



CHCPRP003

# Reflect on and improve own professional practice

**Assessor Guide**

Assessment 1 of 3

Short Answer Questions



# Assessment Instructions

## Task overview

This assessment task requires you to answer twelve [12] short-answer questions. Read each question carefully before typing your response in the space provided.

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.



## 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.

## Question 1

How do you keep up to date with current and sector developments? Provide three (3) examples of work methods and practices you can use to improve your performance. [Approximate word count: 20-30 words]

**Assessor Instructions:** Students will identify any three (3) work methods and practices that can be used to keep up to date with current and sector developments. Five (5) examples are listed in the benchmark answer, and the student must identify three (3). Students will use their own words, and responses will vary. The assessor must determine that the methods listed would reliably provide the student with up-to-date information on current and sector developments to improve work performance.

A sample answer is provided below.

- Joining sector networks, groups, and professional associations
- Following sector groups and posts on LinkedIn
- Referring to ACEQA and ECA websites to gather information
- Attending online forums and seminars/workshops
- Receiving weekly communication from sector bodies such as emails/newsletters.

## Question 2

- a) Define informal and formal training and list three (3) examples for each informal and formal methods of learning and development (L&D). [Approximate word count: 10-20 words]

**Assessor Instructions:** Students must provide a definition of informal and formal training. The student must list any three (3) examples for each informal and formal L&D opportunity. Responses will be in the student's own words and will vary. The assessor will determine that the examples given are informal and formal opportunities that an educator can use for L&D.

A sample answer is provided below.

Definition: Informal (20-30 words)	Definition: Formal (20-30 words)
Self-directed, organic, and self-paced learning occurs naturally as part of carrying out a job and interacting with others.	Structured, intentional, systematic, instructor-led, and goal-oriented. Usually offered in a structured environment, e.g., classroom or designed online course.
Informal training methods (5- 20 words)	Formal training methods (50-10 words)
Conducting research on a topic or needed development area – online, books, resources	Attending L&D training – face-to-face session/course or online/virtual via a learning management system
Learning from mistakes, feedback, and conversations with others	Tutorials, small groups, and seminars
Coaching and mentoring, and on-the-job training	Accredited learning such as certificates, diplomas, and degrees (also include post-graduate study)

- b) Outline the training requirements and options for the listed examples of professional development opportunities. You will also identify if the option is internal or external to the organisation. If you believe the option is available internally and externally, list it as both and explain the differences.

**Assessor Instructions:** Students must outline the requirements and options to provide the listed professional opportunities. Responses will identify whether the learning is internal or external. A response of both is acceptable. The responses for internal/external will match the benchmark answers. Responses to requirements and options will be in the student's own words and will vary. Responses will outline the requirements and options for the listed typical professional development opportunities.

Samples answers are provided below.

Professional Development Opportunity	Requirements (10-20 words)	Options (10- 20 words)	Internal, external or both? (1 word and 10-15 for explanation)
Critical reflection	Conducted regularly Explores thoughts, feelings, and experiences. Used to extend and refine professional practice and inform future development.	It can be individual, group or part of a team meeting. It is documented as outcomes or using journal entries.	Internal
E-learning	Access to a computer (LMS) and internet Flexible timing	Individual and work at own pace Can have assessment tasks/self-marked quizzes Issue a certificate	Both - Internal (on the organisation's LMS) External (on a host's LMS)
Face-to-face learning (classroom)	Face-to-face attendance Structured timetable and content Trainer led	Virtual attendance (technology dependent) Accredited and non-accredited courses Assessment options such as group work case studies or submitted assignments	Both - Internal (arranged and delivered by the service) External (hosted by an L&D provider)
On-the-job training	Time-scheduled learning by a more experienced worker	Coaching and mentoring can be formalised and ongoing Suitable for induction or training for a new task	Internal

- c) Identify three (3) types of work methods and practices you can employ to improve performance and how each method or practice will assist.

**Assessor Instructions:** Students identify any three (3) types of work methods and practices to improve their work performance. The student will outline how each method identified will assist. Responses will be in the student's own words and will vary. Assessors will determine that the methods listed and the reasons the method would assist will lead to improved work performance of an educator.

Samples answers are provided below.

Work methods and practices (10-20 words)	How the method will assist with improving work performance (10-20 words)
Using reflective tools, critical reflection, Johari window, Gibbs reflective cycle	Challenges you to test assumptions and challenge held beliefs or build awareness of unknown/blind areas
Seeking specialist advice and training	Ensures the knowledge and skills for current and future work.

Asking for feedback from others, e.g., survey, 360-degree review, verbal feedback	Provides insight into areas requiring development or areas that are blind/unknown
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### Question 3

Identify three (3) ways you can ensure your knowledge and skills remain current throughout your career.  
[Approximate word count: 20-30 words]

**Assessor Instructions:** Students must identify any three (3) ways they can use to ensure their knowledge and skills are current throughout their career. Responses will be in the student's own words and will vary. Assessors will determine that the methods identified would assist an educator in maintaining current knowledge throughout their career.

A sample answer is provided below.

<ul style="list-style-type: none"> <li>• Join and regularly visit online professional forums/groups</li> <li>• Attend refresher training offered internally and externally</li> <li>• Attend regular professional development training sessions.</li> </ul>
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### Question 4

Provide a description and one (1) example of how you would demonstrate each of the following legal and ethical considerations within professional practice:

- Code of practice
- Duty of care
- Rights and responsibilities of educators
- Rights and responsibilities of employers
- Work role boundaries
- Work role limitations

[Approximate word count: 40-60 words]

**Assessor Instructions:** Students must include a description and any one (1) example of how they would demonstrate each of the listed legal and ethical considerations within professional practice. Responses will be in the student's own words and will vary. Assessors will determine that the description accurately describes the legal and ethical area and that the example demonstrates the student's adherence to each legal and ethical consideration.

A sample answer is provided below.

Legal and ethical considerations	Description and example [100-140 words]
Code of practice	The code of practice sets out the standard of practice for staff. Regulations, law, standards, or the UN Convention on the Rights of the child influence it. At the work experience placement, they organised a cultural food day which meant each staff member would bring in a dish of their national heritage to share. Indira, one of the female educators, was purposely excluded from this event. When I asked why they said they did not want to have Indian food at the centre and then smell like curry. They called her food 'disgusting' and commented about Indira's home country behind her back. I did not feel comfortable with this type of environment and referred them back to the workplace code of practice and ethics on

	discrimination. The staff were not adhering to the workplace code of ethics and professional behaviour.
<b>Duty of care</b>	<p>Duty of care is a legal requirement to act in a reasonable manner to prevent foreseeable risks and harm to others.</p> <p>During play area supervision one day, I noticed that one of the children struggled to move during an activity. When encouraged, he retreated and kept to himself, shaking his head in a strong response to be left alone. When I investigated further, I discovered that he had nasty bruises on the right side of his body and right arm. I alerted my supervisor and was advised to report the incident. The service took charge of the situation, and the authorities were contacted. As part of my responsibility, a mandatory report was filed in line with the process and procedures.</p>
<b>Rights and responsibilities of educators</b>	<p>An educator's rights include a fair pay, agreed working hours and breaks, leave entitlements and to be safe at work. They have the right to receive training and support to carry out their role and to have the equipment they require, including personal protective equipment. Their responsibilities are to carry out the pre-defined work tasks and duties and to work safely and take instruction and direction from management. I demonstrated my responsibility to supervise children and ensure their safety when I witnessed an accident in the back corner of the yard. A child fell from a low branch on a tree and got a scratch. My lead educator asked me to complete the accident form details, and they finished the form with a signature. I also upheld my rights as an educator when I asked to be relieved so I could have my lunch break.</p>
<b>Rights and responsibilities of employers</b>	<p>Employer rights are to expect a fair day's work for a pay, to receive needed information from the employee, e.g., health status if it impacts the worker's ability to perform their job. They must maintain the privacy and confidentiality of employee information.</p> <p>Employer responsibilities are to provide a safe work environment free from discrimination and bullying, supply the needed equipment to workers and ensure workers receive all their entitlements in terms of pay and conditions.</p> <p>The employer-provided training for staff on a new practice. The employer had policies and procedures in place to support the new practice. They asked for feedback and consulted with the team about the changes.</p>
<b>Work role boundaries</b>	<p>The boundaries of the role are set out in the educator's duties and tasks in their job description and the policies and procedures of the service. They are also guided by codes of ethics, practice, and codes of conduct. One of the parents asked me to babysit on Saturday night, as I have built a lovely relationship with their child. I asked the Director, and she said that it was in our policy that we are not allowed to babysit, as it was unprofessional and could lead to a lack of boundaries with the families. Therefore, I talked to the parent and explained that I could not babysit.</p>
<b>Work role limitations</b>	<p>The limitations of an educator's work role arise from the job description, policies, and procedures of the service, as well as laws and regulations of children's services.</p> <p>I upheld the limitations of my work role when I directed some parents to the supervising educator when they wanted details of an incident that occurred to their child. In my role as an educator, it is not appropriate to discuss things with parents about their child's care, education, or injuries. I referred them to a supervising educator who could provide them with information. In addition, we must maintain the privacy of any other children involved in the incident. We cannot disclose all information.</p>

### Question 5

Provide three (3) examples each of industry networking and professional associations that you can use for professional development opportunities. (Approximate word count: 30-50 words)

**Assessor Instructions:** Students must provide any three (3) examples each of industry networking and professional associations for professional development opportunities. Responses will be in the student's own words and will vary. Assessors will determine that the examples of industry networking and professional associations would enhance professional development opportunities.

A sample answer is provided below.

Industry networking:

- Sector functions, attend workshops and events and meetup groups and online groups,
- national conferences and seminars
- community groups

Professional associations:

- Early Childhood Australia (ECA)
- Early Childhood Teachers Association
- Early Childhood Association Australia
- Australian Childcare Alliance

### Question 6

What additional training could you undertake to complement or enhance your current skills? Provide three (3) examples. (Approximate word count: 10-20 words)

**Assessor Instructions:** Students must include any three (3) examples (of the six provided) of training in areas of their choice that would complement or enhance their current skills. Responses will be in the student's own words and will vary. Assessors will determine that the example areas would enhance an educator's skills.

A sample answer is provided below.

- Infant mental health
- Primary caregiving
- Lead educator training
- Making reasonable adjustments for children with challenging behaviours and additional needs
- How to write effective learning stories
- Working in a team.

### Question 7

What is your preferred learning style? Why is this effective? (Approximate word count: 70-100 words)

**Assessor Instructions:** Students must outline their preferred learning style and why it is effective. Responses will vary and will be in the student's own words. The response will demonstrate the student's awareness of their learning style and why it works.

A sample answer is provided below.

My preferred learning style is a combination of visual and verbal. I also prefer learning through real-life scenario examples in a blended approach. This means using various mediums– reading, written activities, audio, and interactive elements.

This learning style is effective as it appeals to the senses (hearing, visual and touch). It is also effective to implement a variety of learning modes to hold attention and learner engagement.

### Question 8

Consider two [2] of your peers you work closely with regularly. For each peer, identify their learning style and how you could use this knowledge to improve their learning experience.

**Assessor Instructions:** Students must include two [2] peers and outline their learning style and how the insight into their style could be used to improve their learning experience. Responses will vary and will be in the student's own words. The response will demonstrate the student's awareness of others' learning styles and use of the insight to improve learning experiences.

A sample answer is provided below.

Peer	Learning style (3-5 words)	How can you improve the learning experience? (10-20 words)
1	Learns through written text and writing	Provide them with process and procedure documents or steps/lists written out.
2	Kinaesthetic learner	Provide them with tangible objects or scenarios that involve a hands-on experience explaining a new concept.

### Question 9

Explain how we learn through feedback and reflection. Why is this important? [Approximate word count: 70-90 words]

**Assessor Instructions:** Students explain how learning through feedback and reflection helps with learning and why it is important. Responses will vary and will be in the student's own words. The response will demonstrate the student's knowledge of learning using feedback and reflection and its importance in improving the learning process.

A sample answer is provided below.

Feedback and self-reflection help to identify things they have performed well and areas for improvement. Areas for improvement can help define personal and professional goals when developing an action plan. It is important to obtain feedback from our peers, supervisors, and parents to ensure we are performing tasks accurately and appropriately. Being aware of feedback helps to monitor the progress of our day-to-day tasks and activities, including soft and hard skills.

### Question 10

- a) Describe a time when you developed a plan to achieve a personal or professional career goal. Describe the principles and techniques that you used. Outline the goal and the timeframes that you set. Were your goals achieved? Why/why not? How did you measure your progress and performance?

**Assessor Instructions:** Students must describe a time when they had developed a personal or professional action plan, including the principles and techniques used, the goal and timeframes set, how they achieved goals, and measured progress and performance. Responses will vary and will be in the student's own words. The response will demonstrate the student's knowledge of principles and techniques for personal goal setting, including setting realistic timeframes and measuring progress and performance.

A sample answer is provided below.



<b>Principles and techniques for personal goal setting</b> [50-70 words]
I determined my overarching goal. I set a realistic objective and broke it down into a SMART goal. I made it measurable and achievable. I reviewed my progress after 3 months. My progress was measured against the timeframe and frequency of undertaking the action area. Once I achieved this, I knew I had met my goal.
<b>The objective/goal and timeframe</b> [70-90 words]
After a minor car accident, my driving confidence was at an all-time low. It became hard for me to drive myself around independently, and I began to rely heavily on public transport, taxis or friends and family to drive me around. It also prevented me from attaining positions where driving was involved. My goal was to regain my driving confidence around busy areas, including the CBD and on highways, by driving myself to one busy location each week and maintaining this for 3 months.
<b>Was the goal achieved? Why/why not?</b> [70-90 words]
Yes, I overcame my fear of driving slowly over 6-12 months. By having a clear goal, objective, timeframe, and measurable outcomes, I gained and improved confidence by driving short distances and familiar routes. I did this regularly and had the support of friends and family, who allowed me to drive their vehicles. The more frequently I chose to drive, the more comfortable I felt driving alone and driving for further distances.
<b>How were the progress and performance measured?</b> [70-90 words]
I reviewed my progress after 3 months of weekly driving in busy areas. I knew I had reached my goal when I would no longer fear driving alone and could independently drive myself to suburbs that before seemed far out of my comfort zone. I was also offering to drive other people around, i.e., lifts or picking them up from places. The number of solo driving trips I could make proved that my fears had significantly subsided.

- b) Consider a goal regarding your study for this qualification. Write your goal in the table below, then complete the table to explain why your goal is 'SMART'.

**Assessor Instructions:** Students must describe a time when they had developed a personal or professional action plan, including the principles and techniques used, the goal and timeframes set, how they achieved goals, and measured progress and performance. Responses will vary and will be in the student's own words. The response will demonstrate the student's knowledge of principles and techniques for personal goal setting, including setting realistic timeframes and measuring progress and performance.

A sample answer is provided below.

<b>What is your goal?</b> [20-40 words]	To complete my studies so I graduate from the Early Childhood Education and Care qualification by December 20XX.
<b>S</b> Why is your goal 'specific'?	It specifies the goal of graduating and sets a time frame to achieve the goal. It sets out clearly what I want to achieve and by when.
<b>M</b> Why is your goal 'measurable'?	Gaining the qualification is the measure of achieving this goal. If I fail to graduate, then the goal is not achieved.
<b>A</b> Why is your goal 'achievable'?	I have the resources and support to complete the qualification and have allocated enough time.

R	Why is your goal 'results-focused'?	The result will be my qualification in the sector and how it will help me attain full-time employment within the field. This is the outcome I want to achieve.
T	How is your goal bound by 'time'?	I plan to achieve my qualification by December 20xx – this matches this course's training calendar and my personal commitments.

### Question 11

Consider the following situation:

Jack was not sure where he was going in life. He went to TAFE when he finished school and started a course to qualify as a chef. Halfway through his course, Jack realised that the hours for a chef were quite bad, so he withdrew. Jack travelled for six months, but his money soon ran out – he came home earlier than expected. When he got home, he went to art school with a friend – that did not last as he was not that good at art. Now he is considering enrolling in Certificate III in Early Childhood Education and Care. He grew up in a big family with many children and thought he would make a good carer for others. All his friends have good jobs now, and Jack feels that he is still in the same place he was when he first left school.

Imagine you are Jack's friend. Give him some advice so he can develop a personal development plan that focuses on his goals using SMART goals. [Approximate word count: 90-110]

**Assessor Instructions:** Students must include advice for Jack to develop a personal development plan that focuses on his goals. Responses will vary and will be in the student's own words. The response will demonstrate the student's knowledge of developing a personal development plan to meet personal goals, including using a process to set realistic timeframes and measure progress and performance.

A sample answer is provided below.

- Jack should take time to reflect on what he actually wants to do and what is achievable for him.
- Jack should find out everything he can about the job and job prospects.
- Jack should find out if this is actually a good career option for him – does it align with his values?
- Jack should plan out the next few years by:
  - setting SMART goals
  - setting objectives
  - setting actions
  - setting timelines
  - setting a review schedule.
- Once Jack has set out his development plan, he must review it regularly.
- Once Jack has reached his goal, he should acknowledge the achievement

### Question 12

- a) Describe the models and processes associated with professional reflection in children's education and care services in Australia. [Approximate word count: 110-130 words]

**Assessor Instructions:** Students must include a description of the models and processes of professional reflection. Responses will vary and will be in the student's own words. The response will demonstrate the student's knowledge of professional reflection.

A sample answer is provided below.

Reflection models include using a series of critical reflective questions to examine practices, e.g., What theories shape and assist my work? What am I challenged by? What am I curious about? Where are my biases? What assumptions have I made?

Other models of reflection include a 360-degree review, Johari's Window, Gibb's, Rolfe's model, and the Atkins and Murphy's model, and seeking feedback from others, including surveys.

It is a process of closely examining all aspects of events/experiences from different perspectives to support educators' development and improve the quality of services. Critical reflection allows the development of a better understanding of core and emerging practices

It is an ongoing process of inquiry to build on current practices by exploring your own feelings, thoughts, and experiences.

- b) Using one of the models of professional reflection (for example, Gibb's, Atkins and Murphy's model), describe the process you use to reflect on your response to the below event. Which model of reflection have you chosen? Describe the process that you would go through, using the scenario to explain your answer in your own words. (Approximate word count: 380-400 words)

You are working at Little.ly Early Learning Centre, and one of your colleagues, an educator, suddenly became very unwell. They complained of tightness in the neck and shoulders early in the day but now were in a cold sweat with acute pain in the chest. They were short of breath and not well.

You called for your supervisor, a first aid officer, but she was out of the office. You suddenly realised that your colleague was in big trouble, but you felt like you did *not* know what to do despite being trained in first aid.

You wasted precious minutes trying to find your mobile phone so that you could ring the ambulance. Fortunately, the person at the end of the line talked you through the process. Once you started CPR, you remembered everything you had learnt. The ambulance arrived and took over from you.

Your colleague thankfully recovered in hospital and, after they were released, thanked you for your assistance and for how you responded that day. You had been feeling terrible since the incident because of your panic.

**Assessor Instructions:** Students must nominate any reflection model they used – for example, Gibb's, Atkins and Murphy's model. Responses will vary and will be in the student's own words. The benchmark answer has applied Gibb's model of reflection. The approximate word count will vary depending on the reflection model chosen by the student. The response will demonstrate the student's ability to use a professional reflection model to review their practice. The assessor will determine that the reflection sufficiently covers a review of the educators actions in a crisis and identifies areas of improvement to their practice.

A sample answer is provided below.

Applying Gibb's model to the situation:

- Description – what happened?  
My colleague had a heart attack at work, and I was the only person who could assist them. I finally found my phone and called triple zero. I gave CRP until the ambulance arrived. My colleague was OK, but I panicked and wasted precious time.
- Feelings – what was I thinking and feeling?  
I thought someone else should take responsibility – I was angry with my supervisor for being out. I felt like I was in a complete panic and had no idea what I should do.
- Evaluation – what was good and what was bad about the incident?

Good: I ended up giving CPR, and my colleague recovered from the heart attack. The paramedic told me I had done a good job of keeping them alive.

Bad: I panicked. Although I have had first aid training, I felt like I had no idea what to do. I feel guilty that I could have caused their death. I found myself blaming my supervisor for putting me in that situation.

- Analysis – what sense did I make of the situation?

On reflection, the important thing is that my colleague recovered – due to my first aid treatment. I have never been in that sort of situation, so it is an understanding reaction. My mentor told me that my 'fight or flight' response had been activated, and unfortunately, my body chose 'flight' instead of 'fight'! I think that the problem was that there were no prompts available to remind staff members what to do. Since this incident, staff have been scheduled for additional first aid training – and CPR and emergency guidelines have been placed on the walls of each treatment room. This increases my confidence.

- Conclusion – what else could I have done?

I could have used the Centre phone instead of wasting time looking for my mobile.

I could have accessed the first aid manual in the next-door room.

I could have taken a moment to prepare myself instead of going into a mad panic.

I shouldn't have blamed my supervisor – I was trying to shift the blame from myself to someone else.

On reflection, there was no blame deserved by anyone.

- Action plan – If it happened again, what would I do?

I would recognise the symptoms of heart attack more quickly.

I would refer to the procedures as posted on the wall.

I will try my best not to be so hard on myself.

I would debrief with professionals after the incident.

## Assessment checklist:

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

1	twelve [12] short answer questions	<input type="checkbox"/>
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**Congratulations, you have reached the end of Assessment 1!!**

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