Workplace Supervisor Information Guide: Provides guidance to the Workplace Supervisor regarding the process of supervising the Learner and completing the *Third-Party Reports*. It provides guidance about having appropriate expectations of the Learner and explains the tasks that the Learner must complete in order to demonstrate their competence. Information regarding Practical Assessments is also provided, ensuring that the Workplace Supervisor is aware of the Assessment process and of what Assessors will need to see when they visit the service.

Mentor Information Guide: Provides information to the Mentor about the role of the Mentor and how they are able to support the Learner. The Mentor's role differs from the Workplace Supervisor's and the difference between the two roles is explained here.

ECEC Service Practicum Information Guide: Provides additional information for the early childhood education and care service regarding the Learner's Practicum placement. It explains the Practicum process, the requirements of the Learner and the role of the Assessor during the workplace Assessment visit.

The training resources at a glance

Learning Guides

The Learning Guides are comprehensive documents which capture best practice and the knowledge and skills required for successful completion of the CHC Training Package. These training resources are designed to be used in conjunction with Enriching Futures training resources including unit-specific PowerPoints, Session Plans and the Enriching Futures Assessment Tools and Resources (refer to the *Enriching Futures Assessor Kit* for further information).

The colourful layout and visuals bring the content to life and deliver an engaging learning experience. These Guides are designed using real-life scenarios and meaningful learning activities to reinforce knowledge and encourage in-depth reflection.

A variety of symbols are used throughout the Learning Guides. A key identifies these symbols and indicates the type of action Learners are required to complete and highlights any links to relevant documentation.

Each Learning Guide has been reviewed externally by early childhood sector representatives and vocational education and training (VET) industry specialists and mapped to ensure the knowledge and performance requirements of each unit of competency within the qualification have been covered.

Symbols that you will encounter throughout this workbook:

TASK — Indicates that there is a task for you to complete

NQS — Indicates a link to the *National Quality Standard*

REGULATIONS — Indicates a link to the *Education and Care Services National Regulations*

EYLF — Indicates a link to *Belonging, Being & Becoming: The Early Years Learning Framework for Australia*

MTOP — Indicates a link to *My Time, Our Place: Framework for School Age Care in Australia*

UNCRC — Indicates a link to the United Nations (UN) *Convention on the Rights of the Child*

COE — Indicates a link to the Early Childhood Australia (ECA) *Code of Ethics*

Session Plans

Session Plans, specific to each unit of competency, are designed to provide the Trainer with a framework to guide the delivery of all content and provide learning opportunities for all Learners.

The training program for each unit contains a *Delivery Schedule Summary* and separate *Session Plans*, which incorporate a range of delivery methods. These include:

- facilitator-led instruction
- facilitator-led group discussions
- small group tasks
- independent reading
- task simulations
- small group projects.

As a Trainer, you will need to be competent in the delivery of all training methods listed, as omitting a task or activity may compromise the validity and sufficiency of the training program. Reference is made to Assessment activities; however, more detailed information is available in the Enriching Futures *CHC30113 Certificate III in Early Childhood Education and Care Assessor Guide.*

Session Plan 1

Session name: Introduction to providing care for babies and toddlers

Suggested time: 4 hours

Objectives	Resources	Activity	Mapping
1. Develop introductory knowledge on working with babies and toddlers in regulated education and care settings. 2. Access relevant guiding documents. 3. Understand the definition of a baby and toddler and identify their needs. 4. Identify different cues and interpret what these mean.	PowerPoint • Slides 1-3 CHCECE005 • Introduction EYLF (p.12, 20-21) ECA vignette—Engaging with babies and toddlers	Reflective question Group discussion Accessing external documents	Practical evidence Knowledge evidence Performance criteria 5.8

Training strategies	Recommended time (minutes)
• Introduce to Learners the Enriching Futures training resource *CHCECE005 Provide care for Babies and Toddlers*.	20
• Facilitator-led discussion on Assessment requirements, including written and practical components. Recognition of prior learning (RPL) may be discussed with individual Learners.	40
• Discuss with participants their previous experience with babies and toddlers. This can include both a working and personal capacity.	40
• Video viewing and follow up group discussion.	30
• Facilitator-guided discussions and activity where Learners reflect and discuss questions as relevant to the PowerPoint presentation.	40
• Facilitator-led discussion on how educators can provide education and care for babies and toddlers.	30
• Accessing guiding documents (EYLF).	60
• Independent reading (CHCECE005, EYLF).	

Sample Session Plan

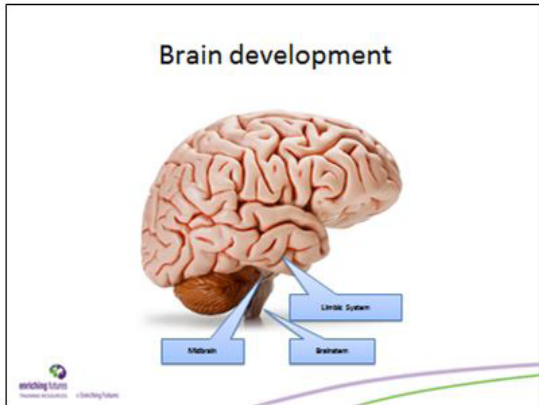Each individual *Session Plan* contains the following components:

- **Objectives:** What the learning outcomes of the session will be for the Learner.

- **Required resources:** The specific PowerPoint slides, Learning Guides and other documents relevant to the session.

- **Activities:** The types of activities to be undertaken throughout the session with/by the Learner.

- **Mapping:** Where in the unit of competency the learning is covered.

- **Training strategies:** Methods of delivery for the Trainer to use to engage the Learners and cover the required theory/knowledge and skills to meet the session outcomes.

- **Resources and materials:** A list of required resources is included to ensure Trainers are aware of all the materials Learners will need to access in order to complete tasks and learning activities.

> **Example:** *CHCECE005 Provide care for babies and toddlers* requires knowledge of and skill development in changing a baby's nappy. Specific resources will be required for the Trainer to complete this task, such as dolls, disposable nappies, paper towel etc. This is outlined in the relevant *Session Plan*.

- **Suggested timing:** Each Session Plan indicates a suggested time for delivery. This is to be used as a guide only, and each RTO/Trainer is required to ensure the amount of training sufficiently meets the required learning outcome.

PowerPoint presentations

Sample PowerPoint slide with notes

PowerPoint presentations are designed to support the Trainer in the delivery of the training program. Thoughtful design, including minimising the number of slides and the amount of information contained within each slide, will ensure that Learners engage in active learning. This will help them to reach the required session outcomes and prepare for relevant Assessment activities.

Each slide provides the Trainer with additional notes to explain the intent of the slide, a description of each training activity to be undertaken and links to the relevant Learning Guide and other documents.

All theoretical content is contained within the Enriching Futures Learning Guides and it is recommended that Trainers familiarise themselves with this document prior to delivery. This will ensure the information, discussion and activities link closely to current best practice and research knowledge.