scripts

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