CHCPRP003   Assessor Guide

Reflect on and improve own professional practice

Assessment 3 of 3

Project

Assessment Instructions

Task overview

You will research emerging and current sector developments and choose one (1) development practice to implement at Little.ly Early Learning Centre.

There is one (1) task:

Task 1: Practice Improvement Research for Sector Developments

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 – Practice Improvement Research for Sector Developments

You are to research emerging and current sector developments and choose one (1) practice development area to implement at Little.ly. For this task, you will take on the role of Hayley Schramm, the Director of Little.ly.

Read the email from the owner of Little.ly below to guide you through this Assessment task.

For this assessment task, you must complete the Practice Improvement Research Report (template provided within this assessment) to send to the owners of Little.ly for review.

Some examples include topics such as:

- loose parts play
- project approach
- primary caregiving
- well-being and gratitude rituals
- enquiry projects

To:	Hayley Scramm (Hayley.Schramm@little.ly.com.au)
From:	Sam Wells (Sam.Wells@little.ly.com.au)
Date/time:	Thursday 10:15 a.m.
Subject:	Practice improvement

Good afternoon Hayley,

We have been thinking about opportunities for us as a service team to keep up to date with current and emerging sector-wide trends/practices and developments. I know we have been busy lately and haven't had a chance to get much training outside of the service.

Please do some research about a current or emerging development in our sector that we can implement.

I would love to know how we can apply this to our practice and also how we can access further information or training about this development.

I will look forward to receiving your suggestions and reading your report.

Once we have our development researched, we can add it to the QIP (Quality Improvement Plan) to support our progress.

Thanks.

Kind regards,

Sam Wells

Owner

25 Acorn Avenue, Oak Valley 3045

Phone: 03 1234 1234

www.littlely.eduworks.com.au

Step 1: Research sector developments

You are required to research current and emerging sector developments in the Early Childhood Industry. You are looking for one (1) practice that can be implemented at Little.ly to keep the service updated with sector developments.

You must:

- Access and review information about trends and developments in the sector related to practice by conducting research.
- Begin by identifying five (5) sector developments.
- From the five (5) identified, select one (1) sector development practice that can be recommended to Little.ly and record the reason the practice was chosen.
- Outline the main points of the development practice.
- Assess the legal requirements and ethical considerations for implementing the development practice into the service.
- Summarise the sources you used to obtain the information about the development practice and the legal and ethical implications.
- Document your answers in the Practice Improvement Research Report – research section (template included within this assessment)

Step 2: Training and Planning

You must:

- Identify the training and networking that would be required for staff at Little.ly to effectively implement the development practice and the options that could be used to achieve this (ensuring you consider informal and formal methods of learning and development and networking opportunities.)
- Record one (1) option for each area of training, support and networking required training for Little.ly staff.
- Develop an improvement goal and plan that can be included in the service's quality improvement plan (QIP) for the chosen development practice.
- Develop a plan following the implementation of the chosen practice to continue to keep up to date with developments to support your own practice and the team's practice.
- Document your answers in the Practice Improvement Research Report – training and planning section. (template provided within this assessment)

Task 1: Assessment marking criteria: Practice Improvement Research for Sector Developments

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: Research sector developments			
1	Access and review information about trends and developments in the sector that relate to practice using research and identify five (5) sector developments. Look for: Students will access and review the research into emerging and current developments in the early childhood sector. The student will list any five (5) current or emerging sector developments they have researched. For example, loose parts play, project approach, primary caregiving, well-being and gratitude rituals, and enquiry projects. Responses will be in the student's own words and will vary depending on the practice chosen and the research conducted. However, the response will demonstrate the student's ability to access and review information about the sector and developments related to practice. A sample answer is provided in the Practice Improvement Research Report – research section.	☐	☐
2	Select one (1) sector development practice that can be recommended to Little.ly and record the reason the practice was chosen. Outline the main points of the development practice. Look for: Students will select any one (1) research development practice and explain why they chose this development to implement at Little.ly. For example, I chose loose parts play to explore in more depth with my research. The student will provide an outline of the main areas/key points of this sector development practice. Responses will be in the student's own words and will vary depending on the practice chosen and the research conducted. However, the response will demonstrate the student's ability to identify, outline and justify a sector improvement practice. A sample answer is provided in the Practice Improvement Research Report – research section.	☐	☐
3	Assess and confirm the ethical and legal requirements of implementing the new development area against your practice? Look for: Students will assess the legal and ethical considerations for their own practice when implementing the development area. The student will provide a considered assessment of the ethical and legal requirements of the new development area and the implications for their practice.	☐	☐

SWIN BUR *NE* OPEN ED

	Responses will be in the student's own words and will vary depending on the development area chosen and the research conducted. However, the response will demonstrate the student's ability to assess legal and ethical requirements of new development areas and considerations for their practice. A sample answer is provided in the Practice Improvement Research Report – research section.		
4	Summarise the sources used to obtain the information about the development practice and the legal and ethical implications. Look for: Students will provide a summary of the sources used to obtain information about the development practice and legal and ethical implications. For example, these may be books, journals/articles, mailing lists, newsletters, podcasts, or websites. The student will provide sources such as URLs and references from journals, literature, and websites. Responses will be in the student's own words and will vary depending on the practice chosen and the research conducted. However, the response will demonstrate the student's ability to document credible sources and reference the source. A sample answer is provided in the Practice Improvement Research Report – research section.	☐	☐
Step 2 - Training and planning			
5	Identify the training and networking that would be required for staff at Little.ly to effectively implement the development practice and the options that could be used to achieve this. Record one (1) option for each area of training, support, and professional networking with specialists. Look for: Students will identify training and networking to be provided to staff to support the effective implementation of the development practice. Responses will provide informal and formal learning, development, and networking options with specialists. The student will outline the training requirements and provide one (1) option for each of the following areas: - training option - support opportunity - professional networking association Responses will be in the student's own words. Responses will vary depending on the practice chosen and the research conducted. However, the identified methods will enhance staff learning and knowledge through training and networking. The response will demonstrate the student's awareness of the different types of support for professional growth and support for individuals and services. A sample answer is provided in the Practice Improvement Research Report – training and planning section.	☐	☐
6	Develop an improvement goal and plan that can be included in the service's quality improvement plan (QIP) for the chosen development practice. Look for:	☐	☐

SWIN
BUR
NE

OPEN
ED

	Students will develop a goal related to the development with realistic timeframes and assigned success measures. The responses will be in the student's own words. Responses will vary depending on the practice chosen and the research conducted. However, responses will provide plans to improve professional practice by setting goals and timelines and measuring success. A sample answer is provided in the Practice Improvement Research Report – training and planning section.		
7	Develop a plan following the implementation of the practice to continue to keep up to date with developments to support own and the team's practice. Look for: Students will provide a plan about how they will continue to keep up to date with developments to support their own practice and the team's practice. Responses will be in the student's own words. Responses will vary depending on the practice chosen. However, responses will provide realistic plans to keep up to date with developments to support their own practice and the team's practice A sample answer is provided in the Practice Improvement Research Report – training and planning section.	☐	☐

SWiN BUR *NE*
OPEN ED

Task 1 Attachments
Practice Improvement Research Report

Practice Improvement Research Report
Student's name:
Section 1: Research sector developments
List at least five sector developments you considered as part of your research. (50-70 words)
For example: • Introducing loose parts play to the curriculum • Using a project approach to selecting topics by letting children play a role in selecting a real-world topic to explore • Using a primary caregiving approach to staff and child relationships and allocations • Establishing well-being and gratitude rituals in the service • Implementing enquiry projects in the service
Sector development chosen for further research and implementation at Little.ly and the reason for the choice. (80-100 words)
For example: I chose Loose Parts Play as it allows children access to materials that will provide greater opportunities for creativity and engagement when given a collection that includes small and large gathered objects (i.e., loose parts). Children can rearrange, redesign and tinker with the parts, creating patterns and building new objects from the small parts. I decided this would be well implemented at Little.ly because we are such a natural outdoor play service that we have access to natural loose parts, which aligns with our philosophy.
What are the main points of this development/area? (80-100 words)
For example: The concept of Loose Parts Play explores children's ability to play with things that are not necessarily designed toys with a purpose. They may be recycled, repurposed or from nature. Children are encouraged to play creatively with a range of open-ended, big and small resources. This builds children's creativity and gives them agency over deciding how and what to do with the loose parts. Children can build and design using parts that are either recognisable 'real-world' items or items sourced from nature.
Assess and confirm the ethical and legal requirements of implementing the new development area against your practice? (120-140 words)
For example: The development area was reviewed against the National Law and how it links to the National Quality Framework, such as Quality Area 3. I can implement this in my practices when programming to meet QA3. Another consideration is the ECA code of ethics and ensuring the practice complements service requirements such as the ethical guideline of *Collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity*. Other ethical considerations that will influence my practice is to ensure children are still provided with a range of other resources to support their learning. In addition, I will ensure in my practice that the loose parts are ethically sourced so as to not negatively impact natural environments, e.g., not using endangered items or those considered sacred by Aboriginal cultures.

Where did you obtain the information for this research? Provide a list of the sources you used. (70-90 words)
For example:

ACECQA, n.d., National Quality Framework, https://www.acecqa.gov.au/national-quality-framework

Blog: Armitage, Marc, 2020, Loose parts, https://www.marc-armitage.com/blog-archive/tag/Loose%20Parts

Aussie Childcare Network, 2022, Loose parts play: a guide for educators, https://aussiechildcarenetwork.com.au/articles/childcare-articles/loose-parts-play

Child Australia, 2012, Create the Perfect Play Space Learning Environments for Young Children, https://www.acecqa.gov.au/sites/default/files/2021-01/CreateThePerfectPlaySpace.PDF

ECA, n.d., Code of Ethics, https://www.earlychildhoodaustralia.org.au/dxdam/94/948f4b49-65e8-4663-9716-6dbc2c87a7b6/ECA-COE-Brochure-2016.pdf

Gowrie, NSW, n.d., Understanding loose parts play, https://www.gowriensw.com.au/thought-leadership/loose-parts-play

Play Australia, n.d., Resources for playing – providing loose parts to support children's play: A toolkit, https://www.playaustralia.org.au/sites/default/files/LibraryDownloads/loose-parts-toolkit.pdf

Website: Modern teaching aids, Fair trade resources, https://www.teaching.com.au/catalogue/mta/mta-multicultural-fair-trade

Section 2: Training and planning

Identify the training we would require as a team using informal and formal ways of learning, developing, and networking with specialists.

Training requirements	Options available for training and networking
Explain what we need to learn as a team (or what you need to learn as the leader) to implement this new practice improvement. (10-20 words)	Provide one (1) option for each of the following areas: • training option • support opportunity • professional networking association (10-20 words)
Formal in-service training about using loose parts and their benefit	Loose parts play session by playworker Angus Gorrie. https://www.loosepartsplay.com.au
Network with a specialist consultant experienced in loose parts	Network with Mark Armitage – playworker can visit the service and provide training and hands-on learning
Research guidance and links to the National Quality Framework and ethical considerations	• Loose parts play • Early Childhood Australia • The Sector newsletter and website

Prepare an improvement goal and plan as part of the QIP. Identify the goal, timeframes and how we will measure progress.

For example:

Goal (20-30 words)	To implement loose parts play into all our rooms in at least one area of the curriculum weekly and the outdoor areas in the yards.
Timeframes Ensure timeframes are realistic. (20-30 words)	Twelve months to ensure all rooms understand the concept, can attend training, purchase or source loose parts resources, and inform families of the value of this type of play.
Success measures Identify three things that we would measure our performance against and know we have achieved the goal. (80-100 words)	Success measures include: • All rooms have a loose parts play area that is always set up • All yards have loose parts play areas are always set up • Loose parts are ethically sourced • Families understand loose parts and contribute to supplying the loose parts resources • The community is included in resourcing materials from the real world for our children. • All staff to have attended training at least once, and loose parts are included as part of critical reflection activities

Outline how you will continue to keep up to date with developments to support your own practice and the team's practice once the practice is implemented. (60-80 words)

For example:

I would ensure that I have signed up for mailing lists e.g., *The Sector* and monitor the website: Loose parts play and loose parts. I will also follow Mark Armitage on Facebook and review his website to find new blogs. We could also share a video or photos of loose parts ideas at every staff meeting and include this in our critical reflection.

SWIN BUR NE
OPEN ED

Assessment checklist:

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

Task 1	
Complete Practice Improvement Research Report	☐

Congratulations, you have reached the end of Assessment 3!