



CHCPRP003 Assessor Guide

Reflect on and improve own professional practice

Assessment 2 of 3

Role play



Assessment Instructions

Task overview

This assessment has two (2) steps:

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

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

You are required to read the scenario provided and conduct two (2) role plays.

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

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



Assessment Information

Submission

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

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

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

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

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

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

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



Please consider the environment before printing this assessment.



Scenario

You are a new educator at Little.ly Early Learning Centre, having started in the Pre-Kinder room (3-4-year-olds) about two months ago. You recently asked your team leader for feedback on your performance, and she mentioned that it was an ideal time since your probation meeting is approaching.

Cheryle, your team leader, has requested that you gather feedback from the parents before your probation meeting next week. She would like you to identify your strengths and areas for improvement. After you collect this information, she will meet with you and your colleagues to discuss the feedback.

Role-play Instructions

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

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

1. Peers who you are already working within the industry related to your qualification.
2. Fellow students: Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.
3. Family/friends

If you cannot find a participant to play the role of the other team member, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your Peers, you must fully brief all participants, providing them with the context to the role-play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Peers will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student participants

Fellow students participating in the recording must be provided with the context of their role and responsibilities in the session and have reviewed the assessment activity and observation checklist to prepare for the recording.

The student will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Option 3: Friend/s or family member/s

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 'Key Observation Criteria' 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.

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

Role Play Characters

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

Instructions

Participant 1: The Educator (Student)

- **Initiate the Conversation:** Begin by asking the parent for feedback on your performance. Request three (3) positive aspects and three (3) areas for improvement.
- **Use Active Listening Techniques:** As the parent provides feedback, practice active listening. This includes:
 - Nodding and maintaining eye contact to show engagement.
 - Paraphrasing or summarising what the parent says to confirm understanding.
- **Ask Questions:** Use both open and closed questions to gather more information:
- **Open-Ended Questions:**
 - "What do you think about how I interact with the children during activities?"
 - "In what ways do you think I could improve my communication with parents?"
 - "What additional support could I provide to enhance your child's learning experience?"
- **Closed-Ended Questions:**
 - "Do you feel I engage well with the children during drop-off?"
 - "Do you think the activities I provide are age-appropriate for the children?"
 - "Are you satisfied with the frequency of communication I provide regarding your child's progress?"
 - "Would you say I create a welcoming environment for children and parents?"

Conclude the Conversation: At the end of the role-play, thank the participant for their feedback, stating that it will be evaluated and used to reflect on your practice.

Document Feedback: After the conversation, fill out the Feedback Form with the insights received from the parent.

Participant 2: The Parent (Peer/Fellow Student/Family member)

- **Provide Feedback Openly:** Be prepared to share three (3) positive aspects of the educator's performance and three (3) areas for improvement. Use the following examples as guidance:
- **Positive Aspects:**
 - "You are engaging with the children when we arrive in the morning, which is nice because it removes some of the parent guilt."
 - "I like when you send photos of the children during the day because I feel connected to them."
 - "I feel like your experiences have a lot of thought put into them, for example, the science experiment you did the other day."
- **Areas for Improvement:**
 - "Maybe you can work on getting to know all the children's names."
 - "I guess you could build your confidence to talk to the parents."
 - "Sharing a bit more about yourself would be great so we can get to know you better."
- **Engage in the Conversation:** As the educator asks questions, provide thoughtful responses based on your perspective as a parent.
- **Be Honest and Constructive:** Aim to provide feedback that is both honest and constructive, focusing on how the educator can improve their practice.
- **Participate Actively:** Engage in the role-play fully, ensuring that your feedback is reflective of genuine parent experiences and concerns.
- **Support the Educator:** Remember that your feedback is intended to help the educator grow and improve in their role.

Attachment: Step 1: Role-Play

Feedback Form

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

Scenario Update

Now that you have gained feedback from the families, you are to seek feedback from your room colleagues

- Pillar Armendariz – Assistant Educator Pre-Kinder Room and,
- Cheryle Matterson – Team Leader Pre-Kinder Room.

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

Step 2: Role-play - Sharing feedback with two (2) co-workers

Role Play Characters

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

Instructions

Step 2: In this role play, you will participate in a meeting with two (2) participants:

- One (1) participant will play the role of a colleague, Pillar Armendariz, and
- One (1) participant will play the role of the supervisor, Cheryle Matterson.

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

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

Role Play Instructions: For the Student (New Educator)

Complete the Self-Evaluation Form using the feedback from parents (Identifying at least three strengths and three areas for improvement, with supporting examples)

- Start the meeting by expressing your appreciation for the opportunity to receive feedback.
- Share your strengths and provide examples from the Self-Evaluation Form.
- Discuss the areas for improvement and ask for input on how to address them.
- Ask Pillar and Cheryle for their perspectives on your performance.
- Use active listening techniques, such as nodding and paraphrasing, to show understanding.
- Inquire about their own experiences and suggestions for growth.
- Discuss how your values and beliefs influence your practice.
- Ask for advice on three formal and informal training opportunities that could help you improve.
- Take notes on the feedback provided by Pillar and Cheryle during the discussion for your Self-Evaluation Form.

Participant 1: For Pillar Armendariz (Colleague)

- Be Supportive
- Listen actively to the student's reflections and feedback.
- Provide encouraging comments about their strengths and the positive feedback received.
- Relate your own experiences with feedback when you were starting out.
- Offer supportive statements such as:
 - "I remember getting similar feedback, and it helped me grow."
 - This is great and gives you lots to work with to build your practice.
 - I think it's nice that you got such lovely feedback.
- Prompt the student to consider how feedback aligns with their values.
- Ask questions that help the student think about how they can use the feedback to enhance their practice.

Participant 2: For Cheryle Matterson (Supervisor)

- Be actively engaged in the conversation, nodding and smiling to show support.
- Affirm the student's reflections and the positive feedback they received.
- Encourage the student to think critically about their practice by asking:
 - "How do you think this feedback can improve your practice?"
 - "Do you have a specific goal in mind for your development?"
- Offer insights on areas where the student can focus for improvement.
- Share your perspective on the importance of ongoing professional development.
- Suggest training opportunities or resources that could help the student grow.
- Reinforce the idea that seeking feedback is vital to their professional journey.

You will document the feedback from peers and supervisors to the Self-Evaluation Form and submit a completed Self-Evaluation Form. You keep a copy of this form to support Assessment Task 3: Project - Task 3.

Recording instructions

Your role-play must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams.

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

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

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

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

Include this recording as part of your assessment submission.

Assessor Observation Checklist

Assessor instructions:		
The assessor must watch the recording and complete the below Observation Checklist to ensure the student has met all requirements. Throughout the role-play, the student will provide information and receive feedback relating to the role-play that has been provided to the participant.		
Below is a table for you to assess the student if they have demonstrated competency in this task.		
Observation Checklist		
<i>To be completed by the assessor</i>		
Step 1: Role-play – Seeking feedback from a parent		
During the Role Play, the student must demonstrate the following:	Observed	Assessor Comments
1 Seek feedback from a parent about three (3) strengths and three (3) areas for improvement. Look for: The student must ask the parent to provide three (3) positive things about their performance and three (3) areas for improvement. The participant role playing the parent will provide the scripted feedback. The student will role play engaging with the participant whilst receiving the feedback.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	<p>The student will record the exchange in the Feedback template. Responses will be in the student's own words and will vary. The answers must be based on the areas listed in the script for the participant playing the role of a parent, such as communication, relationships with children, and written work. The student will record the words used by the participant.</p> <p>The assessor can view the video recording of the role play to confirm the student has accurately recorded the feedback provided.</p> <p>The student submits the completed Feedback Form</p> <p>A sample answer is provided in the Feedback Form.</p>		
2	<p>Use active listening techniques and ask open-ended and closed questions to seek information and confirm understanding.</p> <p>Look for:</p> <p>Student must demonstrate active listening skills and clarify meaning when the participant provides them with feedback about their performance.</p> <p>Student used appropriate questions and active listening skills, including:</p> <ul style="list-style-type: none"> • Open questions such as questions starting with: <ul style="list-style-type: none"> ○ What, how and explain. • Closed questions such as questions starting with: <ul style="list-style-type: none"> ○ Is, will, have, should, may and did. • Active listening skills such as: <ul style="list-style-type: none"> ○ giving full attention ○ maintaining eye contact ○ providing nonverbal signs of attention ○ positive reinforcement ○ paraphrasing. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Step 2: Role-play – Sharing feedback with two (2) co-workers			
3	<p>Meet with two (2) colleagues, engage in two-way communication, and discuss evaluation and feedback openly.</p> <p>Look for:</p> <p>Students must meet with colleagues, engage in two-way communication, and openly discuss evaluation and feedback. The student will use their own words, and responses will vary. However, the discussion will use an open and evaluative style where the student asks</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

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

5	<p>Complete all sections of the self-evaluation form</p> <p>Look for:</p> <p>Students must ensure all sections of the self-evaluation form are completed. The student will submit the completed self-evaluation form.</p> <p>A sample answer is provided in the Feedback Form.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
---	--	---	--

Attachment Step2: Role-play

Self-Evaluation Form

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

Self-Evaluation Form for Discussion with Colleagues

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

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

For example:

Values:

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

Beliefs:

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

Behaviour:

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

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

Self-Evaluation Form for Discussion with Colleagues

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

For example:

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

Assessment Checklist

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

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



Congratulations, you have reached the end of Assessment 2

© UP Education Australia Pty Ltd 2022

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.

Reproduced and modified under license by UP Education Online Pty Ltd.

Copyright Agency License:

WARNING

This material has been reproduced and communicated to you by or on behalf of UP Education in accordance with section 113P of the Copyright Act 1968 (the Act).

The material in this communication may be subject to copyright under the Act. Any further reproduction or communication of this material by you may be the subject of copyright protection under the Act.

Do not remove this notice.

© RTO Advice Group Pty. Ltd. as trustee for RTO Trust (ABN 88 135 497 867) t/a Eduworks Resources [2021]