



Observation Grid for Group A: FK1E and FK1G

Candidate:	
Content Specialist:	
Age Group:	

Date:	
Ratio:	
Type of Daycare:	

Observation in the Workplace:

Each candidate will be observed for 45-60 minutes. It is best to be observed before lunch starts and up until nap time to observe the transition from lunch to nap/relaxation time. Candidates will be observed in the workplace while attending to the children's hygiene, rest and feeding needs. During the same period, candidates will also be observed on the working postures adopted by them, including the techniques used for lifting children or heavy objects. If the techniques of lifting children or heavy objects could not be observed spontaneously on this occasion, the candidate will be asked to demonstrate them after the observation.

Evaluated Elements for FK1E & FK1G:

0.0 /10	Total for FK1E-2 Meet the needs related to the child's health and well-being
0.0 /3.5	FK1E-2.1 Relevant actions with regard to hygiene needs
0.0 /3.5	FK1E-2.2 Actions relevant to rest needs
0.0 /3	FK1E-2.3 Relevant actions with regard to food and nutrition needs
0.0 /10	FK1G-1 Adopt ergonomic work postures

Rate each indicator accordingly: Superior: 5 Very satisfactory: 4 Satisfactory: 3 Partly Satisfactory: 2 Unsatisfactory: 1/0

Indicators	Observations and Comments	Rating
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FK1G-1 Adopt ergonomic work postures:	/3.5
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Rigorous application of safety and ergonomic rules - Please complete the Baby and Toddler lifting techniques below for the total garde out of /4 for FK1G	Applies to the educator: Correctly applies techniques for lifting heavy objects: Positions itself in front of the load; Bends his knees; Keeps your back straight; Holds the load close to the body; Use the strength of his legs and arms to lift the load; Moves the load by walking or pivoting without body twisting or lateral bending. Uses strategies that make it easier to move heavy loads (e.g., pushing rather than pulling, reducing load, asking for help, using a cart). Uses the furniture, materials and equipment made available to him or her in an appropriate manner (e.g., chaise, stool on wheels, stairs, step stool). Other:	
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FK1E-2 Meet the needs related to the child's health and well-being	/10
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Relevant actions with regard to hygiene needs	Identifies hygiene needs and signs of discomfort. Appropriately organizes the equipment necessary for personal hygiene. Takes appropriate hygiene measures for themselves and the child (e.g., disinfection, infection prevention, bedding care). Demonstrates respectful attitudes in the hygiene care given to the child. Properly applies, demonstrates or supervises hygiene techniques (e.g., hand washing, sneezing and blowing your nose, facials, diaper changes, buttock and genital care). Takes appropriate hygiene measures regarding the storage of bedding and the child's personal belongings in connection with comfort, relaxation and sleep. Other:	
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Actions relevant to rest needs	<p>Spot signs of fatigue or discomfort.</p> <p>Organizes places to promote comfort, relaxation or sleep (e.g., layout of the room, lighting, ventilation).</p> <p>Establishes a routine that promotes comfort, relaxation or sleep.</p> <p>Respects the child's need for comfort, relaxation or sleep (e.g., respect for the infant's sleep pattern, the right to the child who is not asleep to explore quiet play after a period of rest, permission given to the school-aged child who feels tired to rest in a place conducive to relaxation).</p> <p>Takes steps to foster a harmonious relationship with the child and the group (e.g., atmosphere created, attitudes and behaviours of the educator, animation).</p> <p>Respects and supervises the application of safety regulations.</p> <p>Other:</p>		
Relevant actions with regard to food and nutrition needs	<p>Takes hygiene and safety measures for food handling.</p> <p>Prepares food in a way that prevents choking.</p> <p>Supervises meals and snacks using means that ensure the health and safety of the child.</p> <p>Adopts attitudes that create a calm and pleasant atmosphere.</p> <p>Adopts attitudes that are favourable to the child's diet (e.g., respects the child's rhythm, encourages the exploration of foods, establishes eye contact, suggests that the child taste different foods).</p> <p>Respect the child's hunger and satiety signals.</p> <p>Other:</p>		



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Indicators	Observations and Comments	Rating

If the candidate does not lift any children or move any heavy objects during the observation, please use the evaluation below to get a grade for FK1G-1. If the candidate does not meet the element during this observation, please evaluate them for this element the next time you are there to observe them.

- 3** = Completes all steps cleanly and fluidly.
- 2.5** = Completes all the steps, but there's no fluidity
- 2** = Forgets one step/ does not straighten back before standing
- 1-1.5** = Technique used by the educator puts the child at risk.

BABY LIFTING TECHNIQUE

- Bends down on one knee, ensuring that the knee is safely away from the baby's head.
- Picks the baby up, one hand supporting the head, the other hand supporting the baby's body.
- Holds baby to their chest, before standing.
- Lifts themselves off the ground, while ensuring that the baby is held securely.

/3.5

Comments:

TODDLER LIFTING TECHNIQUE

- Squats down to the child, using thigh muscles. Does not go down on one knee.
- Secures toddler to their chest, before standing.
- Toddler is secured in front of them and not on their hip.

/3

Comments: