



CHCECE050

Work in partnership with children's families

Assessor Guide

Assessment 3 of 3

Role Play



Assessment Instructions

Task overview

This assessment has two [2] parts:

- Part A: Engaging with families about their child
- Part B: Reflect on the role-plays

As part of the assessment, you will need to engage with families. To complete this assessment, you will need access to an electronic device such as a computer or tablet and have internet connection to conduct research as required, accessing various sources of information using digital media.

You are required to read the scenario provided and share information with a parent.

- Part A of the assessment includes a two-part role-play. You will need **one (1)** additional participant to play the role of the mother. Detailed instructions are provided in Part A of this assessment. You must record the role-plays and then upload them to the LMS.
- Part B of this assessment requires you to reflect on the role-play and answer questions about your practice in the space provided. See detailed instructions in Part B of the assessment.

Supporting information:

To complete Part A, you will need to access the following:

- Access to NQS and policies and procedures for:
 - Educational program and practice
 - Collaborative partnerships with families and the community.



Assessment Information

Submission

You are entitled to three [3] attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

the processes for conducting the assessment [e.g., allowing additional time]
the evidence gathering techniques [e.g., oral rather than written questioning, use of a scribe, modifications to equipment]

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

Please consider the environment before printing this assessment.



Part A: Engaging with families about their child

Scenario

You are working at Little.ly Early Learning Centre as the primary caregiver and Team Leader, Cheryle Matterson, for the 2.5-year-old child Alice. During the morning time in the Bur Oak Room, another child has bitten Alice, and you are responsible for contacting the parent and providing information about the incident. During the phone call, Alice's mother, Georgie, requested a meeting to discuss the incident and how Alice is going at the service as her older children had not been in childcare when they were younger. Georgie has a bit of 'mum guilt' about Alice.

Details of the Incident

Name: Alice

Age: 2.5 years

Alice was playing in the home corner in the morning and was bitten by another child [Zac], two years old.

She was not playing directly with the child but usually plays well with this child.

The skin has broken in two spots, with two bruise marks on her hand.

Alice cried for about five minutes and did not want the child to apologise. Zac has been biting other children for about a month and is currently under a plan to support his language development and social interactions. Zac's parents have met with you and the Team Leader to work on strategies. Zac has seen a speech pathologist and is working on entering play using words.

First Aid was applied with a cool cloth and some ice. The broken skin was washed, and a band-aid was placed on her hand.

Child Profile

Name: Alice

Age: 2.5 years

Developmental background:

Alice has been at Little.ly for one year. She has settled easily into the service and her group. Alice attends Little.ly Early Learning Centre four days a week from 6:45 a.m. to 5:30 p.m. most days.

Alice is toilet trained and is working towards being dry at night. She engages in all areas of the program and is interested in group time, home corner and art.

Alice has positive relationships with her educators and a close bond with her Lead Educator, Blake. She has close friendships with a variety of her peers, both male and female. She has begun to have close playmates with three girls in the group as they have bonded in their interest in dramatic play, especially home corner and dress-ups. They sometimes argue but have been observed as beginning to negotiate with each other when required.

She regulates her emotions well and separates easily in the morning from her family, especially if her educators and close peers attend.

She can get distressed when she transitions from outdoor play to indoor play in the afternoons when she becomes fatigued.

She talks a lot about writing her name and is beginning to recognise letters, especially those within her name.

She looks for creative outlets through dramatic play or art and does not usually engage in active play.

Alice is a fussy eater but always engages positively with her educators and peers socially during mealtimes. She likes to be the 'helper' and sometimes can be upset if another peer is chosen to assist.

Family Background

Alice has two older sisters, Claire and Sienna, in primary school and lives with both parents, Vince and Georgie. Her parents are professionals who work in the city, 45 minutes from the service and their home. On some days, it can take them 1–1.5 hours to get to the service from work in peak hour traffic.

For this two-part role-play, you are Team Leader Bur Oak room, Cheryle Matterson from Little.ly Early Learning Centre. You will professionally inform Alice's mother, Georgie, of the incident via telephone and then meet with the parent. You will use the details of the incident and child profile above to provide information as the base for the discussion with the parent. You are free to expand on this information using your ideas that support the purpose of the role-play.

Step 1: Make a phone call to Georgie, the mother of Alice, who has been bitten by another child. You will demonstrate your ability to inform a parent sensitively about an incident involving their child.

Step 2: Conduct a meeting with Georgie, the mother of Alice, to share information and discuss the child's progress and incident. You will engage in positive relationships with the parent about their child.

Instructions

The role-play must include yourself and **one (1)** participant, must not exceed **15 minutes** in duration and must address all elements of the Observation Checklist below. The role-play should be organised at a location where participants can undertake a private and confidential conversation without any distractions.

In this role-play, you will participate in a meeting with **one (1)** other person. These may be resourced using one of the following options:

1. Peers who you are already working within the industry your qualification relates to.
2. Fellow students: Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

If you cannot find a participant to play the role of the other team member, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

The other participant will take on the role of Georgie, Alice's mother.

Option 1: Peer participants

Should you complete this task with your Peers, you must fully brief all participants, providing them with the context to the role-play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Peers will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student participants

Fellow students participating in the recording must be provided with the context of their role and responsibilities in the session and have reviewed the assessment activity and observation checklist to prepare for the recording.

The student will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Role-play Characters

- There are two roles.
- The parent/guardian of Alice (Georgie): This role is to be played by a peer/fellow student. There may be opportunities for creative licence where answers are not available through the Child Profile.
- The Team Leader, Bur Oak room (Cheryle Matterson): The student plays this role. You must play the role of Cheryle Matterson, displaying your knowledge on how to hold discussions with a parent about their child.

Step 1: Phone call to the parent

During Step 1 role-play, your assessor will be looking to see that you can demonstrate the following:

- Interacting with families according to the service standards, policies and procedures including Collaborative partnerships with families and communities and Educational program and practice from your workplace or using Little.ly.
- Inform the parent promptly about the incident without causing alarm but ensuring they understand what has happened.
- Demonstrate sensitivity during your conversation.
- Be clear and concise with the information provided.
- Use effective communication techniques such as asking open-ended questions during the discussion and listening to the parent to ensure they are comfortable and understand you.
- Build a rapport with the parent and support them.
- Respond professionally to their questions and their responses.
- Use your knowledge about the child and the family to communicate in a culturally appropriate way and in ways that support their family context.
- Collaborate and negotiate with the parent to make decisions about actions moving forward.
- Maintain confidentiality and respect for the other child.

Instructions to Participants

- **Participant 1:** The peer/fellow student will play the role of Georgie, Alice's mother, who receives a phone call from Little.ly Early Learning Centre. During the role-play, the peer/fellow student is flustered and concerned about the incident. Their frustration builds during the call as they seek to learn more about what will happen to the child who injured their daughter Alice.
- The peer/ fellow student will allow the student to provide a report of the incident verbally. Once the student has finished the report, the peer/fellow will be relieved that their daughter is OK but will focus on the child who bit them. The peer/fellow student will ask, '*What is being done about this other child?*' '*How can we be sure that this doesn't happen again?*'
- The student will ask questions to interpret the information and confirms their understanding of the direction.
- The peer/fellow will then ask for a face-to-face meeting with the Team Leader to discuss how her daughter is going in the service, given that she is quite new and the parents now feel quite unsure after the incident.
- During the telephone call, the student must use active listening techniques and ask at least one [1] open, and one [1] closed question to seek information, confirm understanding, and interact and engage with the family to build rapport.
- At the end of the role-play, Participant 1 will end the call politely and thank the student for the opportunity to meet with them to discuss Alice's needs and progress further.

Recording instructions

Your role-play must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams. This recording must be clearly labelled *CHCECE050_03_Part A_Step 1_Role-play <<Student Name>>* and submitted with your assessment for marking.

Step 2: Meeting with the parent

During Step 2 role-play, your assessor will be looking to see that you can demonstrate the following:

- Use strategies to facilitate shared decision-making with the family during the meeting, including adhering to the policies and procedures
- Communicate general information about a child to a family member, including the child's progress, relationships, interests and experiences.
- Set up a welcoming environment and greet the parent.
- Use active listening and create a rapport with family members.
- Encourage the family's input, engagement and involvement in the program and their child's learning.
- Follow service procedures and policies in line with sharing information with families.
- Communicate in ways that show understanding of Georgie and her family and community context.
- Encourage open communication, mutual, shared decision-making, questions, requests, and concerns to be delivered to parents in a prompt and supportive way.
- Build continuing ongoing relationships with families and encourage future open communication and positive partnerships.

Instructions to Participants

- **Participant 1:** The peer/fellow student will play the role of Georgie, Alice's mother, and attends a meeting with Cheryl Matterson, Team Leader Bur Oak room from Little.ly Early Learning Centre. During the role-play, the peer/fellow student is much calmer and not worried as Alice has recovered from the incident and has not had any further incidents. The peer/ fellow student will discuss their child's needs with the student.
- Georgie is interested to hear how Alice is going at the centre as her older children had not been in childcare when they were younger, and Georgie has a bit of 'mum guilt' about Alice. During the role-play, the peer/fellow student asks the following questions: *'How is she going?' 'Does she have any friends?' 'Is she writing her name?' 'We are wondering if she settles well during rest time as she has been a bit difficult at home?'*
- The student will respond to the questions and provide general information about the child's progress, relationships and interests based on the details in the scenario.
- The student will use strategies to encourage the parent to engage in shared decision-making about Alice's needs and learning program.

Recording instructions

Your role-play must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams. This recording must be clearly labelled *CHCECE050_03_Part A_Step 2_Role-play <<Student Name>>* and submitted with your assessment for marking.

Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Part A: Observation Checklist

Assessor instructions:

The assessor must watch the recording and complete the below Observation Checklist to ensure the student has met all requirements. Throughout the role-play, the student will provide information and receive feedback relating to the role-play that has been provided to the participant.

Below is a table for you to assess the student if they have demonstrated competency in this task.

Observation Checklist			
To be completed by the assessor			
Role-play Part A: Engaging with families about their child			
Step 1: Phone call to the parent			
During the Role-play, the student must demonstrate the following:		Observed	Assessor Comments
1	<p>Interacts with families according to the service standards, policies and procedures including <i>Collaborative partnerships with families and communities</i> and <i>Educational program and practice</i> from your workplace or using Little.ly.</p> <p>Look for:</p> <p>The student interacts with the family during the phone call and adheres to the National Quality Standards and policies, for example -</p> <ul style="list-style-type: none"> ○ Quality Area 1, Educational program and practice and the related policy, such as building strong and respectful relationships with child and their family ○ Quality Area 6, Collaborative partnerships with families and communities such as building a collaborative partnership with families to contribute to decision-making processes. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2	<p>Informed the parent promptly about the incident without causing alarm but ensuring the parent understood what had happened.</p> <p>Look for:</p> <p>The student will promptly inform the parents of the incident that has occurred, for example, the student will follow the service procedures about reporting timeframes and will phone the parent.</p> <p>For example, the student will introduce themselves, put the family's mind at ease quickly regarding the child's health and wellbeing, and provide concise and clear information about what has occurred.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3	<p>Demonstrated sensitivity during your conversation.</p> <p>Look for:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	The student acknowledged the parent's concerns, reassuring them and recognising how difficult it is. Ensuring they focus on the child and her well-being.		
4	<p>Provided clear and concise information to the parent.</p> <p>Look for:</p> <p>The student shared the details of the child's injury (broken skin and bruising), what First Aid was applied (cold compress and washing of broken skin), and what comfort was provided.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5	<p>Used effective communication techniques, including asking open and closed questions and actively listening to seek information and confirm understanding.</p> <p>Look for:</p> <p>The student asked open-ended and closed questions during the discussion and listened to the parent to ensure they were comfortable and understood the information. For example, asking closed questions - 'is there anything else I can do to help Alice be comfortable?' Open question - 'What else can I do to assist Alice to be comfortable?'</p> <p>The student must demonstrate active listening skills and clarify meaning when receiving information the family was sharing about their child. Active listening skills, including:</p> <ul style="list-style-type: none"> • giving full attention • providing verbal signs of affirmation, e.g., aha, I see • positive reinforcement • paraphrasing. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6	<p>Built a rapport with the parent and supported them.</p> <p>Look for:</p> <p>The student asked how the parent felt and reassured them that processes were in place to avoid this. However, biting behaviour is reflective of the age and stage of the children, but the team is aware of it and uses supervision to intervene and prevent bites/harm to all children.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7	<p>Responded professionally to questions from the parent.</p> <p>Look for:</p> <p>The student was respectful of their reaction to questions about the incident and maintained a positive tone of voice. They were professional and courteous.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8	<p>Used their knowledge about the child and the family to communicate in a culturally appropriate way and in a way that supported the family context.</p> <p>Look for:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	<p>The student explained that Alice had settled now, and it was unnecessary for the mother to come and collect her, given they had a long drive.</p> <p>The student offered options to the family to reduce their concerns, such as sending a photo of the bite mark.</p>		
9	<p>Collaborated and negotiated with the parent to make decisions about actions moving forward.</p> <p>Look for:</p> <p>The student collaborated and negotiated with the parent by allowing the parent to make the suggestions first, asking questions and using active listening to discuss several options in the negotiation and agree on options/decisions. For example, asked the parent what they would like the educators to do to support Alice and left the decision up to them.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10	<p>Maintained confidentiality and respect for the other child.</p> <p>Look for:</p> <p>The student did not say the child's name or that they had bitten before to maintain the confidentiality of the other child. The student demonstrated respect for the other child by not breaching confidentiality. However, they reassured the parent that the team was aware of and responding to the situation.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Step 2: Meeting with the parent			
1	<p>Used strategies to facilitate shared decision-making with the family during the meeting, including adhering to the policies and procedures.</p> <p>Look for:</p> <p>The student used strategies when collaborating with the family to facilitate shared decision-making, for example, building relationships with the parent to achieve quality outcomes for children by using active communication, providing opportunities for consultation, and inviting input from the parent.</p> <p>The student facilitated decision-making in line with the service policies and procedures, for example, ensuring that the information shared was child-focused, informing families about programs and their child's progress and inviting families to share in decision-making.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2	<p>Facilitated a meeting with the parent to discuss how the child was progressing in the service and communicated general information about the child to the family member.</p> <p>Look for:</p> <p>The student provided information to the parent on the child's progress, relationships, interests and experiences.</p> <p>For example, 'Alice has settled in well over the past year into her group, and I can see that she enjoys attending the service and being a part of our program, which is wonderful. She has a lovely</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	group of friends she plays with often but will also play with a variety of other children, both boys and girls. She loves group time, especially reading interactive stories with the group and singing.'		
3	<p>Set up a welcoming environment and greeted the parent.</p> <p>Look for:</p> <p>The student was welcoming toward the parent and used a positive tone to greet them and communicate with them. For example, the student smiled, used open body language, greeted the parent, and was always respectful, positive, professional and courteous. The student allowed space for the parent to talk, encouraged questions and spoke kindly about the child by checking how Alice was since the incident.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4	<p>Used active listening and built rapport with family members.</p> <p>Look for:</p> <p>The student must demonstrate active listening skills and clarify meaning when receiving information, the family was sharing about their child. Active listening skills, including:</p> <ul style="list-style-type: none"> • giving full attention • maintaining eye contact • providing nonverbal signs of attention • positive reinforcement • paraphrasing. <p>The student builds rapport by being relaxed and placing value in the relationship, showing a genuine interest in the parent and their place as the child's first teacher.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5	<p>Encouraged the family's input, engagement and involvement in the program and their child's learning.</p> <p>Look for:</p> <p>The student encouraged input from the family to add to the child's program. The student used this information to set learning goals with the child's parents for the child. For example, 'Can you tell me more about Alice's interests and strengths? Also, where would you like to see our focus?'</p> <p>The student would use the feedback and input from the parent to inform programming, for example, 'Thanks for that feedback, and I will add that to our information to place into the program for Alice. I have also noted that she is interested in building on her literacy skills, such as letters and writing her name. Have you noticed this too? She likes dogs, too, doesn't she? What if you send a photo of her dog and you place it inside the toilet doors, and we do the same here for a little bit of comfort and familiarity?'</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6	<p>Followed service procedures and policies in line with sharing information.</p> <p>Look for:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	The student demonstrated respect for the information the family shared and was sensitive and professional in observing the confidentiality of the information.		
7	<p>Communicated in ways that showed understanding of the parent and her family and community context.</p> <p>Look for:</p> <p>The student demonstrated awareness that Alice has siblings and her place as the youngest sibling. The parents both work and know their names and details of the family's situation with working parents and a long commute to the service.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8	<p>Encouraged open communication.</p> <p>Look for:</p> <p>The student demonstrated mutual respect and shared decision-making, questions, requests, and concerns to be delivered to parents in a prompt and supportive way.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9	<p>Encouraged ongoing relationships with families, open communication and positive partnerships with families.</p> <p>Look for:</p> <p>The student set up future communication opportunities by reflecting on the previous interaction, encouraging a follow-up meeting to catch up and review the goal, or offering to send Alice's portfolio home. For example, 'Should we check in next week and see how she is going? And remember that any time you have concerns or questions, please, don't hesitate to come and speak to me, and we can work through them together.'</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Part B: Reflect on the role-play

You are required to reflect on the two [2] role-plays you participated in Part A – Step 1 and Step 2. You will answer the listed reflection questions about aspects of communication with the parents. You will reflect on your skills and knowledge of working in collaborative partnerships with families and the communication skills that you used. The reflection aims to improve your work practice.

If so, what could you do to build on this and develop further confidence and skill?

Instructions to the assessor:

This assessment continues on from Role-play Step 1 and Step 2. The student can use the information from that assessment in their responses.

The student reflects on aspects of the role-play to explore their skills and knowledge of working in collaborative partnerships with families and their communication skills. This is a reflective process for the student. No word limits are set, as the answers given are drafts only.

A sample answers are provided.

Reflection Questions	Response
How did you ensure you communicated in a culturally appropriate way with the family in line with the information you have about the family?	<p>For example:</p> <p>Learning about the family in the child profile, including learning about the family's cultural background and that the parents are both professionals and work in the city. I adjusted my communication to suit the parent's socio-economic and professional backgrounds to meet their level of education, experience and needs. Reading the child profile and understanding more about the child, including their cultural background and that they are the youngest child. I used strategies to relate to the parent's needs to have their youngest [and last] child in a care program.</p>
Explain your delivery style, communication and language used for each role-play and reflect on whether you believe this was successful.	<p>For example:</p> <ul style="list-style-type: none"> • I used active listening and responded appropriately. I explained that the educators have strategies in place to reduce biting incidents. • I used empathic responses by acknowledging the parent was worried and speaking in a tone that supported the parent to ask questions. • I used language relevant to the situation and needs of the family by understanding that the parent is a professional, so I included references to policies and procedures and an action plan that the parent would understand based on their employment. • I limited industry jargon to ensure the language used was appropriate for parents. • I used clear and concise language by stating that there is broken skin and bruising rather than saying a 'bite mark'. • I ensured that the conversation encouraged mutual respect and decision-making. I asked questions and opinions and encouraged ideas.

	<ul style="list-style-type: none"> The delivery I used was caring and sensitive to the complexity and emotional nature of the situation. I was attuned to the emotions and responses of family.
<p>How did you ensure the parent had the opportunity for shared decision-making?</p>	<p>For example,</p> <ul style="list-style-type: none"> Agreeing to meet with the family to discuss the situation further. Letting the parent decide if they collect Alice or not. Sharing information so the parent can decide what they would like to happen. Asking questions and advice about how to support Alice Inviting input from the parents about Alice's program so we could agree together on what was important to the family and what could be included.
<p>Explain your approach and what you understand about being sensitive and informing parents quickly about incidents.</p>	<p>For example,</p> <p>I took the approach of informing the parent quickly to give them peace of mind and minimise them becoming upset or panicked. The response I used considered:</p> <ul style="list-style-type: none"> Importance of notifying parents as soon as possible to allow them to make decisions Being honest and open with the parent and using clear language about the incident to ensure that the parent was not shocked when they saw the bite mark.
<p>How was your experience of communicating challenges with the family about the child? Were there areas you found challenging or uncomfortable? How could you improve your skills in managing uncomfortable conversations?</p>	<p>For example,</p> <p>I found it more challenging when discussing more complex or potentially emotional themes. I felt challenged in meeting the parent face to face as opposed to talking on the phone. It felt more confronting and stressful.</p> <p>It was easier for conversation flow when discussing general areas and sharing information.</p> <p>More experience will extend and build on my comfort and skill in this area. Having a previous relationship and rapport with family could make this less challenging or possibly more challenging.</p>
<p>How did you build rapport with the parent during the role-play, and what strategies did you use? Were some more successful than others? Which and why do you think?</p>	<p>For example:</p> <p>I used a communication style including being personable, engaging, clear and providing examples. I used techniques such as listening when they spoke, providing them with responses, and shaking their hands.</p> <p>I used eye contact as appropriate for the individual. I used the correct name of family members and children (demonstrating knowledge of family and providing care).</p> <p>I displayed empathy and care [by being attuned to the family's needs and asking about the family's general well-being and support].</p> <p>I repeated and verbalised the objective of supporting the family. I think building mutual respect and shared decision-making by asking questions and opinions and encouraging their thoughts and ideas was the most effective.</p>

<p>Thinking about the parent as the first educator, outline the benefits and value acknowledging this would bring to the family.</p>	<p>For example:</p> <p>I ensured that I acknowledged the family as important and as the first educator with essential information and perspectives to share in building a supportive environment for their child. The meeting would allow the family to share their knowledge and information about the child that may not be observable in the service setting. It would allow for building a relationship with the parent by valuing their input. I could use this information to find out more to support the curriculum for the child and provide a more suitable program that meets the child's needs.</p>
<p>How did you ensure you created a welcoming environment for the family?</p>	<p>For example:</p> <p>I made sure I used rapport-building strategies, including being personable, remembering names, smiling, nodding, and engaging with eye contact.</p> <ul style="list-style-type: none"> • I was confident in answering questions, so they felt confident in the service. • I welcomed the parent to sit and share information with them. • I did not rush them. • I acknowledged the child and the family's concerns.
<p>How did you ensure the parent had the opportunity and is aware of future opportunities for shared decision-making?</p>	<p>For example:</p> <p>I used clear communication about the value of the partnership with families. I asked open-ended questions and invited their participation</p> <p>We discussed their ideas and aspirations for their child. I asked for their input into goal setting.</p> <p>We discussed the options available for the family so they could share in decision-making.</p>
<p>Reflect on your participation in the role-plays and identify how you would adjust your approach in future situations.</p>	<p>For example:</p> <p>I felt uncomfortable when the parent was emotional because their child had been hurt. I was slow to tell them this as I worried it might occur. I should have started by telling the parent that Alice is OK first place to reduce the risk of an emotional response.</p> <p>I could improve my skills and confidence in delivering challenging news by practising with a colleague before the meeting to increase their confidence.</p> <p>I could engage in more professional development and practise conversations about communicating with families to build my confidence and skills.</p>

Part B: Assessment marking criteria: Reflection questions

Assessor instructions: All sections/questions must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily [S] covered the following criteria, or the evidence is not yet satisfactory [NYS] and requires resubmission.

		S	NYS
Part B: Reflection questions			
1	<p>Communicated in a culturally appropriate way with the family in line with the information gathered about the family's background.</p> <p>Look for:</p> <p>The student reflects on how they took into consideration the family's cultural background in their communication with them. For example, using gathered information about the family and child from the child's profile and information to inform the most appropriate way to communicate with the parents, e.g., selecting communication strategies that meet the family's cultural background.</p> <p>A sample answer is provided in Part B – Reflection Questions</p>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>Explain the delivery style, communication and language used for each role-play and whether it was successful.</p> <p>Look for:</p> <p>The student outlined their delivery style, communication and language and reflected on whether this was successful. Responses will vary and be in the student's own words. Responses could include strategies such as:</p> <ul style="list-style-type: none"> Using active listening and responding appropriately. For example, explaining that the educators have strategies in place to reduce biting incidents. Using empathic responses. For example, acknowledging the parent is worried and speaking in a tone that supports the parent to ask questions. Using language relevant to the situation and needs of the family. For example, understanding that the parent is a professional, so the student refers to policy and procedure and action plan. Limiting industry jargon. For example, ensuring the language used is appropriate for parents. Using clear and concise language. For example, stating that there is broken skin and bruising rather than saying a 'bite mark'. Conversation encourages mutual respect and decision-making. For example, asking questions and opinions and encouraging ideas. Delivery style is caring and sensitive to the complexity and emotional nature of the situation. For example, attuning to the emotions and responses of family. <p>A sample answer is provided in Part B – Reflection Questions</p>	<input type="checkbox"/>	<input type="checkbox"/>

3	<p>Techniques to ensure the parent had the opportunity for shared decision-making.</p> <p>Look for: The student outlined the techniques they used to provide shared decision-making opportunities during the role-plays.</p> <p>Responses are in the student's own words and will vary but could include strategies such as:</p> <ul style="list-style-type: none"> • Sharing information • Asking questions to provide the parent with options • Offering follow-up meetings to discuss the situation further. • Letting the parent decide if they collect Alice or not. • Seeking the parent's advice and input in actions and program development. <p>A sample answer is provided in Part B – Reflection Questions</p>	<input type="checkbox"/>	<input type="checkbox"/>
4	<p>Explain the approach and understanding of being sensitive and informing parents quickly about incidents.</p> <p>Look for: The student explained the approach and understanding of being sensitive following an incident. The student's response will vary but could include the following:</p> <ul style="list-style-type: none"> • Reviewing the approach taken to decide if it worked or did it upset or panic the parent. <p>The response considers the following:</p> <ul style="list-style-type: none"> • The importance of notifying parents as soon as possible to allow them to make decisions • Being honest and open with the parent and using clear language about the incident to ensure that the parent was not shocked when they saw the bite. <p>A sample answer is provided in Part B – Reflection Questions</p>	<input type="checkbox"/>	<input type="checkbox"/>
5	<p>Reflect on the experience of communicating challenges with the family about the child and identify improvements to communication skills.</p> <p>Look for:</p> <p>The student reflected on the experience of communicating challenges to the family. The student identified if there were areas that were personally challenging or uncomfortable. The student identified ways to improve skills in managing uncomfortable conversations.</p> <p>Responses will vary and be in the student's own words. Responses could include strategies such as:</p> <ul style="list-style-type: none"> • Level of comfort and skill • Having a previous relationship and rapport with family to reduce the impact • Identifying development opportunities to build confidence and skills. <p>A sample answer is provided in Part B – Reflection Questions</p>	<input type="checkbox"/>	<input type="checkbox"/>
6	<p>Outline strategies to build rapport with the families.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>Look for:</p> <p>The student outlined their strategies and reflected on whether this was successful. Responses will vary and be in the student's own words. Responses could include strategies such as:</p> <ul style="list-style-type: none"> • Communication styles include personable, engaging, clear and providing examples, such as techniques such as listening when they spoke, providing them with responses, and shaking their hands. • Using non-verbal encourages and welcomes (smiles, encouraging family into welcoming and inviting space, providing water/tissues, and demonstrating compassion). • Using eye contact as appropriate to the individual. • Using the correct name of family members and child (demonstrating knowledge of family and care). • Displaying empathy and care (attunes to family, asks about family's general wellbeing and support). • Verbalising and reminding them of the objective to support the family. • Building mutual respect and decision-making relationship (asking questions and opinions, encouraging their thoughts and ideas). <p>A sample answer is provided in Part B – Reflection Questions</p>		
7	<p>Reflect on the parent as the first educator and outline the benefits and value acknowledging this would bring to the family.</p> <p>Look for:</p> <p>The student outlines the benefit and value that could arise from acknowledging the family as the child's first educator. Responses will vary and be in the student's own words. Responses could include strategies such as:</p> <ul style="list-style-type: none"> • Gaining information about the child that may not be observable in the service setting. • Developing a relationship with the parent. • Finding out more to support the curriculum for the child and improve services to meet the child's needs. <p>A sample answer is provided in Part B – Reflection Questions</p>	<input type="checkbox"/>	<input type="checkbox"/>
8	<p>Strategies that can create a welcoming environment for the family.</p> <p>Look for:</p> <p>The student outlines the strategies used to create a welcoming environment. Responses will vary and be in the student's own words. Responses could include strategies such as:</p> <ul style="list-style-type: none"> • Rapport-building strategies include being personable, remembering names, smiling, nodding, and engaging with eye contact. • Being confident in answering questions, so they felt confident in the service • Welcoming them to sit and showing them information • Not rushing the family • Acknowledging the well-being of the child. 	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> Acknowledging the concerns of the family. <p>A sample answer is provided in Part B – Reflection Questions</p>		
9	<p>Strategies to ensure the families have opportunities and are aware of future opportunities for shared decision-making?</p> <p>Look for:</p> <p>The student outlines strategies to ensure shared decision-making with the family. The student outlined future opportunities to provide for shared decision-making.</p> <p>Responses will vary and be in the student's own words. Responses could include strategies such as:</p> <ul style="list-style-type: none"> Asking open-ended questions. Using clear communication that shows the value of the partnership with families Inviting the family's participation and seeking ideas and goal setting Options available for families to share decision-making include meetings, sharing feedback and progress, inviting input, and inviting the family to be part of a parent committee. <p>A sample answer is provided in Part B – Reflection Questions</p>	<input type="checkbox"/>	<input type="checkbox"/>
10	<p>Use reflection to identify adjustments and improvements to approaches for future situations.</p> <p>Look for:</p> <p>The student uses reflection to determine areas of adjustment and improvement of approaches for future situations. Responses will vary and be in the student's own words. Responses could include strategies such as:</p> <ul style="list-style-type: none"> Identifying areas of improvement in skills, e.g., listening skills Goal setting to meet the identified needs, e.g., professional development and practising with others. <p>The assessor must be satisfied that the reflection links to the role-plays carried out by the student in Step 1 and Step 2. The assessor must be satisfied that reflection would be expected by a reasonable person to improve practice concerning building collaborative partnerships with families.</p> <p>A sample answer is provided in Part B – Reflection Questions</p>	<input type="checkbox"/>	<input type="checkbox"/>
11	<p>Submit Reflection questions on actions and participation in the role-plays in Part A, Step 1 and Step 2</p> <p>Look for:</p> <p>Student must respond to all questions in Part B and submit the reflection questions.</p>	<input type="checkbox"/>	<input type="checkbox"/>

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Assessment Checklist

Students must have completed all tasks within this assessment before submitting. This includes:

Part A – Role-plays	
Record and submit role-play video – Step 1	<input type="checkbox"/>
Record and submit role-play video – Step 2	<input type="checkbox"/>
Part B - Reflection	
Reflection questions	<input type="checkbox"/>



Congratulations, you have reached the end of Assessment 3!

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