



CHCPRP003

Reflect on and improve own professional practice

Assessor Guide

Assessment 2 of 3

Role play



Assessment Instructions

Task overview

This assessment has two [2] steps:

- Step 1: Role-play 1 – Seeking feedback from a parent
- Step 2: Role-play 2 – Sharing feedback with two [2] co-workers

In this assessment, you will need to seek and share feedback from clients and colleagues and undertake a self-reflection based on the received feedback.

You are required to read the scenario provided and conduct two [2] role plays.

- For the role-play, in Step 1 of the assessment, you will need **one [1]** additional participant playing the role of a parent.
- For the role-play, in Step 2, you will need **two [2]** additional participants: one [1] participant will play the role of a colleague, and one [1] participant will play the role of the supervisor.

You will be required to record the role play and then upload it to the LMS, together with the assessment.



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.



Scenario

For this role play, you are a new educator at Little.ly Early Learning Centre who started in the Pre-Kinder room (3-4-year-old) about two months ago. You asked the team leader for feedback about your performance, and she said it was a great time to ask because your probation meeting is coming up. Your team leader has asked you to gain feedback from the parents leading up to your probation meeting in a week. Cheryle, your team leader, asked you to get information about your strengths and areas for improvement. She told you that after you do this, she will meet with you and the room colleagues to discuss your feedback.

Role-play Instructions

The role play must include yourself and participants, must not exceed **15 minutes** in duration and must address all elements of the Observation Checklists below.

Participants to engage in the role-plays may be resourced using one of the following options:

1. Peers who you are already working within the industry related to your qualification.
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.

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.

Step 1: Role-play – Seeking feedback from a parent

Role Play Characters

- The student will be the new educator
- A peer/ fellow student will be a parent.

Instructions

In this role play, you will participate in a conversation with one (1) other participant, who will take the role of a parent of a child who attends Little.ly Early Learning Centre.

Step 1: Role play should be organised at a location where participants can undertake a conversation. This could be an environment set with chairs at a table, or this student may wish to stand up and talk to the parent, as would be similar to a real-life situation in a children's education service.

You will complete the Feedback Form to document the parent's feedback.

- The student will ask the parent to provide three [3] positive things about their performance and three [3] areas for improvement.
- The participant [peer/fellow student] playing the role of the parent should be open to providing feedback to the student. The parent will act as though they are thinking and then provide the following feedback during the conversation. The participant will provide three [3] positive aspects of the educator's performance:
 - *You are engaging with the children when we arrive in the morning, which is really nice because it removes some of the parent guilt.*
 - *I like when you send photos of the children during the day because I feel connected to them.*
 - *I feel like your experiences have a lot of thought put into them, for example, the science experiment you did the other day.*

The Participant will also provide three [3] negative aspects of the educator's performance:

- *Maybe you can work on getting to know all the children's names.*
- *I guess you could build your confidence to talk to the parents.*
- *Sharing a bit more about yourself would be great, so we can get to know you better.*
- During the parent's feedback, you will use active listening techniques and ask open and closed questions to seek information and confirm understanding.
- At the end of the role-play, the student will end the conversation politely and thank the participant playing the parent for their feedback that will be evaluated and used to reflect on your practice.
- Document the feedback received from the parent on the Feedback Form. You will use this to create the Self-Evaluation Form in Step 2.

Scenario Update

Now that you have gained feedback from the families, you are to seek feedback from your room colleague Pillar Armendariz – Assistant Educator Pre-Kinder Room and Cheryle Matterson – Team Leader Pre-Kinder Room.

You are keen to engage in two-way communication and discuss evaluation and feedback openly with colleagues. You want to use this feedback to reflect on your practice and recognise the impact of values, beliefs, and behaviours on your practice.

Step 2: Role-play - Sharing feedback with two [2] co-workers

Role Play Characters

- The student will be the new educator
- Two [2] participants [Peer/ fellow student] will be:
 - one [1] participant will play the role of a colleague, Pillar Armendariz
 - one [1] participant will play the role of the supervisor, Cheryle Matterson.

Instructions

Step 2: Role play should be organised at a location where participants can undertake a meeting. This could be an environment set with chairs at a table.

In this role play, you will participate in a meeting with two [2] participants: one [1] participant will play the role of a colleague, Pillar Armendariz, and one [1] participant will play the role of the supervisor, Cheryle Matterson.

Before you commence the role play, you will complete the Self-Evaluation Form to reflect on the parent's feedback and your practices. You will provide examples that support areas in your professional practice, including:

- Things I perform well and supporting examples
- Areas for improvement and supporting examples

Role-Play instructions:

- The student will meet with one (1) participant, playing the role of a colleague, Pillar Armendariz and one (1) participant playing the role of the supervisor, Cheryle Matterson
- The participant (peer/fellow student) playing the role of Pillar Armendariz should be happy to be listening to the student/colleague. They will be supportive and offer the following statements:
 - *I remember when I started, I got feedback like this, and I ended up working really hard, and now I'm so confident with this.*
 - *You can take feedback how you like. Sometimes it's worth considering the value and how it aligns with your beliefs.*
 - *This is great and gives you lots to work with to build your practice.*
 - *I think it's nice that you got such lovely feedback.*
- The participant (peer/fellow student) playing the role of Cheryle Matterson should act engaged and excited for the student to improve their practice, approving what they are doing, and that the student is getting better all the time. This is a supportive role where they should nod and smile and provide affirming feedback to the student. They will share statements similar to the following:
 - *I love how you've really considered the feedback.*
 - *How do you think this can improve your practice?*
 - *Do you have a goal in mind?*
- During the meeting, you will use the feedback from the parent you have recorded in the self-evaluation form as the basis of your discussion. You will engage in discussion in an open and evaluative style where you are able to ask questions and give and receive feedback for each of the following areas:
 - Things you perform well and supporting examples
 - Areas for improvement and supporting examples
 - Values, beliefs, and behaviour required to work effectively in the service
 - Advice on three (3) training formal and informal training opportunities that could be provided by support networks and specialists to extend and enhance future skills, knowledge and expertise.
- You will document the feedback from peers and supervisors to the Self-Evaluation Form and submit a completed Self-Evaluation Form. You keep a copy of this form to support Assessment Task 3: Project - Task 3.

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.

- Step 1: Role-play – Seeking feedback from a parent must be clearly labelled *CHCPRP003_02_Role play_Step 1 <<Student Name>>* and submitted with your assessment for marking.
- Step 2: Role-play - Sharing feedback with two (2) co-workers must be clearly labelled *CHCPRP003_02_Role play_Step 2 <<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.

Assessor 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

Step 1: Role-play – Seeking feedback from a parent

During the Role Play, the student must demonstrate the following:

Observed

Assessor Comments

1 Seek feedback from a parent about three [3] strengths and three [3] areas for improvement.

Yes

No

Look for:

The student must ask the parent to provide three [3] positive things about their performance and three [3] areas for improvement. The participant role playing the parent will provide the scripted feedback. The student will role play engaging with the participant whilst receiving the feedback.

The student will record the exchange in the Feedback template. Responses will be in the student's own words and will vary. The answers must be based on the areas listed in the script for the participant playing the role of a parent, such as communication, relationships with children, and written work. The student will record the words used by the participant.

The assessor can view the video recording of the role play to confirm the student has accurately recorded the feedback provided.

The student submits the completed Feedback Form

A sample answer is provided in the Feedback Form.

2 Use active listening techniques and ask open-ended and closed questions to seek information and confirm understanding.

Yes

No

Look for:

	<p>Student must demonstrate active listening skills and clarify meaning when the participant provides them with feedback about their performance.</p> <p>Student used appropriate questions and active listening skills, including:</p> <ul style="list-style-type: none"> • Open questions such as questions starting with: <ul style="list-style-type: none"> ○ What, how and explain. • Closed questions such as questions starting with: <ul style="list-style-type: none"> ○ Is, will, have, should, may and did. • Active listening skills such as: <ul style="list-style-type: none"> ○ giving full attention ○ maintaining eye contact ○ providing nonverbal signs of attention ○ positive reinforcement ○ paraphrasing. 		
Step 2: Role-play – Sharing feedback with two [2] co-workers			
3	<p>Meet with two [2] colleagues, engage in two-way communication, and discuss evaluation and feedback openly.</p> <p>Look for:</p> <p>Students must meet with colleagues, engage in two-way communication, and openly discuss evaluation and feedback. The student will use their own words, and responses will vary. However, the discussion will use an open and evaluative style where the student asks questions and gives and receives feedback on their practice.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4	<p>Reflect on practice and openly discuss, give, and receive feedback with colleagues on areas of their practice, including:</p> <ul style="list-style-type: none"> • Things you perform well and supporting examples • Areas for improvement and supporting examples • Values, beliefs, and behaviour required to work effectively in the service • Advice on three [3] formal and informal training opportunities provided by support networks and specialists to extend and enhance future skills, knowledge and expertise. <p>Look for:</p> <p>Students will reflect on their practice and discuss this openly with colleagues. The student will reflect, share and give and receive feedback on the following:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	<ul style="list-style-type: none"> • Things they perform well and supporting examples • Areas for improvement and supporting examples • Recognise the impact of values, beliefs and behaviours on your practice required to work effectively in the service and how they demonstrate them • Advice on three (3) formal and informal training opportunities provided by support networks and specialists to extend and enhance future skills, knowledge, and expertise. <p>The participants role playing the colleagues will provide the scripted feedback. The student will role play engaging with the participants whilst receiving the feedback.</p> <p>The student will record the exchange in the Feedback template. Responses will be in the student's own words and will vary. The answers must be based on the areas listed in the script for the participants playing the roles of colleagues. The student will record the words used by the participant.</p> <p>The assessor can view the video recording of the role play to confirm the student has accurately recorded the feedback provided.</p> <p>A sample answer is provided in the Feedback Form.</p>		
5	<p>Complete all sections of the self-evaluation form</p> <p>Look for:</p> <p>Students must ensure all sections of the self-evaluation form are completed. The student will submit the completed self-evaluation form.</p> <p>A sample answer is provided in the Feedback Form.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Attachment: Step 1: Role-Play Feedback Form

Feedback Form - Clients	
Student's Name	Student name
Date	Date
Please describe three skills/things this student performs well. Please give examples to support your response (60-80 words)	
For example: <ul style="list-style-type: none">You are engaging with the children when we arrive in the morning, which is really nice because it removes some of the parent guilt.I like when you send photos of the children during the day because I feel connected to them.I feel like your experiences have a lot of thought put into them, for example, the science experiment you did the other day.	
Please provide three skills that require further improvement. Please give examples to support your response (40-60 words)	
For example: <ul style="list-style-type: none">Maybe you can work on getting to know all the children's names.I guess you could build your confidence to talk to the parents.Sharing a bit more about yourself would be great, so we can get to know you better.	

Attachment Step2: Role-play

Self-Evaluation Form

Self-Evaluation Form for Discussion with Colleagues		
Student's name:		People present:
Date:		
Things I perform well (2-8 words)	Supporting examples (10-20 words)	Feedback from peers/ supervisor (20-30 words)
For example: Building rapport/interpersonal skills with parents	I treat each child/parent individually and recall their personal details well. Feedback from parents/ families has supported this.	My colleagues agreed this was a strength area and that my interpersonal skills are sound, which is noticed among staff and parents.
Flexible and adapt to changes	If there are schedule changes or room changes, I adapt quickly.	My colleagues agreed that I have an efficient approach and am good at using problem-solving skills to adjust quickly as needed.
Retention of existing families/ parent advocacy	Most of my existing parents/ families maintain contact with me regularly.	My colleagues agreed that I am a friendly person who values relationships and displays a strong sense of empathy and kindness.
Areas for improvement (2-8 words)	Supporting examples (15-30 words)	Feedback from peers/ supervisor (15-30 words)
For example: Record keeping Document management	I fail to complete paperwork on time or in the correct order. Sometimes I forget to follow the process.	My colleagues also said that my documentation and files are not always 100% complete. I can improve this area.
Time management	Sometimes my time management is poor, and I have been noticed coming to work late. This was an area for improvement that one of my parents has also made a comment about this.	Some parents are seen waiting occasionally and can get irritated as they need to get to work.
Self-confidence/assertiveness.	When I have needed to be upfront with a parent about a negative	This is a development area that many young people experience. You can be too

Self-Evaluation Form for Discussion with Colleagues

	incident, I struggle with the conversation.	nice and need to be more assertive when required.
Feedback provided to peers/ supervisor (10-20 words)	Examples given (10-20 words)	Comments following discussion (15 – 30 words)
For example: Very happy about the support I have been getting from everyone	The supervisor and other staff are very approachable and helpful.	This is good that you feel supported, which will help you to assist your future development.
Programming for my focus children is very complicated and time-consuming. Is there perhaps a way to streamline this with computerised forms, etc.?	The programming has a lot of duplicate information. If this was computerised, this information could be auto-filled.	The peers thought this was a good idea, and the supervisor will bring this up at the next management meeting.
The process for XXXX is unclear. The policy says XXXX however, the practice seems to do YYYY. Could this be clarified	The process and policy for children missing classes are unclear to many parents/ families.	The management team is considering this, and we will review the current policy to ensure we communicate the right information to parents, staff, and families.

Discussion on values, beliefs and behaviour required to work effectively in the Service. Do your supervisor and peers think your values, beliefs, and behaviour reflect what is required? Take notes about the reflection and discussion. (120-140 words)

For example:

Values:

- honesty
- treating everyone as equals
- not judging people.

Beliefs:

- People are generally the way they are due to their upbringing and circumstances.
- All people are equal.
- Work should be fun and not stressful.

Behaviour:

- I'm young, so sometimes I fool about a bit too much.
- I got upset during an incident with a parent – I took what they said very personally, which inflamed the situation more.
- The supervisor and peers agreed with all of the above. They agreed that I need to show a more mature attitude sometimes – especially when working with others close to my age.
- My colleagues said that my beliefs and values fit well with the requirements of the service – but that work isn't 'fun' all the time.

Self-Evaluation Form for Discussion with Colleagues

Identify further formal and informal training that you could do in the future to enhance your skills, knowledge and expertise. What advice can your supervisor/peers give about accessing suitable training using professional networks and specialists?

List at least three (3) options. (30-50 words)

For example:

- Participate in formal time management training – online is an option, or a face-to-face course provided by a communication expert.
- Become more actively involved in professional networks to build leadership skills.
- Review existing policies and procedures to help remember the right way to do things.

Assessment Checklist

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

Step 1 – Seeking feedback from a parent	
Record and submit role play video	<input type="checkbox"/>
Feedback Form	<input type="checkbox"/>
Step 2 - Sharing feedback with two (2) co-workers	
Record and submit role play video	<input type="checkbox"/>
Self-Evaluation Form	<input type="checkbox"/>



Congratulations, you have reached the end of Assessment 2!

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