



CHC50121

Diploma of Early Childhood Education and Care

Third-Party Report 1 of 2

Assessor Guide

Modules 1, 2, 3 and 4

- CHCECE041 Maintain a safe and healthy environment for children
- CHCECE050 Work in partnership with children's families
- CHCECE044 Facilitate compliance in an education and care service
- CHCECE049 Embed environmental responsibility in service operations
- CHCECE053 Respond to grievances and complaints about the service
- CHCPRP003 Reflect and improve own professional practice

What is Structured Workplace Learning and Assessment?

Swinburne Open Education offer students a unique opportunity to study in an online environment to develop their skills and knowledge in their chosen field, at a time and pace that suits them.

Many of our courses require practical skills application to achieve competency. Structured Workplace Learning and Assessment (SWLA) offers students in these courses the opportunity to seek out a workplace where they can apply their learning in practical ways in order to expand on and demonstrate their skills.



This document captures confirmation by Workplace Supervisors that they have observed the students demonstrate specific skills and knowledge during the Structured Workplace Learning and Assessment (SWLA) process.



The Workplace Supervisor may choose to complete this form, or have this evidence collected and captured through the Final Interview with the Assessor.

Completion of this form is optional.



If the Workplace Supervisor chooses to complete this form, the student should submit it as a PDF document via the SWLA Assessment page for this SWLA Block.



Please consider the environment before printing this document.

Structured Workplace Learning and Assessment

Third-Party Report 1

CHC50121 Diploma of Early Childhood Education and Care

Contents

Third-Party Report 1	5
Section A: Student Details.....	5
Section B: Assessor Details	5
Section C: Host Organisation Details.....	6
Section D: Third-Party Report	6
Module 1: CHCECE041 Maintain a safe and healthy environment for children.....	6
Third-Party Report 1: Assessor Instructions: Supervisor observation of Report on Health and Safety Review	7
Instructions for the Supervisor.....	7
Task overview.....	8
Third-Party Report 2: Assessor Instructions: Prepare Children for the Excursion	13
Instructions for the Supervisor.....	13
Task overview.....	14
Third-Party Report 2: Assessment marking criteria: Supervisor Observation of Prepare Children for the Excursion	15
Third-Party Report 3: Assessor Instructions: Supervisor Observation of the Conducted Excursion.....	18
Instructions for the Supervisor.....	18
Task overview.....	18
Third-Party Report 3: Assessment marking criteria: Supervisor Observation of the Conduct the Excursion	22
Section E: Sign off	25
Module 2: CHCECE050 Work in partnership with children's families.....	25
Third-Party Report 1: Assessor Instructions: Establish and maintain relationships with families	25
Instructions for the Supervisor.....	26
Task overview.....	26
Third-Party Report 1: Assessment marking criteria: Supervisor Observation of Establish relationships with families.....	31
Third-Party Report 2: Assessor Instructions: Support children's community connections	37
Instructions for the Supervisor.....	38
Task overview.....	38
Third-Party Report 2: Assessment marking criteria: Supervisor Observation of Support children's community connections	40
Section E: Sign off	40

Module 3 – CHCECE044 Facilitate compliance in a children’s education and care service CHCECE049 Embed environmental responsibility in service operations CHCECE053 Respond to grievances and complaints about the service.....40

Third-Party Report 1: Assessor Instructions: Implement a Practice to Enhance Environmental Practice...40

 Instructions for the Supervisor..... 41

 Task overview..... 41

 Third-Party Report 1: Assessment marking criteria: Supervisor Observation Implement a Practice to Enhance Environmental Responsibility.....44

Third-Party Report 2: Assessor Instructions: Implement Planned Experience and Engage Children in Learning46

 Instructions for the Supervisor.....46

 Task overview.....47

 Third-Party Report 2: Assessment marking criteria: Supervisor Observation of Implement Planned Experience and Engage Children in Learning50

Section E: Sign off 51

Third-Party Report 1

This Third-Party Report outlines the skills and knowledge that the student needs to demonstrate throughout the Structured Workplace Learning and Assessment (SWLA) process.

This form can be completed in one of two ways.

OPTION 1:

By the Workplace Supervisor as a way to confirm they have seen the student demonstrate the skills and knowledge identified in the list. This involves the following:

- Ticking the observations that they have witnessed.
- Adding comments at the end of the checklist as required.
- Sign and date the Third-Party Report.

OPTION 2:

By the Assessor during the Final Interview. This involves the assessor asking for confirmation that the Workplace Supervisor has observed the skills and knowledge identified in the checklist below and signing off on the Third-Party Report on their behalf.

This form must only be completed if the Workplace Supervisor chooses Option 1 above. If this form is not submitted by the student with their Portfolio and Logbook, this will automatically be included as part of the Final Interview process by the assessor.

Section A: Student Details

Student Name	
Student Number	
Qualification Name	
Home Telephone	
Mobile	
Email	

Section B: Assessor Details

Name	
Assessor Number/ID	
Telephone	
Email	

Section C: Host Organisation Details

HOST ORGANISATION DETAILS	
Business Name	
Company ABN/ ACN	
Street Address	
Postal Address	
Work Site Address	
Phone Number	
SUPERVISOR DETAILS	
Name	
Position Title	
Phone Number	
Email	

Section D: Third-Party Report

This Third-Party Report sets out the skills and knowledge that a student must demonstrate in front of their Workplace Supervisor during their Structured Workplace Learning and Assessment (SWLA). These are set out based on the following modules:

- Module 1: CHCECE041 Maintain a safe and healthy environment for children
- Module 2: CHCECE050 Work in partnership with Childrens families
- Module 3: Compliance in childhood services
 - CHCECE044 Facilitate compliance in a children's education and care service
 - CHCECE049 Embed environmental responsibility in service operations
 - CHCECE053 Respond to grievances and complaints about the service
- Module 4: CHCPRP003 Reflect on and improve own professional practice

Module 1

CHCECE041 Maintain a safe and healthy environment for children

Third-Party Report 1: Assessor Instructions: Supervisor observation of Report on Health and Safety Review

Purpose of the Task

The purpose of this task is to assess the student's ability to:

- Report on health and safety review

Guidance to Assessors About this Task

The student is not required to submit any developed work for this task. The workplace supervisor observation checklist will be used to confirm these tasks have been successfully completed. The assessor will use the information you provide in this report, combined with other assessment evidence provided by the student, to make a final decision about competency.

Supervisor Observations:

The workplace supervisor should observe the student holding a meeting to discuss the health and safety review to monitor health, safety and risk with one (1) manager. They will record their observations on the Supervisor Observation Checklist.

During this task, the supervisor does not assess the student but supervises the student and confirms that the student is performing competently. This task will provide the assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Supervisor Observation Checklist.

The Supervisor Observation Checklist can be provided in hard copy or filled out using the form in an electronic format (SD Supervisor Report). It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor sends the electronic file via email to the student. The assessor will ensure the authenticity of the emailed version. [Alternatively, you may prefer that the supervisor submits a PDF copy of the report instead of the native Word file].

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

Instructions for the Supervisor

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the unit:

- CHCECE041 - Maintain a safe and healthy environment for children

The workplace supervisor will observe the student meeting with one (1) manager to present the health and safety report they prepared in CHCECE041: Assessment Task 5: SWLA Portfolio – Activity 1.

The workplace supervisor will record their observations on the Observation Checklist.

Task overview

The student will meet and discuss the health and safety review they conducted to monitor the service's health, safety and risk with the supervisor or service manager.

OBSERVATION 1: THIRD-PARTY OBSERVATION – SUPERVISOR OBSERVATION OF REPORT ON HEALTH AND SAFETY REVIEW

Step 1: Present findings or health and safety review

- You will arrange a meeting with one (1) manager to present the health and safety report you developed in CHCECE041: Assessment Task 5: SWLA Portfolio – Activity 1. Before the meeting, you will provide a copy of your accurate health and safety record to the manager.
- During the meeting, you will discuss your findings about identified non-compliances with policies and risks and report the identified training needs for staff.
- You will share the plan you developed to communicate and educate colleagues about the service's health and safety policies and procedures.
- You will use the manager as an authoritative source of information on industry health and safety trends and issues.
- You will invite their input and seek feedback on health and safety practices and potential issues during the formal meeting to ensure the accuracy of the health and safety record.
- During the meeting, you will ensure that you use effective oral communication skills, including:
 - asking open and closed questions and actively listening to seek information and confirm understanding
 - accurately reporting and explaining observed incidents.

Before presenting your health and safety record at the meeting, you will review the Supervisor Observation Checklist items to ensure that you perform all required tasks and carry out work to the required workplace/service standards.

OBSERVATION CHECKLIST

OBSERVATION 1: Third-Party Observation - Supervisor Observation of Present Health and Safety Review		OBSERVATION ADDRESSED (Tick if witnessed)
1.	The student provided an accurate health and safety record to one (1) manager using the report they developed in CHCECE041: Assessment Task 5: SWLA Portfolio – Activity 1 - Health and Safety Review Template.	<input type="checkbox"/>
2.	The student met with one (1) manager from the workplace to discuss the findings about identified non-compliances with policies and risks and report the identified training needs for staff	<input type="checkbox"/>
3.	The student shared the plan to communicate and educate colleagues about the service's health and safety policies and procedures.	<input type="checkbox"/>
4.	The student used the manager as an authoritative source of information on health and safety trends and issues in the industry and invited their input, and sought feedback on health and safety practices and potential issues during the formal meeting to ensure the accuracy of the health and safety record	<input type="checkbox"/>

5.	The student used effective oral communication skills during the meeting, including: <ul style="list-style-type: none">• asking open and closed questions and actively listening to seek information and confirm understanding• accurately reporting and explaining observed incidents.	<input type="checkbox"/>
----	---	--------------------------

COMMENTS
[Supervisor to add comments related to the achievement of the observation requirements above]

Third-Party Report 1: Assessment marking criteria: Supervisor observation of Present on Health and Safety Review

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
1	<p>The student completed an accurate health and safety record in CHCECE041: Assessment Task 5: SWLA Portfolio – Activity 1 - Health and Safety Review Template and provided it to one (1) manager.</p> <p>Look for: The workplace supervisor observed that the student provided an accurate health and safety record to one (1) workplace manager. The record was completed during Activity 1 in CHCECE041: Assessment Task 5: SWLA Portfolio</p> <p>The workplace supervisor confirmed on the Workplace Supervisor Observation Report that the student provided an accurate health and safety record to one (1) manager from the service.</p>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>The student met with one (1) manager from the workplace to discuss the findings about identified non-compliances with policies and risks and report the identified training needs for staff.</p> <p>Look for: The workplace supervisor observed that the student discussed the findings about identified non-compliances with policies and risks and reported the identified training needs for staff. For example, the student outlined their findings from conducting a health and safety review in the workplace, outlined an overview of the non-compliances and risks that were observed and reported on the identified training needs of staff.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the manager and the details in the report but will demonstrate the student's ability to report on health and safety risks and training needs. The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>The student shared the plan to communicate and educate colleagues about the service's health and safety policies and procedures.</p> <p>Look for: The workplace supervisor observed the student during the meeting, sharing the plan to communicate and educate colleagues about the service's health and safety policies and procedures. For example, the student outlined the proposed plan, including how to communicate and educate staff on health and safety policies and procedures.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the manager and the details in the plan but will demonstrate the student's ability to communicate a plan to minimise the risks of non-compliances and address the training needs of colleagues.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
4	<p>The student used the manager as an authoritative source of information on health and safety trends and issues in the industry, invited their input, and sought feedback on health and safety practices and potential issues during the formal meeting to maintain the accuracy of the health and safety record.</p> <p>Look for: The workplace supervisor observed the student during the formal meeting using the manager as a subject matter expert at the service and inviting their input and feedback on health and safety practices and potential issues. The student was observed using the feedback to maintain the accuracy of the health and safety record. For example, the student outlined the research findings and invited the manager to contribute to the report to ensure it was accurate and up-to-date.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the manager and the details of the research findings but will demonstrate the student's ability to use authoritative sources to maintain the accuracy of the health and safety record. The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>	<input type="checkbox"/>	<input type="checkbox"/>
5	<p>During the meeting, the student used effective oral communication skills, including:</p> <ul style="list-style-type: none"> • asking open and closed questions and actively listening to seek information and confirm understanding • accurately reporting and explaining observed incidents <p>Look for: The workplace supervisor observed and recorded the student using various communication techniques during the meeting with the manager.</p> <p>The workplace supervisor observed and recorded the following communication techniques used by the student including:</p> <ul style="list-style-type: none"> • Asking open and closed questions, for example, using open-ended and closed questions to gather information and ensure understanding of shared knowledge. • Using active listening to seek information and confirm understanding, for example, giving full attention, maintaining eye contact, providing nonverbal signs of attention, positive reinforcement, and paraphrasing. • Accurately reporting and explaining observed incidents, for example, providing correct and concise details of the incidents of non-compliance and risk identified during the observation. 	<input type="checkbox"/>	<input type="checkbox"/>

	<p>The observed actions of the student by the workplace supervisor will vary depending on the discussion in the meeting but will demonstrate the student's ability to use effective oral communication.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report.</p>		
<p>As this is an observation, there is no submission required for the student.</p> <p>The student will ensure that the supervisor completes the observation checklist.</p> <p>The workplace supervisor observation checklist is submitted</p>			

Third-Party Report 2: Assessor Instructions: Prepare Children for the Excursion

Purpose of the Task

The purpose of this task is to assess the student's ability to:

- Seek feedback from the supervisor on the implementation requirements of the excursion
- Facilitate group learning discussion with children to prepare them for an excursion using the details from the Excursion Risk Management Plan developed in the CHCECE041: Assessment Task 5: SLWA Portfolio: Activity 2 and 3

An approved early childhood educator must supervise all interactions with children.

Guidance to Assessors About this Task

The student is not required to submit any developed work for this task. The workplace supervisor observation checklist will be used to confirm these tasks have been successfully completed. The assessor will use the information you provide in this report, combined with other assessment evidence provided by the student, to make a final decision about competency.

Supervisor Observations:

The workplace supervisor should observe the student facilitate a group learning discussion with children to prepare them for an excursion. They will record their observations on the Supervisor Observation Checklist.

During this task, the supervisor does not assess the student but supervises the student and confirms that the student is performing competently. This task will provide the assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Supervisor Observation Checklist.

The Supervisor Observation Checklist can be provided in hard copy or filled out using the form in an electronic format (SD Supervisor Report). It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor sends the electronic file via email to the student. The assessor will ensure the authenticity of the emailed version. [Alternatively, you may prefer that the supervisor submits a PDF copy of the report instead of the native Word file].

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

Instructions for the Supervisor

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the units in this cluster:

- CHCECE041 Maintain a safe and healthy environment for children

The workplace supervisor is to complete the third-party observation report to confirm the student's ability to demonstrate specific skills and knowledge required of this topic.

The supervisor will observe the student plan for children's learning and facilitate group learning discussion with children to prepare them for an excursion. The workplace supervisor will record their observations on the Observation Checklist.

An approved early childhood educator must supervise all interactions with children.

Task overview

You will plan for the excursion planned in CHCECE041: Assessment Task 5: SWLA Portfolio: Activity 2 and 3. You will arrange for your workplace supervisor to approve the plan and observe the group learning discussion with the children to prepare them for the excursion.

OBSERVATION 2: Prepare children for the excursion

Step 1: Seek approval

- You will explain to the supervisor the excursion plan and share the Excursion Risk Management Plan developed in the CHCECE041: Assessment Task 5: SLWA Portfolio: Activity 2 and 3.
- Seek approval from the supervisor on the implementation requirements for the excursion. Ask the supervisor to confirm what must be considered for the safe implementation of the excursion, including:
 - Any gaps in knowledge and skills to be addressed.
 - How would you access the information required to upskill/maintain your knowledge of these health and safety issues?

Step 2: Facilitate a group learning discussion with children

- You will facilitate a group discussion including:
 - use effective communication, such as asking open and closed questions and using active listening to seek and confirm information
 - use techniques and intentional teaching to prepare them for the excursion
 - model and promote sound health and safety practices

Ensure that you review the observation checklist to perform the tasks to the required workplace standards.

Information to the workplace supervisor

- The workplace supervisor will complete a report that confirms the student's ability to demonstrate specific skills and knowledge required of this topic.
- The workplace supervisor will complete the report based on your work performance in facilitating the group learning discussion with the children attending the excursion.
- If your workplace supervisor has indicated 'No' or 'Not able to confirm' for any items in the report or has provided comments that indicate your performance is not considered to be in line with workplace expectations or standards, your assessor will talk to them further about their comments. Your assessor may determine that the evidence you have provided for other tasks is sufficient for them to make an assessment judgment. However, you may be required to complete specific activities again so your assessor can decide on competency. They will discuss this with you in more detail and provide information about how this will occur (for example, a workplace observation of the aspects that need to be seen again, a role-play, etc.)
- Give your workplace supervisor a copy of the attached Supervisor Observation Checklist. They will fill it out based on their observations of your work performance. They may like to do this using the Word file or fill it out on a hard copy.
- Review the Supervisor Observation Checklist items before you implement the learning to ensure that you perform work to the required workplace/service standards.

OBSERVATION CHECKLIST

OBSERVATION 2: Third-Party Observation - Supervisor Observation of Prepare Children for the Excursion		OBSERVATION ADDRESSED (Tick if witnessed)
1.	<p>The student shared information with the supervisor about the planned excursion in line with service policies and procedures.</p> <p>The student sought feedback from the supervisor on the plan and the considerations of the implementation requirements for the excursion.</p> <p>The student asked for feedback about the following:</p> <ul style="list-style-type: none"> Any gaps in knowledge and skills to be addressed Accessing the information required to upskill/maintain knowledge of the identified issues/gaps in health and safety knowledge and planning. 	<input type="checkbox"/>
2.	<p>The student facilitated a group learning discussion for the children attending the excursion using the following:</p> <ul style="list-style-type: none"> effective communication with the children about the planned excursion and inviting children's input into the planning techniques and intentional teaching to prepare the children for the excursion. 	<input type="checkbox"/>
3.	The student modelled and promoted sound health and safety practices	<input type="checkbox"/>
COMMENTS (Supervisor to add comments related to the achievement of the observation requirements above)		

Third-Party Report 2: Assessment marking criteria: Supervisor Observation of Prepare Children for the Excursion

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
1	<p>The student shared information and discussed with the supervisor about the planned excursion in line with service policies and procedures.</p> <p>The student sought feedback from the supervisor on the plan and the considerations of the implementation requirements for the excursion.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>The student asked for feedback about the following:</p> <ul style="list-style-type: none"> • Any gaps in knowledge and skills to be addressed • Accessing the information required to upskill/maintain knowledge of the identified issues/gaps in health and safety knowledge and planning. <p>Look for: The workplace supervisor observed the student engage in discussions with the student. During the discussion, the student:</p> <ul style="list-style-type: none"> • Shared information with the supervisor about the planned excursion in line with service policies and procedures. • Invited feedback on the plan and implementation requirements such as: <ul style="list-style-type: none"> ○ Knowledge and skills gaps to be addressed ○ How/where the information required to upskill/maintain may be accessed, such as: <ul style="list-style-type: none"> ▪ ACECQA, Safework Australia, experienced colleague, supervisor <p>The discussion with the workplace supervisor and the student will vary depending on the workplace, the planned excursion, the children's needs and the feedback from the supervisor, but it will demonstrate the student's ability to engage and communicate plans with the supervisor in line with the service policies.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
2	<p>The student facilitated group learning discussion with children to plan the excursion according to the plan developed in CHCECE041: Assessment Task 5: SLWA Portfolio: Activity 2 and 3, approved by the workplace supervisor. The student used effective communication and intentional teaching techniques to prepare children for the excursion, including communicating health and safety information about the excursion.</p> <p>Look for: The workplace supervisor observed the student facilitate a group learning discussion with children to prepare them for the excursion.</p> <ul style="list-style-type: none"> • Ensured effective communication with the children about the planned excursion. • Used intentional teaching to prepare the children for the excursion. For example, listening to the children, reminders about safety and crossing the road, and rules and guidelines. <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the excursion plan and the children but will demonstrate facilitation skills by the student to engage with children using effective communication and intentional teaching to prepare them for the excursion.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>The student modelled and promoted sound health and safety practices during the facilitated group learning discussion.</p> <p>The workplace supervisor observed the student conducting the discussion with children following the service health and safety policies and procedures. For</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>example, leading by example by being committed to children's health and safety, sharing knowledge about health and safety processes, such as head counts will be conducted, bringing a hat and water and wearing sunblock and ensuring actions align with the policies.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the excursion plan and the children but will demonstrate knowledge of the service's health and safety procedures and a commitment to ensuring the health and safety of the children during the excursion.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
The workplace supervisor observation checklist is submitted		<input type="checkbox"/>	<input type="checkbox"/>

Third-Party Report 3: Assessor Instructions: Supervisor Observation of the Conducted Excursion

Purpose of the Task

The purpose of this task is to assess the student's ability to:

- Conduct the excursion using the Excursion Risk Management Plan developed in the CHCECE041: Assessment Task 5: SLWA Portfolio: Activity 2 and 3

Guidance to Assessors About this Task

The student is not required to submit any developed work for this task. The workplace supervisor observation checklist will be used to confirm this task has been successfully completed.

An approved early childhood educator must supervise all interactions with children.

Supervisor Observations:

The workplace supervisor should observe the excursion.

They will record their observations on the Workplace Supervisor Observation Checklist.

This task will provide the assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Supervisor Observation Checklist.

The Supervisor Observation Checklist can be provided in hard copy or filled out using the electronic file provided (SD Supervisor Report). It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor sends the electronic file via email to the student. The assessor will ensure the authenticity of the emailed version. (Alternatively, you may prefer that the supervisor submits a pdf copy of the report instead of the native Word file).

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

Instructions for the Supervisor

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the units in this cluster:

- CHCECE041 Maintain a safe and healthy environment for children

The workplace supervisor will observe the student conduct the excursion. The workplace supervisor will record their observations on the Observation Checklist.

An approved early childhood educator must supervise all interactions with children.

Task overview

In Third Part Report 3, you will conduct the excursion using the Excursion Risk Management Plan you developed in the CHCECE041: Assessment Task 5: SLWA Portfolio: Activity 2 and 3.

You will arrange for your workplace supervisor to observe the excursion.

An approved early childhood educator must supervise all interactions with children.

You will need access to and follow your workplace standards/policies/procedures during implementation, including:

- Children's health and safety
- Excursion Procedures

OBSERVATION 3: Conduct the excursion

- You will carry out the excursion according to the planned activities and put in place all the arrangements in the plan developed in CHCECE041: Assessment Task 5: SLWA Portfolio: Excursion Risk Management Plan.
- Ensure that all required safety information and checks are in place for the excursion according to the Excursion Checklist in the Excursion Risk Management Plan. These will include:
 - permissions
 - safety information
 - adults have working with children approval, and volunteers have credentials
 - insurances
 - transport arrangements
 - mobile phone
 - list of children attending.
- Ensure the communication plan with adults attending is shared, agreed upon, and used during the excursion.
- Ensure that all required equipment and refreshments for the excursion are prepared and present.
- Use sound health and safety practices in line with the NQF – Regulations and National Quality Standards and conduct the excursion following the service health and safety policies and procedures.
- You will model compliance with the health and safety policies and procedures and monitor others to ensure they also comply.
- You will assess safety risks associated with hazards during the excursion according to the service's risk management procedures to ensure children are safe. If you identify that hazards cannot be managed, you will cancel the excursion, ensuring that the children's safety is your primary consideration.

Ensure that you review the observation checklist to perform the tasks to the required workplace standards.

If your workplace chooses not to conduct the excursion, you may conduct a walking excursion in the yard with a small group of children and your workplace supervisor.

Information to the workplace supervisor

Your workplace supervisor should observe the excursion being carried out. They will record their observations on the Workplace Supervisor Observation Report.

- The workplace supervisor is to complete a report that confirms the student's ability to demonstrate specific skills and knowledge required of this topic.
- The supervisor will complete the report based on the student's work performance when conducting the excursion with the children.
- If, during the observations, your supervisor indicates 'No' or 'Not able to confirm' for any items in the report or has provided comments that indicate your performance is not considered in line with workplace expectations or standards. This will be discussed with your assessor to determine actions that are required. Actions can include requiring you to complete specific activities again so that your assessor can decide on competency. Alternatively, your assessor may determine that the evidence you have provided for other

tasks is sufficient for them to make an assessment judgment. They will discuss this with you in more detail and provide information about how this will occur (for example, a workplace observation of the areas that need to be seen again, a role-play, etc.).

- Give your workplace supervisor a copy of the attached Supervisor Observation Checklist. They will fill it out based on their observations of your work performance. They may like to do this using the Word file or fill it out on the hard copy.
- Review the Supervisor Observation Checklist items to ensure that you perform work to the required workplace/service standards.
- Give your workplace supervisor a copy of the attached Supervisor Observation Checklist. They will fill it out based on their observations of your work performance. They may like to do this using the Word file or fill it out on a hard copy.

OBSERVATION CHECKLIST		
OBSERVATION 3: Third-Party Observation - Supervisor Observation of Conduct the Excursion		OBSERVATION ADDRESSED (Tick if witnessed)
1.	The student carried out the excursion with the children according to the planned activities and put in place all the arrangements set out in the plan created in CHCECE041: Assessment Task 5: SLWA Portfolio: Excursion Risk Management Plan	<input type="checkbox"/>
2.	The student ensured that all aspects of the Excursion Checklist in the Excursion Risk Management Plan were present for/on the excursion. This includes: <ul style="list-style-type: none"> • required permissions for every child attending • safety information • adults to supervise have to work with children's cards/checks, and volunteers have credentials in place • insurances • transport arrangements are safe • mobile phone in the event of emergencies • an up-to-date list of all children attending 	<input type="checkbox"/>
3.	The student ensured the communication plan with adults attending was shared, agreed upon, and used during the excursion.	<input type="checkbox"/>
4.	The student ensured all required equipment and refreshments to be taken on the excursion were prepared and present	<input type="checkbox"/>
5.	The student used sound health and safety practices in line with the NQF – Regulations and National Quality Standards and conducted the excursion in line with the service health and safety policies and procedures.	<input type="checkbox"/>
6.	The student modelled compliance with the health and safety policies and procedures and monitored others to ensure they also complied.	<input type="checkbox"/>
7.	The student assesses safety risks associated with hazards during the excursion according to the service's risk management procedures.	<input type="checkbox"/>

	If hazards occurred that could not be safely managed, the student cancelled the excursion, ensuring that the children's safety was the primary consideration.	
COMMENTS (Supervisor to add comments related to the achievement of the observation requirements above)		

Third-Party Report 3: Assessment marking criteria: Supervisor Observation of the Conduct the Excursion

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
1	<p>The student carried out the excursion with the children according to the planned activities and put in place all the arrangements set out in the plan created in CHCECE041: Assessment Task 5: SLWA Portfolio: Excursion Risk Management Plan</p> <p>The supervisor recorded their findings on the Workplace Supervisor's Observation Checklist.</p> <p>Look for:</p> <p>The workplace supervisor observed the student carry out the excursion with children according to the planned activities and put in place all the arrangements set out in the plan created in CHCECE041: Assessment Task 5: SLWA Portfolio: Excursion Risk Management Plan. For example, following the arrangements set out in the Excursion Risk Management Plan during the excursion.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the excursion and the children but will demonstrate the student's ability to conduct an excursion following a risk management plan.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report.</p>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>The student ensured all aspects of the Excursion Checklist in the Excursion Risk Management Plan were present for/on the excursion, including:</p> <ul style="list-style-type: none"> • required permissions for every child attending • safety information • adults to supervise have working with children cards/checks, and volunteers have credentials in place • insurances • transport arrangements are safe • mobile phone in the event of emergencies • an up-to-date list of all children attending <p>Look for:</p> <p>The workplace supervisor observed that the student had all aspects of the Excursion Checklist in the Excursion Risk Management Plan in place during the excursion: This included:</p> <ul style="list-style-type: none"> • Required permissions, for example, the student checked that all children attending had signed permission slips in place before leaving for the excursion. When a child did not have permission, they were not permitted to attend the excursion. • Safety information, for example, details of emergency plans, emergency contacts and critical safety information for specific children, were present during the excursion. 	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> • Adults to supervise with working with children checks/cards in place, volunteer credentials and transport requirements confirmed, for example, adequate numbers of adults were present according to service ratios and policies and all adults (parents and volunteers) have working with children checks in place • Insurances, for example, the service's insurance was in place, and the student ensured this was correct before starting the excursion • Transport arrangements include, for example, there are seatbelts/child seats etc., for children. • A mobile phone was in place for use in the event of emergencies or to communicate key information to others as needed during the excursion. For example, the student ensured the phone had sufficient battery life for the excursion duration. • The student maintained a list of children attending. For example, a printed-out (or electronic) list was carried during the excursion to ensure all children attending could be monitored, and head counts could be conducted against a final and accurate list. <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the excursion and the children but will demonstrate the student's ability to conduct an excursion with all aspects of the risk management plan observed.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report.</p>		
3	<p>The student ensured the communication plan for the excursion was shared with the adults attending. The plan was agreed upon by the attending adults and used during the excursion.</p> <p>Look for The workplace supervisor observed that the student shared the communication plan with the adults attending and obtained their agreement to implement the plan. The supervisor observed the plan being used during the excursion. For example, the student provided a briefing to the adults, the plan details were discussed, and the adults provided input and feedback, so they were committed to the plan. The adults used the communication plan during the excursion. For example, confirmed who was supervising which children, provided feedback back about children's whereabouts and reported any incidents that occurred.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the excursion and the adults present but will demonstrate the student's ability to conduct an excursion following an agreed communication plan to ensure a good flow of information and ensure children's safety.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report.</p>	<input type="checkbox"/>	<input type="checkbox"/>
4	<p>The student ensured that all planned equipment and refreshments were present on the excursion.</p> <p>Look for: The workplace supervisor observed that the student had all planned equipment and refreshments present on the excursion as planned. For example, food and drinks, sunblock and hats, and drawing and note-taking equipment were present.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the excursion and the equipment but will demonstrate the student's ability to ensure all required equipment and refreshments were in place during the excursion.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report.</p>		
5	<p>The student used sound health and safety practices aligned with the NQF – Regulations and National Quality Standards and conducted the excursion in line with the service health and safety policies and procedures.</p> <p>Look for: The workplace supervisor observed that the student used sound health and safety practices that aligned with the NQF – Regulations and National Quality Standards were used and. For example, managed staff ratios and supervision in accordance with the regulations and ensured children's safety in accordance with the NQF Quality Area 2 – Children's health and safety. The student conducted the excursion in line with the service health and safety policies and procedures, for example, ensuring that their actions aligned with the service's policies about excursions and children's safety during excursions.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the excursion and the children but will demonstrate the student's ability to conduct the excursion in line with NQF regulations and quality standards and the services policies and procedures.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report.</p>	<input type="checkbox"/>	<input type="checkbox"/>
6	<p>The student modelled compliance with the health and safety policies and procedures and monitored others to ensure they also complied.</p> <p>Look for: The workplace supervisor observed the student modelling compliance with the health and safety policies and procedures and monitoring others to ensure they also complied. For example, demonstrating a commitment to children's health and safety, leading by example, sharing knowledge with colleagues about the policies, and ensuring actions align with the policies.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the excursion and the children but will demonstrate the student's ability to model commitment to ensuring the health and safety of the children in their care.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report.</p>	<input type="checkbox"/>	<input type="checkbox"/>
7	<p>The student assessed safety risks associated with hazards during the excursion according to the service's risk management procedures to ensure children were safe. Where hazards could not be managed, the excursion was cancelled, ensuring the children's safety was the primary consideration.</p> <p>Look for: The workplace supervisor observed that the student identified and assess hazards and risks that arose during the excursion according to the service's policies and procedures to ensure the children were safe. For example, conducting a sweep of the</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>area before the children were on site to identify and manage risks, e.g., trip hazards like a fallen tree branch or traffic hazards such as where to cross a road safely.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace and the excursion location but will demonstrate the student's ability to identify actual and potential hazards and plan actions to manage risks according to the service policies and procedures to ensure children were safe.</p> <p>The workplace supervisor observed the student cancel the excursion to ensure that children's safety was the primary consideration where hazards could not be managed.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report.</p>		
Workplace supervisor observation checklist is submitted		<input type="checkbox"/>	<input type="checkbox"/>

Section E: Sign off

SIGN OFF	
To be completed by the Workplace Supervisor	
Workplace Supervisor Name:	
Workplace Supervisor Signature:	
Date:	

Module 2:

CHCECE050 Work in partnership with children's families

Third-Party Report 1: Assessor Instructions: Establish and maintain relationships with families

Purpose of the Task

The purpose of this task is to assess the student's ability to establish and maintain relationships with families.

Guidance to Assessors About this Task

The student is not required to submit any developed work for this task. The workplace supervisor observation checklist will be used to confirm these tasks have been successfully completed. The assessor will use the information you provide in this report, combined with other assessment evidence provided by the student, to make a final decision about competency.

Supervisor Observations:

The workplace supervisor should observe the student meeting with two (2) families twice to establish and maintain relationships with families through collaboration and providing information to support education and care. They will record their observations on the Workplace Supervisor Observation Checklist.

During this task, the supervisor does not assess the student but supervises the student and confirms that the student is performing competently. This task will provide the assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Workplace Supervisor Observation Checklist.

The Workplace Supervisor Observation Checklist can be provided in hard copy or filled out using the form in an electronic format (SD Supervisor Report). It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor sends the electronic file via email to the student. The assessor will ensure the authenticity of the emailed version. [Alternatively, you may prefer that the supervisor submits a PDF copy of the report instead of the native Word file].

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

Instructions for the Supervisor

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the units in this cluster:

- CHCECE050 - Work in partnership with children's families

The supervisor will observe the student plan and conduct the excursion. The workplace supervisor will record their observations on the Observation Checklist.

Task overview

For this task, you are required to establish and maintain relationships with two (2) families who are new to the service. During the process, you will engage with two (2) families on two (2) occasions. You will develop and maintain relationships with families through collaboration and providing information to support education and care.

You will need access to your organisation's policies and procedures related to enrolment and orientation processes and collaborating and communicating with families.

You will need access to the current and accurate information about the service's operation and enrolment forms to share with families.

Collaborate with your workplace supervisor to determine two (2) families and their children to work with who are new to the service and are commencing the enrolment and orientation process. Ensure you have permission from the supervisor and families before accessing information about the children and beginning work on this assessment with the families.

The student will use the information gathered in CHCECE050: Assessment Task 4: SWLA Portfolio: Activity 1.

The workplace supervisor will observe the two (2) meetings with the two (2) families.

Review the Workplace Supervisor Observation Checklist items before conducting the meetings and implementing the learning experiences to ensure that you perform work to the required workplace/service standards.

OBSERVATION 1: Establish and maintain relationships with families

Meeting with families

Seek approval

- Collaborate with the workplace supervisor and seek their input and approval on selecting the two (2) families new to the service and commencing the enrolment and orientation process.

First meeting with families

- The first meeting will occur for approximately 5 to 20 minutes with two (2) families, with the supervisor observing the interactions.
- During the interactions with the families, you will ensure that you:
 - create a welcoming environment for all families using communication techniques that build rapport and respect.
 - respond to the families' questions, concerns and requests in a prompt and supportive way.
- During the meeting, you will use communication techniques with the two (2) families, including:
 - Active listening
 - Collaborative discussion and decision-making
 - Provide clear verbal information
 - Questioning
 - Negotiation.
- During the meeting with each family, you will make current and accurate information about the operation of the service available to them, including communicating and promoting opportunities for them to contribute to the operation of the service in an advisory, consultative or decision-making role.
- During the meeting with each family, you will encourage them to share their knowledge, skills, expertise and aspects of their family life and culture.

The workplace will observe the 1st meeting with the two (2) families using the Workplace Supervisor Observation Report.

Second meeting with families

- The second meeting with the two (2) families will be a follow-up meeting for approximately 5 to 20 minutes. The supervisor will be observing the interactions.
- During the meetings, you will share information with families about their children's progress, and the information you will encourage the family to share their knowledge, skills, expertise and aspects of their family life, culture and community connections. You will ensure that you carry out these exchanges and share information in line with the service policies and procedures.
- During the second interaction with families, you will use communication that shows an understanding of each child and their family and community context. You will ensure that you use the following communication techniques:
 - Build rapport
 - Active listening
 - Collaborative discussion and decision-making

- Provide clear verbal information
- Questioning
- Negotiation
- You will use strategies to facilitate shared decision-making with families about the children's needs and program in line with service policies and procedures.
- You will share current and accurate information with the families about community services and resources you have researched that are appropriate to their situation and needs.
- You will provide information to families about appropriate referrals to government and community services and resources based on their needs, including using digital formats.
- You will discuss the family's understanding of and connection to their local and broader communities. These communities can be both social and physical. You will use this gathered information in Activity 2 (below).
- You will discuss the children's community connections to understand how the child is currently engaged with their community.
- You will promptly and sensitively inform the families of any incidents that have occurred impacting the children.
 - **Note:** *If no incidents occur during the period that can be reported to parents or there is documented evidence that the service does not permit the performance of reporting incidents to families by individuals who are not staff members, those skills may be demonstrated through simulated activities and scenarios. Such as the assessor confirm the documentary evidence is in place and will arrange alternative assessments to enable the student to demonstrate their ability to report an incident promptly. This may include allocating a different child to the student where an incident has occurred and is to be reported to the family or a simulated activity in the workplace.*
- The workplace will observe the 2nd meeting with the two families using the Workplace Supervisor Observation Report.

Information to the workplace supervisor:

- The workplace supervisor is to complete a report that confirms the student's ability to demonstrate specific skills and knowledge required of this topic.
- The supervisor will complete the report based on the meetings with families and the implementation of the learning experiences.
- If the workplace supervisor has indicated 'No' or 'Not able to confirm' for any items in the report or has provided comments that indicate the student's performance is not considered to be in line with workplace expectations or standards, the assessor will talk to them further about their comments. The assessor may determine that the evidence provided for other tasks is sufficient for them to make an assessment judgment. However, the student may be required to complete specific activities again so the assessor can decide on competency. They will discuss this with the student in more detail and provide information about how this will occur (for example, a workplace observation of the aspects that need to be seen again, a role-play, etc.)
- The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. They will fill it out based on their observations of the student's work performance. They may like to do this using the Word file or fill it out on a hard copy.

OBSERVATION CHECKLIST

OBSERVATION 1: Establish and maintain relationships with families		OBSERVATION ADDRESSED (Tick if witnessed)
1	The student collaborated with the supervisor and sought their permission for the selection of the two (2) families who are new to the service.	<input type="checkbox"/>
Meeting 1		
2	<p>The student held the first meeting with the two (2) families when supporting them through the enrollment and orientation process with the supervisor observing.</p> <p>During the 1st meeting with families, use the following communication techniques:</p> <ul style="list-style-type: none"> 6. create a welcoming environment for all families 7. respond to the families' questions, concerns and requests in a prompt and supportive way 8. build rapport and respect 9. active listening 10. collaborative discussion and decision-making 11. providing clear verbal information 12. questioning 13. negotiation. 	
Family 1		<input type="checkbox"/>
Family 2		<input type="checkbox"/>
3	<p>The student made available current and accurate information about the operation of the service with the two (2) families to support the enrolment and orientation during meeting 1. The student ensured the sharing of information was in line with service policies and procedures.</p> <p>The student communicated and promoted opportunities to families for them to contribute to the operation of the service in an advisory, consultative or decision-making role.</p>	
Family 1		<input type="checkbox"/>
Family 2		<input type="checkbox"/>
4	The student encouraged the families to share their knowledge, skills, expertise and aspects of their family life and culture.	
Family 1		<input type="checkbox"/>
Family 2		<input type="checkbox"/>
Meeting 2		
5	Maintain ongoing relationships with families in accordance with the service's policies and procedures by providing a summary of the children's progress, relationships, interests and experiences and the information shared by the family on the knowledge, skills, expertise and aspects of their family life, culture and community connections in meeting 2.	
Family 1		<input type="checkbox"/>
Family 2		<input type="checkbox"/>

6	The student held a second meeting with two (2) families and used communication techniques to maintain ongoing relationships and share information about the child's progress. During the 2nd meeting with families, communication techniques were used, including: <ul style="list-style-type: none"> ○ communicate in ways that show understanding of each child and their family and community context ○ build rapport and respect ○ active listening ○ collaborative discussion and decision-making ○ providing clear verbal information ○ questioning ○ negotiation. 	<input type="checkbox"/>
7	Used strategies to facilitate shared decision-making with families about the children's needs and program, in line with service policies and procedures.	
Family 1		<input type="checkbox"/>
Family 2		<input type="checkbox"/>
8	Shared information on government and community services in the local area with the two (2) families and provided referrals to government and community services in meeting 2 to meet family needs, including using digital formats.	
Family 1		<input type="checkbox"/>
Family 2		<input type="checkbox"/>
9	The student discussed the family's understanding of and connection to their local and broader communities. These communities can be both social and physical.	
Family 1		<input type="checkbox"/>
Family 2		<input type="checkbox"/>
10	The student discussed the children's community connections to understand how the child is currently engaged with their community.	
Family 1		<input type="checkbox"/>
Family 2		<input type="checkbox"/>
11	The student promptly and sensitively informs the families of any incidents that have occurred impacting the children.	
Family 1		<input type="checkbox"/>
Family 2		<input type="checkbox"/>
COMMENTS [Supervisor to add comments related to the achievement of the observation requirements above]		



Third-Party Report 1: Assessment marking criteria: Supervisor Observation of Establish relationships with families

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

Step 1: Preparation for meetings with families			
1	<p>The student collaborated with the workplace supervisor to agree that two (2) families who are new to the service to develop and maintain relationships using collaboration and providing information to support education and care.</p> <p>Look for: The workplace supervisor confirmed that the student collaborated with them to agree on two (2) appropriate families to work with who are new to the service and are involved in the enrolment and orientation process.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting 1			
2	<p>The student used communication techniques in the first meeting with the two (2) families when supporting them through the enrollment and orientation process. During the meetings with each family, the student used the following communication techniques:</p> <ul style="list-style-type: none"> ○ create a welcoming environment for all families ○ respond to the families' questions, concerns and requests in a prompt and supportive way ○ build rapport and respect ○ active listening ○ collaborative discussion and decision-making ○ providing clear verbal information ○ questioning ○ negotiation. <p>Look for: The workplace supervisor observed and recorded the student using various communication techniques during the first meeting with the two (2) families to support them through the enrolment and orientation process.</p>		

	<p>The workplace supervisor observed and recorded the following communication techniques used by the student including:</p> <ul style="list-style-type: none"> • Create a welcoming environment for all families, for example, being prepared for the meetings, having chairs, water or refreshments available, ensuring privacy to assist the family feel comfortable and being open and friendly. • Respond to the families' questions, concerns and requests in a prompt and supportive way, for example, listening to the family's questions and using gathered information to provide a prompt and supportive response. Offering to gather information where questions could not be accurately answered and feeding back to the family in an agreed timeframe. • Build rapport and respect, for example, being relaxed, placing value in the relationship, and showing a genuine interest in the parent and their place as the child's first teacher. Using respectful language and maintaining the privacy of shared information • Active listening, for example, giving full attention, maintaining eye contact, providing nonverbal signs of attention, positive reinforcement, and paraphrasing. • Collaborative discussion and decision-making, for example, arrange appropriate times to meet, listen and question, be open-minded, ask perspectives and be open to negotiations. • Providing clear verbal information, for example, ensure all information you provide is current, appropriate and accurate, speak clearly and use a language or information formats relevant to them and their needs. • Questioning, for example, explain what the question is supporting in practice, e.g., to inform the program, use appropriate language, not industry jargon, create an open relationship with the family so that they feel they can ask you questions in return, and ensure privacy and confidentiality is upheld where relevant. • Negotiation, for example, discuss several options in the negotiation, consider limits: regulations, policies of the service, time and budget constraints, allow the parent to make suggestions first, share knowledge and expertise where relevant, especially concerning limits, and offer to do further research where a negotiation has not been finalised. <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace and the families but will demonstrate communication skills to support education and care with two [2] new families during enrollment and orientation processes.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
Part A: Family 1 – Meeting 1		<input type="checkbox"/>	<input type="checkbox"/>
Part B: Family 2 – Meeting 1		<input type="checkbox"/>	<input type="checkbox"/>
3	<p>The student made available current and accurate information about the operation of the service to the families to support the enrolment and orientation in meeting 1. The student ensured the sharing of information was in line with service policies and procedures.</p> <p>Look for:</p> <p>The workplace supervisor observed the student making available current and accurate information about the operation of the service with the family to support enrolment and orientation in meeting 1. For example, sharing enrolment and induction kit, parent handbooks and service fact sheet of what to expect when you enrol in the service, supporting the family to complete a service application form.</p>		

	<p>The workplace supervisor observed the student ensuring that the shared information was in line with service policies and procedures, for example, following the service Enrolment Policy and ensuring that information was current and approved.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace and the families but will demonstrate the student's ability to share current and accurate information about the operation of the service with two (2) new families during enrollment and orientation processes.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
	Part A: Family 1 – Meeting 1	<input type="checkbox"/>	<input type="checkbox"/>
	Part B: Family 2 – Meeting 1	<input type="checkbox"/>	<input type="checkbox"/>
4	<p>The student encouraged the families to share their knowledge, skills, expertise and aspects of their family life and culture.</p> <p>Look for: The workplace supervisor observed the student encourage the family to share their knowledge, skills, expertise and aspects of their family life and culture. The student will record the information that was shared during the meeting. For example:</p> <ul style="list-style-type: none"> • Gather information from the family about their knowledge, skills and expertise to ensure they are supported as the first carer and their input is valued. For example, the family loves reading and uses interactive books to build their child's literacy. • Gather information about the family life/ family structure and culture. For example, the family is 4th generation Australian. • Seek information about any skills or expertise the family members have that they could share with the service. For example, the father is a baseball player and could teach this to the children. <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace and the families but will demonstrate encouraging families to share information.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
	Part A: Family 1 – Meeting 1	<input type="checkbox"/>	<input type="checkbox"/>
	Part B: Family 2 – Meeting 1	<input type="checkbox"/>	<input type="checkbox"/>
5	<p>The student communicated and promoted opportunities to families for them to contribute to the operation of the service in an advisory, consultative or decision-making role.</p> <p>Look for: The workplace supervisor observed the student communicate and promote opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role, for example, parent's advisory committee, parent survey and suggestion box at the front door.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace and the families but will demonstrate communication skills used with two (2) new families to promote opportunities for them to contribute to the operations of the service.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
	Part A: Family 1 – Meeting 1	<input type="checkbox"/>	<input type="checkbox"/>
	Part B: Family 2 – Meeting 1	<input type="checkbox"/>	<input type="checkbox"/>

Meeting 2		
6	<p>The student met a second time with the two (2) families to maintain ongoing relationships with them by sharing information about the children's progress, relationships, interests and experiences. The student and the family to share information on the knowledge, skills, expertise and aspects of their family life and culture in meeting 2 to engage them in decision-making about support and the program.</p> <p>Look for:</p> <p>The workplace supervisor observed the student meet with the families a second time (after a period, e.g., two weeks) to share information with them about the children's progress, relationships, interests and experiences in meeting 2.</p> <p>The workplace supervisor observed the student engaging with the family to encourage them to share information on the knowledge, skills, expertise and aspects of their family life and culture.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace and the families but will demonstrate their ability to maintain ongoing relationships by sharing feedback and inviting input to gather information about the family's life and culture.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>	
	Part A: Family 1 – Meeting 2	<input type="checkbox"/>
	Part B: Family 2 – Meeting 2	<input type="checkbox"/>
7	<p>The student used communication techniques in the second meeting with the two (2) families to maintain ongoing relationships and share information about the child's progress. The communication techniques included:</p> <ul style="list-style-type: none"> ○ communicate in ways that show understanding of each child and their family and community context ○ build rapport and respect ○ active listening ○ collaborative discussion and decision-making ○ providing clear verbal information ○ questioning ○ negotiation. <p>Look for:</p> <p>The workplace supervisor observed the student using various communication techniques during the second meeting with the two (2) families to maintain ongoing relationships and share information about the child's progress. The communication techniques included:</p> <ul style="list-style-type: none"> ● Communicate in ways that show understanding of each child and their family and community context, for example, show respect for the family and their needs based on information from the enrollment/child's profile. ● Build rapport and respect, for example, being relaxed, placing value in the relationship, and showing a genuine interest in the parent and their place as the child's first teacher. Using respectful language and maintaining the privacy of shared information. ● Active listening, for example, giving full attention, maintaining eye contact, providing nonverbal signs of attention, positive reinforcement, and paraphrasing. 	

	<ul style="list-style-type: none"> • Collaborative discussion and decision-making, for example, arrange appropriate times to meet, listen and question, be open-minded, ask perspectives and be open to negotiations. • Providing clear verbal information, for example, ensure all information you provide is current, appropriate and accurate, speak clearly and use a language or information formats relevant to them and their needs. • Questioning, for example, explain what the question is supporting in practice, e.g., to inform the program, use appropriate language, not industry jargon, create an open relationship with the family so that they feel they can ask you questions in return, and ensure privacy and confidentiality is upheld where relevant. • Negotiation, for example, discuss several options in the negotiation, consider limits: regulations, policies of the service, time and budget constraints, allow the parent to make suggestions first, share knowledge and expertise where relevant, especially concerning limits, and offer to do further research where a negotiation has not been finalised. <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace and the families but will demonstrate communication skills to maintain ongoing relationships and share information about the child's progress with the two [2] families.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
	Part A: Family 1 – Meeting 2	<input type="checkbox"/>	<input type="checkbox"/>
	Part B: Family 2 – Meeting 2	<input type="checkbox"/>	<input type="checkbox"/>
8	<p>The student used strategies to facilitate shared decision-making with families about the children's needs and program, in line with service policies and procedures.</p> <p>Look for:</p> <p>The workplace supervisor observed the student use strategies to facilitate shared decision-making with families about the children's needs and program, in meeting 2, in line with service policies and procedures. For example, the student used active listening, questioning and paraphrasing information to confirm understanding and invite the parents to contribute to the decision-making.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace and the families but will demonstrate skills to facilitate shared decision-making with the two [2] families.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
	Part A: Family 1 – Meeting 2	<input type="checkbox"/>	<input type="checkbox"/>
	Part B: Family 2 – Meeting 2	<input type="checkbox"/>	<input type="checkbox"/>
9	<p>The student shared information on government and community services in the local area with the two [2] families and supported referrals to agreed government and community services in meeting 2, including using digital formats.</p> <p>Look for:</p> <p>The workplace supervisor observed the student sharing information with the two [2] families on government and community services, such as information about CCS funding and Mums</p>		

	<p>and Bubs sessions at the local library. The student shared digital formats such as information on a website, e.g., the library's website</p> <p>The workplace supervisor observed the student supporting referrals to government and community services for the families to meet their needs in meeting 2, such as a referral for CCS funding.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace and the families but will demonstrate the student's ability to share information and referral processes with the two [2] families to meet their needs.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
Part A: Family 1 – Meeting 2		<input type="checkbox"/>	<input type="checkbox"/>
Part B: Family 2 – Meeting 2		<input type="checkbox"/>	<input type="checkbox"/>
10	<p>The student discussed the family's understanding of and connection to their local and broader communities. These communities can be both social and physical.</p> <p>Look for: The workplace supervisor observed the student discussion with the two [2] families about their understanding of and connection to their local and broader communities. These communities can be both social and physical. For example, a discussion with the family about how they are currently involved in the community and inviting them to join in an experience planned for the children to connect to the community.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace and the families but will demonstrate the student's ability to gather information about the two [2] families and their understanding of and connection to the local and broader communities.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
Family 1		<input type="checkbox"/>	
Family 2		<input type="checkbox"/>	
11	<p>The student discussed the children's community connections to understand how the child is currently engaged with their community.</p> <p>Look for: The workplace supervisor observed the student discussing with the two [2] families about their children's community connections to understand how the child is currently engaged with their community. For example, the student invited the families to input into a planned experience, such as are there are things, events and community celebrations they would like the child to learn about and or if the child has any interests, such as local landmarks or landmarks in the broader community.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace and the families but will demonstrate the student's ability to gather information about the children's connections to the community.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		

Family 1	<input type="checkbox"/>
Family 2	<input type="checkbox"/>
12	<p>The student promptly and sensitively informs the families of any incidents that have occurred impacting the children.</p> <p>Look for: The workplace supervisor observed the student promptly and sensitively inform the parents of incident(s) that have occurred, for example, the student will follow the service procedures about reporting timeframes and inform the parent about the details of an incident. For example, quickly puts the families' minds at ease regarding the health and well-being of the child and provides concise and clear information about what has occurred.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the families and details of any incidents but will demonstrate the student's ability to will follow the service procedures about reporting timeframes and will inform the parent about the details of an incident.</p> <p><i>Note: If no incidents occur during the period that can be reported to parents or there is documented evidence that the service does not permit the performance of reporting incidents to families by individuals who are not staff members, those skills may be demonstrated through simulated activities and scenarios. Such as the assessor confirm the documentary evidence is in place and will arrange alternative assessments to enable the student to demonstrate their ability to report an incident promptly. This may include allocating a different child to the student where an incident has occurred and is to be reported to the family or a simulated activity in the workplace.</i></p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>
Family 1	<input type="checkbox"/>
Family 2	<input type="checkbox"/>
The workplace supervisor observation checklist is submitted on the Third-Party Report	<input type="checkbox"/>

Third-Party Report 2: Assessor Instructions: Support children's community connections

Purpose of the Task

The purpose of this task is to assess the student's ability to engage children in learning about their community.

Guidance to Assessors About this Task

The student is not required to submit any developed work for this task. The workplace supervisor observation checklist will be used to confirm these tasks have been successfully completed. The assessor will use the information you provide in this report, combined with other assessment evidence provided by the student, to make a final decision about competency.

Supervisor Observations:

The workplace supervisor should observe the student implement one learning experience for each of the two (2) focus children to foster and engage them in their communities. They will record their observations on the Supervisor Observation Checklist.

During this task, the supervisor does not assess the student but supervises the student and confirms that the student is performing competently. This task will provide the assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Supervisor Observation Checklist.

The Supervisor Observation Checklist can be provided in hard copy or filled out using the form in an electronic format (SD Supervisor Report). It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor sends the electronic file via email to the student. The assessor will ensure the authenticity of the emailed version. (Alternatively, you may prefer that the supervisor submits a PDF copy of the report instead of the native Word file).

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

Instructions for the Supervisor

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the units in this cluster:

- CHCECE050 - Work in partnership with children's families

The supervisor will observe the student plan and conduct the excursion. The workplace supervisor will record their observations on the Observation Checklist.

Task overview

The student will engage with two (2) children from different families to support their learning about the local and broader community.

The student will use the plan developed in CHCECE050 – Assessment task 4: SWLA Portfolio: Activity 2. The workplace supervisor will observe the student implement one (1) learning experience for each of the two (2) focus children.

An approved educator must oversee interactions with children.

Review the Supervisor Observation Checklist items before conducting the meetings and implementing the learning experiences to ensure that you perform work to the required workplace/service standards.

OBSERVATION 2: Support children's community connections

Supervisor Observation of learning experiences

- Your workplace supervisor should observe you facilitate one (1) learning experience with each of the two (2) focus children to foster and engage children in their local and the broader community. The supervisor will record their observations on the Supervisor Observation Checklist.
- A qualified educator must oversee interactions with children.
- The learning experience will:

- Support the children's understanding of their local and broader social and physical communities.
- Foster and connect children with their local community.
- Provide opportunities for the children to access and engage the local and broader social and physical communities.
- The learning experiences will follow the plan developed in CHCECE050: Assessment task 4: SLWA Portfolio: Activity 2.
- The workplace will observe the learning experience with the children using the Workplace Supervisor Observation Report.

Information to the workplace supervisor:

- The workplace supervisor is to complete a report that confirms the student's ability to demonstrate specific skills and knowledge required of this topic.
- The supervisor will complete the report based on the meetings with families and the implementation of the learning experiences.
- If the workplace supervisor has indicated 'No' or 'Not able to confirm' for any items in the report or has provided comments that indicate the student's performance is not considered to be in line with workplace expectations or standards, the assessor will talk to them further about their comments. The assessor may determine that the evidence provided for other tasks is sufficient for them to make an assessment judgment. However, the student may be required to complete specific activities again so the assessor can decide on competency. They will discuss this with the student in more detail and provide information about how this will occur (for example, a workplace observation of the aspects that need to be seen again, a role-play, etc.)
- The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. They will fill it out based on their observations of the student's work performance. They may like to do this using the Word file or fill it out on a hard copy.

OBSERVATION CHECKLIST	
OBSERVATION 2: Support children's community connections	OBSERVATION ADDRESSED (Tick if witnessed)
1	<p>The student implemented the planned learning experience with each focus child to support their connection to their local and broader communities. The learning experiences will:</p> <ul style="list-style-type: none"> ● Support the children's understanding of their local and broader social and physical communities. ● Foster and connect children with their local community. ● Provide opportunities for the children to access and engage the local and broader social and physical communities. ● Ensure interactions build rapport with children during the experience.
Learning experience 1	<input type="checkbox"/>
Learning experience 2	<input type="checkbox"/>
<p>COMMENTS (Supervisor to add comments related to the achievement of the observation requirements above)</p>	

--

Third-Party Report 2: Assessment marking criteria: Supervisor Observation of Support children's community connections

Section E: Sign off

SIGN OFF	
To be completed by the Workplace Supervisor	
Workplace Supervisor Name:	
Workplace Supervisor Signature:	
Date:	

- Module 3 –**
- CHCECE044 Facilitate compliance in a children’s education and care service***
- CHCECE049 Embed environmental responsibility in service operations***
- CHCECE053 Respond to grievances and complaints about the service***

Third-Party Report 1: Assessor Instructions: Implement a Practice to Enhance Environmental Practice

Purpose of the Task

The purpose of this task is to assess the student's ability to implement a practice that will enhance the environmental responsibility of a service.

Guidance to Assessors About this Task

The student is not required to submit any developed work for this task. The student will use the planning document that they developed in SWLA – Portfolio for this cluster. The workplace supervisor observation checklist will be used to confirm these tasks have been successfully completed. The Assessor will use the information you provide in this observation report, combined with other assessment evidence provided by the student, to make a final decision about competency.

Supervisor Observations:

The workplace supervisor should observe the student implementing one (1) identified practice to enhance the service's environmental responsibility. They will record their observations on the Supervisor Observation Checklist.

During this task, the supervisor does not assess the student but supervises the student and confirms that the student is performing competently. This task will provide the Assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Supervisor Observation Checklist.

The Supervisor Observation Checklist can be provided in hard copy or filled out using the form in an electronic format (SD Supervisor Report). It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor sends the electronic file via email to the student. The Assessor will ensure the authenticity of the emailed version. (Alternatively, you may prefer that the supervisor submits a PDF copy of the report instead of the native Word file).

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

Instructions for the Supervisor

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the units in this cluster:

- Compliance in Early Childhood Education

The supervisor will observe the student plan and implement one (1) identified practice to enhance the service's environmental responsibility. The workplace supervisor will record their observations on the Observation Checklist.

Task overview

The student will implement one (1) identified practice to enhance the service's environmental responsibility. The practice aims to enhance the service focus on sustainability and environmental responsibility and embed the practice into the service. The student will use the plan they developed in SWLA Portfolio: Activity 1.

The workplace supervisor will observe the student implement the enhanced environmental practice during their placement at the service.

Review the Supervisor Observation Checklist items before implementing the planned practice to ensure that you perform work to the required workplace/service standards.

OBSERVATION 1: Implement a Practice to Enhance Environmental Practice

- Step 1: Seek approval**
- Collaborate with the supervisor and seek their input and approval on implementing the environmental enhancement practice. The practice will align with contemporary practices of environmental responsibility. The plan will be implemented in the early childhood education context.
 - Ensure you have consent from the supervisor to implement the practice.
- Step 2: Implement practice**
- Implement one (1) practice for enhanced environmental responsibility within the service during your placement from the plan you developed in SWLA Portfolio – Activity 1.
 - Use the strategies to implement the practice that you included in your plan.
 - Support children's learning about Aboriginal and Torres Strait Islander practices concerning environmental responsibility.
 - Ensure that the implemented practice positively impacts the service and the environment.

- Information to the workplace supervisor:**
- The workplace supervisor is to complete a report that confirms the student's ability to demonstrate specific skills and knowledge required of this topic.
 - The supervisor will complete the report based on the meetings with families and the implementation of the learning experiences.
 - If the workplace supervisor has indicated 'No' or 'Not able to confirm' for any items in the report or has provided comments that indicate the student's performance is not considered to be in line with workplace expectations or standards, the Assessor will talk to them further about their comments. The Assessor may determine that the evidence provided for other tasks is sufficient for them to make an assessment judgment. However, the student may be required to complete specific activities again so the Assessor can decide on competency. They will discuss this with the student in more detail and provide information about how this will occur [for example, a workplace observation of the aspects that need to be seen again, a role-play, etc.]
 - The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. They will fill it out based on their observations of the student's work performance. They may like to do this using the Word file or fill it out on a hard copy.

OBSERVATION CHECKLIST

OBSERVATION 1: Implement a Practice to Enhance Environmental Responsibility		OBSERVATION ADDRESSED (Tick if witnessed)
14.	The student collaborated with the supervisor and sought their permission to select one (1) practice to enhance the environmental responsibility of the services.	<input type="checkbox"/>
15.	The student implemented the planned environmental practice using the strategies they planned in SWLA – Portfolio – Activity 1 and embedded the practice in the service's operations.	<input type="checkbox"/>

16.	The environmental practice supports children's learning about Aboriginal and Torres Strait Islander practices concerning environmental responsibility.	<input type="checkbox"/>
17.	The implemented practice has a positive impact on the service and the environment	<input type="checkbox"/>
COMMENTS [Supervisor to add comments related to the achievement of the observation requirements above]		

Third-Party Report 1: Assessment marking criteria: Supervisor Observation Implement a Practice to Enhance Environmental Responsibility

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
1	<p>The workplace supervisor engaged with the student to agree on one (1) practice to enhance the service's environmental responsibility.</p> <p>Look for:</p> <ul style="list-style-type: none"> Agreement with the workplace supervisor on the environmental practice to be implemented during placement. 	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>The student implemented the one (1) planned environmental responsibility practice and embedded the practice in the service's operations.</p> <p>Look for:</p> <p>The student implemented one (1) practice to enhance the service's practices in environmental responsibility.</p> <p>For example:</p> <ul style="list-style-type: none"> Using eco-friendly dishwashing and clothes-washing detergent Commencing a Containers for Change program in the service Installing enviro-bins in all rooms Managing water usage by installing signs and pictures above all taps to remind children and staff to turn off the water when not being used, e.g., during teeth cleaning. 	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>The environmental practice supported children's learning about Aboriginal and Torres Strait Islander practices concerning environmental responsibility.</p> <p>Look for:</p> <p>The student linked the environmental enhancement practice to First Nations people's beliefs and practices, such as the conservation of scarce resources and respect for the land.</p> <p>For example:</p> <ul style="list-style-type: none"> Invited elders and local First Nation community members to share their practices with the children. 	<input type="checkbox"/>	<input type="checkbox"/>
4	<p>The implemented practice had a positive impact on the service and the environment</p> <p>Look for:</p> <p>The implemented practice had a positive impact on the service's practices in environmental responsibility.</p> <p>For example:</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> • All recyclables were placed in appropriate bins, which helped the service to reduce waste and its carbon footprint. • The practice reduced energy usage by turning off lights when children left the room. 		
5	The workplace supervisor observation checklist is submitted	<input type="checkbox"/>	<input type="checkbox"/>

Third-Party Report 2: Assessor Instructions: Implement Planned Experience and Engage Children in Learning

Purpose of the Task

The purpose of this task is to assess the student's ability to engage with children in learning experiences to build their understanding of natural environments and support children's learning about environmental sustainability. Children are encouraged to talk and think about environmental responsibility and discuss ideas design innovative strategies that promote environmental responsibility and reduce their carbon footprint.

Guidance to Assessors About this Task

The student is not required to submit any developed work for this task. The workplace supervisor observation checklist will be used to confirm these tasks have been successfully completed. The Assessor will use the information you provide in this observation report, combined with other assessment evidence provided by the student, to make a final decision about competency.

Supervisor Observations:

The workplace supervisor should observe the student implement two (2) experiences to facilitate children's learning about environmental responsibility. They will record their observations on the Supervisor Observation Checklist.

During this task, the supervisor does not assess the student but supervises the student and confirms that the student is performing competently. This task will provide the Assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Supervisor Observation Checklist.

The Supervisor Observation Checklist can be provided in hard copy or filled out using the form in an electronic format [SD Supervisor Report]. It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor sends the electronic file via email to the student. The Assessor will ensure the authenticity of the emailed version. [Alternatively, you may prefer that the supervisor submits a PDF copy of the report instead of the native Word file].

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

Instructions for the Supervisor

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the units in this cluster:

- Compliance in Early Childhood Education

The supervisor will observe the student implement two (2) experiences to facilitate children's learning about environmental responsibility. The workplace supervisor will record their observations on the Observation Checklist.

Task overview

The student will implement learning experiences or provocations you have planned and engage children in the experiences.

The facilitation of the experiences must demonstrate the following:

- Engage with children in learning experiences to build their understanding of natural environments.
- Support children's learning about environmental sustainability.
- Encourage children to talk and think about environmental responsibility and discuss ideas to design innovative strategies that promote environmental responsibility and reduce their carbon footprint.

The student will use the plan developed in SWLA Portfolio: Activity 2.

The workplace supervisor will observe the two (2) implemented learning experiences or provocations with children.

Review the Supervisor Observation Checklist items before implementing the learning experiences or provocations to ensure that you perform work to the required workplace/service standards.

OBSERVATION 2: Implement Planned Experience and Engage Children in Learning

Step 1: Seek approval

- Collaborate with the supervisor and seek their input and approval on each of the two (2) learning experiences or provocations to improve children's understanding of the natural environment and environmental sustainability.

Step 2: Implement the learning experience or provocation

- You will implement each of the two (2) learning experiences or provocations you planned in the SLWA Portfolio: Activity 2 and engage children in the experiences.
- Your facilitation of the experiences must demonstrate the following:
 - Engage with children in learning experiences to build their understanding of natural environments.
 - Support children's learning about environmental sustainability.
 - Encourage children to talk and think about environmental responsibility and discuss ideas to design innovative strategies that promote environmental responsibility and reduce their carbon footprint.
- Your workplace supervisor must observe the experience and sign to confirm you have implemented the planned experiences or provocations. The workplace supervisor will record the outcome of their observation in the SWLA Third Party Report.

Information to the workplace supervisor:

- The workplace supervisor is to complete a report that confirms the student's ability to demonstrate specific skills and knowledge required of this topic.
- The supervisor will complete the report based on the meetings with families and the implementation of the learning experiences.
- If the workplace supervisor has indicated 'No' or 'Not able to confirm' for any items in the report or has provided comments that indicate the student's performance is not considered to be in line with workplace expectations or standards, the Assessor will talk to them further about their comments. The Assessor may determine that the evidence provided for other

tasks is sufficient for them to make an assessment judgment. However, the student may be required to complete specific activities again so the Assessor can decide on competency. They will discuss this with the student in more detail and provide information about how this will occur (for example, a workplace observation of the aspects that need to be seen again, a role-play, etc.)

- The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. They will fill it out based on their observations of the student's work performance. They may like to do this using the Word file or fill it out on a hard copy.

OBSERVATION CHECKLIST		
OBSERVATION 2: Implement Planned Experience and Engage Children in Learning		OBSERVATION ADDRESSED (Tick if witnessed)
Step 1: Seek Approval		
18.	The student collaborated with the supervisor and sought their input and approval on one (1) of two (2) learning experiences or provocations to improve children's understanding of the natural environment and environmental sustainability.	<input type="checkbox"/>
19.	The student collaborated with the supervisor and sought their input and approval on two (2) of two (2) learning experiences or provocations to improve children's understanding of the natural environment and environmental sustainability.	<input type="checkbox"/>
Step 2: Implement the learning experience or provocation		
20.	The student implemented one (1) of two (2) planned learning experiences or provocations and engaged children in the experiences. The facilitation of the experiences demonstrated by the student showed them: <ul style="list-style-type: none"> • Engaging with children in learning experiences to build their understanding of natural environments. • Supporting children's learning about environmental sustainability. • Encouraging children to talk and think about environmental responsibility and discuss ideas to design innovative strategies to promote environmental responsibility and reduce their carbon footprint. 	<input type="checkbox"/>
21.	The student implemented two (2) of two (2) planned learning experiences or provocations and engaged children in the experiences. The facilitation of the experiences demonstrated by the student showed them: <ul style="list-style-type: none"> • Engaging with children in learning experiences to build their understanding of natural environments. • Supporting children's learning about environmental sustainability. • Encouraging children to talk and think about environmental responsibility and discuss ideas to design innovative strategies to promote environmental responsibility and reduce their carbon footprint. 	<input type="checkbox"/>

COMMENTS [Supervisor to add comments related to the achievement of the observation requirements above]		

Third-Party Report 2: Assessment marking criteria: Supervisor Observation of Implement Planned Experience and Engage Children in Learning

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
1	<p>The workplace supervisor engaged with the student to agree on the one (1) of two (2) learning experiences or provocations to engage children in learning about the natural environment and sustainability.</p> <p>Look for: Discussion with the student and the workplace supervisor to select one (1) of two (2) learning experiences or provocations. The student obtained consent from the placement supervisor.</p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>The workplace supervisor engaged with the student to agree on the two (2) of two (2) learning experiences or provocations to engage children in learning about the natural environment and sustainability.</p> <p>Look for: Discussion with the student and the workplace supervisor to select two (2) of two (2) learning experiences or provocations. The student obtained consent from the placement supervisor.</p>	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>The student implemented the one (1) of two (2) planned learning experience or provocations with the children to support their experiences and understanding of the natural environment and environmental sustainability.</p> <p>Look for: The student implemented one (1) of two (2) learning experiences with the children. For example:</p> <ul style="list-style-type: none"> • A group experience provided opportunities for children to feel and hold different natural objects and discuss their purpose. • An experience with small containers with potting mix already in them, and we will plant seeds and watch them grow. We will also talk about what foods grow in which seasons. • Examining First Nations peoples' practices, e.g., the use of fire • Setting up a play space with some 'pretend' recycle bins with small, laminated images of things that can be recycled, and the children are encouraged to post the items into the correct bin. 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>The student implemented the two (2) of two (2) planned learning experience or provocations with the children to support their experiences and understanding of the natural environment and environmental sustainability.</p> <p>Look for: The student implemented two (2) of two (2) learning experiences with the children. For example:</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> • A group experience provided opportunities for children to feel and hold different natural objects and discuss their purpose. • An experience with small containers with potting mix already in them, and we will plant seeds and watch them grow. We will also talk about what foods grow in which seasons. • Examining First Nations peoples' practices, e.g., the use of fire • Setting up a play space with some 'pretend' recycle bins with small, laminated images of things that can be recycled, and the children are encouraged to post the items into the correct bin. 		
3	The workplace supervisor observation checklist is submitted	<input type="checkbox"/>	<input type="checkbox"/>

Section E: Sign off

SIGN OFF	
To be completed by the Workplace Supervisor	
Workplace Supervisor Name:	
Workplace Supervisor Signature:	
Date:	