Australian Government

TRAINER GUIDE

Working WELL in Childcare

Core Skills for Certificate III in Children's Services

NSW GOVERNMENT

TAFE NSW

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Trainer Guide

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Acknowledgements

Contents

Introduction

Working WELL in Childcare is designed to support the development of key foundation skills required to undertake selected core units of competency in the Certificate III in Children's Services. *Working WELL in Childcare* is a language, literacy and numeracy resource. It is designed to support the development of foundation skills and is not intended as a Training Package training or assessment resource. Although the setting of this resource is a long day care centre, the foundation skills developed are applicable to various sectors in the Children's Services industry: centre-based care, home-based care and occasional care.

The resource comprises three components:

- a DVD
- a learner workbook
- a CD-ROM containing the trainer guide, answers and transcripts

The DVD introduces learners to a day in the life of Binbeena Childcare Centre, a fictitious community-based long day care centre that caters for children from birth to school age. In a series of scenarios we see childcare educators interacting with children, parents and each other. We see spoken communication in action, and we see many of the written tasks the Educators are required to engage with. The DVD scenarios provide stimulus material for the activities in the accompanying Learner Workbook.

The Learner Workbook activities help to develop some of the reading, writing, speaking, listening and numeracy foundation skills required to undertake the following core units of competency in the Certificate III in Children's Services:

- CHCFC301A Support the development of children

- CHCIC301D Interact effectively with children

- CHCPR303D Develop understanding of children's interests and developmental needs

- HLTWHS300A Contribute to WHS processes

The sets of mapping on the following pages show how the Learner Workbook activities align with these units of competency, and to how the activities relate to the Australian Core Skills Framework (ACSF). Because *Working WELL in Childcare* is a language, literacy and numeracy resource, mapping to the Early Years Learning Framework has not been provided.

The **Trainer Guide** contains detailed mapping of the resource activities, ideas for extension activities, tips for using the glossary, answers and transcripts. The answers and transcripts are in a separate file on the CD-ROM.

Using Working WELL in Childcare

Working WELL in Childcare provides resources to support the teaching and learning of specific language, literacy and numeracy skills required for successful participation in Certificate III in Children's Services training.

Ideally, *Working WELL in Childcare* will be used by learners under the guidance of a language, literacy and numeracy specialist trainer or workplace mentor. The provision of answers and transcripts will enable some degree of learner self-access, but this will limit the opportunities for skills development.

While any of the six parts in *Working WELL in Childcare* can be used on its own, it should be noted that activities have been written to develop learners' skills in a sequential way. For instance, the focus on written skills to document children's learning begins with the structure of the program in Part 2, and goes on to observations in Part 3, interpretation and follow up in Part 5 and the use of non-judgmental language in Part 6.

The tables on the following pages detail the language, literacy and numeracy skills developed in each part of the resource.

Mapping to Core Units and Australian Core Skills Framework (ACSF)

Working WELL in Childcare	Certificate III in Children's Services		ACSF	
	Unit of competency	Performance criteria	Skill	Level and indicator
Introduction				
Welcome to Binbeena: meet the staff	CHCFC301A	Essential knowledge and skills	Oral communication	3.07
Watch the video: meet the staff	Support the development of children			3.08
Reading: our philosophy	CHCPR303D Develop understanding of children's interests and developmental needs Underpinning skills	Essential knowledge	Reading	3.03 3.04 4.03 4.04
Reading: the centre Vocabulary: equipment and materials	CHCFC301A Support the development of children	Essential knowledge and skills	Learning	3.02
Part 1				
Watching the video: setting up Talking to colleagues: giving instructions Talking to colleagues: giving indirect instructions Talking to colleagues: giving advice and making suggestions Practising your skills: talking to colleagues	HLTWHS300A Contribute to WHS processes	1.1, 1.2, 1.3, 1.4, 1.6 2.1, 2.2, 2.3 3.1, 3.3 4.1, 4.2	Oral communication	3.07
Watching the video: a parent concern Talking to parents: responding to a parent concern	HLTWHS300A Contribute to WHS processes	1.1 4.3	Oral communication	3.07 3.08
Reading: work health and safety (WHS) Reading: policies and procedures Talking about: manual handling Talking about: other safe work practices Reading: sun safety	HLTWHS300A Contribute to WHS processes	Essential knowledge	Reading	3.03 3.04
Reading: the outdoor safety checklist	HLTWHS300A Contribute to WHS processes	1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Learning reading skills	3.02

Working WELL in Childcare	Certificate III in Children's Services		Australian Core Skills Framework	
	Unit of competency	Performance criteria	Skill	Level and indicator
Using numeracy skills: measuring length and distance Using numeracy skills: estimating measurements using your body	HLTWHS300A Contribute to WHS processes	Essential knowledge and skills	Numeracy	2.1
Word building: word families	Underpinning skills		Learning	3.02
Part 2				
Watching the video: dropping off Joe Talking to parents: asking questions Language: closed and open questions Talking to parents: checking information Practising your skills: checking information	CHCPR303D Develop understanding of children's interests and developmental needs Underpinning skills	2.1, 2.2	Oral communication	3.07 3.08
Reading: daily information forms			Reading	3.04
Talking to babies: non-verbal communication Watching the video: communicating with babies	CHCIC301D Interact effectively with children	1.1, 1.2, 1.3, 1.4, 1.5	Oral communication	3.07
	CHCFC301A Support the development of children	1.1, 1.2, 1.3, 1.4, 1.6 2.2 5.2 7.1		
Reading: documenting a baby's play Writing: documentation	CHCPR303D Develop understanding of children's interests and developmental needs	1.1, 1.2 3.1, 3.2, 3.3 4.1, 4.2	Reading	4.03 4.04
Reading: attachment	CHCFC301A Support the development of children	Essential knowledge	Reading	4.03 4.04
Reading: preparing formula	CHCFC301A Support the development of children	Essential knowledge and skills	Reading	3.04
Using numeracy skills: measuring volume and capacity			Numeracy	2.1
Word building: abbreviations Language: informal forms	Underpinning skills		Learning	3.02

Working WELL in Childcare	Certificate III in Children's Services		Australian Core Skills Framework	
	Unit of competency	Performance criteria	Skill	Level and indicator
Part 3				
Watching the video: a play provision Talking to children: questioning Practising your skills: asking open questions Talking to children: listening carefully	CHCIC301D Interact effectively with children	1.1, 1.2, 1.3, 1.4, 1.5 3.1, 3.2, 3.3, 3.4, 3.5 4.1, 4.2, 4.3 5.1, 5.4	Oral communication	3.07 3.08
	CHCFC301A Support the development of children	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8 2.2 3.1, 3.2, 3.3 4.1, 4.2, 4.3, 4.4, 4.5 5.1, 5.2 6.1, 6.2, 6.3, 6.4 7.1, 7.2		
Reading: a graphic text of the planning cycle Practising your skills: your planning cycle	CHCPR303D Develop understanding of children's interests and developmental needs	Essential knowledge and skills 1.1, 1.2 2.1, 2.2 3.1, 3.2, 3.3 4.1, 4.2	Reading	3.05 3.06
Watching the video: planning Talking to colleagues: discussion Practising your skills: planning a provision	CHCPR303D Develop understanding of children's interests and developmental needs	1.1, 1.2 2.2 3.1, 3.2 4.1, 4.2	Oral communication	3.07 3.08
	CHCFC301A Support the development of children	1.1, 1.4, 1.6, 1.8 2.2 3.1, 3.3		

Working WELL in Childcare	Certificate III in Children's Services		Australian Core Skills Framework	
	Unit of competency	Performance criteria	Skill	Level and indicator
Reading: program documentation Vocabulary: EYLF outcomes Writing: the observation	CHCPR303D Develop understanding of children's interests and developmental needs	3.1, 3.2, 3.3 4.1, 4.2	Reading	3.03 3.04
Language: tense, time markers and quotes Language: describing what children do and say Vocabulary: words that tell you about development Practising your skills: writing an observation	CHCFC301A Support the development of children	1.1, 1.4, 1.6, 1.7, 1.8 3.1, 3.3 4.1, 4.2, 4.3 5.1, 5.2 6.1, 6.2, 6.3, 6.4 7.1, 7.2	Writing	4.05 4.06
Watching the video: talking to a parent Talking to a parent: asking a favour Practising your skills: asking a favour	CHCPR303D Develop understanding of children's interests and developmental needs	1.1, 1.2 2.2 4.1, 4.2	Oral communication	3.07 3.08
Writing: different ways to document observations	CHCPR303D Develop understanding of children's interests and developmental needs	3.2, 3.3 4.1, 4.2	Reading	3.03 3.04
	CHCFC301A Support the development of children	1.1, 1.4, 1.6, 1.7, 1.8 3.1, 3.3 4.2, 4.3	Learning	3.01
Part 4				
Children's accidents and injuries	HLTWHS300A Contribute to WHS processes	1.1, 1.2, 1.3 Essential knowledge and skills	Oral communication	3.07
Watching the video: giving first aid Talking to children: reassuring a child Practising your skills: talking to children	CHCFC301A Support the development of children	4.1, 4.2, 4.4, 4.5	Oral communication	3.07 3.08
	CHCIC301D Interact effectively with children	1.1, 1.2, 1.3, 1.4, 1.5		

Working WELL in Childcare	Certificate III in Children's Services		Australian Core Skills Framework	
	Unit of competency	Performance criteria	Skill	Level and indicator
Watching the video: talking to the Director Practising your skills: reporting accidents and injuries	HLTWHS300A Contribute to WHS processes	1.1, 1.2, 1.5 2.1, 2.4 3.1, 3.2 4.1, 4.3	Oral communication	3.07 3.08
Talking to a parent: reporting an accident	HLTWHS300A Contribute to WHS processes	1.4, 1.5	Oral communication	3.08
Reading: accident policy and procedure Reading: using disposable gloves	HLTWHS300A Contribute to WHS processes	Essential knowledge	Reading	3.03 3.04
Reading: children's development and hazard risks	HLTWHS300A Contribute to WHS processes	1.2, 1.3	Reading	3.03 3.04
	CHCFC301A Support the development of children	Essential knowledge		
Reading: an accident report form Writing: the circumstances of the accident Writing: the actions taken and first aid Writing: an accident report	HLTWHS300A Contribute to WHS processes	1.5	Reading	3.04
			Writing	3.05 3.06
Using numeracy skills: working with ratios Using numeracy skills: interpreting a graph	HLTWHS300A Contribute to WHS processes	Essential knowledge and skills	Numeracy	3.09
Word building: categories Word building: collocations	Underpinning skills		Learning	3.02

Working WELL in Childcare	Certificate III in Children's Services		Australian Core Skills Framework	
	Unit of competency	Performance criteria	Skill	Level and indicator
Part 5				
Watching the video: children at lunch Talking to children: conversations Talking to children: encouraging positive behaviour Talking to children: guiding Practising your skills: talking to children	CHCFC301A Support the development of children	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 2.1, 2.3 3.2, 3.3 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2 6.1	Oral communication	3.07 3.08
	CHCIC301D Interact effectively with children	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.4, 3.5 4.1, 4.2, 4.3 5.1		
Talking to colleagues: reflecting on meal time Talking to colleagues: offering solutions Practising your skills: follow up	CHCPR303D Develop understanding of children's interests and developmental needs	1.1, 1.2 3.1, 3.2 4.1, 4.2	Oral communication	3.07 3.08
	CHCFC301A Support the development of children	1.1, 1.4, 1.6, 1.8 2.1, 2.2, 2.3 3.3 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8		
Reading: lunchbox checklist Numeracy: working out amounts	CHCFC301A Support the development of children	Essential knowledge and skills	Reading	3.03 3.04
			Numeracy	2.1

Working WELL in Childcare	Certificate III in Children's Services			Australian Core Skills Framework	
	Unit of competency	Performance criteria		Skill	Level and indicator
Reading: documentation Language: interpreting children's behaviour Language: follow up Practising your skills: documenting learning	CHCPR303D Develop understanding of children's interests and developmental needs	1.1, 1.2 3.2, 3.3 4.1, 4.2		Reading	4.03 4.04
	CHCFC301A Support the development of children	1.1, 1.4, 1.6, 1.7, 1.8 2.1, 2.2, 2.3 3.3 4.2, 4.3, 4.5, 4.6, 4.7 5.2 6.1, 6.2, 6.3, 6.4 7.1, 7.2		Writing	4.05 4.06
Reading: cultural competence Practising your skills: cultural competence	CHCIC301D Interact effectively with children	Essential knowledge		Reading	4.03 4.04
Watching the video: talking to a parent Talking to parents: responding to a request Practising your skills: responding to a parent request	CHCFC301A Support the development of children	4.6, 4.7		Oral communication	3.07 3.08
	CHCPR303D Develop understanding of children's interests and developmental needs	1.1, 1.2 2.2			
Word building: categories Practising your skills: building your vocabulary	CHCFC301A Support the development of children	Essential knowledge and skills		Learning	3.02
Part 6					
Watching the video: talking to the director Communicating at work: chatting with workmates Talking to colleagues: checking information Practising your skills: clarifying Talking to colleagues: reporting using direct and indirect speech	CHCFC301A Support the development of children	1.4, 1.5, 1.6, 1.7, 1.8 3.1, 3.3 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8		Oral communication	3.07 3.08
	CHCPR303D Develop understanding of children's interests and developmental needs	1.1, 1.2 2.2 3.1, 3.2 4.1, 4.2			

Working WELL in Childcare	Certificate III in Children's Services		Australian Core Skills Framework	
	Unit of competency	Performance criteria	Skill	Level and indicator
Reading: behaviour guidance	CHCIC301D Interact effectively with children	2.5	Reading	4.04
Reading: an individual program for Charlie Vocabulary: non-judgmental language Vocabulary: verbs Language: the follow up Practising your skills: writing a follow up Reading: reflecting on the plan	CHCPR303D Develop understanding of children's interests and developmental needs	1.1, 1.2 2.1, 2.2 3.1, 3.2, 3.3 4.1, 4.2	Reading	4.03 4.04
Writing: drafting a plan Writing: an individual plan Practising your skills: an individual plan	CHCFC301A Support the development of children	3.1, 3.2, 3.3 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8	Writing	4.05 4.06
Talking to children: language to support positive behaviour	CHCIC301D Interact effectively with children	2.1, 2.2, 2.3, 2.4, 2.5	Oral communication	3.07

Mapping to the Core Units in Certificate III in Children's Services

Part 1

HLTWHS300A Contribute to WHS processes

1 Plan and conduct work safely (1.1 — 1.6)

2 Support others in working safely (2.1 – 2.3)

3 Contribute to WHS participative processes (3.1, 3.3)

4 Contribute to hazard identification, WHS risk assessment and risk control activities (4.1 – 4.3)

Part 2

CHCPR303D – Develop understanding of children's interests and developmental needs

1 Gather information about the child through observation (1.1, 1.2)

2 Gather information from secondary sources (2.1, 2.2)

3 Record observations appropriately (3.1, 3.2, 3,3)

4 Use observations and information collected to understand the child and contribute to program planning (4.1, 4.2)

CHCFC301A – Support the development of children

1 Support the development of children (1.1, 1.2, 1.3, 1.4, 1.6)

2 Support the physical development of children (2.2)

5 Support the language development of children (5.2)

7 Support the cognitive development of children (7.1)

CHCIC301D – Interact effectively with children

1 Communicate positively on an ongoing basis (1.1, 1.2, 1.3, 1.4, 1.5)

Part 3

CHCPR303D – Develop understanding of children's interests and developmental needs

1 Gather information through observation (1.1, 1.2)

2 Gather information about the child from secondary sources (2.2)

3   Record observations appropriately (3.1, 3.2, 3.3)

4 Use observations for program planning (4.1, 4.2)

CHCFC301A – Support the development of children

1 Support the development of children (1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

2 Support physical development (2.2)

3 Support the social development (3.1, 3.2, 3.3)

4 Support the emotional and psychological development of children of same age (4.1, 4.2, 4.3, 4.4, 4.5)

5 Support the language development of children (5.1, 5.2)

6 Support the creative development (6.1, 6.2, 6.3, 6.4)

7 Support the cognitive development of children (7.1, 7.2)

CHCIC301D – Interact effectively with children

1 Communicate positively on an ongoing basis (1.1, 1.2, 1.3, 1.4, 1.5)

3 Collaborate with children about their interests (3.1, 3.2, 3.3, 3.4, 3.5)

4 Respect similarities and differences and encourage children to respect these differences (4.1, 4.2, 4.3)

5 Support children in learning about the decision-making process (5.1, 5.4)

Part 4

CHCFC301A – Support the development of children

4   Support the emotional and psychological development of children of same age (4.1, 4.2, 4.4, 4.5)

CHCIC301D – Interact effectively with children

1   Communicate positively on an ongoing basis (1.1, 1.2, 1.3, 1.4, 1.5)

HLTWHS300B – Contribute to WHS processes

1   Plan and conduct work safely (1.2, 1.5, 1.7)

2   Support others in working safely (2.1, 2.4)

3   Contribute to WHS participative processes (3.1, 3.2)

4   Contribute to hazard identification, WHS risk assessment and risk control activities (4.1, 4.3)

Part 5

CHCPR303D – Develop understanding of children's interests and developmental needs

1   Gather information through observation (1.1, 1.2)

3   Record observations appropriately (3.1, 3.2, 3.3)

4   Use observations for program planning (4.1, 4.2)

CHCFC301A – Support the development of children

1   Support the development of children (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)

2   Supporting the physical development of children (2.1, 2.3)

3   Support the social development (3.1, 3.2, 3.3)

4   Support the emotional and psychological development of children of same age (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)

5   Support the language development of children (5.1, 5.2)

6   Support the creative development (6.1)

CHCIC301D – Interact effectively with children

1   Communicate positively on an ongoing basis (1.1, 1.2, 1.3, 1.4, 1.5)

2   Promote positive behaviour (2.1, 2.2, 2.3, 2.4,2.5)

3   Collaborate with children about their interests (3.1, 3.2, 3.4,3.5)

4   Respect similarities and differences (4.1, 4.2, 4,3)

5   Support children in decision making (5.1)

Part 6

CHCPR303D – Develop understanding of children's interests and developmental needs

1   Gather information through observation (1.1, 1.2)

2   Gather information from secondary sources (2.2)

3   Record observations appropriately (3.1, 3.2, 3.3)

4   Use observations for program planning (4.1, 4.2)

CHCFC301A – Support the development of children

1   Support the development of children (1.4, 1.5, 1.6, 1.7, 1.8)

3   Support the social development (3.1, 3.3)

4   Support the emotional and psychological development of children of same age (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)

CHCIC301D – Interact effectively with children

2   Promote positive behaviour (2.1, 2.2, 2.3, 2.4, 2.5)

Mapping to the ACSF Levels and Indicators

Learning
Parts 1 – 6

3.01   Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges

3.02   Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts

Oral communication
Parts 1 – 6

3.07   Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts

3.08   Derives meaning from a range of oral texts in familiar and some unfamiliar contexts

Reading
Parts 1, 2, and 4

3.03   Evaluates and integrates facts and ideas to construct meaning from a range of text types

3.04   Selects and applies a range of reading strategies as appropriate to purpose and text type

Parts 2, 3, 4, 5 and 6

4.03   Interprets and critically analyses structurally complex text containing some ambiguity

4.04   Applies appropriate strategies to support understanding of a range of complex texts

Writing
Parts 2 and 4

3.05   Communicates relationships between ideas and information in a style appropriate to audience and purpose

3.06   Selects vocabulary, grammatical structures and conventions appropriate to the text

Parts 3, 5 and 6

4.05   Communicates complex relationships between ideas and information, matching style of writing to purpose and audience

4.06   Displays knowledge of structure and layout employing broad vocabulary, grammatical structure and conventions appropriate to text

Numeracy

Parts 1, 2, 4, 5

2.10   Selects and uses appropriate familiar mathematical problem solving strategies to solve problems in familiar contexts

Parts 3 and 4

3.09   Selects and interprets mathematical information that may be partly embedded in a range of familiar and some less familiar tasks and texts

Mapping the foundation skills

Introduction	Part 1 Setting up	Part 2 Drop off	Part 3 Play	Part 4 Accident	Part 5 Daily routine	Part 6 Supporting behaviour
Oral communication						
Staff talk about their work	Talking to colleagues: • Giving instructions • Giving indirect instructions • Giving advice and making suggestions Talking to a parent: Responding to parent concern (acknowledging concern, explaining reasons, offering a solution)	Talking to parents: • Asking questions • Checking information Talking to babies: Verbal and non verbal communication	Talking to children: • Questioning • Listening carefully Talking to colleagues: Discussing and planning (talking about play session, suggesting, agreeing, suggesting alternatives) Talking to parents: • Asking about a child • Asking a favour	Talking to children: Reassuring language Talking to parents: Reporting an accident Talking to colleagues: Reporting an accident to the director	Talking to children: • Conversations • Encouraging positive behaviour • Guiding children Talking to colleagues: Offering solutions Talking to parents: Responding to a request	Talking to colleagues: • Chatting • Checking information • Reporting what was said Talking to children: Language to support positive behaviour
Reading						
Centre policy	• About policies and procedures • Work health and safety instructions • Sun smart policy • Outdoor safety checklist	• Daily information form • Documentation of a baby's play • Information text on secure attachment • Instructions on preparing formula	• Early Years Planning Cycle • Documentation of play provisions	• Accident policies and procedures • First aid procedure • Accident and injury form	• Table of child development • Checklist for lunchbox contents • Information text on cultural competence	• Behaviour guidance policies • Documentation of an individual child • Case studies
Writing						
	Identifying stages of documentation of a baby's play	Completing a daily information report	Writing an observation of a play provision	Completing an accident report	Writing an interpretation of a play provision and follow-up provisions	Writing documentation on an individual child using non-judgmental language

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Introduction	Part 1 Setting up	Part 2 Drop off	Part 3 Play	Part 4 Accident	Part 5 Daily routine	Part 6 Supporting behaviour
Numeracy						
Centre plan	• Ways of measuring • Estimating	Volume and capacity	Graphic text on planning programs	• Ratios • Interpreting a graph	Fractions and portions	
Vocabulary						
Mind map – centre objects	Word families (verbs to nouns)	• Abbreviations • Difference between spoken and written language	• Words to describe children's learning and development • Words that convey development information	• Categories • Collocations		• Non-judgmental language • Verbs that convey feelings • Words in context

Discussion and extension activities

The contexts and practices that appear in the DVDs are based on one childcare setting. Learners and trainers should reflect on their own experiences and bring these to the discussion.

Part 1 Keeping safe and healthy

Websites for *Worksafe*, Workplace health and safety in various Australian States and Territories can be used to research information about accidents and injuries to workers in childcare, and advice for safe work practices.

Students can also research this topic in Chapter 2 *The Big Picture.* Kearns, K. *Pearson* Australia.

Part 2 Settling and caring

Caring for babies can be researched on the health department websites of Australian States and Territories.

Students can research caring and providing learning experiences for infants in Chapters 1-5 *The Big Picture.* Kearns, K. Pearson, Australia.

Part 3 Learning through Play

The *Educator's Guide to the Early Years Learning Framework* provides discussion on various aspects of learning through play and the early years planning cycle.

Students can explore these areas of discussion and talk about the challenges they face with their language and literacy needs in these situations.

Part 4 Responding to accidents

Information about the links between children's development and the risks and types of injuries they can suffer is available on the Internet.

Students can also research this topic in Chapter 3 *The Big Picture.* Kearns, K. Pearson Australia.

Part 5 Learning through routines

Students can extend the language used to deal with the daily routines taught in this part to other daily routines such as grooming and transitions.

Students can also research ways to communicate in the nurturing environment in Chapter 5 *The Big Picture*. Kearns, K. Pearson, Australia.

Part 6 Supporting behaviour

Learners can use the internet to research topics such as

• ways of supporting positive behaviours in childcare settings

• the strategies used in different circumstances eg children who bite other children or children who find socialising difficult

Students can also research issues related to this topic in *The Big Picture*. Kearns, K. Pearson, Australia.

Numeracy

The numeracy activities in the Learner Workbook are embedded in the childcare educator interactions shown in the videos. Numeracy concepts include:

• Measuring length (Part 1)

• Estimating length (Part 1)

• Measuring capacity/volume (Part 2)

• Interpreting a flow chart showing a process (Part 3)

• Calculating ratios (Part 4)

• Interpreting statistics graphically represented (Part 4)

• Using fractions (Part 5)

Further numeracy concepts that could be explored as numeracy tasks in context include:

- Reading and interpreting maps (Part 1 eg evacuation plan of the centre)
- Calculating and using dates and times (Part 2 eg daily information; recording daily routine information)
- Adding, subtracting, multiplying and dividing numbers (Part 3 eg planning learning experiences eg materials needed)
- Extracting and interpreting information from data (Part 3 eg summaries of children's development; Part 4 eg statistical information about children's accidents)
- Teaching numeracy in children's play (Part 3 eg blocks)
- Adding, subtracting, multiplying and dividing sums of money (Part 3 eg buying materials for learning experiences, excursions)
- Measuring height and weight (Part 5 eg recording children's information)

The numeracy activities in the Learner Workbook are designed:

- to provide explicit information eg data contained in tables, graphs and charts
- to show how mathematical language is used in childcare contexts
- to encourage learners to contribute examples of numeracy in childcare settings from their own experience

No explicit numeracy teaching or practice is provided because learner numeracy skills will vary. The learner engagement with the activities should indicate to the trainer or mentor the level of confidence the learner has with the numeracy concepts and whether the trainer needs to provide explicit skills practice.

If learners do need explicit numeracy skills practice, the following principles of numeracy teaching* should be observed:

- Teach in context – connect to the real world – use real contexts and real situations – get students to solve real problems
- Use different strategies and activities – cater for different learning styles – encourage team work
- Start from where the students are at – allow for different levels and different interests
- Scaffold and model – support the learners
- Integrate with literacy teaching and activities
- Make the maths skills explicit
- Use individual, small and whole group activities
- Connect language and maths – crucial
- Build confidence – have fun and success

* Dave Tout, ACER, http://www.slideshare.net/adultlearningaustralia/dave-tout-on-numeracy

Using the glossary

A glossary of terms is provided at the end of the Learner Workbook. This glossary is for terms specific to the childcare sector. If learners do not understand the meaning of other words found in the workbook they should be encouraged to:

- develop skills in using online or print dictionaries
- build their own dictionaries of unfamiliar words and childcare terminology

Some learners may need focussed help with their spelling or with their pronunciation. While these may be issues in general, it is crucial for learners to master the spelling and pronunciation of key words and expressions used in childcare.

Using the answers

The answers and tanscripts are provided in a seperate PDF file on the CD-ROM. The answers are provided in the following forms:

- Answers where there is one correct answer.
- Possible answers where there might be a range of different answers. Possible answers are given as a teaching tool. Most learners will have alternative answers and these should be checked by the trainer or mentor.

Practising your skills activities do not have any answers provided. These activities are for:

- writing, speaking or research practice which should be checked by a trainer or mentor
- group or pair work for learners who are studying in classroom contexts

Using the transcripts

The answers and tanscripts are provided in a seperate PDF file on the CD-ROM. Transcripts should be given to learners to support them in their language learning. However, all learners should first watch the videos and then complete the workbook activities for the scenes they see. After they have gained a good understanding of the content of the videos they can look at the transcripts.