



BSBTWK502

Manage team effectiveness

Assessor Guide

Assessment 2 of 3

Case study/Role-play



Assessment Instructions

Task overview


You will demonstrate your ability to lead a team by establishing plans for group performance.

There are three (3) tasks:

- Task 1: Case Study - Prepare for the meeting
- Task 2: Role-play – Team meeting
- Task 3: Case Study - Communicate with stakeholders

Additional resources and supporting documents

- Little.ly policies and procedures and work 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, and the service philosophy and policies and procedures.</p>
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- Little.ly Meeting Agenda, Meeting Minutes and Email Templates.
- Little.ly Quality Improvement Plan (QIP)



Little.ly Quality
Improvement Plan.do

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 – Planning for Team Effectiveness

You are to prepare to lead a team to be successful with their performance in a project to implement the Quality Improvement Plan (QIP) at Little.ly Early Learning Centre. For this task, you will take on the role of Hayley Schramm, Centre Director at Little.ly.

Read the case study and the following email to identify the required actions.

The QIP has been completed for Little.ly Early Learning Centre. The owner of Little.ly Early Learning Centre, Christian Wells, communicates with you to allocate some tasks. As the Centre Director, he has asked you to bring the Little.ly Room Leaders together and create a project team to implement the QIP. You have been tasked with planning the team's successful performance against agreed areas in the QIP.

You will prepare for the meeting with the Room Leaders, create an agenda and email an invitation for them to attend the planning meeting.

Read the email to confirm the tasks that have been requested of you.



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

From: Christian Wells (Christian.wells@little.ly.com.au)

Date/time: Monday 12:25 pm.

Subject: Preparation Agenda for Team Meeting

Attachment: Little.ly QIP key improvement areas.docx 

Good afternoon Hayley,

I am pleased to announce that the centre's Quality Improvement Plan has been endorsed. We are now ready to involve the team leaders. Please bring the Room Leaders together to create a project team. You must communicate the goals and determine the project team's accountability to implement the QIP.

Please prepare a meeting agenda for the Room Leaders to discuss the QIP project. The meeting will need to focus on communication and accountability for team performance. We need to plan for the operational tasks to achieve the goals of the QIP project and be clear with the team about roles and responsibilities.

Your meeting agenda needs to ensure strategies are in place to encourage the team to participate in these discussions and own their decisions so we can ensure team performance.

During the meeting, you will need to consult with the team and complete the following sections of the QIP (aside from the Progress Notes – we will do those as we progress with the goals):

- How will we get this outcome? (Consider the steps involved.)
- Document the success measure - Key Performance Indicators (at least one for each goal) that we can track and measure
- By when?

Please refer to the Quality Improvement Plan attachment to use during the preparation and at the meeting.

Once you have completed the project plan and the details in the QIP, please send them to me.

Kind Regards,

Christian Wells

Owner

25 Acorn Avenue, Oak Valley 3045

Phone: 03 1234 1234

www.littlely.eduworks.com.au



Step 1: Prepare for the meeting

- Review the email from the owner, Christian Wells and the key improvement areas in Little.ly's Quality Improvement Plan (QIP). Provide a summary of the scope of the requested project.
- Based on the organisational and task objectives requirements set out by the owner, develop an outline of the team's purpose, roles, and responsibilities during this project to implement the QIP.
- Develop strategies that you can use to facilitate the team's input into planning, decision making and operational aspects of the required tasks in the QIP.
- Outline processes that can be used to identify and address issues, concerns and problems that the team members may identify.
- Identify formal and informal learning opportunities that can be used to support the team in meeting expected performance outcomes.
- Complete the QIP Project Preparation Template.

Step 2: Create an agenda

- Create a meeting agenda with an outline of what will be discussed during the meeting (accessible via the
- Little.ly website). Ensure that the agenda includes strategies to encourage team input and facilitates the team's active participation in decision-making, e.g., small group work. Topics will include:
 - discussion on the preparation of a performance plan with expected outcomes
 - key performance indicators (KPIs) and goals for the work team to achieve the QIP
 - identify formal and informal learning opportunities to support the team in meeting expected performance outcomes.
- The performance plan needs to include the following details against each issue identified during the self-assessment process:
 - How will we get this outcome? (Consider the steps involved)
 - Document the success measure – KPIs (at least one for each goal)
 - By when?
- Submit your completed agenda on the Little.ly Agenda Template.

Step 3: Invite team participation

You will write an email to the Room Leaders using the organisation's email template. The email template is accessible via the Little.ly website. The email will include professional language and will include 2-3 paragraphs to cover the information you will share.

- You will invite the Room Leaders to the planning meeting to establish plans for the team's performance. The written email communication to the team will include the following:
 - Explain that the Room Leaders are being invited to a planning meeting. The purpose of the meeting is to gain a common understanding of the year's goals and objectives and ensure everyone understands their role and responsibilities to ensure team performance.
 - Explain your own role and how it contributes to broader organisational goals.
 - Demonstrate your ability to consult team members to establish a common understanding.
 - Encourage team members to participate in planning activities and establish a culture of open communication.
 - Request that they review the Little.ly QIP and the tasks they are responsible/accountable for and invite their feedback and concerns.
- Submit your completed email on the Little.ly Email Template.

Task 1: Assessment marking criteria: Planning team effectiveness

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: Prepare for the meeting			
1	<p>Review the email from the owner, Christian Wells and the key improvement areas in Little.ly's Quality Improvement Plan (QIP) and provide a summary of the scope of the requested project.</p> <p>Look for:</p> <p>The student will access and review the email from Christian Wells, Owner and the key improvement areas in Little.ly's Quality Improvement Plan (QIP). The student will summarise the scope of the requested project and the QIP. For example, the QIP Project will be responsible for the implementation of Little.ly QIP</p> <p>Responses can quote or paraphrase the information from the owner's email and details from the QIP. The response will vary but will reflect the sample answer.</p> <p>A sample answer is provided in the QIP Project Preparation Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>Based on the organisational and task objectives requirements set out by the owner, develop an outline of the team's purpose, roles, and responsibilities during this project to implement the QIP.</p> <p>Look for:</p> <p>The student will develop an outline of the team's purpose, roles, and responsibilities during this project to implement the QIP based on the organisational and task objectives requirements set out by the owner.</p> <p>For example, the student will outline the team's purpose "to implement the QIP by addressing the issues identified during the self-assessment process against each of the Quality Areas/Elements."</p> <p>The student will outline the roles of Hayley Schram and the Room leaders involved in the project. For example, a list of the project team and their titles. The student will outline the responsibilities of the project team, e.g., the Room Leaders will each be allocated tasks and actions to complete in the QIP.</p> <p>Responses will vary but will reflect the examples in the sample answer.</p> <p>A sample answer is provided in the QIP Project Preparation Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>Develop strategies that can be used to facilitate the team's input into planning, decision making and operational aspects of the required tasks in the QIP.</p> <p>Look for:</p> <p>The student will develop strategies that can be used to facilitate the team's input into planning, decision making and operational aspects of the required tasks in the QIP, e.g., using consensus to agree on decisions, so all are accepting of the proposed direction. The responses will vary but will reflect the sample answer.</p> <p>A sample answer is provided in the QIP Project Preparation Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>

4	<p>Outline processes that can be used to identify and address issues, concerns and problems that the team members may identify.</p> <p>Look for: The student will outline processes that can be used to identify and address issues, concerns and problems that the team members may identify. Responses will vary. For example, it could include a step-by-step process to address issues and concerns should they arise in the project implementation. The responses will reflect the sample answer.</p> <p>A sample answer is provided in the QIP Project Preparation Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
5	<p>Outline conventions and protocols that can be used when communicating with diverse stakeholders.</p> <p>Look for: The student will outline conventions and protocols that can be used when communicating with diverse stakeholders. For example, do not use jargon and slang, show respect for diversity and manage unconscious bias.</p> <p>The responses will vary but will reflect the sample answer.</p> <p>A sample answer is provided in the QIP Project Preparation Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
6	<p>Determine the need to support the team to meet expected performance outcomes using formal and informal learning opportunities.</p> <p>Look for: The student outlines formal and informal learning opportunities that will support the team in meeting expected performance outcomes. For example, a session during the staff meeting on QIPs and KPIs, an formal training session on How to be a high-performing team.</p> <p>The responses will vary but will reflect the sample answer.</p> <p>A sample answer is provided in the QIP Project Preparation Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Step 2 – Create an agenda			
7	<p>Create a meeting agenda with an outline of what will be discussed during the meeting. Ensure the agenda facilitates the team's active participation in decision-making.</p> <p>Look for: The student will prepare an agenda using the Llittle.ly Agenda Template [accessible on the website]. The student will ensure that the agenda includes the topics to be discussed during the meeting to prepare a performance plan with expected outcomes, key performance indicators (KPIs), goals for the work team to achieve the QIP and informal and formal training needs. The agenda will include strategies to ensure the team is encouraged to participate in decision-making, for example, opportunities for the staff to break into groups, brainstorm solutions or document their ideas.</p> <p>The responses will vary but will reflect the sample answer.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	A sample answer is provided in the Meeting Agenda Template		
Step 3 -			
8	<p>Write an email to the Room Leaders using to organisation's email template to invite them to the planning meeting to establish plans for the team's performance. The email will include professional language and will include 2-3 paragraphs to cover the information you will share.</p> <p>Look for: The students will use the organisation's email template from the Little.ly website with all sections completed. The email will include professional language and will include 2-3 paragraphs to cover the information you will share. The email will be addressed to the Room Leaders. The student will communicate information from management to the team effectively, for example, a professional email with a positive approach to informing the team about the meeting.</p> <p>The student will ensure that the content of the email includes the following:</p> <ul style="list-style-type: none"> • The purpose of the meeting, for example, to gain a common understanding of the year's goals and objectives and ensure everyone understands what their role and responsibilities are to ensure team performance. • Explain your own role and how it contributes to broader organisational goals. For example, As the service director, I am the main point of contact and will allocate and sign off on tasks and report back to the owner. • An aim is to consult with the team members to establish a common understanding. For example, encourage team members to participate in planning activities, such as, 'We will openly discuss the ideas. I would love for you to be prepared to participate and share your ideas.' • Encourage participation in planning activities, such as promoting teamwork and collaboration, for example, 'The idea of the meeting is for us to work together to create a way to achieve these goals successfully.' • Establish a culture of open communication, such as, 'I want to hear your ideas and have us share our thinking, so please come prepared to participate.' • Request that they review the Little.ly QIP and the tasks that they are to be responsible/accountable for and note down their feedback and concerns. • Has attached the Little.ly QIP and requested that everyone brings their copy of the Little.ly QIP and notes to the meeting. <p>The student will submit a completed email on the Littl.ly Email Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Task 1 Attachments

QIP Project Preparation

QIP Project Preparation
Name of Service: Little.ly
Date: Today's date
Provide a summary of the scope of the requested project. (40-60 words)
<p>The QIP Project will be responsible for the implementation of Little.ly QIP. The project will address the issues identified during the self-assessment process against each of the Quality Areas/Elements.</p> <p>The project will allocate tasks/actions to each identified goal area, with KIPs to determine success measures and will determine timeframes for the achievement of the tasks/actions.</p>
Outline the team's purpose, roles, and responsibilities during this project to implement the QIP. (110-130 words)
<p>Purpose:</p> <p>To implement the QIP by addressing the issues identified during the self-assessment process against each of the Quality Areas/Elements.</p> <p>Roles:</p> <p>The project lead is Hayley Schramm, Centre Director. Hayley Reports to the owner Christian Wells. The Room Leaders will report to Hayley.</p> <p>The project team consists of the following:</p> <ul style="list-style-type: none">• Sharon Wallace, Educational Leader and Lead Educator Willow Oak room• Lily Coates, Lead Educator Chestnut Oak room• Declan Callaghan. Lead Educator Scarlett Oak room• Cheryle Matterson, Lead Educator Bur Oak room• Tristan Bissett, Lead Educator Valley Oak <p>Responsibilities:</p> <p>The team will agree on and implement actions/tasks to meet the issues identified during the self-assessment process against each NQF: Quality Areas/Elements. The Room Leaders will each be allocated tasks and actions to complete in the QIP.</p>
Identify strategies that can be used to facilitate the team's input into planning, decision making and operational aspects of the required tasks in the QIP. (90-110 words)
<p>The following strategies will be implemented to ensure that the team can equally input into planning, decision making and operational aspects of the required tasks in the project.</p> <ul style="list-style-type: none">• Creating an environment that encourages learning, innovation, creativity and motivation• Let others know that no idea is a bad idea, and all ideas are welcome• Encourage quieter team members/colleagues to participate.• Ensure there is consensus in the decisions, so people are not forced to make decisions they do not want to make or agree to things that make them uncomfortable.• Provide time for decision-making processes, so it is not rushed or pressured.

Outline processes that can be used to identify and address issues, concerns and problems that the team members may identify. (180-100 words)

The following process will be used to identify and address issues, concerns and problems that the team members may identify:

- Identify the problems/issue by defining the problem as clearly and specifically as possible.
- Engage in discussions with team members – gather the reasons behind performance problems from those directly engaged in the work tasks and everyday team dynamics.
- Discuss the problems specific to the team and support them in voicing their thoughts and insights.
- Brainstorm potential solutions by asking team members for suggestions and providing responsibility to them to implement their agreed solutions.
- Evaluate potential solutions: Consider each option's pros and cons and how they might impact different stakeholders.
- Select the best solution and create a plan to implement the solution, and regularly revisit the team to either check the solution is effective or make further changes to the solution plan if necessary.
- Implement the solution: Ensure everyone involved is aware of their responsibilities and committed to the plan.
- Monitor and evaluate: Monitor its effectiveness and evaluate its success, including collecting feedback from stakeholders (e.g., Christian Wells), reviewing data or metrics, or conducting a formal evaluation.

Outline conventions and protocols that can be used when communicating with diverse stakeholders. (70-90 words)

The Room Leaders, Tristan and Sharon, come from diverse backgrounds, and I would use the following appropriate conventions and protocols when communicating with them to ensure understanding and respect.

- Provide written information early to enable people from diverse backgrounds time to prepare
- Ensure that I do not use slang and jargon, whose meaning may be unclear to people from other backgrounds
- Use inclusive language that shows respect for others from diverse backgrounds.

Determine the need to support the team to meet expected performance outcomes using formal and informal learning opportunities. (40-60 words)

The team can be supported to meet the expected performance outcomes by receiving informal training sessions during the staff meeting on QIPs and KPIs. A formal training session could be arranged to improve the team's performance, such as "How to be a high-performing team."

Meeting Agenda

Meeting Agenda	
Time of meeting	10.30 am
Date of meeting	Today's date
Service name	Little.ly
Chair	Hayley Schramm, Centre Director
Attendees	Sharon Wallace, Educational Leader and Lead Educator Willow Oak room Lily Coates, Lead Educator Chestnut Oak room Declan Callaghan, Lead Educator Scarlett Oak room Cheryle Matterson, Lead Educator Bur Oak room Tristan Bissett, Lead Educator Valley Oak

Agenda items to be discussed and relevant information

Welcome and housekeeping

Topic 1: Rules of engagement

Discuss and agree on protocols and processes we will use to encourage team members to participate in planning activities and establish a culture of open communication

Topic 2: Scope

Outline the scope of the project to implement the QIP and the QIP project team's purpose

Topic 3: Roles and Responsibilities

Discuss and agree on the role and responsibilities of the Centre Director and the Room Leaders to meet the requirements of the QIP project using a consensus decision-making approach.

Topic 4: Performance Plan

1. Brainstorm a performance plan with expected outcomes, key performance indicators (KPIs) and goals for the work team to achieve the QIP
2. Small group work:

Group 1 – QA 1-4 includes Sharon, Lilly and Tristan

Group 2 – QA 3-7 includes Declan and Cheryle

Develop a performance plan against each issue identified during the self-assessment process:

- How will we get this outcome? (Consider the steps involved)
- Document the success measure – KPIs (at least one for each goal)
- By when?

Topic 5: Training needs

Determine the need to support the team to meet expected performance outcomes using formal and informal learning opportunities.

Follow-up actions and meeting close.

Next meeting?

- Set date

TASK 2 – Role-play: Team Meeting

You will be required to support discussion during a team meeting with the Room Leaders about objectives and actions to meet the goals in the Key Improvement Areas of the QIP. The team meeting focuses on gaining consensus and documenting this in the meeting minutes.

For this task, you will take on the role of Hayley Schramm, Centre Director at Little.ly.

You receive the following phone message from Christian Wells, Owner of Little.ly Early Learning centre



'Hi Hayley. Thanks for sharing the agenda and your draft plans for the team's actions with the QIP. I would like you to now undertake this meeting with your team. Please let me know how it went once you have conducted

Christian Wells, Owner of Little.ly Early Learning Centre

Based on the phone message, you are to facilitate the meeting with your team of room leaders and complete the appropriate paperwork during and following the meeting.

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.

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.

Role-play – Facilitate the meeting

Role-play Characters

- The student will be Hayley Schramm, Centre Director at Little.ly at Little.ly Early Learning Centre
- A peer/ fellow students will be:
 - Sharon Wallace, Educational Leader and Lead Educator Willow Oak room
 - Lily Coates, Lead Educator Chestnut Oak room
 - Declan Callaghan. Lead Educator Scarlett Oak room
 - Cheryle Matterson, Lead Educator Bur Oak room
 - Note: Tristan Bissett, Lead Educator Valley Oak, is absent from the meeting, and you will note this in your Meeting minutes.

Instructions

In this role-play, you will facilitate a team meeting with four [4] participants, who will take the roles of Lead Educators of rooms.

The role-play should be organised at a location where participants can hold a meeting. This could be an environment set with chairs at a table.

Step 1: Role-play:

You will play the role of Hayley Schramm, Centre Director. You will use the preparation you carried out in Task 1: Step 1 (above), the QIP plan and the agenda to hold a meeting with the Little.ly Room Leaders.

- You will hold a team meeting to discuss the preparation of a performance plan to achieve the implementation of the QIP as requested by management. You will follow the agenda to agree on processes for working together, the project team's purpose and roles and responsibilities, including own role and how it contributes to broader organisational goals.
- The meeting will agree on a performance plan, including the following details against each issue in the QIP:
 - How will we get this outcome? [The steps involved, such as strategies, who owns these strategies and what steps will be taken.] For example, identify who will lead each project and which room leaders will be responsible for which tasks/actions.
 - Document the success measure – KPIs [This relates to the goal's outcomes, such as what this looks like when achieved.]
 - By when? [For a goal timeline such as three months, six months, or one year.]
- During the meeting, you will:
 - Demonstrate your ability to consult team members to establish a common understanding and promote teamwork using collaboration.
 - Encourage team members to participate in planning activities. Establish a culture of open communication and encourages the team to take responsibility.
 - Model desired behaviour and practices to the team members that contribute to team outcomes
 - Provide feedback to encourage, value and reward the team for their participation, ideas and contribution to the process
 - Engage in discussions and provides information using appropriate vocabulary and non-verbal features
 - Use listening and questioning techniques to confirm your and others' understanding and to use strategies to engage the audience
 - Select and use appropriate conventions and protocols when communicating with diverse stakeholders
 - Use interpersonal skills to gain the trust and confidence of the team and provides feedback to others in forms that can be understood and used

- Adapt personal communication style to build positive working relationships and show respect for the opinions, values and particular needs of others
- You can close the meeting when you are satisfied that each of your team members understands their job role and that you understand the support you need from them. The student playing Hayley Schramm will close the meeting and thank the participants for their contributions.

Instructions to participants:

Role 1: Sharon Wallace

The participant playing the role of Sharon Wallace will be supportive of the presented information, direction and the thinking behind the plans. This role is a leader of the room leaders and will contribute a lot. They should be very verbal and will make a lot of suggestions and feedback, such as the following:

- *Maybe we can share the responsibilities between rooms. For example, we could give each goal to a different person.*
- *We should all be participating.*
- *We could include the parents in this goal.*
- *Do you think we should plan our progress notes?*

Role 2: Lily Coates

The participant planning the role of Lilly Coates will sit back with her arms crossed against her chest during the discussion. She should interrupt others with some negative comments, such as the following:

- *But we've tried that before, and it doesn't work.*
- *Will we get extra time for this?*
- *How do we make sure our teams help us achieve this?*

Lily is a little 'tired' of all the ideas and changes. She is not keen to try new things and feels too much pressure on the team to work towards goals. She will become happier, and her body language will open up as the meeting progresses and then start contributing positive ideas such as the following:

- *Well, maybe we can offer our team members the opportunity to join smaller working groups.*
- *How about we make time in the big staff meeting to discuss the goals.*

Role 3: Declan Callaghan

The participant planning the role of Declan Callaghan is an active participant in discussions and offers suggestions often. He will offer timelines such as three and six months for the goals. He will also point out that it will be easier to record our progress if we work together across the rooms. He will ask about the documentation of the progress notes. Who will record our progress, and how will we record it? He will suggest having additional meetings to support the goal's progress. He will share his issues related to the team performing if we don't have regular meetings.

Role 3: Cheryle Matterson

The participant planning the role of Cheryle is quiet. She sits and listens with open body language and nods her head, but she does not speak unless she is directly asked a question. If the student asks Cheryle a question, she will offer the following statement: *'I think what everyone else said is good'.*

If the student probes again, start to share ideas quietly, such as: *'Maybe if we assign people a role, it will make it easier.'*

If you are encouraged to talk to the person beside you 1:1, speak a lot to that person. This idea shows the student that some prefer speaking in small groups.

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.

- Role-play – Team Meeting - must be clearly labelled *BSBTWK502_02_Role-play <<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.

Task 2: Role-play – 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

To be completed by the assessor

Role-play – Team Meeting

During the Role-play, the student must demonstrate the following:

Observed

Assessor
Comments

1	<p>Uses the preparation you developed in BSBTWK502 - Assessment Task 2, Case study/Role-play - Step 1 [above] to chair a team meeting.</p> <p>Holds a team meeting to discuss the preparation of a performance plan to achieve the implementation of the QIP as requested by management.</p> <p>Follows the agenda to agree on processes for working together, the purpose of the project team and agree on roles and responsibilities, including own role and how it contributes to broader organisational goals</p> <p>Look for:</p> <p>The student must conduct a team meeting using the agenda and preparation they developed in BSBTWK502 - Assessment Task 2, Case study/Role-play - Step 1 [above].</p> <p>The student chairs a team meeting, following the prepared agenda, including the following tasks:</p> <ul style="list-style-type: none"> • Welcomed the team and communicated the purpose of the meeting. • Discussed and agreed on the team ground rules. For example, a process of how the team treats each other, communicates, participates, deals with conflict, cooperates and supports each other. Such as let's listen to each other and respect views by acknowledging them. • Indicated the importance of actively participating in discussions – their feedback will be considered and included in the team performance planning framework. For example, letting them know that things will be more achievable if we work together. • Discussed and agreed on the purpose of the project team 	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	
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	<ul style="list-style-type: none"> Discussed and agreed on roles and responsibilities, including own role and how it contributes to broader organisational goals. <p>Responses will vary and will be in the student's own words.</p>		
2	<p>During the meeting, agree on a performance plan, including the following details against each issue in the QIP:</p> <ul style="list-style-type: none"> How will we get this outcome? Document the success measure – KPIs By when? <p>Look for:</p> <p>The student will engage with the team to discuss and agree on a performance plan to address the issues identified in the QIP.</p> <p>The discussion will use methods to engage the team, e.g., brainstorming to agree on the following details against each issue in the QIP:</p> <ul style="list-style-type: none"> How will we get this outcome? The steps involved, such as strategies. For example, have the children implement sustainable practices. Who owns these strategies, and what steps will be taken? For example, identify who will lead each project and which room leaders will be responsible for which tasks/actions. Document the success measure – KPIs related to the outcomes of the goal, such as what this looks like when it has been achieved. For example, establish success indicators, such as providing bins in all rooms and documentation about sustainability in each room. By when? For example, a goal timeline includes three months, six months, and one year. <p>Responses will vary and will be in the student's own words.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3	<p>Demonstrate your ability to consult team members to establish a common understanding and promote teamwork using collaboration.</p> <p>Look for:</p> <p>The student will consult with the team to establish a common understanding, including establishing ground rules for interacting, sharing information and inviting feedback and discussion. For example, actively</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	<p>participating in discussions – their feedback will be considered and included in the team performance planning framework. For example, letting them know that things will be more achievable if we work together. The student will promote teamwork through collaboration, for example, using techniques such as small group discussions, writing ideas on post-it notes and brainstorming, and creating opportunities for quiet people to speak up and be heard.</p> <p>Responses will vary and will be in the student's own words.</p>		
4	<p>Encourages team members to participate in planning activities, establishes a culture of open communication and encourages the team to take responsibility.</p> <p>Look for:</p> <p>The student will encourage team members to participate in planning activities, establish a culture of open communication, and encourage the team to take responsibility. For example, techniques such as brainstorming and small group work were used to provide opportunities for participation. Reminders were given of the rules of engagement to facilitate a culture of open communication, e.g., there are no silly questions and encourages ownership by facilitating the team to arrive at their own solutions/consensus decisions.</p> <p>Responses will vary and will be in the student's own words.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5	<p>Models desired behaviour and practices to the team members that contribute to team outcomes</p> <p>Look for:</p> <p>The student will model desired behaviour and practices to the team members to contribute to team outcomes. For example, they are positive, welcoming and open to ideas and input. The student reacts positively to concerns and uses them to improve the team's effectiveness. The student is respectful and acknowledges others' contributions.</p> <p>Responses will vary and will be in the student's own words.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6	<p>Provides feedback to encourage, value and reward the team for their participation, ideas and contribution to the process</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	<p>Look for:</p> <p>The student will encourage, value and reward the team for their participation, ideas and contribution to the process. For example, take opportunities to provide feedback and acknowledge others' contributions, use affirmation to value ideas, e.g., use the person's name, says, 'I like that idea; tell me more about it.' The student rewards others but, using public acknowledgement, attributes ideas to the author and offers to feedback details to line management of people's ideas/contributions.</p> <p>Responses will vary and will be in the student's own words.</p>		
7	<p>Engages in discussions and provides information to the team using appropriate vocabulary and non-verbal features.</p> <p>Look for:</p> <p>Demonstrates oral communication skills, including:</p> <ul style="list-style-type: none"> • Uses vocabulary appropriate to establish a supportive environment, such as respectful interactions and encouraging the team member to contribute and participate. For example, use active listening skills to understand and paraphrase your team's words. Uses non-verbal features, such as eye contact, confirming understanding, turning towards the speaker, and gestures to acknowledge the speaker. <p>Responses will vary and will be in the student's own words.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8	<p>Use oral communication during the meeting, including:</p> <ul style="list-style-type: none"> • Listening and questioning techniques to confirm own and others' understanding and to use strategies to engage the audience <p>Look for:</p> <p>Demonstrates oral communication skills, including:</p> <ul style="list-style-type: none"> • Uses listening and questioning techniques to confirm own and others' understanding and to use strategies to engage the audience, such as active listening techniques, clarifying understanding, asking open-ended questions, and using positive verbal and nonverbal language. For example, uses effective questioning to clarify or draw out further issues 	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	<p>where required and asks questions that have no specific answer but offer people the opportunity to share their ideas.</p> <p>Responses will vary and will be in the student's own words.</p>		
9	<p>Uses oral communication during the meeting, including:</p> <ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders <p>Look for:</p> <p>Demonstrates oral communication skills, including:</p> <ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders, such as adapting communication. For example, allows additional time to enable people from diverse backgrounds to process and contribute, does not use slang and jargon as meaning may be unclear to people from other backgrounds and uses inclusive language that shows respect for others from diverse backgrounds. <p>Responses will vary and will be in the student's own words.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10	<p>Uses interpersonal skills to gain the trust and confidence of the team and provides feedback to others in forms that can be understood and used</p> <p>Look for:</p> <p>The student uses interpersonal skills to gain the trust and confidence of the team and provides feedback to others in forms that can be understood and used. For example, being positive about the opportunity to interact and engage to achieve outcomes, welcomes questions, input and expressed concerns from the team and provides feedback to encourage further participation and idea sharing.</p> <p>Responses will vary and will be in the student's own words.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11	<p>Adapts personal communication style to build positive working relationships and to show respect for the opinions, values and particular needs of others</p> <p>Look for:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	<p>The student uses strategies to effectively facilitate the planning session, such as adapting communication style to build positive working relationships and to show respect for the opinions, values and particular needs of others. For example, use team-building techniques, such as ensuring that the quiet staff can speak, encouraging participation and celebrating decisions and respecting and acknowledging the team and their ideas and concerns. For example, 'I hear what you are saying, and that is a challenge, but I think we can overcome it as a team.</p> <p>Responses will vary and will be in the student's own words.</p>		
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TASK 3 – Communicate with Stakeholders

You will communicate effectively with stakeholders about the developed team performance plans that occurred during the team meeting with the Room Leaders.

Step 1: Communicate with the owner

- Following the meeting with the Room Leaders, you will communicate effectively with the main stakeholder, Christian Wells, Owner, about the developed team performance plan.
- You will prepare documents to be submitted to Christian Wells. The documents include the following:
 - Meeting Minutes confirming the purpose of the QIP project and the agreed roles and responsibilities.
 - Completed Quality Improvement Plan with the following for each issue identified in the self-assessment:
 - How will we get this outcome? (The steps involved, such as strategies, who owns these strategies and what steps will be taken.)
 - Document the success measure – KPIs (This relates to the goal's outcomes, such as what this looks like when it has been achieved.)
 - By when? (For a goal timeline such as three months, six months, or one year.)
 - An email to Christian Wells, Owner (using the organisation's email template), and provide him with an update on the process and agreed outcomes. The email will be in professional language and will be 2-3 paragraphs. Ensure you attach the minutes and the completed QIP to your email.
- Submit the following:
 - Minutes of the meeting on the Little.ly Meeting Minutes Template
 - Completed QIP Key Improvement Areas
 - Email to key stakeholder Christian Wells on the Little.ly Email Template.

Step 2: Communicate with other stakeholders

You receive a reply from the owner, Christian Wells. Review the email and respond to the actions required.



To: Hayley Schramm (Hayley.schramm@little.ly.com.au)
From: Christian Wells (Christian.wells@little.ly.com.au)
Date/time: Friday 2.42 pm.
Subject: Team Performance Plan

Good afternoon, Hayley,

Thank you for the copy of the QIP project plan. I have reviewed it and tabled it at the management committee meeting. I am receiving feedback from the committee, and frankly, I agree with them. Whilst the committee is happy with the main areas of the QIP, they feel we have missed an opportunity to involve families in the implementation.

I believe they have raised this issue before, and we always seem to manage the actions in-house with our staff and do not involve our biggest asset – families. I believe this will only enhance our performance plan.

Can you prepare an email to send to the management committee regarding the necessary corrective actions that can be taken to resolve this issue? You can address it to Jake Phelps, the chair.

Can you please indicate options that can be put in place to address their concerns?

Kind Regards,
Christian Wells

Owner

25 Acorn Avenue, Oak Valley 3045

Phone: 03 1234 1234

www.littlely.eduworks.com.au



- Prepare an email to the management committee outlining the corrective actions that can be taken to resolve issues they have raised about the lack of family involvement in the QIP Performance Plan. The email template is accessible via the Little.ly website. The email will include professional language and will include 1-2 paragraphs including:
 - Provide a brief overview of the project and actions to date
 - List suggested corrective actions that can be taken to address the concerns and problems raised by the stakeholders.
- Submit an email to the management committee (using the organisation's email template).

Task 3: Assessment marking criteria: Communicate with stakeholders

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: Communicate with the owner			
1	<p>Prepare documents to communicate with key stakeholder Christian Wells including the Meeting Minutes to confirm the purpose of the QIP project, the agreed roles and responsibilities and actions taken to prepare the project plan.</p> <p>Look for:</p> <p>The student will complete the meeting minutes to provide the key stakeholder, Christian Wells, with information on the actions taken to complete the project plan.</p> <p>The minutes will follow the meeting agenda and will include a summary of the agreements made, actions taken and outcomes, including:</p> <ul style="list-style-type: none"> • Welcome the team and communicate the purpose of the meeting. • A record of the discussion and agreements on the team ground rules. For example, processes of how the team treats each other, how they communicate, participate, deal with conflict, cooperate and support each other. • Agreements on actively participating in discussions • Discussion about the Little.ly QIP, including: <ul style="list-style-type: none"> ○ The team's purpose, roles, and responsibilities during this project to implement the QIP. For example, "to implement the QIP by addressing the issues identified during the self-assessment process against each of the Quality Areas/Elements." ○ The roles of Hayley Schram and the Room leaders involved in the project. For example, a list of the project team and their titles. The student will outline the responsibilities of the project team, e.g., the Room Leaders will each be allocated tasks and actions to complete in the QIP. • Determine staff training needs • Confirmation that the QIP Project Plan is completed. • Meeting close time. <p>Responses will vary but will reflect the examples in the sample answer.</p> <p>A sample answer is provided in the Meeting Minutes Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>Completed Quality Improvement Plan with the following for each issue identified in the self-assessment (excluding the progress notes column):</p> <ul style="list-style-type: none"> • How will we get this outcome? (The steps involved, such as strategies, who owns these strategies and what steps will be taken.) • Document the success measure – KPIs (This relates to the goal's outcomes, such as what this looks like when it has been achieved.) • By when? (For a goal timeline such as three months, six months, or one year.) <p>Look for:</p> <p>The student completes the QIP Project Plan outlining actions to be taken against each issue identified in the QIP during the self-assessment. The plan will include details in</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>the blank columns [excluding the progress notes] to complete the Quality Improvement Plan with the following for each goal:</p> <ul style="list-style-type: none"> • How will we get this outcome [steps] to be taken? For example, establish success indicators, such as providing bins in all rooms and documentation about sustainability in each room. Who is responsible? For example, identify who will lead each project and which rooms will participate. • Provide success measures - Key Performance Indicators. For example, establish success indicators, such as providing bins in all rooms and documentation about sustainability in each room. • By when? – a timeframe for implementation, for example, 3, 6, 9 or 12 months <p>Responses will vary but will reflect the examples in the sample answer.</p> <p>A sample answer is provided in the QIP Project Plan Template.</p>		
3	<p>Write an email to the key stakeholder, Christian Wells, using the organisation's email template to inform the owner about the meeting and the completed project plan. The email will be in professional language and will be 2-3 paragraphs.</p> <p>Look for:</p> <p>The students will use the organisation's email template that is accessible on the Little.ly website with all sections completed. The student will be addressed to the key stakeholder, Christian Wells. The student will write a professional email with a positive approach to inform the owner about the meeting and the completed project plan. The email will be 2-3 paragraphs.</p> <p>The student will ensure that the content of the email includes the following:</p> <ul style="list-style-type: none"> • The actions taken during the meeting and agreements reached, for example, the purpose of the project team, the strategies to encourage team participation in decision making and the completed QIP Project Plan. • The email will have the minutes, and the completed QIP attached. <p>The student will submit a completed email on the Littl.ly Email Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Step 2: Communicate with other stakeholders			
4	<p>Communicate with other stakeholders and confirm corrective actions regarding unresolved issues, concerns and problems raised by internal or external stakeholders. The email will include professional language and will include 1-2 paragraphs including:</p> <ul style="list-style-type: none"> • Provide a brief overview of the project and actions to date • List suggested corrective actions that can be taken to address the concerns and problems raised by the stakeholders. <p>Look for:</p> <p>The students will use the organisation's email template that is accessible on the Little.ly website, with all sections completed. The student will be addressed to the stakeholders on the management committee, e.g., chairperson of the committee, committee members.</p> <p>The student will write a professional email of 1-2 paragraphs with a positive approach to inform the external stakeholders of the corrective actions regarding unresolved issues, concerns and problems raised that they have raised about the completed QIP project plan.</p> <p>The student will ensure that the content of the email includes the following:</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> • Provide a brief overview of the project and actions to date. For example, the project has commenced, and the team have successfully implemented 3 of the 5 KPIs. The team has been working well together to achieve these outcomes. • Advising the management committee of the corrective actions that can be taken to resolve issues they have raised about the lack of family involvement in the QIP Performance Plan. The email will suggest corrective actions that can be taken to address the concerns and problems raised by the stakeholders. For example, establishing a parent project team to work with staff to agree on and implement the KPIs in the QIP project Plan. <p>The student will submit a completed email on the Littl.ly Email Template.</p>		
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Task 3 Attachments

Team Meeting Minutes

Meeting Minutes	
Time of meeting	10.30 am
Date of meeting	Today's date
Service name	Little.ly
Chair	Hayley Schramm, Centre Director
Attendees	Sharon Wallace, Educational Leader and Lead Educator Willow Oak room Lily Coates, Lead Educator Chestnut Oak room Declan Callaghan, Lead Educator Scarlett Oak room Cheryle Matterson, Lead Educator Bur Oak room
Absences:	Tristan Bissett, Lead Educator Valley Oak
Next meeting:	20/xx/xx, 2.30 pm, Front meeting room

Topic 1: Rules of engagement

Discussion:

The team discussed and agreed on protocols and processes we will use to encourage team members to participate in planning activities and establish a culture of open communication.

Conclusion/Actions:

The following processes were agreed upon:

- Treat all with respect and value all input
- There are no silly questions or comments
- We will use the Consensus decision-making model to agree on outcomes
- We will use the talking stick to ensure all participants are heard and have a fair allocation of time
- All participants can call the meeting to order if it goes off-topic or participants are dominating
- The chair will rotate between the Room Leaders.

Topic 2: Scope

Discussion:

Outline the scope of the project to implement the QIP and the QIP project team's purpose

Conclusion/Actions:

It was agreed that the project's team's purpose was to implement the key improvement areas in the QIP.

Topic 3: Roles and Responsibilities

Discussion:

Discussion occurred, and agreement was reached on the role and responsibilities of the project team. Using consensus decision approach.

Conclusion/Actions:

The Centre Director is the lead and reports to the owner. If issues arise, the centre director will negotiate and mediate to resolve issues/impasses.

Each Room Leader will be allocated tasks and actions to fulfil in the QIP. They will report to the Centre Director. They will report to the next meeting on the actions and progress achieved.

Topic 4: Performance Plan

Discussion:

The project team used brainstorming to agree on the performance plan - expected outcomes, key performance indicators (KPIs) and goals for the work team to achieve the QIP

The project team used small group work to work through the QA 1-7 to develop outcomes and KPIs:

Group 1 – QA 1-4 was Sharon, Lilly (and Tristan when he returns)

Group 2 – QA 5-7 was Declan and Cheryle

Conclusion/Actions:

The QIP was populated with the performance plan against each issue identified during the self-assessment process. See attached.

Topic 5: Training needs

Discussion:

Determine the need to support the team to meet expected performance outcomes using formal and informal learning opportunities.

Conclusion/Actions:

Deliver a staff development session in the staff meeting on QIPs and KPIs.

Hold a training session on how to be a high-performing team.

There being no further business, so the meeting closed at 12.00 pm.

QIP Project Plan

Little.ly Quality Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 1.3 Element 1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Quality of critical reflection on each child's individual development and participation in the program.	Quality critical reflection on each child's individual progress and participation in the curriculum is completed, documented, and used to develop progress for the child development.	M	Review of current critical reflection form. Draft an improved form. Provide training for staff on the new form and the principles of reflection. Trial in the Willow Oak room, and Sharon to lead this initiative.	Form to be drafted and circulated to Willow Oak staff Training on quality critical reflection.	3 months	TBA
Standard 1.3 Element 1.3.3 Families are informed about the program and their child's progress.	Families being informed about the progress of their child in relation to development and participation in the program. As opposed to just information about the child's day.	Families having an understanding of the progress of their child over timeframes on 3, 6, 9 and 12 months.	H	Protocol to advise families on progress developed in conjunction with families and shared with staff. Template of feedback at 3,6,9,12-month intervals to be developed. This will be trialled in the Willow Oak room, and Sharon will be the lead.	Template developed with family input. Template circulated Data and feedback were shared with families on the new template. Review to be conducted after 6 months and if effective to move it into other rooms	6 months	TBA
Standard 2.2 Supervision Element 2.2.1 At all times, reasonable precautions and adequate supervision	Outdoor supervision of children, particularly in the afternoon outdoor	All high-risk play spaces being effectively supervised at all times.	H	Training for staff on risks of poor supervision. Modelling of effective supervision	Feedback from training and modelling to determine effectiveness.	3 months	TBA


	ensure children are protected from harm and hazard.	sessions. Educators grouping together and not supervising high risk play spaces.	Staff to communicate and arrange supervision points before and during supervision of outdoor play. Engagement that is meaningful with children during outdoor play experiences.		Review and a reminder of supervision policy at team meetings. Hayley to lead this project.	Improved levels of supervision observed. Staff meeting minutes documenting reminder and policy refresh.			
	Standard 3.2 Environmentally responsible Element 3.2.3 The service cares for the environment and supports children to become environmentally responsible.	Service has an environmental responsibly plan but does not outline specifically how we will collaborate and include children in the sustainable practices of the service.	Children to be aware of and implement suitable practices with the service to reduce: <ul style="list-style-type: none"> water use energy use waste and consumption. 	M	Children will be supported to implement sustainable practices to ensure our carbon footprint is reduced and we are educating the children now for the future. Each Room will have a recycle bin on place. Children will be supported to empty the bin daily into the coloured recycle bins in the yard. Lilly Coates will lead the project and be trialled in the Chestnut Oak room.	Documentation about sustainability in place in each room. Bins in place in all rooms. General waste reduced.	3 months	TBA	
	Standard 4.2 Professional collaboration Element 4.2.1 Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	All educators' voices being expressed and values when making collaborative decisions about the service and curriculum.	Appropriate and respectful discussion around ideas and changes in practice and curriculum amongst educators.	H	Establish clear rules of engagement to be used during team meetings and critical group reflection sessions. Assertiveness training to be provided to new educators to increase participation. Tristan will lead this initiative	Review of decisions to ensure wide perspectives of views gathered Review of assertiveness training by participants Staff survey to check in on confidence o raise ideas	6 months	TBA	

	<p>Standard 5.2 Self-regulation Element 5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p>	<p>Lack of knowledge and understanding of how to communicate with children with autism within the service.</p>	<p>Educators to effectively communicate with the 2 children with autism and be able to use this communication to help understand the children's needs and emotions and help them self-regulate.</p>	<p>H</p>	<p>Staff development on working with children with ASD Modelling by experienced staff on supporting children with ASD to show communication and self-reg techniques. Cheryle is the lead on this action.</p>	<p>Feedback from participants in staff development Observation by Hayley to check on support techniques being used for children with ASD. Review of behaviour data to track reduction in incidents.</p>	<p>6 months</p>	<p>TBA</p>	
	<p>Standard 6.2 Community engagement Element 6.2.3 The service builds relationships and engages with its community.</p>	<p>Lack of various connections with the community that reflect the families within our service.</p>	<p>Have connections within the community that reflect our current families the diverse aspects of the community. Use these connections to support children's understanding and value of community and support families.</p>	<p>M</p>	<p>Develop a list of key community network opportunities. Hold a function to meet and greet community/families networks (including one first nation contact). Liaise with community (invite in or visit) x1 quarterly. Declan will take the lead on this task.</p>	<p>List developed Functions occurring on a quarterly basis. Quality relations developed with networks</p>		<p>TBA</p>	
	<p>Standard 7.2 Development of professionals Element 7.2.3 Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.</p>	<p>Staff performance appraisals do not provide adequate opportunity to plan for professional development opportunities.</p>	<p>Each staff member to have a Professional development plan based around improving knowledge practice over the course of 12 months.</p>	<p>M</p>	<p>Hayley to review and update performance appraisals with staff development opportunities</p>	<p>All staff with an appraisal in place with staff development goals</p>	<p>12 months</p>	<p>TBA</p>	

Assessment checklist:

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

Task 1: Prepare for the meeting		
Step 1	QIP Project Preparation Template	<input type="checkbox"/>
Step 2	Agenda Template	<input type="checkbox"/>
Step 3	Email to Owner	<input type="checkbox"/>
Task 2: Conduct a meeting		
Step 1	Record and submit role play video	<input type="checkbox"/>
Task 3: Communicate with stakeholders		
Step 1	Minutes of the Team Meeting	<input type="checkbox"/>
	Completed QIP	<input type="checkbox"/>
	Email to Owner	<input type="checkbox"/>

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

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