



CHC50121

Diploma of Early Childhood Education and Care

Structured Workplace Learning and Assessment

Portfolio 1 (Part B) 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

Portfolio 1 Part B

This Portfolio outlines the tasks requiring evidence capture to support Structured Workplace Learning and Assessment.

This document is completed by the student and submitted as evidence of competency against the Unit of Competency.

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: Portfolio

This Portfolio sets out the activities you are to complete during your Structured Workplace Learning and Assessment placement.

These are set out based on the following module:

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

Once you have completed your knowledge assessments (Short Answer Questions, Case Study and Written Assessments) for the modules set out in this Portfolio, you may commence the activities below.

Throughout this Portfolio, you may be required to take photographs as a form of capturing evidence. Before commencing any photography in the service, you must gain written approval from your Workplace Supervisor and any child’s parent/guardian whose child may be included in these images. Capture this in the Consent Form table included in Part F of your SWLA Logbook.

Read through the activities below carefully to ensure you understand what you need to do, how you need to do it and what evidence you need to collect. If you have any questions, please contact your Trainer/ Assessor at any time during the process.

Note: When submitting documentation as evidence, make sure that any identifiable information, such as children’s and families’ names, addresses, medical details, etc., are blanked out. Children, their families, and other staff members must always be de-identified as well. You should allocate a unique identifier to each person for this journal’s purposes (for example, Child 1, Child 2 or Child A, Child B or Educator 1/Educator A). No identifiable information is to be present on any documentation submitted.

Structured Workplace Learning and Assessment

Portfolio 1 Part B

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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

Activity 1: Plan and Implement Environmental Responsibilities

Purpose of the Task

This task requires the student to enhance responsibilities in a service by conducting research and consulting with stakeholders and developing and implementing an environmental sustainability practice.

The student must demonstrate the following:

- Conduct research to understand contemporary practices in environmental responsibility and ensure these are considered in the plan.
- Review policies, procedures and philosophy and identify areas for improvement for the service.
- Consult with stakeholders, including children, community, families, and colleagues (educator and leader), to understand the service's current practices, using questioning techniques and active listening.
- Develop a plan for one (1) practice that can be embedded in the service to enhance the service's environmental practices.
- Implement the practice during the student's placement at the service.
- Critically reflect and evaluate the implementation of plans.

Guidance to Assessors About this Task

Provide students with the date of submission for this task. You will need to approve the presentation submitted by the students.

Record the outcome of this part of the assessment in the Assessment marking criteria. Benchmark responses for each question have been provided.

The workplace supervisor will observe the implementation and record the outcome of their observation in the SWLA Third Party Report.

Task overview

For this task, you must conduct research, consult with stakeholders, and develop a plan and implement an environmental sustainability practice that enhances the service's environmental responsibility.

This task consists of three (3) steps:

Step 1 – Consult with stakeholders, including children, community, families and one (1) other colleague and the service leader and assess service policies, philosophy, and practices.

Step 2 – Plan for a practice to enhance the service's environmental responsibility (other than the current practices) that they would embed during their placement to enhance the service's environmental responsibilities.

Step 3 – Implement the practice during their placement at the service. The student will seek approval from their supervisor to implement the sustainability objective. The student will critically reflect and evaluate the implementation of the practice to identify the effectiveness of the environmental practice.

You will complete the following templates:

- Understanding Current Environmental Responsibility Practices Template
- Planning for Enhanced Environmental Responsibility Template

ACTIVITY 1: Plan for Environmental Responsibilities

Step 1: Consult with stakeholders and assessment to understand current environmental responsibility practices of the service

- You will conduct research to understand contemporary practices in environmental responsibility and ensure these are considered in the plan you develop.
- You will review policies, procedures, and the philosophy of the service to identify areas of strength and improvement for the service.
- You are to meet and consult with stakeholders, including children, community, families and one (1) colleague (educator) and the service leader (director or manager) concerning current environmental practices of the service. During this meeting, you will use the Understanding Current Environmental Responsibility Practices Template to guide your discussion and questions.
- During the consultation, you will gather information from the stakeholders by engaging in communication techniques such as open-ended questioning, listening, and confirming understanding.
- You will record your findings in the *Understanding Current Environmental Responsibility Practices Template* in full, ensuring that you complete all sections.
- Once you have completed all sections of the template, you will ask your supervisor to sign the section of the document called *Supervisor Confirmation* to confirm the details of the meeting and consultation with the director or manager.

Step 2: Plan for a Practice to Enhance the Service's Environmental Responsibility

- Using the information that you gathered when consulting with the service leader and educator, you will complete the *Planning for Enhanced Environmental Responsibility Template*. You can also use other information you have researched on environmental responsibility practices in early childhood education and care services.
- You will describe one (1) practice (other than the current practices) that you would plan for the service to embed to enhance their environmental responsibilities.

Step 3: Implement and Review an Environmental Practice

- During your placement, you will implement one (1) practice from the plan for enhanced environmental responsibility within the service. Ensure you have consent from the supervisor to implement the practice.

- You can include photos of the practice being implemented to support your assessment. Ensure you have consent to include the photos. The workplace supervisor will observe the implementation and record the outcome of their observation in the SWLA Third Party Report.
- Review and reflect on the implementation of the practice and record your findings on the *Planning for Enhanced Environmental Responsibility Template*.

Instructions to the assessor

Students must submit the following:

- Understanding Current Environmental Responsibility Practices Template
- Planning for Enhanced Environmental Responsibility Template

Sample answers are provided in the attachment.

Activity 1: Assessment marking criteria: Plan for Environmental Responsibilities

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: Consult with stakeholders			
1	<p>Conduct research into contemporary practice relating to environmental responsibility for early childhood education services.</p> <p>Look for: The student must research contemporary practices relating to environmental responsibility for early childhood education services by using the internet and researching what other services are doing. The student will use their own words. Responses will vary depending on the research conduct. The student will record their findings.</p> <p>A sample answer is provided in the attached Understanding Current Environmental Responsibility Practices Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>Review the service philosophy, policies, procedures, and operations to determine their alignment and adherence to contemporary practices in environmental sustainability.</p> <p>Look for: The student must review the service philosophy, policies, procedures, and operations to determine their alignment and adherence to contemporary practices in environmental sustainability. The student must list the philosophy, policies, and procedures they review and summarise their findings. The student will use their own words. Responses will vary depending on the service context and the philosophy/policies. The student's response</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>will use their research of the policies to indicate if the service has incorporated environmental responsibility into its philosophy, policies, and procedures and how might the centre's environmental responsibility be demonstrated.</p> <p>A sample answer is provided in the attached Understanding Current Environmental Responsibility Practices Template</p>		
3	<p>Outline four (4) actions taken during the consultation with stakeholders, including children, families, community, colleagues, and team leader.</p> <p>Look for:</p> <p>The student must outline any four (4) actions taken to consult with stakeholders and exchange thoughts and ideas about environmental responsibility and identify areas where improvement could occur. The student will conduct the consultation with the stakeholders and outline the actions/strategies they used including appropriate communication techniques. The student will use their own words. Responses will vary depending on the service context and stakeholder. The responses will demonstrate the student's understanding of techniques to facilitate effective consultation.</p> <p>A sample answer is provided in the attached Understanding Current Environmental Responsibility Practices Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
4	<p>Ask consultation questions to build an understanding of the service's environmental practices and plans in the following areas:</p> <ul style="list-style-type: none"> • integrate sustainability • qualitative and quantitative measures of success • future plans to enhance the service's environmental responsibility practices • children and family's demonstration of support for the service's environmental responsibility plan • Aboriginal and/or Torres Strait Islander people's environmental responsibility practices <p>Look for:</p> <p>The student must include a response from the consultation process for the feedback and information they gathered on the above listed consultation areas. The student will document the consultation their own words. Responses will vary depending on the service context, the stakeholders and feedback received.</p> <p>The student will include responses of gathered information on:</p> <ul style="list-style-type: none"> • integrate sustainability • qualitative and quantitative measures of success • future plans to enhance the service's environmental responsibility practices 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<ul style="list-style-type: none"> • children and family's demonstration of support for the service's environmental responsibility plan • Aboriginal and/or Torres Strait Islander people's environmental responsibility practices. <p>A sample answer is provided in the attached Understanding Current Environmental Responsibility Practices Template</p>		
Step 2: Plan for a Practice to Enhance the Service's Environmental Responsibility			
5	<p>Describe one (1) practice (other than the current practices) that could be embedded in the service for each of the identified sustainability areas listed in the attached Planning for Enhanced Environmental Responsibility Template:</p> <ul style="list-style-type: none"> • curriculum including biodiversity • eco-friendly material usage • eco-literacy for children • energy • water • natural environment • recycling and upcycling • toxins • waste, including food waste. <p>Look for: The student response must include any one (1) practice to enhance the service's environmental responsibility based on the consultation and self-assessment findings against each area listed in the Planning for Enhanced Environmental Responsibility Template. The student will use their own words. Responses will vary depending on the service context, consent received, resources available and opportunities afforded to the student by the service. The response will demonstrate the student's understanding of practices that will enhance the service's practices in sustainability.</p> <p>A sample answer is provided in the attached Planning for Enhanced Environmental Responsibility Template</p>	<input type="checkbox"/> 	<input type="checkbox"/>
6	<p>List three (3) points you would add to the service policies and procedures concerning environmental responsibility based on the developed plan.</p> <p>Look for: The student response must list any three (3) examples of what the student would add to the policies and procedures based on the identified improvement areas. The student will use their own words. Responses will vary depending on the service's existing policies and possible areas of development. The response will demonstrate the student's understanding of improvements that could enhance the service's practices in sustainability.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	A sample answer is provided in the attached Planning for Enhanced Environmental Responsibility Template		
7	<p>Write one (1) statement you would add to the service Philosophy based on identified improvement areas to enhance the service focus on environmental responsibility.</p> <p>Look for: The student response must include any one (1) statement that could be added to the service's Philosophy to enhance the service focus on environmental responsibility. The student will use their own words. Responses will vary depending on the service, their existing philosophy and the improvement area identified. The response demonstrates the student's understanding of improving environmental sustainability.</p> <p>A sample answer is provided in the attached Planning for Enhanced Environmental Responsibility Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
8	<p>Explain how to support the service team to embed practice if you were the new Environmental Responsibility Coordinator.</p> <p>Look for: The student response must explain actions they would take if they were the environmental responsibility coordinator to support the service team in embedding practices. The student will use their own words. Responses will vary depending on the service context and practices. The response will demonstrate an understanding of actions that can be taken to support staff in embedding sustainability practices.</p> <p>A sample answer is provided in the attached Planning for Enhanced Environmental Responsibility Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
Step 3: Implement and Review an Environmental Practice			
9	<p>Make a list of strategies to implement an environmentally responsible practice with educators and children.</p> <p>Look for: The student must provide a list of strategies they will use to implement the practice with educators and children of the service. The student will use their own words. Responses will vary depending on the service context, the educators, the age of the children and the practice to be implemented. The response will demonstrate an understanding of implementation strategies suitable for educators and children.</p> <p>A sample answer is provided in the attached Planning for Enhanced Environmental Responsibility Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
10	<p>Outline how actions support children learning about Aboriginal and/or Torres Strait Islander Peoples practices concerning environmental responsibility.</p> <p>Look for:</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>The student must provide actions they would take to support children in learning about First Nation people's environmental practices. The student will use their own words. Responses will vary depending on the service context and the ages of the children but will demonstrate an understanding of supporting children to learn about First Nation People's practices in a respectful and informative way to positively influence child's attitudes.</p> <p>A sample answer is provided in the attached Planning for Enhanced Environmental Responsibility Template</p>		
11	<p>Describe the impact you expect this practice to have on the service and the environment and think about the qualitative and quantitative results you expect to achieve.</p> <p>Look for: The student must describe the expected impact of the practice. Responses will vary depending on the practice and the implementation plan. However, the student will detail the desired impact using their own words and include qualitative and quantitative measures that they might expect to occur as a result of the implemented practice. The student will demonstrate an understanding of positive impacts that can result from the practice. The assessor will determine that the qualitative and quantitative result areas would provide insights to the effectiveness of the practice.</p> <p>A sample answer is provided in the attached Planning for Enhanced Environmental Responsibility Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
12	<p>Describe how you plan to support children to take the lead in the environmental responsibility in the service.</p> <p>Look for: The student must describe how they plan to support children to take the lead in environmental responsibility in the service. The student will use their own words. Responses will vary depending on the service context, the practice, resources, approval/permission from the supervisor, the age of the children and opportunities made available to the student. The response will demonstrate a thoughtful and considered plan that could support children in leading environmental responsibility for the service.</p> <p>A sample answer is provided in the attached Planning for Enhanced Environmental Responsibility Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
13	<p>Implement one (1) planned practice and include photos of the practice being implemented (with consent to include the photos).</p> <p>The student must implement one (1) identified practice with the placement supervisor's consent.</p> <p>The student can include photographs of the practice to demonstrate their actions. (With consent obtained to share the photos).</p> <p>The workplace supervisor will observe the implementation and record the outcome of their observation in the SWLA Third Party Report.</p>	<input type="checkbox"/>	<input type="checkbox"/>

14	<p>Outline what changes are being made and how the idea/practice has been received.</p> <p>Look for:</p> <p>The student response must include an outline of the changes they have made at the service and how others have received them.</p> <p>Responses will vary depending on the service context, the practice and implementation, resources, approval/permission from the supervisor, and opportunities made available to the student. However, the response will detail the changes and how these changes have been received.</p> <p>Changes may be small, depending on the timeframe of implementation and time to observe changes and responses and this is an acceptable response. Changes will be reviewed against the desired impact that the student predicted in Task 11 (above in this chart).</p> <p>A sample answer is provided in the attached Planning for Enhanced Environmental Responsibility Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
15	<p>List two (2) ways to gather feedback about the new practice from families, children, and staff.</p> <p>Look for:</p> <p>The student response must include a list of any two (2) ways they can gather feedback from families and children about the practice they have begun implementing. The student will use their own words.</p> <p>Responses will vary depending on the service context, the practice and access to families, staff and children and their age. The response will include documented methods used that demonstrate effective communication techniques to collaborate with stakeholders when gathering feedback.</p> <p>A sample answer is provided in the attached Planning for Enhanced Environmental Responsibility Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
16	<p>Evaluate the outcome of the implementation. i.e., how is it going and was it successful?</p> <p>Look for:</p> <p>The student response must include a reflection and evaluation of the implementation process. They should answer questions such as:</p> <ul style="list-style-type: none"> • How is it going? • Was it successful? <p>Responses will vary depending on the service context, the practice and how the implementation went. However, the reflection will be genuine and detailed and will focus on reviewing actions taken, the impact of the actions, comparing this to theories and practices and identifying areas of improvement to the service's operations and the educator's practices.</p> <p>The Assessor must be satisfied that the reflection would be expected by a reasonable person to review practice with an aim at refining, learning from and improving the implementation of sustainability practices.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	A sample answer is provided in the attached Planning for Enhanced Environmental Responsibility Template		
17	<p>Identify at one (1) further change or improvement that should be made to the plan to ensure it is embedded in the service practice.</p> <p>Look for:</p> <p>The student response must be based on their evaluation and feedback they have received during feedback and reflection activities. The student will identify any one (1) suggested improvement or change that will enhance their plan and ensure it is embedded in the service practice.</p> <p>Responses will vary depending on the service context, the practice, feedback received and how the implementation went. The Assessor must be satisfied that the suggested improvement would be expected to refine and apply learning to improve the implementation of sustainability practices.</p> <p>A sample answer is provided in the attached Planning for Enhanced Environmental Responsibility Template</p>	<input type="checkbox"/>	<input type="checkbox"/>

Activity 1: Attachments

Understanding Current Environmental Responsibility Practices Template

Understanding Current Environmental Responsibility Practices Template	
<p>Record your research findings into contemporary practice relating to environmental responsibility for early childhood education services.</p> <p>[Conduct research and list the findings of contemporary practices.]</p> <p>[80-100 words]</p>	<p>For example:</p> <ul style="list-style-type: none">• Increased use of natural environments and outdoors enhance children's learning in early childhood settings. This builds children's commitment to natural environments and conservation. It also enhances children's long-term development in areas such as problem-solving and innovation.• Early childhood services are committed to embedding sustainability into operations of the service in all practical daily routines and practices, such as –<ul style="list-style-type: none">○ Waste reduction, such as using disposable nappies○ Recycling and upcycling programs○ Energy conservation, e.g., half flush toilets, using rainwater tanks.
<p>Review the service philosophy, policies, procedures, and operations to determine their alignment and adherence to contemporary practices in environmental sustainability.</p> <p>[List the reviewed philosophy, policies, and procedures and summarise your findings.]</p> <p>[50-80 words]</p>	<p>For example:</p> <p>The service philosophy indicates that they display care for the environment and aim to develop children's environmental responsibility. This aligns with the policies of the service that were reviewed. The policies considered were Physical Environment, Service Operations, Education Practice and Health and Safety. Each policy has elements that are linked to sustainability practices and supported environmental responsibility.</p>
<p>Outline four (4) actions you took to consult with stakeholders, including children, families, community, colleagues, and team leader.</p> <p>[Outline consultation methods, including the communication strategies that were used.]</p> <p>[80-100 words]</p>	<p>For example:</p> <ul style="list-style-type: none">• Used open-ended questioning, listening, and confirming understanding during meetings with stakeholders• Asking for feedback from families and the community about sustainability actions currently being taken by the service and inviting their ideas for improvements.• Asking children for their sustainability planning ideas and observing their interest in protecting and caring for their world.• Consulted with the educator and the team leader about professional development opportunities for sustainability, feedback about existing sustainability programs, comparing the services sustainability practices against currently accepted practices in environmental responsibility and inviting their feedback and ideas.
Consultation questions	

<p>Ask about how the service integrates sustainability across all areas of practice.</p> <p>[Record the feedback received for this question from the stakeholder groups.]</p> <p>[50 – 70 words]</p>	<p>For example:</p> <p>Service management said:</p> <p>We talk about sustainability from a service operation perspective and an educational perspective. The service is looking at their practices and areas of improvement. For example, they are investigating the budget for the use of cloth nappies instead of disposable nappies and also the cost of installing solar panels. The service also ensures educators are engaging children in learning about sustainability and environmental responsibility.</p>
<p>Ask if and how the service monitors and evaluates qualitative and quantitative measures of success regarding their practice.</p> <p>[Record the feedback received for this question from the stakeholder groups.]</p> <p>[70 – 90 words]</p>	<p>For example:</p> <p>The service records how much paper we use in the printer after they placed their programming online with. They reported that this has decreased by 1,200 sheets of paper per month. The service counts how many kilos of soft plastics we take to recycle, and that is shared in the foyer as a running tally with families. The service reported that they enjoy it when children start discussing looking after the environment or recycling without being asked. This is part of their qualitative measure of success.</p>
<p>Ask the service leader if they have any future plans to enhance the service's environmental responsibility practices.</p> <p>[Record the feedback received for this question from the service leader.]</p> <p>[50 – 70 words]</p>	<p>For example:</p> <p>We have started looking into LED lights across the whole centre. It's a cost commitment; however, it will be worth it in the long run. We are also looking for additional animals to add to our centre for children to provide care. We use waste to feed caged animals to reduce our food rubbish being placed in general garbage.</p>
<p>Ask how children and families demonstrate support for the service's environmental responsibility plan.</p> <p>[Record the feedback received for this question from the stakeholder groups.]</p> <p>[50 – 70 words]</p>	<p>For example:</p> <p>The children work with us on our plans because they learn about the steps we are taking, and they share their ideas. They feed the chooks and water the plants.</p> <p>The parents are involved by supporting the children, and we have a few parents who help with the garden.</p>
<p>Ask the service about their practices related to Aboriginal and/or Torres Strait Islander people's environmental responsibility practices.</p>	<p>For example:</p> <p>We have begun working with an elder in the community and plan to plant a native garden with Indigenous foods. We have a range of resources such as story time that we share with children to illustrate First Nation's peoples relationship to the land and water. We have permanent displays about First Nation practices of conservation and respect for the environment.</p>

[Record the feedback received for this question from the stakeholder groups]

[50 – 70 words]

Service Leader (Supervisor) Confirmation

The student must consult with the service leader regarding the environmentally responsible practices of the service.

By signing this form, you agree to the following:

- The student consulted with the service leader or workplace supervisor at the beginning of the assessment to learn about current practices.
- The student communicated effectively using open-ended questions, listening, and confirming understanding.
- The student consulted with the service leader or workplace supervisor at the end of the assessment to share their outcomes and evaluations of their implemented experiences.

Student name:

Supervisor name:

Supervisor signature:

Date:/...../.....

The student must have their supervisor sign the supervisor consultation confirmation following the consultations.

Planning for Enhanced Environmental Responsibility Template

Planning for Enhanced Environmental Responsibility Template									
	Curriculum including biodiversity	Eco-friendly material usage	Eco-literacy for children	Energy	Water	Natural environment	Recycling and upcycling	Toxins	Waste, including food waste
<p>Based on your consultation, self-assessment, and research you have conducted, describe at least one (1) practice (other than the current practices) that could be embedded in the service for each of the identified sustainability areas.</p> <p>[20-40 words per sustainability area]</p>	<p>For example: Project about the environment</p>	<p>For example: Eco-friendly dishwashing and clothes-washing detergent Shredded paper in the chicken coop</p>	<p>For example: Include children in looking at the solar panels and how much power they make</p>	<p>For example: Turning off lights and heaters/cooler when going to play outside</p>	<p>For example: Installing rainwater tanks or using grey water to water the gardens</p>	<p>For example: More fruit trees</p>	<p>For example: Recycling plastic bottles for cash and inviting parents to bring theirs to recycle</p>	<p>For example: Ensuring windows are open whenever possible. Having indoor plants which are specifically designed to filter air</p>	<p>For example: Purchasing environmentally friendly garbage bags and having enviro-bins in all rooms</p>
<p>Write a list of three (3) points you would add to the service policies and procedures concerning environmental responsibility based on the identified improvement areas.</p> <p>[50-80 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> The Physical Environment policy requires more detailed procedures for staff concerning sustainability actions. Such as, it needs to include that the service will only use biodegradable rubbish bags in our service. It could also include all paper that is being thrown out, which should be shredded and used in the chicken coop. The policy should also list the quantifiable measures that will be used to identify the success of initiatives. 								

<p>Write one (1) statement you would add to the service Philosophy based on identified improvement areas to enhance the service focus on environmental responsibility.</p> <p>(30-50 words)</p>	<p>For example:</p> <p>We believe that children should experience the taste of nature at its best. To do this, we have fruit trees throughout our yards for children to access and taste a range of freshly grown fruits throughout the year.</p>
<p>Explain how you would support the service team to embed practice if you were the new Environmental Responsibility Coordinator.</p> <p>(30-50 words)</p>	<p>For example:</p> <ul style="list-style-type: none"> • I would have a plan in place and encourage everyone to contribute to it. • I would talk about it at each staff meeting. • I would include it in the Quality Improvement Plan.
<p>Implementing your plan</p>	
<p>Make a list of strategies you will use to implement this practice with educators and children.</p> <p>(30-50 words)</p>	<p>For example:</p> <ul style="list-style-type: none"> • I will write a note to all staff members. • I will share the information with the children and families. • I will hold group time with the children. • I will set up a learning environment for this practice.
<p>Outline how you will support children to learn about Aboriginal and/or Torres Strait Islander Peoples practices concerning environmental responsibility within this experience.</p> <p>(30-50 words)</p>	<p>For example:</p> <ul style="list-style-type: none"> • Invite elders and local community members to share their practices with the children. • I will remind children how First Nations People respect the resources from the environment, and we should respect it also.
<p>Describe the impact you expect this practice to have on the service and the environment. You will think about the qualitative and quantitative results you expect.</p> <p>(30-50 words)</p>	<p>For example:</p> <ul style="list-style-type: none"> • The practice will reduce energy use by turning off lights when we leave the room. I will check the reduction in the services electricity usage. • This will help the environment by ensuring all recyclables are placed in appropriate bins. It will help the service to reduce its carbon footprint.

<p>Describe how you plan to support children to take the lead in environmental responsibility in the service.</p> <p>(30-50 words)</p>	<p>For example:</p> <ul style="list-style-type: none"> • I will let them ask questions, share ideas, and take the learning in other directions to expand on the practices. • I'm keen to learn from them by identifying what they already know and want to learn.
<p>Implement the planned practice</p>	
<p>Implement one (1) environmental practice from the plan during your placement. Include photos of the practice being implemented to support your assessment. Ensure you have consent to include the photos.</p>	<p>The student must implement one (1) identified practice with the placement supervisor's consent.</p> <p>The student can include photographs of the practice to demonstrate their actions. (With consent obtained to share the photos).</p> <p>The workplace supervisor will observe the implementation and record the outcome of their observation in the SWLA Third Party Report.</p>
<p>Review the implemented practice</p>	
<p>Outline what changes are being made and how the idea/practice has been received.</p> <p>(30-50 words)</p>	<p>For example:</p> <p>Green recycle bins were put in the classroom, and children were taught about green bin waste. The children have responded positively to this initiative and have been keen to use them. They are proud of their efforts and the volume of recycling that is occurring.</p>
<p>List two (2) ways you can gather feedback about the new practice from families, children, and staff.</p> <p>(30-50 words)</p>	<p>For example:</p> <ul style="list-style-type: none"> • Hold a morning tea to invite families to visit and showcase the practice. Invite them to provide their feedback about it and future development. • Ask children for their ideas to extend the practice.
<p>Evaluate the outcome of the implementation. i.e., how is it going and was it successful?</p> <p>(50-70 words)</p>	<p>For example:</p> <p>I feel that the planning was effective, and the initiative has been implemented. This links well to current practices in building sustainability. It is working well on the days we remember to tell the children. We are taking our green waste to the chooks or the compost bin. We can consider how to have reminders, so we are more consistent in the applying the practice.</p>
<p>Based on your evaluation and feedback you have received, identify one (1) further change or improvement that should be made to your plan</p>	<p>For example:</p>

to ensure it is embedded in the service practice.

[50-70 words]

- I want to conduct some further research into contemporary practices that can be considered by the service to extend their environmental sustainability. Meantime we can set up a reminder system where an alert occurs daily for us to take our green waste to the chooks and add it to the compost bin.

Activity 2: Plan and facilitate children's learning about environmental responsibility

Purpose of the Task

This task requires the student to plan, design, implement and evaluate learning experiences or provocations for children that improve their experiences and understanding of the natural environment and develop their environmental sustainability skills.

The student must demonstrate the following:

- Observe and document three (3) examples of practice to show children's understanding of environmental responsibility
- Plan and design two (2) learning experiences and spaces that facilitate children's learning.
- Facilitate children's learning by encouraging children to engage in talking and thinking about ideas to reduce their carbon footprint.
- Evaluate the children's learning about environmental responsibility and use reflection to review their teaching practices.

Guidance to Assessors About this Task

Provide students with the date of submission for this task. You will need to approve the presentation submitted by the students.

Record the outcome of this part of the assessment in the Assessment marking criteria. The workplace supervisor will observe the implementation and sign the Learning Experiences - Environmental Responsibility Template. They will also record the outcome of their observation in the SWLA Third Party Report.

Benchmark responses for each question have been provided.

Task overview

For this task, you must plan and design learning experiences or provocations for children (the learning could be a group-time experience or learning spaces). The learning experience aims to improve their experiences and understanding of the natural environment and develop their skills for environmental sustainability.

You are required to engage with children in this experience or space and facilitate their learning by encouraging them to talk and think about environmental responsibility and ideas to reduce their carbon footprint. You will create opportunities to design innovative strategies that promote environmental responsibility in consultation with children.

Children's learning experiences must relate to the following sustainability initiatives:

- growing and preparing food
- recycling
- waste reduction
- Aboriginal and/or Torres Strait Islander environmental practices.

This task consists of four (4) steps:

Step 1 – Observe and document three (3) examples of practice showing children's understanding of environmental responsibility.

ASSESSOR GUIDE

Step 2 – Plan and design two (2) learning experiences or provocations.

Step 3 – Implement the planned learning experiences and engage children in learning.

Step 4 – Evaluate and document the children's learning and reflect on own teaching practices.

You will complete the following templates:

- Learning Experiences - Environmental Responsibility Template

ACTIVITY 2: Plan and Facilitate Children's Learning about Environmental Responsibility

Step 1: Observe Children's Environmental Responsibility Practices

For this stage of the assessment, you are required to demonstrate the following:

- You will observe three (3) examples of practice to show children's understanding of environmental responsibility.
- You will use an observation record style to document your observations, e.g., jottings, anecdotal or running records can be used.
- You will document your observations on the template below.

Step 2: Planning and Designing a Learning Experience or Provocation

- You will design and plan two (2) learning experiences or provocations (such as a group-time experience or interactive learning space) for children. You will consult with children and involve them in the design of innovative strategies that promote environmental responsibility.
- The learning experiences must facilitate the following:
 - Improve children's experiences and understanding of the natural environment.
 - Develop children's skills for environmental sustainability.
 - Provide opportunities for children to learn about specific environmental practices in the areas of growing and preparing food, recycling, waste reduction and Aboriginal and/or Torres Strait Islander environmental practices.
 - Extending learning beyond the service by using a sphere of influence.
- You will document your plans on the template below (using one (1) template for each experience).
- You will include photos of the experiences or provocations if relevant (ensuring you obtain consent before including photos).

Step 3: Implement Planned Experience and Engage Children in Learning

For this stage of the assessment, you must complete the following:

- You will implement learning experiences or provocations by engaging children in the experiences.
- Your facilitation of the experiences must demonstrate the following:
 - Engage with children in learning experiences.
 - Support children's learning about environmental sustainability.
 - Encourage children to talk and think about environmental responsibility and discuss ideas to reduce their carbon footprint.
 - Extending learning beyond the service by using a sphere of influence.
- You can include photos of the experiences being implemented to support your assessment. Ensure you have consent to include the photos.

- 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.

Step 4: Evaluate and Reflect on Teaching and Learning

For this stage of the assessment, you are required to complete the following:

- You will evaluate the plans and implementation of the two (2) experiences on the template below.
- You will reflect on your teaching practices.
- You will meet with the workplace supervisor or service leader to share the outcomes of the learning experiences and your evaluation of the practices.

Instructions to the assessor

Students must submit the following:

- Learning Experiences - Environmental Responsibility Template

Sample answers are provided in the attachment.

Activity 2: Assessment marking criteria: Plan and Facilitate Children's Learning about 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

Step 1: Observe Children's Environmental Responsibility Practices			
1	<p>Observe one (1) of three (3) examples of practice to show children's understanding of environmental responsibility and record the observations using an observation record style such as, e.g., jottings, anecdotal or running records.</p> <p>Look for: The student must record details of the first (1st) of three (3) observations they have made of children demonstrating an understanding of environmental responsibilities. The student will use recognised observation tools such as jottings, anecdotal or running records.</p> <p>The responses will vary depending on the practice that is observed and the observation tool that the student uses. However, the details should include sufficient information to record the current environmental practices used by the children in the service/room.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	Examples of practices are provided in the attached Learning Experiences - Environmental Responsibility Template		
2	<p>Observe two (2) of three (3) examples of practice to show children's understanding of environmental responsibility and record the observations using an observation record style such as, e.g., jottings, anecdotal or running records.</p> <p>Look for: The student must record details of the second (2nd) of three (3) observations they have made of children demonstrating an understanding of environmental responsibilities. The student will use recognised observation tools such as jottings, anecdotal or running records.</p> <p>The responses will vary depending on the practice that is observed and the observation tool that the student uses. However, the details should include sufficient information to record the current environmental practices used by the children in the service/room.</p> <p>Examples of practices are provided in the attached Learning Experiences - Environmental Responsibility Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>Observe three (3) of three (3) examples of practice to show children's understanding of environmental responsibility and record the observations using an observation record style such as, e.g., jottings, anecdotal or running records.</p> <p>Look for: The student must record details of third (3rd) of three (3) observations they have made of children demonstrating an understanding of environmental responsibilities. The student will use recognised observation tools such as jottings, anecdotal or running records.</p> <p>The responses will vary depending on the practice that is observed and the observation tool that the student uses. However, the details should include sufficient information to record the current environmental practices used by the children in the service/room.</p> <p>Examples of practices are provided in the attached Learning Experiences - Environmental Responsibility Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
Step 2: Planning and Designing a Learning Experience or Provocation			
Learning experience or provocation 1			
4	<p>Describe one (1) of two (2) learning experiences or provocations designed for children to enhance their knowledge and commitment to environmental sustainability in consultation with children to design innovative strategies that promote environmental responsibility.</p> <p>Look for: The student must describe the first (1st) of two (2) planned the learning experiences or provocations. The planned experiences will enhance children's knowledge and commitment to environmental sustainability. The</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>response will include consultation opportunities with children to design innovative strategies that promote environmental responsibility. Responses will vary depending on the planned experience, the age of the children and the scope provided for the student during placement, e.g., allocated time, number of children etc.</p> <p>The plan will provide sufficient detail for the assessor to determine that the designed learning experiences will enhance children's knowledge and commitment to environmental sustainability.</p> <p>The student will record their answer on the Learning Experiences - Environmental Responsibility Template. Example areas are provided in the Template.</p>		
3	<p>Describe the intentions for the experience or provocation detailing how it will improve children's experience and understanding of the natural environment. List the resources you will include in the experience.</p> <p>Look for:</p> <p>The student must describe how their intentions for the experience or provocation and how it will improve children's experience and understanding of the natural environment.</p> <p>The student must list the resources they will offer as part of the experience. Responses will vary depending on the planned experience/provocation, the age of the children, and the scope provided for the student during placement, e.g., allocated time, number of children etc. However, responses will demonstrate the student's understanding of facilitating children's understanding of natural environments.</p> <p>A sample answer is provided in the attached Learning Experiences - Environmental Responsibility Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
4	<p>Describe how the experience or provocation will develop children's skills for environmental sustainability. List the resources you will include to support this learning in the experience.</p> <p>Look for:</p> <p>The student must describe how the experience or provocation they have designed will develop the children's skills for environmental sustainability. Responses will vary depending on the planned experience/provocation, the age of the children, and the scope provided for the student during placement, e.g., allocated time, number of children etc. However, responses will demonstrate the student's understanding of facilitating children's skills for environmental sustainability.</p> <p>A sample answer is provided in the attached Learning Experiences - Environmental Responsibility Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
5	<p>Provide opportunities for children to learn about specific environmental practices in the areas of growing and preparing food, recycling, waste reduction and Aboriginal and/or Torres Strait Islander environmental practices</p> <p>Look for:</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>The student must describe how the experience or provocation they have designed will provide opportunities for children to learn about specific environmental practices in the areas of:</p> <ul style="list-style-type: none"> • growing and preparing food • recycling • waste reduction • Aboriginal and/or Torres Strait Islander environmental practices. <p>Responses will vary depending on the planned experience/provocation, the age of the children, and the scope provided for the student during placement, e.g., allocated time, number of children etc. However, responses will demonstrate the student's understanding of providing opportunities for children to learn about the listed areas.</p> <p>A sample answer is provided in the attached Learning Experiences - Environmental Responsibility Template.</p>		
6	<p>Describe how the experience or provocation can use a sphere of influence to extend environmental awareness and sustainability practices from the learning beyond the service to the children's home lives/community.</p> <p>Look for:</p> <p>The student must plan opportunities that extend learning beyond the service by using a sphere of influence. The student response must describe how the experience could increase the sphere of influence and be taken into the lives of children and their families.</p> <p>Responses will vary depending on the planned experience/provocation, the age of the children, and the scope provided for the student during placement, e.g., allocated time, number of children etc. However, responses will demonstrate the student's understanding of extending environmental responsibility learning beyond the service to include families and the community.</p> <p>A sample answer is provided in the attached Learning Experiences - Environmental Responsibility Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Learning experience or provocation 2			
7	<p>Describe two [2] of two [2] learning experiences or provocations designed for children to enhance their knowledge and commitment to environmental sustainability in consultation with children to design innovative strategies that promote environmental responsibility.</p> <p>Look for:</p> <p>The student must describe the second [2nd] of two [2] planned the learning experiences or provocations. The planned experiences will enhance children's knowledge and commitment to environmental sustainability. The response will include consultation opportunities with children to design innovative strategies that promote environmental responsibility.</p> <p>Responses will vary depending on the planned experience, the age of the children and the scope provided for the student during placement, e.g., allocated time, number of children etc.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>The plan will provide sufficient detail for the assessor to determine that the designed learning experiences will enhance children's knowledge and commitment to environmental sustainability.</p> <p>The student will record their answer on the Learning Experiences - Environmental Responsibility Template. Example areas are provided in the Template.</p>		
8	<p>Describe the intentions for the experience or provocation detailing how it will improve children's experience and understanding of the natural environment. List the resources you will include in the experience.</p> <p>Look for: The student must describe how their intentions for the experience or provocation and how it will improve children's experience and understanding of the natural environment. The student must list the resources they will offer as part of the experience. Responses will vary depending on the planned experience/provocation, the age of the children, and the scope provided for the student during placement, e.g., allocated time, number of children etc. However, responses will demonstrate the student's understanding of facilitating children's understanding of natural environments.</p> <p>A sample answer is provided in the attached Learning Experiences - Environmental Responsibility Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
9	<p>Describe how the experience or provocation will develop children's skills for environmental sustainability. List the resources you will include to support this learning in the experience.</p> <p>Look for: The student must describe how the experience or provocation they have designed will develop the children's skills for environmental sustainability. Responses will vary depending on the planned experience/provocation, the age of the children, and the scope provided for the student during placement, e.g., allocated time, number of children etc. However, responses will demonstrate the student's understanding of facilitating children's skills for environmental sustainability.</p> <p>A sample answer is provided in the attached Learning Experiences - Environmental Responsibility Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
10	<p>Provide opportunities for children to learn about specific environmental practices in the areas of growing and preparing food, recycling, waste reduction and Aboriginal and/or Torres Strait Islander environmental practices</p> <p>Look for: The student must describe how the experience or provocation they have designed will provide opportunities for children to learn about specific environmental practices in the areas of:</p> <ul style="list-style-type: none"> • growing and preparing food • recycling • waste reduction • Aboriginal and/or Torres Strait Islander environmental practices. 	<input type="checkbox"/>	<input type="checkbox"/>

	<p>Responses will vary depending on the planned experience/provocation, the age of the children, and the scope provided for the student during placement, e.g., allocated time, number of children etc. However, responses will demonstrate the student's understanding of providing opportunities for children to learn about the listed areas.</p> <p>A sample answer is provided in the attached Learning Experiences - Environmental Responsibility Template.</p>		
11	<p>Describe how the experience or provocation can use a sphere of influence to extend environmental awareness and sustainability practices from the learning beyond the service to the children's home lives/community.</p> <p>Look for:</p> <p>The student must plan opportunities that extend learning beyond the service by using a sphere of influence. The student response must describe how the experience could increase the sphere of influence and be taken into the lives of children and their families.</p> <p>Responses will vary depending on the planned experience/provocation, the age of the children, and the scope provided for the student during placement, e.g., allocated time, number of children etc. However, responses will demonstrate the student's understanding of extending environmental responsibility learning beyond the service to include families and the community.</p> <p>A sample answer is provided in the attached Learning Experiences - Environmental Responsibility Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Step 3: Implement Planned Experience and Engage Children in Learning			
12	<p>Implement two (2) experiences or provocations to facilitate children's learning and build skills for environmental sustainability.</p> <p>Provide photos of the experiences being implemented ensuring consent to include the photos has been obtained from the supervisor.</p> <p>Look for:</p> <p>The student must implement the two (2) learning experiences or provocations. Ensuring that the placement supervisor has provided consent. The student can include photographs of the learning experience or provocation to demonstrate their actions. [Ensuring consent was obtained from the supervisor/service to share the photos].</p> <p>The workplace supervisor must observe the experience and sign to confirm that the learning was implemented in the planned experience or provocation [at the end of the template.]</p> <p>The workplace supervisor will record the outcome of their observation in the SWLA Third Party Report.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Step 4: Evaluate and Reflect on Teaching and Learning			
Learning experience or provocation 1			

13	<p>Evaluate the one (1) of two (2) planned experiences or provocations to facilitate children's learning using an observation record.</p> <p>Look for:</p> <p>The student must write an observation record to evaluate one (1) of two (2) experiences.</p> <p>The student must include responses to the following questions:</p> <ul style="list-style-type: none"> • How many children were involved? • How you engaged children in the experience? • How did you support children's learning? • How did you encourage children to talk and think about environmental responsibility and discuss ideas to reduce their carbon footprint? • List examples of the innovative ideas developed in consultation with children for environmental responsibility. <p>Responses will vary depending on the planned experience, the age of the children and the scope provided for the student during placement, e.g., allocated time, number of children etc.</p> <p>However, responses will demonstrate the student's use of observation records to evaluate the experience or provocation.</p> <p>A sample answer is provided in the attached Learning Experiences - Environmental Responsibility Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
14	<p>Reflection of one (1) of two (2) planned experience or provocation to facilitate children's learning and build skills for environmental sustainability.</p> <p>Look for:</p> <p>The student will reflect on their teaching practice and the outcomes of one (1) of two (2) learning experience or provocation for the children</p> <p>The student will identify areas of improvement. The reflection will be meaningful and thoughtful by considering the student's practice and the children's learning and identifying improvements.</p> <p>Based on their reflections, the student must describe any changes they would make to the experience or provocation if they were to facilitate this experience in the future. The student must explain why they would make these amendments.</p> <p>Responses will vary depending on the service context and the planned experience. The Assessor must be satisfied that reflection would be expected by a reasonable person to improve practice in relation to the area being explored.</p> <p>A sample answer is provided in the attached Learning Experiences - Environmental Responsibility Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Learning experience or provocation 2			
15	<p>Evaluate the two (2) of two (2) planned experiences or provocations to facilitate children's learning using an observation record.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>Look for:</p> <p>The student must write an observation record to evaluate two (2) of two (2) experiences.</p> <p>The student must include responses to the following questions:</p> <ul style="list-style-type: none"> • How many children were involved? • How you engaged children in the experience? • How did you support children's learning? • How did you encourage children to talk and think about environmental responsibility and discuss ideas to reduce their carbon footprint? • List examples of the innovative ideas developed in consultation with children for environmental responsibility. <p>Responses will vary depending on the planned experience, the age of the children and the scope provided for the student during placement, e.g., allocated time, number of children etc.</p> <p>However, responses will demonstrate the student's use of observation records to evaluate the experience or provocation.</p> <p>A sample answer is provided in the attached Learning Experiences - Environmental Responsibility Template.</p>		
16	<p>Reflection of two (2) of two (2) planned experience or provocation to facilitate children's learning and build skills for environmental sustainability.</p> <p>Look for:</p> <p>The student will reflect on their teaching practice and the outcomes of two (2) of two (2) learning experience or provocation for the children</p> <p>The student will identify areas of improvement. The reflection will be meaningful and thoughtful by considering the student's practice and the children's learning and identifying improvements.</p> <p>Based on their reflections, the student must describe any changes they would make to the experience or provocation if they were to facilitate this experience in the future. The student must explain why they would make these amendments.</p> <p>Responses will vary depending on the service context and the planned experience. The Assessor must be satisfied that reflection would be expected by a reasonable person to improve practice in relation to the area being explored.</p> <p>A sample answer is provided in the attached Learning Experiences - Environmental Responsibility Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Activity 2: Attachments

Learning Experiences - Environmental Responsibility Template

Learning Experiences – Environmental Responsibility Template			
Student name	Student name	Assessment task	Compliance in Early Childhood – SWLA – Portfolio: Activity 2
Supervisor name	Supervisor name	Date completed	Date
Workplace	Workplace details		
Observation of children's practices to demonstrate environmental responsibilities			
<p>Observation 1 - Children's environmental practice</p> <p>[Record three [3] practices you observed where children demonstrate an understanding of environmental responsibilities. Use a recognised observation tool such as jottings, anecdotal or running records]</p> <p>[100-150 words for each observation]</p>	<p>Examples of observable practices could include:</p> <ul style="list-style-type: none"> • Children turning off the tap while teeth cleaning • Placing waste food in a recycle bin • Using recycled packages for craft activities or upcycling projects 		
<p>Observation 2 - Children's environmental practice</p> <p>[Record practices you observe where children demonstrate an understanding of environmental responsibilities.]</p>	<p>The student records Observation 2 of children's practices using a recognised observation tool.</p>		
<p>Observation 3 - Children's environmental practice</p> <p>[Record practices you observe where children demonstrate an understanding of environmental responsibilities.]</p>	<p>The student records Observation 3 of children's practices using a recognised observation tool.</p>		
Plan for children's learning about environmental responsibility			
Learning Experience or Provocation 1			
<p>Planned experience or provocation</p> <p>[Describe the learning experience or provocation you have designed for children. Ensure that you consult with children to design</p>	<p>For example, experiences could include:</p> <ul style="list-style-type: none"> • A group time experience with a range of stories, songs, and conversations 		

<p>innovative strategies that promote environmental responsibility.]</p> <p>[100-120 words]</p>	<ul style="list-style-type: none"> • Setting up a space in the environment and inviting children to engage in the space to teach children environmental responsibility, e.g., a worm farm for waste foods.
<p>Improving children's experience and understanding of the natural environment</p> <p>[Describe your intentions for the experience or provocation you have designed and how it will improve children's experience and understanding of the natural environment. List the resources you will include in the experience.]</p> <p>[80-100 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> • This group experience will allow children to feel and hold different natural objects and discuss their purpose. • I intend for this learning opportunity to provide children with an understanding of elements of nature. • We will document the answers and conversations of children to capture the children's voices. • I will then leave the resources set up on a table for the children to explore following the group time experience. • The resources that will be provided include: <ul style="list-style-type: none"> - rocks - shells - images of bees - sand - water.
<p>Developing children's skills for environmental sustainability</p> <p>[Describe how the experience or provocation you have designed will develop children's skills for environmental sustainability.]</p> <p>[100-120 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> • It will introduce children to the bigger picture of protecting the environment by providing children with opportunities to feel and hold different natural objects and discuss their purpose. • I intend for this learning opportunity to provide children with an understanding of balance of all parts of nature and how our actions can erode natural environments, so we need to act in sustainable ways. • We will document the answers and conversations of children to capture the children's voices. • I will invite children to provide ideas for acting sustainably and caring for the environment.
<p>Providing opportunities to learn about specific environmental practices in the areas of growing and preparing food, recycling, waste reduction and Aboriginal and/or Torres Strait Islander environmental practices</p> <p>[Describe how the experience or provocation you have designed will provide opportunities for children to learn about the listed areas.]</p>	<p>For example:</p> <p>Growing and preparing food:</p> <ul style="list-style-type: none"> • The experience will include 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. • We will also talk about how we prepare food for eating. This will be an experience where we discuss preparing, cooking, and serving food. • I will have photos to show the children. <p>Recycling:</p>

<p>[180- 200 words]</p>	<ul style="list-style-type: none"> • I have prepared some pretend bins with small, laminated images of things we can recycle, and the children will be encouraged to post the items into the correct bin. • We will also discuss what recycling means and how it works. • I have decided to talk with the children about waste reduction and how there are terms called: <ul style="list-style-type: none"> ○ upcycling ○ recycling. <p>Waste reduction:</p> <ul style="list-style-type: none"> • We will also talk about second-hand items and why sometimes using second-hand items is valuable to reduce waste. • We will write down other ideas the children have about waste reduction. <p>First Nation peoples' practices</p> <ul style="list-style-type: none"> • Examining First Nations peoples' practices, e.g., the use of fire • Reading stories about First nation peoples' connection to and care for the environment
<p>Extending learning beyond the service by using a sphere of influence</p> <p>[Describe how the experience or provocation you designed could increase the sphere of influence and be taken into the children's home lives/community.]</p> <p>[70-90 words]</p>	<p>For example:</p> <p>I think there is more that can be achieved in sustainability when I am a role model. I have been bringing in my lunch without soft plastics and sharing this with the children.</p> <p>I think we can provide information to families about sending children's food as 'nude food' (without soft plastic wrapping) and soft plastic recycling, and we could use our mascot to get families to recycle their soft plastics to the shops.</p>
<p>Learning Experience or Provocation 2</p>	
<p>Planned experience or provocation</p> <p>[Describe the learning experience or provocation you have designed for children. Ensure that you consult with children to design innovative strategies that promote environmental responsibility.]</p> <p>[100-120 words]</p>	
<p>Improving children's experience and understanding of the natural environment</p> <p>[Describe your intentions for the experience or provocation you</p>	

<p>have designed and how it will improve children's experience and understanding of the natural environment. List the resources you will include in the experience.]</p> <p>[80-100 words]</p>	
<p>Developing children's skills for environmental sustainability</p> <p>[Describe how the experience or provocation you have designed will develop children's skills for environmental sustainability. List the resources you will include to support this learning in the experience.]</p> <p>[100-120 words]</p>	
<p>Providing opportunities to learn about specific environmental practices in the areas of growing and preparing food, recycling, waste reduction and Aboriginal and/or Torres Strait Islander environmental practices</p> <p>[Describe how the experience or provocation you have designed will provide opportunities for children to learn about the listed areas.]</p> <p>[180- 200 words]</p>	
<p>Extending learning beyond the service by using a sphere of influence</p> <p>[Describe how the experience or provocation you designed could be taken into the children's home lives/community.]</p> <p>[50-70 words]</p>	
Implement learning experiences or provocations	
<p>Implement two (2) experiences or provocations to facilitate children's learning about environmental responsibility.</p> <p>You can include photos of the practice being implemented to support</p>	<p>With the placement supervisor's consent, the student must implement two (2) identified practices into the service.</p> <p>The student can include photographs of the practice to demonstrate their actions. (With consent from the supervisor/service to share the photos).</p> <p>The workplace supervisor must observe the experience and sign to confirm that the learning was implemented in the planned experience or provocation.</p>

<p>your assessment. Ensure you have consent to include the photos.</p>	<p>The student is not required to make a submission for this task. The workplace supervisor will record the outcome of their observation in the SWLA Third Party Report.</p>
<p>Evaluate learning experiences or provocations</p>	
<p>Evaluate the two (2) planned experiences or provocations to facilitate children's learning.</p> <p>Evaluation of learning experience or provocation 1</p> <p>[Write an observation record of the planned experience or provocation, explaining how it went.</p> <p>Write 1-2 paragraphs for each learning experience. (100-150 words)</p> <p>Respond to these questions:</p> <ul style="list-style-type: none"> • How many children were involved? • How you engaged children in the experience? • How did you support children's learning? • How did you encourage children to talk and think about environmental responsibility and discuss ideas to reduce their carbon footprint? • List the innovative ideas designed in consultation with children for environmental responsibility.] 	<p>For example:</p> <ul style="list-style-type: none"> • I planned a group-time experience, and it went well. I decided to facilitate it with a small group of five children. • The children were all really interested, and we had many discussions about carbon footprints and the planet's future. • I used intentional teaching, and we played. I used open-ended questioning and supported their thinking by letting them explore with hands-on learning. • They liked the hands-on learning the best as they could participate and play with the resources. • I guided them and asked them to share what they were learning with each other. We had an open discussion and had drawing materials to unpack our thoughts. Children seemed to understand more about the environment following the session. • The drawings allow the children to develop ideas about protecting the planet and I facilitated discussion about extending these ideas into actions that we could implement.
<p>Evaluation of learning experience or provocation 2</p> <p>Write 1-2 paragraphs for each learning experience. (100-150 words)</p>	
<p>Reflection of planned experience or provocation</p> <p>Reflection 1</p>	<p>For example:</p> <p>It was effective, and the children enjoyed the learning; therefore, I would do it again. I would ask them first what they knew. As I realised, they already knew some of the things I was trying to teach them.</p>

<p>[Reflect on each planned experience or provocation and detail any changes you would make to the experience if you were to do it again. You must explain why you would make these changes.]</p> <p>[120-150 words]</p>	<p>I struggled to keep the children focused on the environmental aspect of the activity as they were more interested in reacting to the worms in the worm farm.</p> <p>In future, I would provide time before the teaching experience to expose the children to the worms so when I was ready to share information, the children would be de-sensitised and not so distracted by the worms. I could have planned this better to anticipate how interested the children would find the worms, overshadowing the waste reduction aspect of the learning experience.</p>
<p>Reflection 2</p> <p>[120-150 words]</p>	
<p>Workplace supervisor to sign to confirm that the planned experience or provocation was implemented, and the student engaged with children to foster their learning about environmental responsibility.</p>	
<p>Supervisor Name:</p>	<p>Date:</p>
<p>Supervisor signature:</p>	

Activity 3: Self-assessment and Quality Improvement

Purpose of the Task

This task requires the student to conduct a self-assessment of the service and develop a quality improvement plan.

The student must demonstrate the following:

- Conduct a self-assessment based on two (2) Quality Areas.
- Develop a Quality Improvement Plan based on the results of the self-assessment of the two (2) Quality Areas.
- Develop a plan for Continuous Improvement.

Guidance to Assessors About this Task

Provide students with the date of submission for this task. You will need to approve the presentation submitted by the students.

Record the outcome of this part of the assessment in the Assessment marking criteria.

Benchmark responses for each question have been provided.

Task overview

For this task, you must conduct a self-assessment of the service, identify strengths and needs for two (2) Quality Areas, and develop a quality improvement plan to meet the identified needs in these areas. You are also to develop a plan for continuous improvement.

This task consists of three (3) steps:

Step 1 – Conduct a self-assessment of the services practices and operations in Quality Areas 3 and 7.

Step 2 – Plan for improvements to its practices in Quality Area against Element 3.2.3 and Element 7.2.1.

Step 3 – Develop a plan for continuous improvement within the service.

You will complete the following templates:

- Self-Assessment Template
- Quality Improvement Plan Template
- Continuous Improvement Template.

ACTIVITY 1: Self-assessment and Quality Improvement

Step 1: Consult a self-assessment

- You will conduct a self-assessment of the service. You will review Quality Area 3 – Physical Environment and Quality Area 7 – Governance and Leadership.
- You will seek permission from your supervisor to conduct the self-assessment.
- You are to prepare for the self-assessment by reading the current self-assessment plan for the service.
- You will visit rooms of the service, speaking to team members and children about the Quality Areas and their current embedded practices.

- You will invite colleagues and children to contribute to the review. You can use the information that you gathered in the consultation conducted in Activity 1.
- You will review the required policies to ensure that they are in place to support service operations.
- You will share the self-assessment results with colleagues and invite their feedback. You will document this discussion.
- You will record your notes, observations, and findings in the Self-Assessment Template self-assessment.

Step 2: Quality Improvement Plan

- Based on the findings in the self-assessment, you will develop a Quality Improvement Plan (QIP) based on the self-assessment of the two (2) quality areas and document two (2) goals for each Quality Area against Element 3.2.3 and Element 7.2.1.
- You will determine a priority for each of the four (4) goals (i.e., low, medium, or high) and provide a description of the steps to take to achieve the goal (these can be dot points).
- You will identify and document the success measure for each of the four (4) goals and a date by which the goal should be achieved. Some goals will take longer than others for a service to achieve and embed into practice.
- Document one (1) example of a progress note for each of the four (4) goals.
- You are required to document your quality improvement plan in the Quality Improvement Plan Template.

Step 3: Continuous Improvement

- You will develop a plan for continuous improvement within the service. You will explain the purpose, importance, and value of continuous improvement.
- Your plan will include strategies to gather information and collaborate with staff, children, families, and the community on an ongoing basis to support self-assessment.
- You will develop a timeline for regular collaboration with stakeholders.
- You will develop a plan for updating the QIP as an ongoing process.
- You are required to document your plan in the Continuous Improvement Template.

Instructions to the assessor

Students must submit the following:

- Self-Assessment Template
- Quality Improvement Plan Template
- Continuous Improvement Template

Sample answers are provided in the attachment.

Activity 3: Assessment marking criteria: Self-assessment and Quality Improvement

S NYS

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.

Step 1: Conduct a self-assessment			
1	<p>Conduct a self-assessment of the service for Quality Area 3 and record examples of practices that align with elements 3.2.3 1.</p> <p>Look for:</p> <p>The student will ensure they have permission from their placement supervisor to complete a self-assessment on Quality Areas 3. The student will read the current self-assessment plan for the service and use this to provide context to their self-assessment. The student will visit rooms in the service and record their observations and feedback from staff and children about current embedded practices. The student can use their research feedback and consultation with other stakeholders that they gathered in Activity 1 and record their findings in the template. The student must record examples of the practice they observed that align with this element. Responses will vary depending on the service context and practices. The student will use their own words to record findings in the services practices that link to Element 3.2.3 with a grading of met or not met.</p> <p>The findings in the self-assessment will vary depending on the service, their practices, and the findings the student identifies. However, the student will complete in sufficient detail to demonstrate their ability to conduct a self-assessment of the services practices against the Quality Standards.</p> <p>A sample answer is provided in the attached Self-Assessment Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>Identify strengths for the service against Quality Area 3</p> <p>Look for:</p> <p>The student must list the service strengths the student identified during the self-assessment that align with the element. Responses will vary depending on the service context and practices. The student will use their own words to record findings. The student will identify strengths that they can include in the QIP and practices that go above and beyond the NQS. The response will include detail to demonstrate the student's understanding of a strength in QA3. A sample answer is provided in the attached Self-Assessment Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>Identify areas for improvement for the service against Quality Area 3</p> <p>Look for:</p> <p>The student must list areas of improvement the student identified during the self-assessment that align with the element.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>Responses will vary depending on the service context and practices. The student will use their own words to record findings. The student will identify suggested goals for the service to embed and ideas and areas identified that could be improved.</p> <p>The response will include detail to demonstrate the student's understanding of areas that can be improved to meet QA3.</p> <p>A sample answer is provided in the attached Self-Assessment Template</p>		
4	<p>Conduct a self-assessment of the service for Quality Area 7 and record examples of practices that align with elements 7.2.1.</p> <p>Look for: The student will ensure they have permission from their placement supervisor to complete a self-assessment on Quality Areas 7. The student will read the current self-assessment plan for the service and use this to provide context to their self-assessment. The student will visit rooms in the service and record their observations and feedback from staff and children about current embedded practices. The student can use their research feedback and consultation with other stakeholders that they gathered in Activity 1 and record their findings in the template. The student must record examples of the practice they observed that align with this element. Responses will vary depending on the service context and practices. The student will use their own words to record findings in the services practices that link to Element 7.2.1 with a grading of met or not met.</p> <p>The findings in the self-assessment will vary depending on the service, their practices, and the findings the student identifies. However, the student will complete in sufficient detail to demonstrate their ability to conduct a self-assessment of the services practices against the Quality Standards.</p> <p>A sample answer is provided in the attached Self-Assessment Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
5	<p>Identify strengths for the service against Quality Area 7</p> <p>Look for: The student must list the service strengths they identified during the self-assessment that align with the element. Responses will vary depending on the service context and practices. The student will use their own words to record findings. The student will identify strengths that they can include in the QIP and practices that go above and beyond the NQS. The response will include detail to demonstrate the student's understanding of a strength in QA7.</p> <p>A sample answer is provided in the attached Self-Assessment Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
6	<p>Identify areas for improvement for the service against Quality Area 7</p> <p>Look for: The student must list areas of improvement the student identified during the self-assessment that align with the element. Responses will vary depending on the service context and practices. The student will use their own words to record findings. The student will identify</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>suggested goals for the service to embed and ideas and areas identified that could be improved.</p> <p>The response will include detail to demonstrate the student's understanding of areas that can be improved to meet QA7.</p> <p>A sample answer is provided in the attached Self-Assessment Template</p>		
7	<p>Check the accuracy of the documents required for the Assessment and Ratings process</p> <p>Look for: The student will use the check box to record their findings on the reviewed policies that the service must have in place according to the regulations. The student must mark the policies and documents if they can locate them. It is an acceptable response for the student to identify that there is no policy. Where the student cannot locate them, this policy should be identified as a goal in the area for improvement.</p> <p>Responses will vary depending on the service context and documents they have in place. The student will identify and review the documents/policies and record their findings.</p>	<input type="checkbox"/>	<input type="checkbox"/>
8	<p>Share your self-assessment with the team and seek feedback from one (1) colleague.</p> <p>Look for: The student must share their self-assessment with one (1) colleague and seek feedback about the self-assessment. They should document this discussion.</p> <p>Responses will vary dependant on the service context and the feedback received from the colleague but must provide sufficient detail to enable the assessor to determine that the student has shared information and had a discussion with a colleague about areas of improvement.</p> <p>A sample answer is provided in the attached Self-Assessment Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
Step 2: Quality Improvement Plan			
9	<p>Develop a Quality Improvement Plan based on the self-assessment of two (2) Quality Areas – 3 and 7. The plan includes the following:</p> <ul style="list-style-type: none"> • Two (2) goals for each Quality Area against Element 3.2.3 and Element 7.2.1. • A priority for each of the four (4) goals • A description of the steps to take to achieve the goal • Identified success measure for each of the four (4) goals • A date by which the goal should be achieved. • One (1) example of a progress note for each of the four (4) goals <p>Look for: The student response must record improvements in the quality improvement plan based on their findings from the self-assessment on Quality Area 3 and</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>7. The student will respond to all areas of the quality improvement plan template.</p> <p>The student will:</p> <ul style="list-style-type: none"> document two (2) goals for each Quality Area against Element 3.2.3 and Element 7.2.1 determine a priority for each of the four (4) goals (i.e., low, medium, or high) and describe the steps to take to achieve the goal identify the success measure for each of the four (4) goals and a date by which the goal should be achieved document one (1) example of a progress note for each of the four (4) goals. <p>Responses will vary depending on the service context and practices. The student will use their own words to record findings. The response will provide sufficient detail to enable the assessor to determine that the student demonstrates an understanding of using the details of the self-assessment to create a quality improvement plan</p> <p>A sample answer is provided in the attached Quality Improvement Plan Template</p>		
Step 3: Continuous Improvement			
10	<p>Develop a plan for continuous improvement within the service that explains the purpose of Continuous Improvement and why it is important and valuable.</p> <p>Look for:</p> <p>The student includes an explanation of the purpose of continuous improvement. The student explains why continuous improvement is important and valuable.</p> <p>Responses will vary and will be in the student's own words. The response will provide sufficient detail to enable the assessor to determine that the student understands the concept of continuous improvement and its quality and value.</p> <p>A sample answer is provided in the Continuous Improvement Template.</p>	□	□
11	<p>Document five (5) strategies to collect information from staff, children, families, and the community on an ongoing basis to support self-assessment</p> <p>The student must list five (5) strategies they would use to gather information for self-assessment against the National Quality Framework.</p> <p>Responses will vary due the service context and will be in the student's own words. The response will provide sufficient detail to enable the assessor to determine that the student demonstrates an understanding of strategies that would be determined as effective to collect feedback from stakeholders.</p> <p>A sample answer is provided in the Continuous Improvement Template.</p>	□	□

12	<p>Create a timeline for regular collaboration with stakeholders to review the Quality Improvement Plan.</p> <p>The student must create a timeline for engaging stakeholders regarding their Quality Improvement Plan.</p> <p>Responses will vary and will be in the student's own words. The response will provide sufficient detail to enable the assessor to determine that the student demonstrates an understanding of planning collaboration with stakeholders. The response will identify the stakeholders, the timeframe for review and methods.</p> <p>A sample answer is provided in the Continuous Improvement Template.</p>	□	□
13	<p>Create and document a plan for updating the Quality Improvement Plan and keeping it an ongoing process</p> <p>The student must document a plan for updating the Quality Improvement Plan.</p> <p>The student will answer the following questions:</p> <ul style="list-style-type: none"> • Who will be responsible for updating the QIP? • How often will they update it? • How will goals be worked towards? • How will the service ensure the QIP is visible? <p>Responses will vary depending on the service context and will be in the student's own words. The response will provide sufficient detail to enable the assessor to determine that the student demonstrates an understanding of updating the plan, involving stakeholders, and ensuring the plan is on target.</p> <p>A sample answer is provided in the Continuous Improvement Template.</p>	□	□

Activity 3: Attachments

Self-Assessment Template

Self-Assessment					
Review the service against the National Quality Standard					
Student name	Student name		Assessment task	Compliance in early childhood – SWLA: Portfolio - Activity 3	
Supervisor name	Supervisor name		Date completed	Date	
Centre name	Workplace details				
Standard 3.2: The service environment is inclusive, promotes competence and supports exploration and play-based learning.					
Concept	Element		Identified practice/evidence from self-assessment. [Record examples of the practices you observed that align with this element of the NQS and examples of observations that identify areas for improvement] (40-60 words)	Met	Not Met
Environmentally responsible	3.2.3	The service cares for the environment and supports children to become environmentally responsible.	<p>For example:</p> <ul style="list-style-type: none"> • Recycling bins in all rooms • Children encouraged to feed chooks with scraps • Earth Hour will be observed every week at 1:00 p.m. on a Thursday • Worm farm • Garden beds • Educators remind children to turn the taps off to save water. 	<input type="checkbox"/>	<input type="checkbox"/>
Service strengths identified [List the service strengths that you recommend putting as strengths in the Quality Improvement Plan. Strengths will be embedded		<p>For example:</p> <ul style="list-style-type: none"> • The service actively recycles and there is a recycle in every room that is regularly used and emptied into the outdoors recycle bin. 			

practices and those that go above and beyond the NQS.) [50-70 words]	<ul style="list-style-type: none"> All lights are turned off every week to observe a mini earth hour and a reminder occurs to alert children and staff that it is time to turn off the lights.
Areas for improvement identified [List the areas for improvement that align with this element that you recommend putting as goals in the Quality Improvement Plan.] [50-70 words]	<p>For example:</p> <ul style="list-style-type: none"> It was identified during self-assessment that recycling bins are available but not being used effectively. The service has a quantitative measure for waste reduction but is not presenting this at the team meeting or to children and families to show how they are going meeting the target.

Standard 7.2: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Concept	Element	Identified practice/evidence from self-assessment. [Record examples of the practices you observed that align with this element of the NQS and examples of observations that identify areas for improvement] [40-60 words]	Met	Not Met
Continuous Improvement	7.2.1 There is an effective self-assessment and quality improvement process in place		<input type="checkbox"/>	<input type="checkbox"/>
Service strengths identified [List the service strengths that align with this element that you recommend putting as strengths in the Quality Improvement Plan.] [50-70 words]				
Areas for improvement identified [List the service areas for improvement that align with this element that you recommend putting as goals in the Quality Improvement Plan.] [50-70 words]				

Check the accuracy of the documents required for the Assessment and Rating Process	Policy required for under the Regulations for service operations	Centre has this document
<p>[Complete the checklist of service policies required for service operation under the Regulations by ticking the box for each policy reviewed.</p> <p>If any policies cannot be located, identify these as goals in your Quality Improvement Plan.]</p>	<p>Health and safety policies and procedures include:</p> <ul style="list-style-type: none"> • delivery and collection of children • excursions • refusal of authorisation for a child to leave the service • dealing with infectious disease • dealing with medical conditions • emergency and evacuation 	<input type="checkbox"/>
	<p>Health and safety policies and procedures cover the following:</p> <ul style="list-style-type: none"> • nutrition • food and beverages • dietary requirements • sun protection • sleep and rest for infants and children • water safety • the administration of first aid • incident, injury, trauma, and illness • a child-safe environment 	<input type="checkbox"/>
	<p>Staffing policies and procedures include:</p> <ul style="list-style-type: none"> • a code of conduct • determining the responsible person present • the participation of volunteers and students 	<input type="checkbox"/>
	<p>Relationships with children policies and procedures include:</p> <ul style="list-style-type: none"> • interactions with children 	<input type="checkbox"/>
	<p>Service management policies and procedures include:</p> <ul style="list-style-type: none"> • governance and management of the service • confidentiality of records 	<input type="checkbox"/>
	<p>Enrolment and orientations policy</p>	<input type="checkbox"/>
	<p>Payment of fees policy</p>	<input type="checkbox"/>
	<p>Dealing with complaints</p>	<input type="checkbox"/>

	Accurate, up-to-date and active Quality Improvement Plan	<input type="checkbox"/>
<p>Share your self-assessment with the team and seek feedback from the team.</p> <p>[Once you have filled in the above form and completed your self-assessment, choose a colleague to share it with and seek their feedback. Document the feedback/discussion in the table beside.]</p> <p>[50-70 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> • One of the educators found a policy that the student had not been able to locate • I shared the ideas I had for improvements and the educator thought that the ideas were good. The educator was open to discuss the idea and added a suggestion that they thought might work. 	

Quality Improvement Plan Template

Quality Improvement Plan							
Student name	Student name	Assessment task	Compliance in early childhood – SWLA Portfolio – Activity 3				
Supervisor name	Supervisor name	Date completed	Date				
Workplace	Workplace details						
Standard 3.2: The service environment is inclusive, promotes competence and supports exploration and play-based learning.							
Key improvements sought							
National Quality Standard/ Element (10-20 words)	Issue identified during self-assessment (20-40 words) [Explain the reason for the goal]	What outcome or goal do we seek? (20-30 words) [Explain the goal, ensuring it is clear and achievable]	Priority (L/M/H) [Determine the priority, e.g., low, medium, or high. In the below box, you can write L, M or H]	How will we get this outcome? (Steps) (30-50 words) [List the steps the service will take to achieve this goal]	Success measure (10-20 words) [Explain what it will look like when the service has achieved this goal]	By when? [Document a date to be achieved]	Progress notes (30-60 words) [Document an example progress note.]
3.2.3 The service displays care for the environment and aims to develop environmental responsibility in children.	For example: It was identified during self-assessment that recycling bins are available but not being used effectively.	For example: For all children, staff, and others to consistently place waste into the enviro-bins	For example: M.	For example: <ul style="list-style-type: none"> Putting recycling posters up Having a sustainability coordinator Signs for children about what they can recycle. 	For example: Bins are emptied into the appropriate bins, and there are no items that could be recycled going into the general waste. Everyone understands this goal, and children know where to put rubbish.	For example: Dec 20xx	For example: Nov – Signs have been placed above all bins. Feb – a reminder of the service's commitment to environmental responsibility was issued to all staff. March – data was presented at the team meeting about

					The service should provide quantifiable data on usage to show value to the environment, e.g., reduction in waste in the garbage bins		the 10% reduction in general waste.
3.2.3	The student must explain the reason for the goal.	The student must set a goal or outcome they are seeking in this space.	The student must write either L, M or H.	The student must list in dot-point form the steps the service should take.	The student must explain what success is in the service if the goal is achieved.	The student must write a date.	The student should write one (1) example of a progress note.

Element: 7.2.1 – There is an effective self-assessment and quality improvement process in place

Key improvements sought

7.2.1	For example: It was identified during self-assessment that the service could enhance its self-assessment process.	For example: Staff will be confident in supporting and engaging in the self-assessment process	For example: M	For example: Staff training on self-assessment	For example: Staff identify areas of strength and need to contribute to the self-assessment and QIP	For example: June 20xx	For example: December - all staff have now been informed through a staff meeting about this goal
7.2.1	The student must explain the reason for the goal.	The student must set a goal or outcome they are seeking in this space.	The student must write either L, M or H.	The student must list in dot-point form the steps the service should take.	The student must explain what success is in the service if the goal is achieved.	The student must write a date.	The student should write one (1) example of a progress note.

Continuous Improvement Template

Continuous Improvement Template													
Planning for ongoing improvement and self-assessment													
<p>Explain the purpose of Continuous Improvement and why it is important and valuable.</p> <p>[Explain the purpose of continuous improvement and why it is important and valuable to have a plan for self-assessment and continuous improvement.]</p> <p>[100–120 words.]</p>	<ul style="list-style-type: none"> • The purpose of continuous improvement <p>For example:</p> <p>Continuous improvement is the ongoing improvement of the service, philosophy, policies, processes, and practices through incremental and planned improvements.</p> <ul style="list-style-type: none"> • Why it is important <p>For example:</p> <p>All stakeholders should be involved in the review of the services' practices. It allows stakeholders to have their say and provides a focus for improvement practices when needs areas are identified. It is important as it improves the quality and efficiency of the service and reduces errors and waste.</p> <ul style="list-style-type: none"> • Why a plan is valuable <p>For example:</p> <p>Continuous improvement increases the quality of the service and improves outcomes for children's learning and development.</p>												
<p>Document five (5) strategies you would implement to collect information from staff, children, families, and the community on an ongoing basis to support your self-assessment against the National Quality Standard.</p> <p>[List the strategies you would use.]</p> <p>[20–30 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> • staff meetings • surveys • stakeholder meetings • circulated information on actions achieved on the plan • invitations to provide feedback on the plan and suggestions and ideas for improving the plan. 												
<p>Create a timeline for regular collaboration with stakeholders to review the Quality Improvement Plan.</p> <p>[15–25 words]</p> <p>[How often will you engage with stakeholders? Who are the stakeholders? How will you gather feedback? You may wish to create a table to document the timeline.]</p>	<p>For example:</p> <table border="1"> <thead> <tr> <th>Stakeholder</th> <th>Regularity</th> <th>Strategy</th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td>Monthly</td> <td>Meetings</td> </tr> <tr> <td>Families</td> <td>Bi-annually</td> <td>Surveys</td> </tr> <tr> <td>Community</td> <td>Annually</td> <td>Asking external providers to provide feedback.</td> </tr> </tbody> </table>	Stakeholder	Regularity	Strategy	Staff	Monthly	Meetings	Families	Bi-annually	Surveys	Community	Annually	Asking external providers to provide feedback.
Stakeholder	Regularity	Strategy											
Staff	Monthly	Meetings											
Families	Bi-annually	Surveys											
Community	Annually	Asking external providers to provide feedback.											
<p>Create and document a plan for updating the Quality Improvement Plan</p>	<p>For example:</p> <ul style="list-style-type: none"> • Who will be responsible for updating the QIP? <p>For example:</p>												

Continuous Improvement Template

Planning for ongoing improvement and self-assessment

and keeping it an ongoing process (130-150 words)

[Document who will be responsible for updating the QIP, how often they will update it, how the goals will be worked towards and how they will ensure the QIP is visible.]

The plan is a whole service responsibility, and all members and stakeholders have ownership of the plan. Updates will occur in consultation during team meetings and based on feedback from families and community stakeholders. The service director and senior educators will update the plan.

- How often is the plan updated?

For example:

At a minimum, the review of the QIP occurs annually as required by the regulations. Areas of improvement are updated during the review.

- How will the goals be worked towards?

For example:

The plan will set out actions, timeframes for achieving the actions, and progress on the plans. This is a road map for the service to follow. The service will include reviews of the plans and actions during team meetings to ensure they remain on task.

- How will they ensure the QIP is visible?

For example:

The QIP can be shared with staff during team meetings as a regular item that is discussed, e.g., monthly. This will ensure that actions are occurring, and progress can be recorded. The service can also hold stakeholder meetings and circulate the QIP to stakeholders, for example on the website. Stakeholders can be invited to provide feedback on the plan and suggestions and ideas for improving the plan.

Assessment checklist

Students must have completed all activities within this assessment task before submitting.

Activity 1 – Plan for Environmental Responsibilities		
1	Understanding Current Environmental Responsibility Practices Template	
2	Planning for Enhanced Environmental Responsibility Template (part A and part B)	
Activity 2: Plan and Facilitate Children's Learning about Environmental Responsibility		
3	Understanding Current Environmental Responsibility Practices Template	
Activity 3: Self-assessment and Quality Improvement		
4	Self-Assessment Template	
5	Quality Improvement Plan Template	
6	Continuous Improvement Template	

Module 4

CHCPRP003 Reflect on and improve own professional practice

Activity 1: Assessor Instructions: Obtain Feedback about Performance

Purpose of the Task

The purpose of this task is to assess the student's ability to gather feedback from two (2) peers or colleagues from the workplace. The student will use this feedback to inform their personal development plan in CHCPRP003 – SLWA Portfolio: Activity 2.

Guidance to Assessors About this Task

Provide students with the date of submission for this task. You will need to approve the presentation submitted by the students.

Record the outcome of this part of the assessment in the Assessment marking criteria.

Benchmark responses for each question have been provided.

Task overview

For this task, you are required to give the attached Feedback Form to two (2) peers or colleagues you have worked with closely and regularly. You will select colleagues from your workplace (ensuring that you seek approval from your workplace supervisor before inviting your colleagues to provide feedback. You will complete the Feedback Template.

ACTIVITY 1: Obtain feedback on performance

Step 1: Invite colleagues

- Ask two (2) peers or colleagues to complete the Feedback Form with honest responses. If the peer or colleague seeks to provide their feedback verbally, you can sit with them and complete the feedback form on their behalf.
- Ensure that the peers or colleagues have worked with you for at least three (3) shifts and has sufficient knowledge of you to provide valuable feedback.
- Ensure that you have permission from the supervisor before asking the colleagues for feedback.

Step 2: Gather feedback

- Engage in discussions with peers or colleagues and ask them for honest and valuable feedback to support your professional development.
- You will ask your peers or colleagues to provide three (3) positive things about your performance and three (3) areas for improvement.
- Ensure the peer or colleagues sign the Feedback Form to verify that you have asked for honest and valuable feedback and accurately recorded details of the feedback.
- For this assessment task, you must complete the Feedback Form – Peers/Colleagues and submit this to your assessor.

Instructions to the assessor

Students must submit the following:

- Feedback Form – Peers/colleagues

Sample answers are provided in the attachment.

Activity 1: Assessment marking criteria: Obtain Feedback about Performance

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>Seek feedback from two (2) peers or colleagues about three (3) strengths and three (3) areas for improvement.</p> <p>Look for:</p> <p>The student must engage in an improvement process by asking two (2) peers or colleagues to provide three (3) positive things about their performance and three (3) areas for improvement. The student will seek feedback that can be used to reflect on and review their own performance.</p> <p>Responses will be in the student's own words and will vary. However, they must provide credible and considered feedback about the student's strengths and areas of improvement, such as communication, relationships with others, and written work to support the student's personal/professional growth. The assessor will confirm that the peer/colleague works with or has regular interactions with the student.</p>
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	<p>The student ensures that the Feedback Form is signed by the peer/colleague to verify that they asked for honest and valuable feedback and accurately recorded details of the feedback.</p> <p>The student submits the completed Feedback Form – Peer/Colleague</p> <p>A sample answer is provided in the Feedback Form.</p>		
Peer 1		<input type="checkbox"/>	<input type="checkbox"/>
Peer 2		<input type="checkbox"/>	<input type="checkbox"/>

Activity 1: Attachments

Feedback Form

Feedback Form – Peer/Colleague 1	
Student's Name:	Student name
Date of feedback:	Date
Peer/colleague name and relationship to the student:	
Length of time working with student:	
Please describe three skills/things this student performs well. Please give examples to support your response (40-60 words)	
For example: <ul style="list-style-type: none">• Building rapport with clients and using strong interpersonal skills when working with them• Flexible and able to adapt quickly to changes when they occur• Retention of existing clients by providing a good level of service and advocating for them and their needs	
Please provide three skills that require further improvement. Please give examples to support your response (40-60 words)	
For example: <ul style="list-style-type: none">• Record keeping and document management are an issue. Documents are not always completed in full so that that information can be missed or lost.• Time management – clients are at times left waiting and get irritated.• Self-confidence/assertiveness when dealing with clients and negative incidents.	
Peer/colleague verification	

Peer/colleague to sign and date to verify that the student has asked for honest and valuable feedback and accurately recorded details of the feedback.

Peer/colleague signature:

Date:

Feedback Form – Peer/Colleague 2

Student's Name:

Date of feedback:

Peer/colleague name and relationship to the student:

Length of time working with student:

Please describe three skills/things this student performs well. Please give examples to support your response (60-80 words)

Please provide three skills that require further improvement. Please give examples to support your response (40-60 words)

Peer/colleague verification Peer/colleague to sign and date to verify that the student has asked for honest and valuable feedback and accurately recorded details of the feedback.	
Peer/colleague signature:	
Date:	

Activity 2: Assessor Instructions: Personal Development Plan

Purpose of the Task

The purpose of this task is to assess the student's ability to reflect on the Feedback Forms from the parent and the Self-Evaluation Form completed in CHCPRP003: Assessment Task 2 Project and the feedback from your workplace peers/colleagues in SWLA Activity 1 (above). The student will use this feedback to develop a personal development plan. The student will submit a completed Personal development Plan.

Guidance to Assessors About this Task

Provide students with the date of submission for this task. You will need to approve the presentation submitted by the students.

Record the outcome of this part of the assessment in the Assessment marking criteria.

Benchmark responses for each question have been provided.

Task overview

For this task, will use the feedback received in the Feedback Forms from the parent and the Self-Evaluation Form completed in CHCPRP003: Assessment Task 2 Project and the feedback from your workplace peers/colleagues in SWLA Activity 1 (above).

You will reflect on the feedback from the parent, your peers/colleagues, and your Self-Evaluation Form that you have completed. You will use this feedback to assist you in developing a personal development plan. Your personal development plan will outline and focus on your personal and professional goals that provide opportunities for personal growth. The plan will include goals, specify a realistic timeframe for achieving these goals and methods to measure progress and performance. You will complete the Personal Development Plan Template.

ACTIVITY 1: Personal Development Plan

- You will develop a personal development plan that includes the following:
 - Establish a plan objective that should be reflected across all sections of your personal development plan.
 - Document one (1) goal using the SMART model, ensuring it is specific, measurable, achievable, realistic, and time-based.
 - Reflect on your experiences, achievements, and the main messages received in the feedback from parents, supervisor, and peers/colleagues.
 - Identify five (5) areas for improvement and the support networks and specialist advice/training that can be obtained to address the areas.
 - Identify three (3) barriers or personal challenges and strategies that can be used to overcome these.
 - Identify three (3) ways that you can use to measure your progress towards overcoming the challenges identified.
 - Identify three (3) self-care or additional support you might need to help overcome these barriers and personal challenges.
 - Create a self-development plan for the five (5) areas identified for improvement. The plan will include the following:
 - Improvement area
 - Goals to achieve the improvement area identified

- Strategies to achieve the improvement area identified
 - Timeframe
 - Progress measures
 - Review schedule.
- For this assessment task, you must complete the Personal Development Plan template and submit this to your assessor.

Instructions to the assessor

Students must submit the following:

- Personal Development Plan

Sample answers are provided in the attachment.

Activity 2: Assessment marking criteria: Personal Development Plan

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>Develop a personal development plan with a plan objective that is reflected across all sections of the personal development plan.</p> <p>Look for:</p> <p>Students will provide a plan objective for their personal development plan, reflected across all sections of the plan. Responses will be in the student's own words and will vary depending on the plan's focus. However, the response will demonstrate the student's ability to set goals to support their personal development.</p> <p>A sample answer is provided in the Personal Development Plan.</p>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>Document one (1) goal in the personal development plan using the SMART model:</p> <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Time-based. <p>Look for:</p> <p>Students will use the SMART model to document any (1) goal in the personal development plan. The student will ensure the goal is specific, measurable, achievable, realistic, and time-based.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>Responses will be in the student's own words and will vary depending on the plan's focus. However, the response will demonstrate the student's ability to set SMART goals.</p> <p>A sample answer is provided in the Personal Development Plan.</p>		
3	<p>Reflect on your experiences, achievements, and the main messages received in the feedback from parents, supervisor, and peers/colleagues.</p> <p>Look for:</p> <p>Students will use reflection to explore their experiences, achievements, and the main messages received in the feedback from parents, supervisor, and peers/colleagues. The</p> <p>Responses will be in the student's own words and will vary for each individual based on their personal experiences, achievements, and the feedback received. However, the response will demonstrate the student's ability to use reflection and review feedback to support their personal growth and performance. The responses will include examples to support the reflection.</p> <p>The assessor will determine that the reflection provides a genuine and open review of factors and aims to enhance their practices.</p> <p>A sample answer is provided in the Personal Development Plan.</p>	<input type="checkbox"/>	<input type="checkbox"/>
4	<p>Identify five (5) areas for improvement and the support networks and specialist advice/training that can be obtained to address the areas.</p> <p>Look for:</p> <p>Students will identify any five (5) examples of areas for improvement and the support networks and specialist advice/training that can be obtained to address the areas. The student will list any five (5) areas and link these to the feedback and self-reflection outcomes. The student will identify support networks and specialist advice/training they can use to improve the areas identified.</p> <p>Responses will be in the student's own words and will vary depending on the focus of the improvement areas identified. However, the response will demonstrate the student's ability to determine improvements needed based on their own evaluation and feedback from others, identify potential support networks both internal and external to the organisation and identify specialist advice or further training to enhance practice.</p> <p>A sample answer is provided in the Personal Development Plan.</p>	<input type="checkbox"/>	<input type="checkbox"/>
5	<p>Identify three (3) barriers or personal challenges and strategies that can be used to overcome these.</p> <p>Look for:</p> <p>Students will identify any three (3) examples of barriers or personal challenges that could prevent them from reaching their goals and strategies to address the barriers and personal challenges.</p> <p>Responses will be in the student's own words and vary depending on the identified improvement areas. However, the response will demonstrate the student's ability to recognise barriers or challenges to achieving personal growth and methods to overcome them.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	A sample answer is provided in the Personal Development Plan.		
6	<p>Identify three (3) self-care or additional support to help overcome the identified barriers and personal challenges.</p> <p>Look for:</p> <p>Students will identify any three (3) examples of self-care or additional support to overcome barriers or personal challenges that could prevent them from reaching their goals.</p> <p>Responses will be in the student's own words and vary depending on the identified barriers and personal challenges. However, the response will demonstrate the student's ability to recognise requirements for self-care and identify requirements for additional support.</p> <p>A sample answer is provided in the Personal Development Plan.</p>	<input type="checkbox"/>	<input type="checkbox"/>
7	<p>Identify three (3) ways to measure progress towards improving the identified areas.</p> <p>Look for:</p> <p>Students will identify any three (3) examples of ways to measure progress towards improving the identified areas.</p> <p>Responses will be in the student's own words and vary depending on the plan's focus and selected methods. However, the response will include recognised review tools such as obtaining verbal or written feedback, conducting an evaluation survey or questionnaire, quantitative measuring (that is, how many times something was performed or completed), and self-reflection and evaluation. The assessor will determine that the methods would be appropriate to the identified barriers and challenges.</p> <p>A sample answer is provided in the Personal Development Plan.</p>	<input type="checkbox"/>	<input type="checkbox"/>
8	<p>Create a self-development plan for the five (5) areas identified for improvement. The plan will include the following:</p> <ul style="list-style-type: none"> • Improvement area • Goals to achieve the area identified • Strategies to achieve the area identified • Timeframe • Progress measure • Review schedule. <p>Look for:</p> <p>Students will use the (5) identified areas of improvement and create a self-development plan. The student will include:</p> <ul style="list-style-type: none"> • Improvement area – based on those identified above • Goals to achieve the area identified – a clear goal to address the area • Strategies to achieve the area identified – identify strategies to achieve the goals • Timeframe – must include a clear time period of when the goal will be achieved 	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> • Progress measure – must include recognised methods to monitor and measure progress • Review schedule – must include a clear time period/schedule for review. <p>Responses will be in the student's own words and will vary depending on the plan's focus. However, the response will demonstrate the student's ability to develop a personal development plan with strategies to achieve goals.</p> <p>A sample answer is provided in the Personal Development Plan.</p>		
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Personal Development Plan			
Name:		Date Plan Developed:	
		Date Plan Reviewed:	
Plan objective (50-70 words)			
<p>For example:</p> <ul style="list-style-type: none"> I will reflect on the experiences I have gained so far during my studies and work to guide my development plan for the future. I will use this to create a personal development plan for the next 12 months so I can achieve success in obtaining a job that I am passionate about in the early childhood education and care sector 			
Personal development plan goal (ensure it is SMART - the goal is specific, measurable, achievable, realistic, and time-bound.) [20-30 words]			
<p>For example:</p> <ul style="list-style-type: none"> To complete my studies and graduate from the Early Childhood Education and Care qualification by December 20XX. 			
Section A: Reflection			
Experiences so far that can be applied to early childhood education. (100 – 120 words)			
<p>For example:</p> <p>I have attended 12 days' worth of practicum placement and have worked in each age group. I also was a casual educator for a period of three months at a service last year. I did not have programming time. I was mostly engaged with children and completed daily tasks in the room. I enjoy working with clients</p>			

Personal Development Plan

and their families, so I have built rapport with them easily. I treat each child/parent individually and recall their personal details well. Feedback from parents/ families has supported this. This has come about as I have a casual customer service job in a call centre while I am studying, so talking to people is easy for me.

Achievements so far. Provide examples to support your response. (100-120 words)

For example:

I have contributed to developing programs and programming. I'm happy that my contribution and feedback have seen this as a strength area. I have been writing notes on post-it notes for the team leader and providing written observations to the educators responsible for the children in my groups. It's been good practice to be able to write learning stories and observations without having the pressure of being solely responsible. I have demonstrated flexibility and being adaptable to changes. If there are schedule changes or room changes, I adapt quickly. My colleagues agreed that I have an efficient approach and am good at using problem-solving skills to adjust quickly as needed.

The main messages in the feedback received from parents, supervisor, and peers/colleagues (100-120 words)

For example:

I generally do a good job, especially when engaging with parents. My interpersonal skills are valued.

People were happy with my services and interpersonal skills. Everyone said that I needed more experience by finishing my studies.

On the improvement side, I need to work on my documentation – I find this very complicated and sometimes miss things. I also need to gain experience in dealing with difficult people as I have recently been personally affected by one particular situation.

I need to get better at time management.

I want to concentrate also on improving my communication with parents and families, as I believe this is the biggest requirement of the job – even though I have had good feedback.

Section B: Areas for improvement

Complete the following table to document the areas identified for improvement (include at least five).

Personal Development Plan

#	Area for improvement (2-5 words)	Feedback and evaluation received (10-20 words)	Support networks available (10- 20 words)	Specialist advice/further training (15-30 words)
1	Communication with parents and families	Sometimes the parents cannot hear me because I speak quite quietly.	Buddying with other more experienced staff and peers.	Customer service and communication refresher training/compliance or time management training
2	Record keeping	I fail to complete the children's records on time. Sometimes I don't have time to follow the process.	Coaching and mentoring by staff/records management staff	Attend formal time management training Seek specialist training from the record management team on compliance for record keeping.
3	Responding to parent complaints	Lack of experience responding to parent complaints or queries.	Seek advice and support from my supervisor and other staff Refer to the HR manager and EAP counsellor as needed	Formal training in managing difficult people/ situations Use debriefs after any incidents to reflect on skills and knowledge and to learn from the experience
4	Legal knowledge	I need to get my head around all the legal requirements.	ACECQA and ECA Professional networks and associations	Formal training in legal requirements for the sector from reliable specialist sources, e.g., ACECQA
5	Improving professional behaviour	Sometimes I am seen to 'muck' around a bit, and people do not take me seriously enough.	Mentoring by other peers/colleagues and modelling from their behaviours	Reviewing code of ethics/conduct Having regular sessions with a mentor Learning from others Participating in more leadership activities

Section C: Challenges and additional support mechanisms

Personal Development Plan

Current barriers or personal challenges that are preventing you from reaching your professional goals. Provide three (3) examples. (40-60 words)

For example:

- Lack of confidence
- Inadequate access to work experience as I do not work in the industry yet
- Lack of time and financial resources as I need to pay my way through my studies. My part-time job can be time-consuming.

Self-care or additional support to help overcome these barriers and personal challenges. Provide three (3) examples. (40- 60 words)

For example:

- Regular mentor support to build skills and confidence
- Discussions with the children's service supervisor to obtain further work experience (If I can receive some casual work, this could assist with my study and reduce my reliance on the other casual job for income).
- Develop a clear and realistic study plan that schedules set times to focus on study and balances my other working commitments.

Ways to measure progress to overcoming the challenges identified. Provide three (3) examples. (60-80 words)

For examples:

- Use self-reflection to evaluate developments in my confidence and set goals to improve.
- I could seek verbal or written feedback from peers, parents, or supervisors to review how others perceive the development in my levels of confidence
- Conduct a monthly review of my study timetable to check I have met the schedule. Review specific quantitative measures such as completing academic reading and research requirements and submitting assessments on time.

Section D: Self-development plan

Personal Development Plan					
Improvement area (2-5 words)	Goals to achieve the improvement area identified (10-20 words)	Strategies to achieve the improvement area identified (5 -15 words)	Timeframe (include time)	Progress measures (5 - 15 words)	Review schedule (include time)
Communication with parents/families	Use sound oral communication with parents who have children with special needs	Communication training Buddying with other more experienced staff and peers.	Within the next three months	Self-reflection Parent feedback Interaction notes	Six months
Record keeping/document management	Implement a process to ensure accurate and complete record keeping	Time management training Record-keeping compliance training	6-12 months	Assessment from formal training Feedback from my supervisor during performance reviews	Six months – to obtain training Monthly - during performance reviews
Dealing with difficult situations	Deal effectively and confidently with difficult situations, such as demands from families, complaints from families, a conflict between staff, etc.	Conflict resolution training Managing difficult situations training Mentoring	Within the next six months	Self-reflection Incident reports Supervisor reports Discussions with mentor	Six months
Legal knowledge	Build an in-depth understanding of the legal requirements for working in the sector	Formal training in generic legal requirements Discussions with mentor Follow emerging issues	Within six months	Feedback from mentor Feedback from my supervisor during performance reviews	Quarterly reviews

Personal Development Plan

Professional behaviour/ attitude	To display professional behaviour and attitude while at the service	Performance reviews with the supervisor Discussions with a mentor for guidance Accessing resources – books/videos, etc.	6-12 months	Performance reviews Written/verbal feedback Leadership activities Assessments in training Feedback from parents	Quarterly reviews
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Assessment checklist

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

Activity 1	
Complete two [2] Feedback Forms – Peer/Colleague	<input type="checkbox"/>
Activity 2	
Complete Personal Development Plan	<input type="checkbox"/>

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