



CHC30121

Certificate III in Early Childhood Education and Care Structured Workplace Learning and Assessment

Interview Questionnaire 2 of 2

Assessor Guide

Modules 6, 7, 8, 9, 10 and 11:

- CHCECE030 Support inclusion and diversity
- CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
- BSBSUS411 Implement and monitor environmentally sustainable work practices
- CHCECE037 Support children to connect with the natural environment
- CHCECE031 Support children's health, safety and wellbeing
- CHCECE032 Nurture babies and toddlers
- CHCECE033 Develop positive and respectful relationships with children
- CHCECE036 Provide experiences to support children's play and learning
- CHCECE035 Support the holistic learning and development of children



What is Structured Workplace Learning and Assessment?

Swinburne Open Education offer students a unique opportunity to study in an online environment to develop their skills and knowledge in their chosen field, at a time and pace that suits them.

Many of our courses require practical skills application to achieve competency. Structured Workplace Learning and Assessment (SWLA) offers students in these courses the opportunity to seek out a workplace where they can apply their learning in practical ways in order to expand on and demonstrate their skills.



This document is provided for the student's information only so that students may prepare for the Final Interview. The student will answer the questions captured in the Final Interview with the Assessor directly at which time the Assessor will complete this form on their behalf.

The student does not need to submit this document as part of their performance evidence.



Please consider the environment before printing this document.

Structured Workplace Learning and Assessment

Interview Questionnaire 2

CHC30121 Certificate III in Early Childhood Education and Care

Contents

Interview Questionnaire 2	4
Section A: Student Details	4
Section B: Assessor Details.....	4
Section C: Host Organisation Details	4
Section D: Units of Competency (UoC).....	5
The Course.....	5
Section E: Introduction Interview Session	7
Introduction Interview.....	7
Section F: Check-in Interview Session	9
Check-in Interview.....	9
Section G: Final Interview Session.....	11
Final Interview	11

Interview Questionnaire 2

This Interview Questionnaire outlines the interview check-in process and information captured by the Assessor from the Student and the Workplace Supervisor.

This document is completed by the Assessor on behalf of the student and is used to record the Student and Supervisor interview check-ins and are provided here for transparency.

Section A: Student Details

Student Name	
Student Number	
Qualification Name	
Home Telephone	
Mobile	
Email	

Section B: Assessor Details

Name	
Assessor Number/ID	
Telephone	
Email	

Section C: Host Organisation Details

HOST ORGANISATION DETAILS	
Business Name	
Company ABN/ ACN	
Street Address	
Postal Address	

Work Site Address	
Phone Number	
SUPERVISOR DETAILS	
Name	
Position Title	
Phone Number	
Email	

Section D: Units of Competency (UoC)

The Course

CHC30121 Certificate III in Early Childhood Education and Care course includes the following units of competency. The Work Placement commitment is a total of 200 hours and is aligned to sixteen (16) units within the course. Work Placement is split into two (2) groups as follows:

MODULE	UNIT CODE	UNIT TITLE	LEARNING	ASSESSMENT	TOTAL SWLA HOURS
Group 1					
0	N/A	Welcome to the children's education and care sector			
1	CHCECE055	Meet legal and ethical obligations in children's education and care	21	9	30
	CHCECE056	Work effectively in children's education and care			
2	CHCPRT001	Identify and respond to children and young people at risk			
3	HLTWHS001	Participate in workplace health and safety			
4	HLTFSE001	Follow basic food safety practices			
5	Structured Workplace Learning and Assessment (SWLA) – Group 1				
Group 2					
6	CHCECE030	Support inclusion and diversity	119	51	170
	CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures			
7	BSBSUS411	Implement and monitor environmentally sustainable work practices			

8	CHCECE037	Support children to connect with the natural environment			
9	CHCECE031	Support children's health, safety and wellbeing*			
	CHCECE032	Nurture babies and toddlers*			
10	CHCECE033	Develop positive and respectful relationships with children*			
11	CHCECE034	Use an approved learning framework to guide practice			
	CHCECE035	Support the holistic learning and development of children*			
	CHCECE036	Provide experiences to support children's play and learning*			
	CHCECE038	Observe children to inform practice			
12	HLTAID012	Provide First Aid in an education and care setting			
13	Structured Workplace Learning and Assessment (SWLA) – Group 2				

*Units are linked to 160 hours of placement.

Section E: Introduction Interview Session

The first interview session is conducted prior to the Student entering the work placement. This is an open conversation that will address the following topics:

- How the SWLA process will work
- The role of all parties, including:
 - The Assessor
 - The Student
 - The Workplace Supervisor
- The check-in process and schedule with the Assessor
- Where to go if Students or Workplace Supervisors have any questions
- Confirmation of the scheduled Check-in Interview

Introduction Interview

THE STUDENT			
Student Name:		Date:	
Assessor Name:		Method of communication:	
Introduction Interview Notes:			
Check-in Interview Scheduled			

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

CHC30121_SWLA_Interview Questionnaire_02

THE WORKPLACE SUPERVISOR			
Workplace Supervisor Name:		Date:	
Assessor Name:		Method of communication:	
Introduction Interview Notes:			
Check-in Interview Scheduled			

Section F: Check-in Interview Session

The second interview session is conducted once the student is settled in and completing their SWLA process. This is an open conversation that will address the following topics:

- How the SWLA process is working for all parties
- If any of the parties have any questions or concerns
- Confirmation of the schedule for completion of the SWLA
- Confirmation of the scheduled Final Interview

Check-in Interview

THE STUDENT			
Student Name:		Date:	
Assessor Name:		Method of communication:	
Check-in Interview Notes:			
Final Interview Scheduled			

THE WORKPLACE SUPERVISOR

Workplace Supervisor Name:		Date:	
Assessor Name:		Method of communication:	
Check-in Interview Notes:			
Final Interview Scheduled			

Section G: Final Interview Session

The final interview session is conducted once the student has completed their SWLA 2 and all associated assessments (SWLA Portfolio 2, Journal 2, Direct Observation and Logbook 2). This is a mix of an open conversation and specific questions that will confirm the student experience.

The Final Interview Questions are outlined below, and it is recommended that the Student and the Workplace Supervisor review these questions prior to the session so that they may consider their answers.

Final Interview

Assessor Instructions

Assessors are required to ask the interview questions to the student at an allocated time at the end of SWLA 2. Assessors are required to document the results and comments made from student in the table below. Students need to provide at least one [1] example when answering the questions on their experience. Exemplar answers have been provided to guide the assessor on acceptable answers to deem competent.

THE STUDENT			
Student Name:		Date:	
Assessor Name:		Method of communication:	
Final Interview Notes:			

MODULE 6:

- CHCECE030 Support inclusion and diversity
- CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures

<p>1. In your own words, explain Aboriginal and/or Torres Strait Islander Peoples perspectives on early childhood learning and development.</p>	<p>Sample answer:</p> <p>Response must demonstrate Aboriginal and/or Torres Strait Islander attitudes about learning. This includes that learning is a shared responsibility that goes beyond that which is currently taught in early child care services. The belief is that the spirit of the family i.e., values, principles and ways of learning always go with the child. There is the Aboriginal Pedagogy 8 ways of learning to help educators pass on and teach in the same respect and being culturally sensitive.</p> <p>Student's response:</p>
<p>2. During the learning experience, how did you demonstrate respect for Aboriginal and/or Torres Strait Islander culture and intellectual property?</p>	<p>Sample answer:</p> <p>An example of a satisfactory response is as follows. 'We explored Aboriginal Art, but we did not copy it. I was considerate of Aboriginal and/or Torres Strait Islander culture and Intellectual Property and respected these rights.' Or 'handling information in a culturally sensitive way' is another appropriate response.</p> <p>Student's response:</p>
<p>3. What must you consider when communicating effectively Aboriginal and Torres Strait Islanders?</p>	<p>Sample answer:</p> <p>Responses must demonstrate the following:</p> <ul style="list-style-type: none">▪ Build rapport first and foremost.▪ Be aware that many Aboriginal and/or Torres Strait Islander Peoples do not speak English as their first language.▪ Use plain English (if possible), avoid jargon, use a translator if needed.▪ Allocate flexible consultation times and do not rush the person.▪ Be aware of non-verbal communication and personal space.▪ Use silent pauses to listen and show respect.

	<ul style="list-style-type: none"> ▪ Avoid eye contact or lower the eyes as this is a gesture of respect. <p>Student's response:</p>
<p>4. Name an important and traditional way of learning for Aboriginal and/or Torres Strait Islander cultures.</p>	<p>Sample answer:</p> <p>Responses must demonstrate an oral-based learning experience. 8 ways of learning.</p> <p>Student's response:</p>
<p>5. Explain how your own life experiences or history may influence current values and beliefs?</p>	<p>Sample answer:</p> <p>Student response must explain personal experiences in their life that may influence values and beliefs some examples of this may be:</p> <ul style="list-style-type: none"> • Their childhood, how they grew up, family dynamic • Nationality • Culture/ Religion • Did they live in rural or metropolitan? • Disability • Biases they experienced in school life or post school life • Any behaviors or events they may have witnessed that changed their perspective e.g. world war <p>How has these events changed their values and beliefs</p> <ul style="list-style-type: none"> • Did it change their thought process, way of thinking • Their belief systems, faith, religion • Steered them into work and social settings <p>Student's response:</p>
<p>6. Explain three [3] different experiences you have completed/ implemented that support inclusion and diversity</p>	<p>Sample answer:</p> <p>Students must provide 3 examples of experiences they have conducted whilst on SWLA 2. These experiences must have supported inclusion and diversity whether it be in routines or play experiences. Examples of this could be:</p> <ul style="list-style-type: none"> • Incorporating music from different cultures into transition music for children when packing away toys

<p>in routines and play experiences?</p> <p>Please refer to service policies and procedures you have obtained to assist you with your answer.</p>	<ul style="list-style-type: none"> • Teaching children in group time different nursery rhymes and songs from other cultures and languages • Children learning new languages in play experiences and group times • When children are going in for nappy changes incorporating songs and music from their culture to play in the background to sooth children • During sleep and rest time playing calming music from different cultures • Setting up a multicultural wall and adding content and resources for children and their families • Incorporating different cultures celebrations and teaching this to the children and developing a calendar that is inclusive of different cultural events and celebrations • Teaching children about different families and their make up- e.g., single parent families, homosexual, adoption, cultural etc. • Learning with children about different disabilities and normalizing how children are different etc. <p>Student's response:</p>
<p>7. Reflecting on your time during SWLA 2, what were some examples of ways that you provided additional support with peers, families and children to improve inclusive relationships?</p> <p>Please refer to service policies and procedures you have obtained to assist you with your answer.</p>	<p>Sample answer:</p> <p>The student must provide some examples of ways they have provided additional support to peers, families and children to improve inclusive relationships. Examples are:</p> <ul style="list-style-type: none"> • Working with educators to develop some learning experiences for the service and room program. • Work with staff to add content to their QIP and align with their philosophy. • Reviewing the children in the room and their cultures and backgrounds and creating a cultural calendar that connects with the room program to create different learning experiences for the children. • Working with families from different cultural backgrounds where English is a second language and helping them with engaging with the service e.g., finding or translating resources for them. <p>Student's response:</p>
<p>8. Reflecting on the research you have conducted as part of the tasks within Journal 2, reflect on your own perspectives about Aboriginal and Torres Strait Islander culture and how this has changed in SWLA 2?</p>	<p>Sample answer:</p> <p>The student must explain a time that they engaged in reflection about Aboriginal and Torres Strait Islander people's culture and then discussed with the Workplace Supervisor and the outcome of the reflection process.</p> <p>I discussed with the room leader about the fact there is no multicultural information or resources displayed on the wall in the room. I felt that this does not help children with learning or spark any spontaneous learning.</p>

	<p>The educator agreed and asked what we could do. As a starting point since we are in development of the services Acknowledgement of Country, why don't we create a display near the door to help inform everyone of its progress and also a learning tool to refer to when in group time. They agreed and we commenced developing this resource and display and adding to it.</p> <p>Student's response:</p>
<p>9. Can you explain a time that you engaged/ consulted with community members and followed community protocols to share knowledge of local cultures?</p> <p>Please refer to service policies and procedures you have obtained to assist you with your answer.</p>	<p>Sample answer:</p> <p>The student must explain a time that they engaged with local community members and followed their protocols with sharing local knowledge. A sample answer is provided below.</p> <p>As part of our services RAP, we needed to engage with local community members to help educate the children and staff about the local indigenous culture. We contacted our local council to find out about local community links and organisations that can assist us. They helped us get in contact with a local elder. From there they came into the service to do a series of educational talks. Whilst they were at the service, we asked them about some displays we wanted to create explaining what is happening to the families. We wanted to make sure we had all the proper acknowledgements in place.</p> <p>Student's response:</p>
<p>10. Can you provide an example of a time that you reflected on your own values and biases working with children and when you have addressed this with a workplace supervisor and the outcome of this?</p> <p>Please refer to service policies and procedures you have obtained to assist you with your answer.</p>	<p>Sample answer:</p> <p>The student must explain a time that they reflected on their own values and biases working with children and when they have addressed this with a workplace supervisor and the outcome of this. A sample answer is provided below.</p> <p>When I was working with a child with autism, I was under the impression based on media and growing up that autism was demonstrated through someone being clearly having additional rights and not being able to do much cognitively. I met a child who was diagnosed with autism, but it was very mild. I needed to adjust my mindset to deal with this as this child looking at them did not look any different to someone without a diagnosis. I spoke with my room leader to find out how to best assist the child and what I needed to do.</p> <p>Student's response:</p>
<p>11. Can you provide an example of a time that you reflected on your own values and biases working with families and when</p>	<p>Sample answer:</p>

<p>you have addressed this with a workplace supervisor and the outcome of this?</p> <p>Please refer to service policies and procedures you have obtained to assist you with your answer.</p>	<p>The student must explain a time that they reflected on their own values and biases working with families and when they have addressed this with a workplace supervisor and the outcome of this. A sample answer is provided below.</p> <p>When I was working with a family with an Aboriginal background. Growing up their families were always depicted as poor, working class, the not so good families. When I met the family they were from a working class family, both parents worked, the family was like any other 'traditional' family. I spoke with my supervisor to make sure that I was treating them correctly and in the correct manner as I had never interacted with a family properly.</p> <p>Student's response:</p>
<p>12. In your own words, can you explain how the ECA Code of Ethics has influenced your views to working with people from Aboriginal and Torres Strait Islander backgrounds?</p>	<p>Sample answer:</p> <p>The ECA Code of Ethics is an underlying component that describes some of the ideals of being an educator and working with children. Working with children and families from ATSI background, it reminds you that you need to be inclusive. Also appreciate children and their family's culture and heritage and incorporating that into the service to help support families. It also reminds you of the aim of early education on working with children, their families and the community at large.</p> <p>Student's response:</p>

MODULE 7: BSBSUS411 Implement and monitor environmentally sustainable work practices	
<p>1. While implementing the Sustainability Action plan, explain how you managed to integrate efficiency targets with other operational activities.</p>	<p>Sample answer:</p> <p>For example: I consulted with Workplace Supervisor and fellow educators to ensure the proposed efficiency targets follow workplace requirements and will be easy to integrate with other operational activities [e.g. staffing arrangements are not impacted, no additional staff is required to implement the efficiency targets].</p> <p>Student's response:</p>

<p>2. Explain the monitoring methods used during the implementation of the Sustainability Action Plan and how they helped evaluating the efficiency of the strategies implemented.</p>	<p>Sample answer:</p> <p>For example: I used a checklist to measure the frequency of green waste disposal. Although this gave a good indication of how many times this happened, it didn't ensure that green waste was disposed into compost bin at all times.</p> <p>Student's response:</p>
<p>3. While completing the Sustainability Project, explain how you followed legislative requirements and organizational policies and procedures associated with your role.</p>	<p>Sample answer:</p> <p>For example: I familiarized myself with relevant legislative requirements and organizational policies and procedures and in consultation with my Workplace Supervisor, I have planned for activities in line with these requirements, e.g., educating children about sustainability, promoting sustainability practices, ensured that I complete day-to-day tasks in a sustainable way.</p> <p>Student's response:</p>
<p>4. Explain how you planned for managing routine and non-routine tasks in relation to the sustainability project to ensure they align with the workplace's goals.</p>	<p>Sample answer:</p> <p>For example: I consulted with Workplace Supervisor and fellow educators to ensure the sustainability plan and included activities are realistic and everyone involved agrees with them and they align with the service's philosophy and current procedures.</p> <p>Student's response:</p>
<p>5. Briefly explain how you collected information regarding current resource usage while working on the Sustainability Audit.</p>	<p>Sample answer:</p> <p>For example: I consulted with my Workplace Supervisor, asked for access to workplace records (such as invoices, orders). I reviewed information to understand the service's resource usage.</p> <p>Student's response:</p>
<p>6. Briefly explain how you planned to evaluate alternative sustainable solutions to</p>	<p>Sample answer:</p>

workplace environmental issues.	<p>For example: I read sustainability-related articles and talked to other educators and Workplace Supervisor to become familiar with alternative solutions, then I asked feedback from my Workplace Supervisor and other educators on selected solutions.</p> <p>Student's response:</p>
7. Briefly explain how you planned to evaluate and implement strategies to improve resource usage within the service.	<p>Sample answer:</p> <p>For example: I consulted with the Workplace Supervisor and fellow educators to better understand the service's resource usage and to develop strategies to improve it.</p> <p>Student's response:</p>
8. Give an example of how you supported team members during the work placement to identify areas where resource efficiency could be improved.	<p>Sample answer:</p> <p>For example: When educators planned for an art and craft activity creating paper mâché, I suggested to collect (with families' help) old magazines and newspapers that is ideal for paper mâché, instead of using copy paper.</p> <p>Student's response:</p>

MODULE 8: CHCECE037 Support children to connect with the natural environment

1. Briefly explain how you ensured that you promoted the use of natural and recycled materials in learning environments according to service policies and procedures.	<p>Sample answer:</p> <p>For example: I consulted the service's relevant policies and procedures, such as 'Health and safety policy and procedure', 'Sustainability policy and procedure'. As the policies emphasised the importance of recycling, I made sure that the resources used are recycled where possible.</p> <p>Student's response:</p>
2. Give three [3] examples of open-ended questions that you	<p>Sample answer:</p>

have asked the children during the learning experiences.	<p>For example: 'Why do you think it is important we look after the environment?', 'Why is it important that we recycle resources?', 'How do recycle resources at home?'</p> <p>Student's response:</p>
--	--

MODULE 9:	
<ul style="list-style-type: none"> • CHCECE031 Support children's health, safety and wellbeing • CHCECE032 Nurture babies and toddlers 	
1. Give one (1) example of how you maintained confidentiality in relation to children's individual health needs.	<p>Sample answer:</p> <p>For example: I ensured that documents with sensitive information are kept locked; I shared information about child's health only with relevant people and didn't post sensitive information on social media/people outside of work.</p> <p>Student's response:</p>
2. Give one (1) example when you used positive, developmentally appropriate communication when informing children of safety requirements.	<p>Sample answer:</p> <p>For example: When a child was riding the bike, I praised him for riding the bike, but also reminded him of wearing a helmet.</p> <p>Student's response:</p>
3. Explain how you adjusted level of supervision depending upon the area of the service and the skill, age mix, dynamics and size of the group of children, and the level of risk involved.	<p>Sample answer:</p> <p>For example: When I had to go inside, I let other staff know so they could supervise the children.</p> <p>Student's response:</p>
4. Explain how you communicated with colleagues regarding supervision, to ensure adequate supervision at all times.	<p>Sample answer:</p> <p>For example: When I had to go inside, I let other staff know so they could supervise the children.</p>

	Student's response:
5. Explain how you developed children's knowledge of personal protective actions appropriate to their developmental stage. This could include personal hygiene, personal safety, etc.	<p>Sample answer:</p> <p>For example: Answer could include examples of handwashing, applying sunscreen, apron for painting, etc. For example: I explained children that we need to wash hands after playing in the dirt to avoid having germs in our body.</p> <p>Student's response:</p>
6. Explain how you promoted sun safety to children and how you implemented measures to protect children according to service policies and procedures.	<p>Sample answer:</p> <p>For example: I always made sure to wear sun hat when playing outdoors and I encouraged children to do the same, reinforcing the "no hat, no play policy".</p> <p>Student's response:</p>
7. Explain how you shared information with families about sleep and how you confirmed arrangements for sleep and rest.	<p>Sample answer:</p> <p>For example: When parents came to collect children, I told them how much they slept. If a parent made requests regarding when and how much a child should sleep, I made sure the information is passed on to other educators.</p> <p>Student's response:</p>
8. Explain how you monitored sleeping babies and toddlers according to service policies and procedures.	<p>Sample answer:</p> <p>For example: For babies, I checked on sleeping babies every 10 minutes and completed the sleep supervision chart. For toddlers, I stayed in the room while they were sleeping, completing paperwork, writing up daily journal.</p> <p>Student's response:</p>
9. Explain how you ensured babies and toddlers could safely explore	Sample answer:

<p>their environment with their hands, mouths and bodies.</p>	<p>For example: Every morning, I completed the indoor safety checklist and physically inspected the environment to ensure all equipment and toys are in good working condition and there are no hazards in the environment. If during the day I noticed any hazard, I either removed it or reported it to my supervisor.</p> <p>Student's response:</p>
<p>10. Explain how you provided a relaxed and calm environment that was responsive to the individual wellbeing of babies and toddlers.</p>	<p>Sample answer:</p> <p>For example: I assisted educators set up the rooms every morning based on children's interest. Throughout the day, I used a calm voice when talking to colleagues and children to ensure a relaxed and calm environment.</p> <p>Student's response:</p>
<p>11. Explain how you catered for individual babies' and toddlers' sleep needs, detailing timing, rituals and considerations. Support your answer with an example.</p>	<p>Sample answer:</p> <p>For example: For babies: Anouk's (6 months) mom advised staff that she'll have 2 sleeps during the day, one around 9 am and one about 1pm. She liked having cuddles before bedtime, so I held her and sang her before putting her to sleep. Tom (2 years) was a light sleeper, therefore I made sure toddlers are all sleeping when I patted him to sleep after lunch.</p> <p>Student's response:</p>

MODULE 10: CHCECE033 Develop positive and respectful relationships with children

Note: Question 1 contributes to competency achieved for CHCECE025 in Module 11.

<p>1. Explain how you modelled positive interactions with others, including children, colleagues and families. Support your response with examples.</p>	<p>Sample answer:</p> <p>For example: I always greeted children, families and colleagues when I arrived at the centre. I offered help if I saw situations where they could use my help. For example, when an educator was putting out the beds, I offered her to help, so she could move on the next task. I always thanked if someone was helping me, for example, when children were helping packing away toys before group time.</p> <p>Student's response:</p>
---	---

<p>2. Explain how you encouraged positive relationship building between children. Support your response with examples.</p>	<p>Sample answer: To encourage positive relationship building between children, I fostered a supportive and inclusive environment that promoted cooperation and empathy. For example, during group activities, I encouraged children to work together in pairs or small teams, emphasizing the importance of teamwork and communication. I facilitated activities that required collaboration, such as building block structures together or completing puzzles as a group. I also implemented activities that encouraged children to express kindness and appreciation towards one another, such as having a "compliment circle" where each child had an opportunity to give a genuine compliment to another child. These approaches helped children develop a sense of belonging, build positive connections, and cultivate empathy and respect for one another.</p> <p>Student's response:</p>
<p>3. As an educator, what are your strengths and weaknesses? How do you think you can improve your skills to be a better educator? Let's discuss some strategies you can use as professional development.</p>	<p>Sample answer: I am very organised and I have a passion for working with children. I need to work on my confidence and I get nervous from leading group-times. I think I need to practice working with larger groups and I need to learn some behaviour management strategies that may help my confidence to increase. I can observe other educators and learn from them or I can complete some short courses about behaviour management.</p> <p>Student's response:</p>

<p>MODULE 11:</p> <ul style="list-style-type: none"> • CHCECE036 Provide experiences to support children's play and learning • CHCECE035 Support the holistic learning and development of children 	
<p>1. Give two [2] examples of how you supported the emerging physical skills of individual children.</p>	<p>Sample answer: For example: I encouraged a child to try again a developing physical skill, such as crawling or walking.</p> <p>Student's response:</p>
<p>2. Give an example of how you used communication and modelling to encourage children</p>	<p>Sample answer: For example: I encouraged children verbally to help each other or, for example, when all the children were making animals out playdough, I acknowledged all children's efforts.</p>

to respect and value each other's individual differences.	Student's response:
3. Give an example of how you assisted and encouraged children to experience pride and confidence in their achievements	<p>Sample answer: For example: I celebrated individual children's success, such as putting on shoes independently.</p> <p>Student's response:</p>
4. Give an example of how you assisted children to develop empathy through identifying and responding to emotions in other people.	<p>Sample answer: For example: When a child who hurt and upset, I helped them explain their feelings to the child who had hurt them. I talked with the child who had hurt this child and explained that we can see she is sad because she has tears and she is cuddling herself. We talked about what she might need to feel happy again.</p> <p>Student's response:</p>
5. Give two (2) examples of how you shared children's successes with families in informal and formal ways.	<p>Sample answer: For example: After I implemented the experiences as part of the assessment tasks, the room leader let me write up the daily journal to share children's successes with families. On another occasion, I approached the family during pick-up and told them about their child's achievements.</p> <p>Student's response:</p>
6. Give examples of materials, resources, technologies and experiences that supported exploration, discovery, challenge, curiosity and problem-solving.	<p>Sample answer: For example: I used loose-end resources to support exploration, discovery, challenge, curiosity and problem solving.</p> <p>Student's response:</p>

<p>7. Give an example of how you extended children’s thinking by engaging them in sustained shared conversations.</p>	<p>Sample answer: For example: I was playing in the sandpit with children and we were digging tunnels, but they kept collapsing. We started to think and talk about how we can make them stronger. We came up with the idea to wet the sand. They were still collapsing, we discussed lots of different ideas and eventually decided we would use plumbing pipes. The children engaged in this shared thinking and brainstorm for thirty minutes.</p> <p>Student’s response:</p>
<p>8. Give an example of how you intentionally scaffolded children’s learning to foster development.</p>	<p>Sample answer: For example: A child loved scribbling. I encouraged the child to draw together different things.</p> <p>Student’s response:</p>
<p>9. Give two (2) examples of how you used spontaneous teachable moments to enhance children’s learning.</p>	<p>Sample answer: For example: Example 1: I found it interesting when thinking about holistic learning and development how often there are opportunities for enhancing this. For example, there were moments where a child was working on a manipulative experience such as play-dough and I could support their holistic development by engaging them in dialogue about what they were doing and learning. I could then also include conversations about wellbeing by talking with them about their friends and families.</p> <p>Example 2: When children were exploring the garden and noticed a caterpillar, I asked them if they knew that caterpillars turn into butterflies. We read “The hungry caterpillar” storybook and talked about lifecycles.</p> <p>Student’s response:</p>

<p>10. Give an example of how you collaborated with other educators as a way of enhancing play experiences.</p>	<p>Sample answer: For example: I was helping out with an experience in the art area and so many children came over that I couldn't help them all. Another educator came over and asked if I need help. We discussed the issue and came up with an idea to set up an extra table that she can support half the children and I can support the other half. This worked really well and we noticed that all children got some one-on-one time talking with us about their creations.</p> <p>Student's response:</p>
---	--

THE WORKPLACE SUPERVISOR

Where the **Workplace Supervisor has completed the Third-Party Report**, you only need to confirm that they completed it and it was a true and accurate account of the student's experience in the workplace.

Where the **Workplace Supervisor has NOT completed the Third-Party Report**, the final interview needs to capture their confirmation that all elements listed on the Third-Party Report have been observed by the Workplace Supervisor during the Structured Workplace Learning and Assessment [SWLA] process.

Assessor to paste a copy of the completed Third-Party Report below once confirmed with the Workplace Supervisor.

Workplace Supervisor Name:		Date:	
Assessor Name:		Method of communication:	
Check-in Interview Notes:			