



BSBHRM413

Support the learning and development of teams and individuals

Assessor Guide

Assessment 2 of 3

Case study



Assessment Instructions

Task overview


You will contribute to learning and development for one [1] individual at Little.ly Early Learning Centre.

There is one [1] task with two [2] steps:

Step 1: Identify learning and development needs

Step 2: Develop an individual learning plan and opportunity

Additional resources and supporting documents

	<p>The following assessment tasks use a simulated childcare centre called Little.ly Early Learning Centre. To complete the assessment tasks, you will access information, templates, policies and procedures associated with Little.ly. To access information, policies and procedures associated with Little.ly, log in to the Educator Hub on Little.ly's website and enter the following:</p> <ul style="list-style-type: none">○ Username: SOE○ Password: earlychildhood <p>Familiarise yourself with what Little.ly does, the services it provides, the employees and the organisational structure of the service.</p>
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- Little.ly Business Plan, Quality Improvement Plan and position description
- Little.ly policies and procedures –
 - ML10 Professional Development
 - ML4 Performance Management

Assessment Information



Submission

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

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



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

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

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

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

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



Please consider the environment before printing this assessment.

TASK 1 – Contribute to Needs Development

You are to contribute to the learning and development of Little.ly Early Learning Centre staff. For this task, you will take on the role of Lily Coates, Lead Educator in the Chestnut Oak room for 3–4-year-olds] at Little.ly.

Read the emails from the Director of Little.ly below to guide you through the Assessment task.



To: Lily Coates (lily.coates@little.ly.com.au)
From: Hayley Schramm (hayley.schramm@little.ly.com.au)
Date/time: Friday 1:45 p.m.
Subject: Learning and development needs

Good afternoon Lily,

As you know, we have completed the Quality Improvement Plan (QIP) for the service, and one of the areas that we identified to focus on was Standard 7.2 Development of professionals. The QIP found that staff performance appraisals do not provide adequate opportunities to plan for professional development. Our goal is for each staff member to have a Professional development plan based on improving knowledge and practice over 12 months.

In readiness to start this process, I am asking each room leader to identify the learning and development needs of themselves and their teams. I would like you to review Little.ly's business plan, the QIP and the educator position description. You can find the latest version of these on [Little.ly's website](#). I suggest you also familiarise yourself with our policies on learning and development and performance management to improve your understanding of the organisation's requirements.

I am seeking you to identify staff learning and development needs in line with our organisational requirements. Can you provide information about the roles in your room (check the website under [Our Educators](#)) and the competencies required for these roles?

Please complete the Needs of the Team report and return it to me.

Kind regards,

Hayley Schramm

Director

25 Acorn Avenue, Oak Valley 3045

Phone: 03 1234 1234

www.littlely.eduworks.com.au



Step 1: Identify learning and development needs

You are required to identify staff learning and development needs in line with the organisational requirements of Little.ly by completing a Needs of the Team report.

You must:

- Review the email from Hayley Schramm, Director and collect the information about organisational needs in the Little.ly Business Plan, QIP and position descriptions and on staff using Little.ly's website.

- Record information about team roles for the staff in the Chestnut Oak room in the Needs of a Team report based on your findings. You may need to add some details about staff roles and tasks based on your research and knowledge of early childhood education roles (such as using job search sites to find position descriptions where these are unavailable from the Little.ly website).
- Using information from organisational sources, identify development needs for the staff to support Little.ly to meet areas identified in the business plan and QIP.
- Review Little.ly's Professional Development and Performance Management policy and identify learning and development options that could be used to build the needed competencies in staff.

Step 2: Develop an individual learning plan and opportunity

You have received the following feedback from Hayley Schramm regarding the report you developed on the needs of your team.



To: Lily Coates (lily.coates@little.ly.com.au)

From: Hayley Schramm (hayley.schramm@little.ly.com.au)

Date/time: Wednesday 12:15 p.m.

Subject: Learning and development needs

Good afternoon Lily,

Thank you for completing the Needs of the Team report for your team. I appreciate the time you put into the research and found your input useful.

I would like you to develop an individual learning plan for Brock Deneson, Assistant Educator. I would like the plan's focus to be on one of the QIP objectives - Improving supervision of children outdoors, particularly in the afternoon outdoor sessions. I have chosen this, as I have observed that Brock is one of the educators who will group together with other staff and is not consistently supervising high-risk play spaces. I suggest you ask Brock to complete a self-assessment of his competencies to promote collaboration with team members when identifying their learning needs.

I would like you to propose some methods of learning that could be implemented to support the achievement of this learning need. Our staff profile records identify Brock as being a kinaesthetic style learner, so please ensure the methods you select will support his learning preference.

Please use the Little.ly Self-Assessment and Individual Learning Plan template from our intranet. Once you have developed the plan draft, I would like to see a copy to agree on the next steps.

Kind regards,

Hayley Schramm

Director

25 Acorn Avenue, Oak Valley 3045

Phone: 03 1234 1234

www.littlely.eduworks.com.au



You are required to use the identified learning need of improving supervision to develop an individual learning plan for a team member and plan workplace learning opportunities.

You must:

- Provide an opportunity for one (1) team member to self-evaluate their work performance and identify areas of improvement by writing an email. Ensure that the tone of your email supports teamwork by
 - building rapport to establish effective working relationships
 - promoting collaboration with others to achieve joint outcomes.
- Document the email on the Email template.
- Review the staff development need identified in the QIP and develop an individual learning plan to meet the need for one (1) team member to improve supervision to match the competency standards required of the role.
- You will record the plan on the Individual Learning Needs template. The plan will include the following:
 - A learning goal
 - Delivery methods to accommodate the staff's learning style
 - Job tasks requiring improvement, learning needs, training methods and timeframes to be used.
- Document your plan in the Individual Learning Plan template.
- You will develop a plan for a workplace learning opportunity based on the identified need of the individual staff member. You will document the planning and complete all sections of the Workplace Learning Preparation Plan. You will need to follow this document when delivering the training in BSBHRM413 – Assessment Task 3, Role Play, so make sure the plan is realistic and achievable.
- You are aware during the learning opportunity for the individual staff member that you will be raising potentially contentious feedback from the Director's email. Ensure that your plan includes how you will manage that situation.
- Document the plan on the Workplace Learning Preparation Plan.

Task 1: Assessment marking criteria: Contribute to needs development

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: Identify learning and development needs			
1	<p>Access and collect information about the staff roles and competencies in the Chestnut Oak room at Little.ly Early Learning Centre and record key competencies.</p> <p>Look for: Students will access and collect information about staff roles by accessing Little.ly's website to identify the staff in the Chestnut Oak Room. Students will review position descriptions for the Lead Educator (Diploma of ECEC) and Assistant Educator (Cert III ECEC) and record key competencies for the roles. The student will add details about the Trainee role and tasks based on their research and knowledge of early childhood education, as this is not available on Little.ly's website. Such as using job search sites to find position descriptions.</p> <p>Responses will be in the student's own words and will vary but will reflect the sample answer.</p> <p>A sample answer is provided in the Needs of a Team report.</p>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>Use information from organisational sources to identify development needs for the staff that would support the service to meet its organisational objectives.</p> <p>Look for: Students will access and collect information using the Little.ly business plan and QIP to identify the service's development needs for staff to support the organisation's objectives. The student will record the areas of need and state the source, such as the QIP and Business plan for Little.ly Early Learning Centre. Responses can quote or paraphrase areas from the QIP and Business Plan. The student will clearly state the source of the areas. The responses will reflect the sample answer.</p> <p>A sample answer is provided in the Needs of a Team report.</p>	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>Review Little.ly's Professional Development and Performance Management policy and identify learning and development options that could be used to build the needed competencies in staff.</p> <p>Look for: Students will assess and review the Professional Development and Performance Management policy on the Little.ly website. The student will provide a list of options identified by the organisation that can support staff development and learning. The student can quote or paraphrase information from the policy. The responses will reflect the sample answer.</p> <p>A sample answer is provided in the Needs of a Team report.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Step 2 - Individual learning plan and opportunity			
4	<p>Provide an opportunity for one (1) team member to self-evaluate their work performance and identify areas of improvement by drafting an email inviting participation. Ensure that the tone of the email supports teamwork by:</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> • building rapport to establish effective working relationships • promoting collaboration with others to achieve joint outcomes. <p>Look for: Students will complete an email to one (1) staff member on the email template. The written request will provide an opportunity for staff to self-evaluate their work performance and identify areas of improvement. Responses will vary, but the tone of the email will support teamwork by:</p> <ul style="list-style-type: none"> • building rapport to establish effective working relationships, such as using a greeting and language that supports a collegial working relationship, having a greeting and thanking the receiver for their participation. • promoting collaboration with others to achieve joint outcomes, including background information and inviting questions or feedback about the process. <p>The email will follow professional conventions such as using greetings, setting a due date and thanking the receiver. The responses will reflect the sample answer.</p> <p>A sample answer is provided in the Email template.</p>		
5	<p>Identify staff development needs and develop an individual learning plan to meet this need for one (1) team member and match the competency standards of the role. The plan includes the following:</p> <ul style="list-style-type: none"> • A learning goal • Delivery methods to accommodate the staff's learning style • Job tasks requiring improvement • Learning needs • Training methods • Timeframes • Monitor and review. <p>Look for: Students will identify staff development needs for one (1) staff member and develop an individual learning plan to meet the needs. Responses will provide:</p> <ul style="list-style-type: none"> • A learning goal – related to improving staff supervision of children • Delivery methods such as methods that are relevant to the staff member and will accommodate the staff's learning style • Job tasks requiring improvement – a breakdown of the tasks linked to effective supervision based on the Little.ly Supervision of children policy • Learning needs • Training methods – linked to the learner's preference and suitable resources available in the service • Timeframes for delivery - including date and times • Monitor and review schedule – including date. <p>Responses will be in the student's own words. Responses will vary depending on the learning options identified but will relate to improving supervision skills. The response will demonstrate the student's ability to apply performance feedback received and link organisation requirements into a learning plan. The responses will reflect the sample answer.</p> <p>A sample answer is provided in the Individual Learning Plan template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
6	<p>Develop a workplace learning opportunity plan for one (1) team member based on an identified performance need using the Workplace Learning Preparation Plan. The workplace learning preparation plan will include the following:</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> • The area of learning • The learner/s • The learning style • Resources needed • The session plan • Measures of success. <p>Look for: The student will develop a learning opportunity for one (1) staff member based on the performance need identified by the Director of effective supervision of children. The workplace learning preparation plan includes the following:</p> <ul style="list-style-type: none"> • The area of learning – based on the identified need by the Director • The learner/s – Brock Beneson • The learning style - kinaesthetic • Resources needed – realistic resources that are available (or can realistically be simulated in Assessment Task 3) • The session plan - How will the delivery be organised, including timeframes • Measures of success – how the learning can be evaluated as effective, e.g., workplace application during observation. <p>Responses will be in the student's own words. Responses will vary depending on the learning methods/content but will relate to improving supervision skills. The responses will reflect the sample answer.</p> <p>A sample answer is provided in the Workplace Learning Preparation Plan</p>		
7	<p>Plan for dealing with potentially contentious situations during learning opportunities.</p> <p>Look for: The student develops strategies to effectively facilitate consensus when negotiating with others to achieve agreeable outcomes in potentially contentious situations. For example: being thoroughly prepared, remaining respectful, identifying common ground and negotiating a consensus agreement.</p> <p>Responses will be in the student's own words and reflect the sample answer.</p> <p>A sample answer is provided in the Workplace Learning Preparation Plan</p>	□	□

Task 1 Attachments

Needs of a Team Report

Needs of a Team Report	
Name of team: Chestnut Oak Room	
Role 1	
Role title and description:	Lead educator – management and leading the room team to implement the curriculum and meet the care needs of families and children
Team member allocated to this role	Lilly Coates
Team member allocated as the leader for this role	Hayley Schramm
Qualification	Diploma of Early Childhood Education and Care
Competencies needed for this role	<ul style="list-style-type: none"> • Lead and manage a team and inspire others • Effective communication skills • Build and maintain respectful and collaborative relationships with staff, families and children • Lead the planning and implementation of the curriculum • Manage the health and safety of staff, children and visitors • Oversee compliance with management and legal requirements
Role 2	
Role title and description:	Assistant Educator - work collaboratively as an assistant with children in implementing the Early Childhood Curriculum and meeting the care needs of children and families.
Team member(s) holding this role	Shizuko Yuuma, Brock Deneson
Team member allocated as the leader for this role	Lily Coates
Qualification	Certificate III Early Childhood Education and Care
Competencies needed for this role	<ul style="list-style-type: none"> • Assist in the planning and implementation of the curriculum • Implement all services health and hygiene policies and related regulations, ensuring the safe implementation of hygiene, cleaning, meal, sleep, medical, care and emergency practices • Ensure children are provided adequate opportunities for meals, sleep, play and physical activity • Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families • Comply with management and legal requirements
Role 3	

Role title and description:	Assistant Educator – Trainee - assist with the provision of long day-care and kindergarten programs
Team member allocated to this role	Corrine Pearcey
Team member allocated as the leader for this role	Lily Coates
Qualification	Undertaking Certificate III Early Childhood Education and Care
Competencies needed for this role	<ul style="list-style-type: none"> • Ensure a safe, stable, secure and hygienic environment for the children • Deliver quality play and learning experiences to the children guided by daily programs • Respond appropriately to children's behaviour, developmental needs and special needs • Develop positive relationships with parents and carers • Assist Room Leaders in maintaining program/curriculum documentation and the children's records. <p>Source: Gannawarra Shire Council, 2022, <i>Early childhood educator trainee</i>, https://www.gannawarra.vic.gov.au/files/assets/public/document-resources/jobs/pd_early-childhood-educator_band-2-3_jan2022.pdf</p>

Identify the organisation's development needs for the staff and state the source. (170-190 words)

The QIP identifies the following areas that staff may need training in to achieve:

- Improve the quality of critical reflection on each child's individual development and participation in the program
- Providing families with information about the progress of their child's development and participation in the program (as opposed to just information about the child's day)
- Improve supervision of children in outdoor spaces, particularly in the afternoon outdoor sessions. Educators grouping together and not supervising high-risk play spaces
- Holding appropriate and respectful discussions around ideas and changes in practice and curriculum among educators
- Educators lack knowledge and understanding of how to communicate with children with autism within the service
- Staff performance appraisals do not provide adequate opportunities to plan for professional development opportunities

The Business plan has business goals that staff development can help to achieve:

- To support families to be confident and competent in their roles as Primary Caregivers.

The Business plan has strategic objectives that staff development can help to achieve:

- Maintain a 90% retention rate for existing customers

Learning and development options according to organisational policies. (80-100 words)

For example:

The Little.Ly Professional Development Policy lists the following development opportunities:

- formal training
- webinars
- workshops or short courses

- attendance at conferences, seminars and industry events
- entering into a coaching or mentoring relationship
- participating in team-building activities
- participating in organisational learning and development events
- subscriptions to industry newsletters or communications
- networking with others in the industry, such as LinkedIn
- own personal study (such as Internet research and taking initiative to read and learn to address skill or knowledge gaps).

The Little.ly Performance Management Policy lists development opportunities, including:

- Networking with other Services and professionals
- Mentoring and coaching programs
- In-house or external training (workshops, courses)
- Sharing information gained from formal studies
- On-the-job training
- Conferences
- Visitors from local areas
- Reading professional publications and websites
- Viewing professional videos
- Engage in professional reflection (journals)

Email Template



To: Brock Deneson (brock.deneson@little.ly.com.au)
From: Lily Coates (lily.coates@little.ly.com.au)
Date/time: Today's date
Subject: Self-assessment of learning and development needs

Good morning Brock,

I have been asked to assist Little.ly's in meeting a QIP objective of improving the learning and development of staff using our performance reviews. To start this process, I have been reviewing our team's learning and development needs. I have been asked to develop a training plan.

I am keen to have your input in the process. Little.ly's has a self-assessment form that can be used to collect feedback about how you see your performance. I have attached the form to this email.

I would like you to base your self-assessment on the position description. I have added the main skill areas and need you to assess your competence in each area by giving yourself a score out of 10 for each skill. I then need you to identify your greatest strength (with any evidence to support this, e.g., training or certificates) and your greatest need. Can you nominate someone I can contact to learn more about your skills?

The next step will be to develop an Individual Learning Plan, and I will ensure that I collaborate with you for that phase.

Thanks for your cooperation, and I would need the form returned by [insert due date]. Please reach out if you have any questions or are seeking more information about the process.

Kind regards,

Lily Coates

Lead Educator

25 Acorn Avenue, Oak Valley 3045

Phone: 03 1234 1234

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Individual Learning Plan

Individual Learning Plan				
Name of team	Chestnut Oak room			
Team member name	Brock Deneson			
Leader name	Lily Coates			
Goals of the learning plan (5-10 words)	Effectively supervise children in outdoor play areas at all times.			
What is the team member's preferred learning style? (1-3 words)	Kinaesthetic			
How will this learning style be accommodated? (5-10 words)	Hands-on learning opportunities, demonstrations, modelling, role-plays			
Job tasks (10-20 words)	Learning needs (5-15 words)	Method of learning (2-10 words)	When (includes timeframe of date and time)	Monitor and review (status to be reviewed monthly) (includes timeframe of date)
Effectively supervise children in all high-risk play spaces at all times	Confirm and reinforce supervision skills and techniques	On-the-job coaching to be shown skills	Daily for 2 weeks during afternoon outdoor play, 3.00 p.m. to 4.00 p.m. commencing 30 July 20XX	Aug 20xx
Communicate and arrange supervision points before and during supervision of outdoor play	Familiarising with HS4 Supervision of Children Policy – staff communication responsibilities	Training session – using role plays	Training session - 2:00 p.m.–3.30 p.m., 25 July 20XX	Aug 20xx
Engage with children in meaningful ways during outdoor play experiences	Engagement with children during outdoor play Familiarise with CR1 Interactions with Children and Families Policy	Modelling, practice skills	Daily for 2 weeks during morning play 9:00 a.m.–11:00 a.m., commencing 20 Aug 20XX	Sept 20xx

Signature of team member	Signed	
Signature of role leader	Signed	

Workplace Learning Preparation Plan


Workplace Learning Preparation Plan		
Area of learning (1-5 words)	Effective supervision of children	
Who is/are the learner/s? (Insert name)	Brock Deneson	
What are the learning styles of the learners? (1-5 words)	Kinaesthetic learner	
How I will cater for individual learning styles (5-10 words)	Use hands-on learning opportunities, demonstrations, modelling, and role-plays	
Resources (tick box to confirm that all resources are available)	✓ HS4 Supervision of Children Policy	
Strategies for dealing with potentially contentious situations during learning opportunities. (30-50 words)	<p>In preparation for contentious reactions to the feedback from the Director about Brock talking to staff and not supervising children in outdoor areas, I will use the following strategies:</p> <ul style="list-style-type: none"> • be thoroughly prepared • always remain respectful and understand the reaction • identifying common ground • negotiating a consensus agreement. 	
Session Plan		
Date and time (times)	Content/key points (5 – 30 words)	Instructional technique (1-5 words)
25 July 20xx 2.00 p.m.	Introduction to learning Confirm session plan/content to be delivered and desired outcomes	Discussion
2.15 p.m.	Outline Little.ly Supervision procedure	Go through the policy requirements
2.30 p.m.	Outline and practice recognised supervision techniques	Discussion Demonstration
2.45	Communication techniques with other staff in the area	Discussion Role-play

3.15	Have the outcomes of the learning been met?	Feedback
How will you know that the delivery has been successful? (20-30 words)	Learner can communicate the content of the policy. Learner is confident in tasks included in the role-play. Learner provides feedback of improved confidence to carry out tasks.	
Leader's name: <i>Lily Coates</i> Leader's signature: <i>Lily Coates</i> Date: <i>Today's date</i>		

Assessment checklist:

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

Task 1		
Step 1	Needs of the Team Report	<input type="checkbox"/>
Step 2	Email template	<input type="checkbox"/>
	Develop an individual learning plan	<input type="checkbox"/>
	Workplace Learning Preparation Plan	<input type="checkbox"/>

 **Congratulations, you have reached the end of Assessment 2!**

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