



Working in Early Childhood

Assessment 5 of 5

Role play

Assessor Guide



Assessment Instructions

Task overview

This assessment has three [3] parts:

- Part A: Research task
- Part B: Role play
- Part C: Audio recording

As part of the assessment, you will need to respond to a legal and ethical issue. To complete this assessment, you will need access to an electronic device such as a computer or tablet and have internet connection to conduct research as required, accessing various sources of information using digital media.

You are required to read the scenario provided, then conduct a research using the internet to prepare answers for the meeting that will take place in Part B of the assessment, in the role play.

For the role play, in Part B of the assessment you will need **two (2)** additional participants: one playing the role of the Nominated Supervisor and the other playing the role of a fellow educator. See detailed instructions in Part B of the assessment.


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

In Part C of the assessment, you will need record an audio message.

Supporting information:

To answer questions in Part A, you will need to access the following:

- Early Childhood Australia (ECA) Code of Ethics
- United Nations Convention on the Rights of the Child
- National Quality Framework for Early Childhood Education and Care:
Education and Care Services National Regulations
National Quality Standard
- Access to Little.ly Early Learning Centre simulated online environment
- Little.ly standards, policies and procedures for supervision.

	<p>You will need to access information, policies and procedures associated with Little.ly by logging in to the Educator Hub on Little.ly's website. Enter your username (SOE) and password (earlychildhood), then search for the required policies and procedures</p>
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Assessment Information

Submission

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

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

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

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

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

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

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

Please consider the environment before printing this assessment.



Scenario

You are working in the 3-5-year-old room of Little.ly Early Learning Centre as the room leader. There are 15 children in attendance today. They are playing outdoors, and you are getting ready to transition back inside. You give the children a 5-minute warning before calling them to make their way inside. As you gather the children inside, your room assistant Karen follows the children inside.

You are inside the room and all the children have sit down on the mat for group time. During the group time (about 5 minutes after being inside), one of the children asks you where their friend Joshua is. You know that Joshua is in attendance today as you greeted him at drop off. You look around the room and notice he is nowhere to be found. You ask Karen if she can see Joshua to which she says 'no'. You get Karen to sit down and sing a song with the children whilst you hop up to look for Joshua. You look out the window to see Joshua is still sitting in the sandpit on his own, happily playing. You immediately go outside to fetch Joshua and make sure he is ok.

The nominated supervisor Hayley was watching this situation unfold from her office. She watched to the events unfold whilst also supervising Joshua to make sure he is ok. She wanted to see how long it took for Karen and yourself to notice that Joshua was not inside and how you handled the situation.

Hayley approached Karen and yourself to explain that you both need to attend a disciplinary investigation meeting in regards to the incident that occurred.

Before the meeting, Hayley provided you with the set of questions she will be asking in the meeting to help you prepare yourself for the meeting.

Part A - Research Task

Read the questions listed in the table below that Hayley has provided you to prepare for the meeting. Using the internet, research the National Quality Framework (NQF), its components and other relevant sources to draft your answers to the questions. These questions will be asked during the Role Play (Part B of the assessment). You need to document your answers in the spaces provided. These answers will assist you in the next task.

Instructions to the assessor:

Sample answers to the questions above can be found in the below table. Student will respond to these questions during the role play. Student to draft answers in preparation for the role play (no word limit set as answers given in the table are drafts only).

Questions	Research from the Internet
1. Is this a legal or ethical issue? Why? What could have been the consequence of this incident?	<p>Both:</p> <p>Legal Issue: Breach in the NQF Law and Regulations (lack of supervision)</p> <ul style="list-style-type: none">Ethical Issue: A child was put at risk although there were no external stakeholder witnesses <p>Potential consequence: as the child was left unsupervised, injury could have happened, or the child could have left the building.</p>
2. In your opinion, was there National Quality Standard[s] breached with this incident?	<p>Yes:</p> <ul style="list-style-type: none">Quality Area 2: Children's Health & Safety2.2.1 Supervision
3. In your opinion, were there any laws or regulations breached in this	<p>Yes:</p>

<p>incident? Give a minimum of one [1] example.</p>	<ul style="list-style-type: none"> • Section 165 Offence to inadequately supervise children • Child Protection Act
<p>4. Can you identify a service policy and procedure from Little.ly's policies that is relevant to this incident?</p>	<p>HS4 Supervision of Children- policy and procedure</p>
<p>5. In your opinion, was any part of the ECA Code of Ethics breached? Explain your answer.</p>	<p>Identified breach: 'In relation to children I will: act in the best interest of all children' – lack of supervision is not in children's best interest.</p>
<p>6. Reflect on the incident and your actions. What could you have done differently?</p>	<p>Possible answers:</p> <ul style="list-style-type: none"> • Look at the procedure for when children are transitioning from outdoor to indoor, having an educator do a check before they come inside • Headcount and roll check before transitioning inside • Right after the incident and during regular room meetings, discuss with the room staff their roles and expectations during transitioning, clarify uncertainties • Effective communication among staff members
<p>7. What practices can we enhance to minimise this incident from occurring again?</p> <p>Can you suggest two [2] strategies to prevent similar incidents in the future?</p>	<p>Possible answers:</p> <ul style="list-style-type: none"> • Review the transition policy and identify opportunities for improvements [such as encouraging children to go inside at the same time, progressive transition to allow children finish outdoor activities, higher educator-child ratio, etc.] • Discuss with the team the program and enhancing indoor and outdoor play routine • Roll call and head counts prior to transitions • Supervision plans • Staff to be aware of their role and responsibility • A staff member to do a final environment check before transitioning inside • Ongoing and effective communication among staff members

Part B: Role Play

Instructions

The role play must include **two [2]** participants, must not exceed **15 minutes** duration and must address all elements of the 'Observation Checklist' below. The role play should be organised at a location where participants can undertake a private and confidential conversation, without any distraction.

In this role play you will participate in an interview with two [2] other persons. These may be resourced using one of the following options:

1. Friends or family members; or
2. Fellow students.

The other participants will be taking on the role of Hayley the Nominated Supervisor at Little.ly Early Learning Centre and Karen, fellow educator and room assistant. In your role play ensure that you communicate in a respectful and professional manner with the Nominated Supervisor as your designated line of reporting. Note: Your communication style will be different with the fellow educator, Karen, due to the differences within the roles, i.e. Nominated Supervisor vs colleague. Throughout the role play you need to demonstrate respect for individual differences and work roles.

Option 1: Friends or family members

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Observation Checklist' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student participants

Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

Fellow students participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity with the 'Observation Checklist' so that they can prepare for the recording.

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

Role Play Characters

- Student will be the Room Leader Educator
- Peer/ Fellow student 1 will be Hayley, the Nominated Supervisor
- Peer/ Fellow student 2 will be Karen, the Room Assistant.

Instructions to Participants

- **Participant 1:** You will play the role of Hayley, the Nominated Supervisor and will ask the questions listed in Part A of the assessment. The role play should start with peer/fellow student 1 saying: *"Thank you for coming to meet me, Karen and [student's name] to discuss what has happened previously. First, I will ask a series of questions to understand whether the room leader understands legal and ethical obligations related to his/her role"*.

The peer/ fellow student will allow the student to provide the answers to their questions, one by one.

Once the student has finished, they will ask the next question until all questions have been answered.

For at least **one answer** provided you are required to **ask student to clarify meaning**.

At the end of the role play, Participant 1 will end the discussion politely and release participants.

- **Participant 2:** You will play the role of Karen, the Room Assistant. Once Participant asked all questions listed in Part A and the student answered to all questions, you should become angry and say: *“I am new to this sector and want to work with a better room leader who knows the requirements better. I always feel embarrassed that our room has so many issues! I want to work in another room.”* The student should respond to this confession and should defuse the conflict arising, by offering constructive solutions to the situation.

Recording instructions

Your role-play must be recorded with all participants captured in a virtual room using a system such as Zoom, Skype or Teams. This recording must be clearly labelled *Working in Early Childhood_05_Role Play_Student Name_yymmdd* and submitted with your assessment for marking.

Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and the roles they are playing to provide their consent.

“This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participants in this session indicate their consent to be included in this recording by stating their name and the role they are going to play.”

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

The following ‘Observation Checklist’ that will be completed by the assessor will guide to ensure your recording meets requirements.

Assessor instructions:

The Assessor must watch the recording and complete the below Observation Checklist to ensure student has met all requirements. Throughout the role play the student will be asked a series of questions relating to the role play that has been provided to the participants, then the student will be required to defuse the conflict situation. Below is a table for you to assess the student if they have demonstrated competency in this task. The student must demonstrate in their presentation including clear and concise language and appropriate voice tonality. Students must demonstrate that they understand the questions, clarify and respond appropriately.

Observation Checklist

To be completed by the Assessor

During the Role Play, the student must demonstrate the following:	Observed	Assessor Comments
1. Respectful and professional verbal and non-verbal communication throughout the role play, demonstrating respect for individual differences and work roles	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Instructions to the assessor:

<p>Student must present positive body language, sitting upright, eye contact with the screen, be aware of facial tones. The student must present self in a respectful and professional manner, including physical appearance with appropriate clothing being neat and tidy. Student must demonstrate respect for individual differences and work roles throughout the role play, such as being more formal with the Nominated Supervisor and using a casual tone with the colleague.</p>		
<p>2. Effective oral communication skills.</p> <p>Instructions to the assessor:</p> <p>Student must talk in a clear and concise manner, able to articulate and explain their point of view effectively. Student must answer all questions satisfactory.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>3. Listened to requests using active listening skills, clarified meaning, responded appropriately and shared constructive feedback.</p> <p>Instructions to the assessor:</p> <p>Student must demonstrate active listening skills demonstrating they are engaged with the conversation, able to follow the conversation and talk to other person confidently, respond appropriately and share constructive feedback. They must clarify meaning when participant seeks clarification and respond appropriately to questions.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>4. Effective communication techniques for conflict resolution to successfully defuse the conflict</p> <p>Instructions to the assessor:</p> <p>Student must demonstrate communication techniques for conflict resolution, such as active listening skills, using neutral terms and open body language, recognizing and respecting personal differences[for example understanding points of views that is not of their own, trying to understand the logic of Karen in the situation], not interrupting other participants.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>5. Privacy and confidentiality were maintained throughout the role play</p> <p>Instructions to the assessor:</p> <p>Student must organise at a location where participants can undertake a private and confidential conversation, without any distraction. This could be an office or room environment, excluding any other people.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Part C – Audio Recording

A week later from the incident described in the scenario at the beginning of the assessment, a parent notified you that the safety lock at the baby's room is faulty and does not always close properly, so a child may be able to sneak out from the room. You notified the room leader immediately, who instructed you to call the maintenance to get this fixed. The room leader emphasised that this is urgent work and maintenance should attend as soon as possible.

Record your voice as if you were leaving a voice message to the maintenance person to report the issue. The service's address is 25 Acorn Avenue, Oak. To make the recording, you can use your phone or an audio recording device.

This audio recording must be clearly labelled *Working in Early Childhood_05_Audio Recording_Student Name_yymmdd* and submitted with your assessment for marking. The audio recording must not be longer than 2-3 minutes.

You will need to state your name at the beginning of the recording at the start of the recording to provide consent. The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

The following 'Observation Checklist' that will be completed by the assessor will guide to ensure your recording meets requirements.

<p>Assessor instructions:</p> <p>The Assessor must listen to the student's voice recording leaving a voice message with maintenance and complete the below checklist to ensure the student has met all the requirements. Below is a table for you to assess the student if they have demonstrated competency in this task. The student must demonstrate in their voice recording including clear and concise language and appropriate voice tonality. Students must demonstrate that they understand the questions, clarify and respond appropriately.</p>		
<p>Observation Checklist</p> <p><i>To be completed by the Assessor</i></p>		
<p>During the Audio Recording, the student must demonstrate the following:</p>	<p>Observed</p>	<p>Assessor Comments</p>
<p>1. Clear and concise language to introduce themselves and the reason for the call</p> <p>Instructions to the assessor:</p> <p>Student must be able to talk clearly, introduce themselves and the reason for the call. For example: "Hi, my name is XY, I'm an educator at Little.ly Early Learning Centre. I'm calling in regards to a faulty lock in the baby's room. Please come and get it repaired as soon as possible. The address is 25 Acorn Avenue, Oak. Thank you. Bye."</p>	<p><input type="checkbox"/>Yes</p> <p><input type="checkbox"/>No</p>	
<p>2. The student recorded the voice message in the designated time frame</p> <p>Instructions to the assessor:</p> <p>Student must record the voice message in 2-3 minutes. The student cannot go over the 3-minute mark.</p>	<p><input type="checkbox"/>Yes</p> <p><input type="checkbox"/>No</p>	

Assessment Checklist

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

Part A - Research Task	
Prepare answers for 7 questions	<input type="checkbox"/>
Part B - Role Play	
Record and submit role play video	<input type="checkbox"/>
Part C- Audio Recording	
Record and submit audio recording	<input type="checkbox"/>



Congratulations, you have reached the end of Assessment 5!

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