2.1 Construction, Visual Arts and STEAM Activity Implementation and Monitoring

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| This task requires you to implement and facilitate the construction, visual art and STEAM activity you planned in *Task 1.1* with three children while being observed by your workplace supervisor or other endorsed observer(s).  **IMPORTANT: While completing this task, you must demonstrate the skills outlined in *Observation Form 2.1*.**  ***Read the instructions carefully before proceeding.***  **Steps to take:**   1. Get the *LAECD 1.1* you partially completed in Task 1.1.   **At this point of the assessment, you will complete *Parts H* and *I* of the template. The rest will be completed in Part III of this Skills Workbook.**   1. Locate and review the *Observation Form 2.1* on the following pages.   This form outlines all the skills that you must demonstrate while facilitating the construction and visual art activity you planned in *Task 1.1*.  Your workplace supervisor or other endorsed observer(s) will complete this form as they observe you facilitate the activity.   1. Consult with your supervisor regarding opportunities for you to implement and facilitate the *LAECD 1.1* to the three children you have identified as participants of this activity.   Review the instructions here as well as the contents of *Parts H* and *I* of the *LAECD 1.1* and the *Observation Form 2.1* with your supervisor so you can prepare for this task.  *Part H* of the *LAECD 1.1* outlines the things you must observe and monitor in children’s performance during the activity.   1. With the help of your supervisor, prepare to implement and facilitate the *LAECD 1.1* you developed in *Task 1.1*.    1. Schedule when you will implement the activity.    2. Arrange for your supervisor or other endorsed observer(s) to observe you as you facilitate this activity in the service. |
| * 1. Seek consent from the family member(s) of each child for you to:      + Take photos of the children during the activity.      + Submit copies of de-identified anecdotal records and learning stories to your training provider.   Follow your service’s policies and procedures for privacy and confidentiality and seeking consent from the family member(s).  Access your service’s *Consent Forms* specifically for ensuring children’s privacy and confidentiality in photo documentation.  Complete one *Consent Form* for each child and have their family member sign the form. Their signature must be handwritten.  Secure original copies of these signed *Consent Forms* in accordance with your service’s record-keeping policies and procedures and secure a copy for yourself.   * 1. Gather and organise the resources, including the materials and equipment you listed in *Part F. Learning Opportunities* of your *LAECD 1.1.*   2. Prepare and organise the learning environment.   *This includes setting up the classroom, furniture, such as work tables and chairs for the children, conducting a site inspection to make sure the learning environment is free from hazards, etc.*   1. Implement and facilitate the activity developed in *Task 1.1*.   **The format and structure of the activity you will implement and facilitate will greatly depend on your children’s needs, interests, cultural backgrounds and learning needs, which you have previously identified in *Task 1.1*. However, the activity must:**   * **Be relevant to construction, visual art and STEAM.** * **Involve exposure to Aboriginal and/or Torres Strait Islander Peoples’ art forms and artists.** * **Involve the use of creativity to overcome challenges, e.g. figuring out how to incorporate recycled, diverse, and natural materials in their work.** * **Involve the use of creativity to improvise equipment and materials, including using recycled materials in their work.** * **Involve collaborating creatively with other children.** * **Include using and caring for materials and equipment appropriately.** * **Be relevant to sustainable outcomes, e.g. at the end of the activity, the children will have created an artwork using recycled/recyclable, diverse, and natural materials, or a product/output that can be reused in future activities.**   While implementing and facilitating the activity:   1. Demonstrate all the skills outlined in the *Observation Form 2.1.*   Your assessor must complete this form during the activity.   1. Carefully observe each child’s performance during the activity as you will be recording this in *Part H* of your *LAECD 1.1.*   Your observation must include:   * + Their engagement and participation in the activity.   *May involve listening to instructions from the educator/facilitator, answering the educator’s questions, demonstrating interest and curiosity in the activity, sharing their insights and ideas, etc.*   * + How they use their creativity to overcome challenges in the activity.   *May involve problem-solving skills, coming up with creative solutions and workaround in the activity, different modes in which children express themselves, being able to generate innovative ideas, etc.*   * + How they collaborate with other children.   *May involve working with other children, taking turns in the activity especially if there is a limited number of equipment or materials, cooperating with others, helping others, engaging in positive interactions with others during the activity, etc.*   1. After the activity*,* assess each child’s knowledge, skills, and behaviour against the target knowledge, skills, and behaviour you identified in *Part C. Learning Objectives* of your *LAECD 1.1.*   When assessing each child, use the assessment methods you identified in *Part D. Evidence of Learning.* |
| 1. Gather and collate evidence from this activity, including:    * At least one photo of the learning environment, e.g. the classroom, or outdoor site where the activity was implemented.    * At least one photo of the equipment and materials used in this activity.   **The photo must show at least one of these equipment/materials is recycled and at least one is natural, i.e. found in nature, such as leaves, flowers, etc.**   * + At least one photo of the three children during the activity.   **The photo must not show the children’s faces or any other details that may lead to their identification.**   * + At least one photo of the children’s outputs from this activity.   **The photo must show children’s outputs are sustainable, e.g. at the end of the activity, the children will have created an artwork using recycled/recyclable, diverse, and natural materials, or a product/output that can be reused in future activities.**   * + At least one documentation of each child’s progress, e.g. anecdotal records, learning stories, etc.   Use your service’s templates for anecdotal records and learning documents and follow your service’s procedures for documenting observations.  Collate these pieces of evidence into a portfolio/folder and submit them using the filenames:   |  |  |  | | --- | --- | --- | |  | **Evidence** | **Filename** | | 1 | Portfolio/folder containing all of the below. | **CHCECE043 2.1 Evidence Portfolio** | | 2 | At least one photo of the learning environment, e.g. the classroom, or outdoor site where the activity is implemented. | **CHCECE043 2.1 Photo A**  *If submitting more than one photo:*  *CHCECE043 2.1 Photo A1*  *CHCECE043 2.1 Photo A2*  *CHCECE043 2.1 Photo A3* | | 3 | At least one photo of the materials and resources used in this activity. | **CHCECE043 2.1 Photo B** | | 4 | At least one photo of the three children during the activity. | **CHCECE043 2.1 Photo C** | |

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| |  |  |  | | --- | --- | --- | | 5 | At least one photo of the children’s outputs from this activity. | **CHCECE043 2.1 Photo D** | | 6 | At least one documentation of Child 1’s progress. | **CHCECE043 2.1 Child 1**  *If submitting more than one documentation:*  *CHCECE043 2.1 Child 1-1*  *CHCECE043 2.1 Child 1-2* | | 7 | At least one documentation of Child 2’s progress. | **CHCECE043 2.1 Child 2** | | 8 | At least one documentation of Child 3’s progress. | **CHCECE043 2.1 Child 3** |   As shown below:   |  |  |  | | --- | --- | --- | |  | | **CHCECE043 2.1 Portfolio** | | C:\Users\julia.a\Desktop\FILE TYPE ICONS TRANSPARENT BG.png | **CHCECE046 2.1 Photo A** | | | FILE TYPE ICONS TRANSPARENT BG | **CHCECE046 2.1 Child 1** | |  1. After implementing the three learning opportunities in this activity, gather children’s feedback.   *Ways to gather feedback from children may include oral questioning.*  *The feedback you gather may also relate to how well they have enjoyed the activity, area(s) they liked best and the least, etc.* |
| 1. After the activity, complete *Parts H – I* of the *LAECD 1.1*.   *Part H. Implementation and Monitoring*   1. Indicate the date and time of the activity implementation. 2. Indicate the location where the activity was implemented. 3. Record your observations of each child, including:    * Their engagement and participation in the activity.    * How they use their creativity to overcome challenges in the activity.   Critically reflect on what you have observed in each child, by identifying one area in which each child did well and one area in which they need more support.   * + How they collaborate with other children.  1. Document each child’s feedback on the activity.   *Part I. Assessment*  Record your assessment of each child, including:   * + Their knowledge against the target knowledge you identified in *Part C. Learning Objectives*   *For example, if the target knowledge identified in Part C of LAECD 1.1 is naming of secondary colours, knowledge on colour mixing to produce secondary colours from primary colours, basic shapes, different uses of recycled resources, knowledge on proper use and care of materials and equipment, etc. describe each child’s knowledge with regards to this target knowledge, e.g. ‘The child now knows the names of secondary colours,’ or ‘the child now knows which primary colours to mix to produce a specific secondary colour’.*   * + Their skills against the target skills you identified in *Part C. Learning Objectives.*   *For example, if the target skill identified in Part C of LAECD 1.1, using recycled resources, arts and craft skills, such as constructing animal masks out of recycled materials, etc. describe each child’s skill with regards to this target skill, e.g. ‘The child has been able to mix primary colours and incorporate secondary colours into their artwork,’ or ‘the child is able to construct an animal mask out of recycled materials’.*   * + Their behaviour against the target behaviour you identified in *Part C. Learning Objectives*.   *For example, if the target behaviour identified in Part C of LAECD 1.1 working collaboratively with other children, sharing resources with other children, taking turns using the painting materials, etc. describe each child’s behaviour with regards to this target behaviour, e.g. ‘The child shared resources with children,’ or ‘the child was able to take turns with other children in using painting materials’*   * + Your determination of whether each child has achieved these target knowledge, skills, and behaviour.   Tick YES if the child has achieved the target knowledge, skill, and behaviour after the activity and NO if otherwise.   1. Have your supervisor or other endorsed observer(s) complete and sign *Part H – I Supervisor Declaration*. Their signature must be handwritten 2. Secure this partially accomplished *LAECD 1.1* template. You will complete the rest of the template evidence in *Task 3.1*. 3. After the activity, have your supervisor or other endorsed observer(s) complete and sign the Supervisor Declaration section of the *Observation Form 2.1*. Their signature must be handwritten 4. Save and submit the completed and signed form. Use the filename:  |  |  | | --- | --- | | FILE TYPE ICONS TRANSPARENT BG | **CHCECE043 2.1 OBSF** | |

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| IMPORTANT REMINDER  Remember to ensure the privacy and confidentiality of the participants of this assessment activity (e.g., children, family members, and colleagues) at all times.  Do not include their real names in your submissions. Use placeholders instead.   * Replace children’s names with Child A, Child B, etc. * Replace family names with Family A, Family B, etc. * Replace colleagues’ names with Colleague A, Colleague B, etc.   Do not use aliases as this might cause unintended breaches of privacy and confidentiality.  Although you are using placeholders to refer to people in the centre, the content of your submissions must always be real and factual. |