



CHC50121

# Diploma of Early Childhood Education and Care

## Structured Workplace Learning and Assessment

Third-Party Report 1 of 2

### Assessor Guide

Modules 1, 2, 3 and 4

- CHCECE041 Maintain a safe and healthy environment for children
- CHCECE050 Work in partnership with children's families
- CHCECE044 Facilitate compliance in an education and care service
- CHCECE049 Embed environmental responsibility in service operations
- CHCECE053 Respond to grievances and complaints about the service
- CHCPRP003 Reflect and improve own professional practice

## 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 captures confirmation by Workplace Supervisors that they have observed the students demonstrate specific skills and knowledge during the Structured Workplace Learning and Assessment (SWLA) process.



The Workplace Supervisor may choose to complete this form, or have this evidence collected and captured through the Final Interview with the Assessor.

Completion of this form is optional.



If the Workplace Supervisor chooses to complete this form, the student should submit it as a PDF document via the SWLA Assessment page for this SWLA Block.



Please consider the environment before printing this document.

## Structured Workplace Learning and Assessment

### Third-Party Report 1

#### CHC50121 Diploma of Early Childhood Education and Care

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### Third-Party Report 1

This Third-Party Report outlines the skills and knowledge that the student needs to demonstrate throughout the Structured Workplace Learning and Assessment (SWLA) process.

This form can be completed in one of two ways.

#### OPTION 1:

By the Workplace Supervisor as a way to confirm they have seen the student demonstrate the skills and knowledge identified in the list. This involves the following:

- Ticking the observations that they have witnessed.
- Adding comments at the end of the checklist as required.
- Sign and date the Third-Party Report.

#### OPTION 2:

By the Assessor during the Final Interview. This involves the assessor asking for confirmation that the Workplace Supervisor has observed the skills and knowledge identified in the checklist below and signing off on the Third-Party Report on their behalf.

**This form must only be completed if the Workplace Supervisor chooses Option 1 above.** If this form is not submitted by the student with their Portfolio and Logbook, this will automatically be included as part of the Final Interview process by the assessor.

#### 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: Third-Party Report

This Third-Party Report sets out the skills and knowledge that a student must demonstrate in front of their Workplace Supervisor during their Structured Workplace Learning and Assessment (SWLA). These are set out based on the following modules:

- Module 1: CHCECE041 Maintain a safe and healthy environment for children
- Module 2: CHCECE050 Work in partnership with Childrens families
- Module 3: Compliance in childhood services
  - CHCECE044 Facilitate compliance in a children’s education and care service
  - CHCECE049 Embed environmental responsibility in service operations
  - CHCECE053 Respond to grievances and complaints about the service
- Module 4: CHCPRP003 Reflect on and improve own professional practice

### Module 1

#### CHCECE041 Maintain a safe and healthy environment for children

#### Third-Party Report 1: Assessor Instructions: Supervisor observation of Report on Health and Safety Review

#### Purpose of the Task

The purpose of this task is to assess the student's ability to:

- Report on health and safety review

### Guidance to Assessors About this Task

The student is not required to submit any developed work for this task. The workplace supervisor observation checklist will be used to confirm that these tasks have been successfully completed. The assessor will use the information you provide in this report and other assessment evidence provided by the student to make a final decision about competency.

### Supervisor Observations:

The workplace supervisor should observe the student holding a meeting to discuss the health and safety review to monitor health, safety and risk with one (1) manager. They will record their observations on the Supervisor Observation Checklist.

During this task, the supervisor does not assess the student but supervises the student and confirms that the student is performing competently. This task will provide the assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Supervisor Observation Checklist.

The Supervisor Observation Checklist can be provided in hard copy or filled out using the form in an electronic format (SD Supervisor Report). It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor sends the electronic file via email to the student. The assessor will ensure the authenticity of the emailed version. (Alternatively, you may prefer that the supervisor submits a PDF copy of the report instead of the native Word file).

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

### Instructions for the Supervisor

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the unit:

- CHCECE041 - Maintain a safe and healthy environment for children

The workplace supervisor will observe the student meeting with one (1) manager to present the health and safety report they prepared in CHCECE041: Assessment Task 5: SWLA Portfolio – Activity 1.

The workplace supervisor will record their observations on the Observation Checklist.

### Task overview

The student will meet and discuss the health and safety review they conducted to monitor the service's health, safety and risk with the supervisor or service manager.

## OBSERVATION 1: THIRD-PARTY OBSERVATION – SUPERVISOR OBSERVATION OF REPORT ON HEALTH AND SAFETY REVIEW

**Step 1: Present findings or health and safety review**

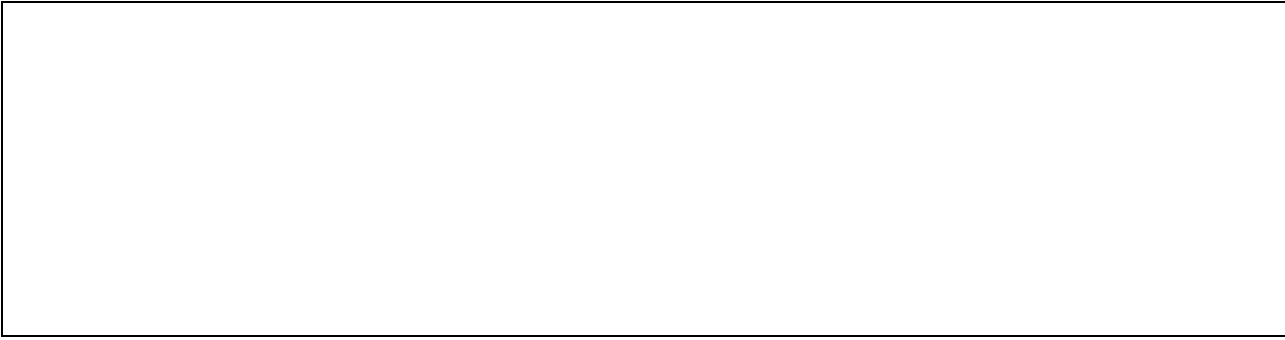
- You will arrange a meeting with one (1) manager to present the health and safety report you developed in CHCECE041: Assessment Task 5: SWLA Portfolio – Activity 1. Before the meeting, you will provide a copy of your accurate health and safety record to the manager.
- During the meeting, you will discuss your findings about identified non-compliance with policies and risks and report the identified training needs for staff.
- You will share the plan you developed to communicate and educate colleagues about the service's health and safety policies and procedures.
- You will use the manager as an authoritative source of information on industry health and safety trends and issues.
- You will invite their input and seek feedback on health and safety practices and potential issues during the formal meeting to ensure the accuracy of the health and safety record.
- During the meeting, you will ensure that you use effective oral communication skills, including:
  - asking open and closed questions and actively listening to seek information and confirm understanding
  - accurately reporting and explaining observed incidents.

Before presenting your health and safety record at the meeting, you will review the Supervisor Observation Checklist items to ensure that you perform all required tasks and carry out work to the required workplace/service standards.

**OBSERVATION CHECKLIST**

OBSERVATION 1: Third-Party Observation - Supervisor Observation of Present Health and Safety Review		OBSERVATION ADDRESSED (Tick if witnessed)
1.	The student provided an accurate health and safety record to one (1) manager using the report they developed in CHCECE041: Assessment Task 5: SWLA Portfolio – Activity 1 - Health and Safety Review Template.	<input type="checkbox"/>
2.	The student met with one (1) manager from the workplace to discuss the findings about identified non-compliance with policies and risks and report the identified training needs for staff	<input type="checkbox"/>
3.	The student shared the plan to communicate and educate colleagues about the service's health and safety policies and procedures.	<input type="checkbox"/>
4.	The student used the manager as an authoritative source of information on health and safety trends and issues in the industry, invited their input, and sought feedback on health and safety practices and potential issues during the formal meeting to ensure the accuracy of the health and safety record	<input type="checkbox"/>
5.	The student used effective oral communication skills during the meeting, including: <ul style="list-style-type: none"> <li>• asking open and closed questions and actively listening to seek information and confirm understanding</li> <li>• accurately reporting and explaining observed incidents.</li> </ul>	<input type="checkbox"/>
COMMENTS (Supervisor to add comments related to the achievement of the observation requirements above)		





Third-Party Report 1: Assessment marking criteria: Supervisor observation of Present on Health and Safety Review

**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
1	<p>The student completed an accurate health and safety record in CHCECE041: Assessment Task 5: SWLA Portfolio – Activity 1 - Health and Safety Review Template and provided it to one (1) manager.</p> <p><b>Look for:</b>                      The workplace supervisor observed that the student provided an accurate health and safety record to one (1) workplace manager. The record was completed during Activity 1 in CHCECE041: Assessment Task 5: SWLA Portfolio</p> <p>The workplace supervisor confirmed on the Workplace Supervisor Observation Report that the student provided an accurate health and safety record to one (1) manager from the service.</p>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>The student met with one (1) manager from the workplace to discuss the findings about identified non-compliance with policies and risks and report the identified training needs for staff.</p> <p><b>Look for:</b>                      The workplace supervisor observed that the student discussed the findings about identified non-compliance with policies and risks and reported the identified training needs for staff. For example, the student outlined their findings from conducting a health and safety review in the workplace, outlined an overview of the non-compliances and risks that were observed and reported on the identified training needs of staff.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the manager and the details in the report but will demonstrate the student's ability to report on health and safety risks and training needs.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>The student shared the plan to communicate and educate colleagues about the service's health and safety policies and procedures.</p> <p><b>Look for:</b>                      The workplace supervisor observed the student during the meeting, sharing the plan to communicate and educate colleagues about the service's health and safety policies and procedures. For example, the student outlined the proposed</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>plan, including how to communicate and educate staff on health and safety policies and procedures.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the manager and the details in the plan but will demonstrate the student's ability to communicate a plan to minimise the risks of non-compliances and address the training needs of colleagues.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
4	<p>The student used the manager as an authoritative source of information on health and safety trends and issues in the industry, invited their input, and sought feedback on health and safety practices and potential issues during the formal meeting to maintain the accuracy of the health and safety record.</p> <p>Look for: The workplace supervisor observed the student during the formal meeting using the manager as a subject matter expert at the service and inviting their input and feedback on health and safety practices and potential issues. The student was observed using the feedback to maintain the accuracy of the health and safety record. For example, the student outlined the research findings and invited the manager to contribute to the report to ensure it was accurate and up-to-date.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the manager and the details of the research findings but will demonstrate the student's ability to use authoritative sources to maintain the accuracy of the health and safety record.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>	<input type="checkbox"/>	<input type="checkbox"/>
5	<p>During the meeting, the student used effective oral communication skills, including:</p> <ul style="list-style-type: none"> <li>• asking open and closed questions and actively listening to seek information and confirm understanding</li> <li>• accurately reporting and explaining observed incidents</li> </ul> <p>Look for: The workplace supervisor observed and recorded the student using various communication techniques during the meeting with the manager.</p> <p>The workplace supervisor observed and recorded the following communication techniques used by the student including:</p> <ul style="list-style-type: none"> <li>• Asking open and closed questions, for example, using open-ended and closed questions to gather information and ensure understanding of shared knowledge.</li> <li>• Using active listening to seek information and confirm understanding, for example, giving full attention, maintaining eye contact, providing nonverbal signs of attention, positive reinforcement, and paraphrasing.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> <li>• Accurately reporting and explaining observed incidents, for example, providing correct and concise details of the incidents of non-compliance and risk identified during the observation.</li> </ul> <p>The observed actions of the student by the workplace supervisor will vary depending on the discussion in the meeting but will demonstrate the student's ability to use effective oral communication.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report.</p>		
<p>As this is an observation, there is no submission required for the student.</p> <p>The student will ensure that the supervisor completes the observation checklist.</p> <p>The workplace supervisor observation checklist is submitted</p>			

## Third-Party Report 2: Assessor Instructions: Prepare Children for an Excursion

### **Purpose of the Task**

The purpose of this task is to assess the student's ability to:

- Seek feedback from the supervisor on the implementation requirements when planning an excursion
- Facilitate group learning discussion with children to prepare them for an excursion.

An approved early childhood educator must supervise all interactions with children.

### **Guidance to Assessors About this Task**

The student is not required to submit any developed work for this task. The workplace supervisor observation checklist will be used to confirm that these tasks have been successfully completed. The assessor will use the information you provide in this report, combined with other assessment evidence provided by the student, to make a final decision about competency.

### **Supervisor Observations:**

The workplace supervisor should observe the student facilitate a group learning discussion with children to prepare them for an excursion. They will record their observations on the Supervisor Observation Checklist.

During this task, the supervisor does not assess the student but supervises the student and confirms that the student is performing competently. This task will provide the assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Supervisor Observation Checklist.

The Supervisor Observation Checklist can be provided in hard copy or filled out using the form in an electronic format (SD Supervisor Report). It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor send the electronic file via email to the student. The assessor will ensure the authenticity of the emailed version. (Alternatively, you may prefer that the supervisor submits a PDF copy of the report instead of the native Word file).

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

### **Instructions for the Supervisor**

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the units in this cluster:

- CHCECE041 Maintain a safe and healthy environment for children

The workplace supervisor must complete the third-party observation report to confirm the student's ability to demonstrate specific skills and knowledge required for this topic.

The supervisor will observe the student plan for children's learning and facilitate group learning discussion with children to prepare them for an excursion. The workplace supervisor will record their observations on the Observation Checklist.

An approved early childhood educator must supervise all interactions with children.

## Task overview

You will arrange for your workplace supervisor to approve the plan and observe the group learning discussion with the children to prepare them for the excursion.

### OBSERVATION 2: Prepare children for the excursion

#### Step 1: Seek approval

- You will explain the excursion plan to the supervisor and share the Excursion Risk Management Plan developed in the CHCECE041: Assessment Task 5: SLWA Portfolio: Activities 2 and 3.
- Seek approval from the supervisor on the implementation requirements for the excursion. Ask the supervisor to confirm what must be considered for the safe implementation of the excursion, including:
  - Any gaps in knowledge and skills to be addressed.
  - How would you access the information required to upskill/maintain your knowledge of these health and safety issues?

#### Step 2: Facilitate a group learning discussion with children

- You will facilitate a group discussion including:
  - use effective communication, such as asking open and closed questions and using active listening to seek and confirm information
  - use techniques and intentional teaching to prepare them for the excursion
  - model and promote sound health and safety practices

Ensure that you review the observation checklist to perform the tasks to the required workplace standards.

#### Information to the workplace supervisor

- The workplace supervisor will complete a report that confirms the student's ability to demonstrate specific skills and knowledge required of this topic.
- The workplace supervisor will complete the report based on your work performance in facilitating the group learning discussion with the children attending the excursion.
- If your workplace supervisor has indicated 'No' or 'Not able to confirm' for any items in the report or has provided comments that indicate your performance is not considered to be in line with workplace expectations or standards, your assessor will talk to them further about their comments. Your assessor may determine that the evidence you have provided for other tasks is sufficient for them to make an assessment judgment. However, you may be required to complete specific activities again so your assessor can decide on competency. They will discuss this with you in more detail and provide information about how this will occur (for example, a workplace observation of the aspects that need to be seen again, a role-play, etc.)
- Give your workplace supervisor a copy of the attached Supervisor Observation Checklist. They will fill it out based on their observations of your work performance. They may like to do this using the Word file or fill it out on a hard copy.
- Review the Supervisor Observation Checklist items before you implement the learning to ensure that you perform work to the required workplace/service standards.

### OBSERVATION CHECKLIST

OBSERVATION 2: Third-Party Observation - Supervisor Observation of Prepare Children for the Excursion		OBSERVATION ADDRESSED (Tick if witnessed)
1.	<p>The student shared information with the supervisor about the planned excursion in line with service policies and procedures.</p> <p>The student sought feedback from the supervisor on the plan and the considerations of the implementation requirements for the excursion.</p> <p>The student asked for feedback about the following:</p> <ul style="list-style-type: none"> <li>Any gaps in knowledge and skills to be addressed</li> <li>Accessing the information required to upskill/maintain knowledge of the identified issues/gaps in health and safety knowledge and planning.</li> </ul>	<input type="checkbox"/>
2.	<p>The student facilitated a group learning discussion for the children attending the excursion using the following:</p> <ul style="list-style-type: none"> <li>effective communication with the children about the planned excursion and inviting children's input into the planning</li> <li>techniques and intentional teaching to prepare the children for the excursion.</li> </ul>	<input type="checkbox"/>
3.	The student modelled and promoted sound health and safety practices	<input type="checkbox"/>
<b>COMMENTS</b> (Supervisor to add comments related to the achievement of the observation requirements above)		

**Third-Party Report 2: Assessment marking criteria: Supervisor Observation of Prepare Children for the Excursion**

**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
1	<p>The student shared information and discussed with the supervisor about the planned excursion in line with service policies and procedures.</p> <p>The student sought feedback from the supervisor on the plan and the considerations of the implementation requirements for the excursion.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>The student asked for feedback about the following:</p> <ul style="list-style-type: none"> <li>• Any gaps in knowledge and skills to be addressed</li> <li>• Accessing the information required to upskill/maintain knowledge of the identified issues/gaps in health and safety knowledge and planning.</li> </ul> <p>Look for:</p> <p>The workplace supervisor observed the student engage in discussions with the student. During the discussion, the student:</p> <ul style="list-style-type: none"> <li>• Shared information with the supervisor about the planned excursion in line with service policies and procedures.</li> <li>• Invited feedback on the plan and implementation requirements such as: <ul style="list-style-type: none"> <li>○ Knowledge and skills gaps to be addressed</li> <li>○ How/where the information required to upskill/maintain may be accessed, such as: <ul style="list-style-type: none"> <li>▪ ACECQA, Safework Australia, experienced colleague, supervisor</li> </ul> </li> </ul> </li> </ul> <p>The discussion with the workplace supervisor and the student will vary depending on the workplace, the planned excursion, the children's needs and the feedback from the supervisor, but it will demonstrate the student's ability to engage and communicate plans with the supervisor in line with the service policies.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
2	<p>The student facilitated group learning discussion with children to plan the excursion according to the plan developed in CHCECE041: Assessment Task 5: SLWA Portfolio: Activity 2 and 3, approved by the workplace supervisor. The student used effective communication and intentional teaching techniques to prepare children for the excursion, including communicating health and safety information about the excursion.</p> <p>Look for:</p> <p>The workplace supervisor observed the student facilitate a group learning discussion with children to prepare them for the excursion.</p> <ul style="list-style-type: none"> <li>• Ensured effective communication with the children about the planned excursion.</li> <li>• Used intentional teaching to prepare the children for the excursion. For example, listening to the children, reminders about safety and crossing the road, and rules and guidelines.</li> </ul> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the excursion plan and the children but will demonstrate facilitation skills by the student to engage with children using effective communication and intentional teaching to prepare them for the excursion.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>	□	□
3	<p>During the facilitated group learning discussion, the student modelled and promoted sound health and safety practices.</p>	□	□



	<p>The workplace supervisor observed the student conducting the discussion with children following the service health and safety policies and procedures. For example, leading by example by being committed to children's health and safety, sharing knowledge about health and safety processes, such as head counts will be conducted, bringing a hat and water and wearing sunblock and ensuring actions align with the policies.</p> <p>The observed actions of the student by the workplace supervisor will vary depending on the workplace, the excursion plan and the children but will demonstrate knowledge of the service's health and safety procedures and a commitment to ensuring the health and safety of the children during the excursion.</p> <p>The workplace supervisor observed and confirmed the actions in the Workplace Supervisor Observation Report</p>		
The workplace supervisor observation checklist is submitted		<input type="checkbox"/>	<input type="checkbox"/>

## Section E: Sign off

<b>SIGN OFF</b>	
To be completed by the Workplace Supervisor	
Workplace Supervisor Name:	
Workplace Supervisor Signature:	
Date:	

### Module 2: CHCECE050 Work in partnership with children's families

Third-Party Report 1: Assessor Instructions: Establish and maintain relationships with families

#### Purpose of the Task

The purpose of this task is to assess the student's ability to establish and maintain relationships with families.

#### Guidance to Assessors About this Task

The student is not required to submit any developed work for this task. The workplace supervisor observation checklist will be used to confirm these tasks have been successfully completed. The assessor will use the information you provide in this report, combined with other assessment evidence provided by the student, to make a final decision about competency.

#### Supervisor Observations:

The workplace supervisor should observe the student meeting with two (2) families on two (2) separate occasions to establish and maintain relationships with families through collaboration and providing information to support education and care. They will record their observations on the Workplace Supervisor Observation Checklist.

During this task, the supervisor does not assess the student but supervises the student and confirms that the student is performing competently. This task will provide the assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Workplace Supervisor Observation Checklist.

The Workplace Supervisor Observation Checklist can be provided in hard copy or filled out using the form in an electronic format (SD Supervisor Report). It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor sends the electronic file via email to the student. The assessor will ensure the authenticity of the emailed version. (Alternatively, you may prefer that the supervisor submits a PDF copy of the report instead of the native Word file).

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

### Instructions for the Supervisor

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the units in this cluster:

- CHCECE050 - Work in partnership with children's families

The supervisor will observe the student plan and conduct the excursion. The workplace supervisor will record their observations on the Observation Checklist.

### Task overview

For this task, you are required to establish and maintain relationships with two (2) families at the service. You will engage with these families on at least two (2) occasions to collaborate and provide information that supports their education and care. You will gather this information about their children to use in Activity 2 where you will create meaningful learning experiences based on their interests, strengths, and family feedback.

This task will help you practice effective communication techniques to build rapport and engage families in their child's education.

During your interactions ensure you use:

- active listening
- collaborative discussion and decision-making
- provision of clear verbal information
- questioning
- negotiation.

Collaborate with your workplace supervisor to identify the two (2) families and their children you would like to work with. Before accessing any information about the children or commencing your task with the families, ensure you have obtained permission from both your supervisor and the families.

You have been provided with a parent questionnaire template and permission slip to support you in completing this task. (Provided below)

Your workplace supervisor will observe your interactions with the two (2) families and will record the outcomes in CHCECE050 – Assessment Task 5 – Third-Party Report.

## **OBSERVATION 1: Establish and maintain relationships with families**

### **Step 1: Gathering information from families using questionnaire**

#### **Obtain supervisor permission:**

Before meeting with the two (2) allocated families, confirm with your workplace supervisor that you have their approval to proceed. This ensures that you are following service policies and procedures and

that your supervisor is aware of your plans.

**Using the parent questionnaire:**

Use the “*parent questionnaire template*” provided to collect and document important information about each child. This questionnaire will help you gather insights into the child’s interests, strengths, and family background, which are crucial for creating tailored learning experiences.

**Approaching families:**

You can engage with the families in one of two ways:

**In-Person:** Approach parents during pick-up or drop-off times. This can create a more informal setting where parents may feel comfortable sharing information.

**Scheduled Phone Call:** Alternatively, choose an allocated time to contact the families over the phone. This allows for a dedicated conversation focused on gathering information without the distractions of a busy drop-off or pick-up environment.

**Discussing the aim of interaction:**

Clearly communicate the purpose of your interaction to the families. Explain that you are gathering information to better understand their child and to create meaningful learning experiences tailored to their interests and needs. This transparency helps build trust and encourages families to share openly. By following these steps, you will be well-prepared to establish positive relationships with the families and gather valuable information to support their children's development.

During the interactions with the families, you will ensure that you:

- create a welcoming environment using communication techniques that build rapport and respect.
- respond to the families' questions, concerns and requests in a prompt and supportive way.

During the meeting, you will use communication techniques including:

- Active listening
- Collaborative discussion and decision-making
- Providing clear verbal information
- Questioning
- Negotiation.

The workplace supervisor will observe the meetings and record the outcomes in CHCECE050 Assessment Task 5 – Third-Party Report.

**Step 2: Second conversation with families**

In the second conversation with both families, it’s essential to build on the initial rapport established during the first meeting. This follow-up provides an opportunity to deepen your understanding of the child's unique needs and interests, as well as to reinforce the collaborative relationship between educators and families. You will use the template provided “*Family Communication and Progress Template*” below to complete this step.

During this conversation, you will:

- review the information gathered previously
- share how their interests and strengths are being integrated into the learning environment.

- Share tailored learning experiences that you plan to implement based on the child’s interests and strengths and seek the family’s feedback on these activities.
- address any questions or concerns raised by the families, ensuring they feel heard and valued.
- explore ways for families to become involved in their child’s learning, whether through volunteering, sharing skills, or participating in events.

Engaging families in this way not only helps you tailor learning experiences but also empowers them to contribute their insights and suggestions.

Additionally, this meeting serves as a platform for addressing any questions or concerns families may have, fostering a sense of partnership in supporting their child's development. By encouraging family involvement and seeking their feedback, you strengthen the connection between home and the educational setting, creating a holistic approach to the child's learning journey.

Your supervisor must be able to observe you during each of these interactions with the two (2) families so that they can complete the CHCECE050 – Assessment Task 5 – Third Party Report.

In the template below you will:

- keep notes and document the communication techniques and an overview of the discussion you have had with the families
- Summarise the information you shared on the child's progress and the information you encouraged the family to share their knowledge, skills, expertise and aspects of their family life, culture and community connections.
- record how you encouraged the family to contribute to decision-making. Record the discussion and agreements reached.
- Record a summary of government and community services in the local area.

**Templates to submit:**

- Parent questionnaire template
- Permission slip
- Family Communication and Progress Template

OBSERVATION CHECKLIST	
OBSERVATION 1: Establish and maintain relationships with families	OBSERVATION ADDRESSED (Tick if witnessed)
<p><b>Obtain supervisor permission:</b> Before meeting with the two (2) allocated families, confirm with your workplace supervisor that you have their approval to proceed. This ensures that you are following service policies and procedures and that your supervisor is aware of your plans.</p> <p><b>Using the parent questionnaire:</b> Use the “parent questionnaire template” provided to collect and document important information about each child. This questionnaire will help you gather insights into the child’s interests, strengths, and family background, which are crucial for creating tailored learning experiences.</p> <p><b>Approaching families:</b> You can engage with the families in one of two ways:</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>In-Person: Approach parents during pick-up or drop-off times. This can create a more informal setting where parents may feel comfortable sharing information. Scheduled Phone Call: Alternatively, choose an allocated time to contact the families over the phone. This allows for a dedicated conversation focused on gathering information without the distractions of a busy drop-off or pick-up environment.</p> <p><b>Discussing the aim of interaction:</b> Clearly communicate the purpose of your interaction to the families. Explain that you are gathering information to better understand their child and to create meaningful learning experiences tailored to their interests and needs. This transparency helps build trust and encourages families to share openly. By following these steps, you will be well-prepared to establish positive relationships with the families and gather valuable information to support their children's development.</p> <p>During the interactions with the families, you will ensure that you:</p> <ul style="list-style-type: none"> <li>○ create a welcoming environment using communication techniques that build rapport and respect.</li> <li>○ respond to the families' questions, concerns and requests in a prompt and supportive way.</li> </ul> <p>During the meeting, you will use communication techniques including:</p> <ul style="list-style-type: none"> <li>○ Active listening</li> <li>○ Collaborative discussion and decision-making</li> <li>○ Providing clear verbal information</li> <li>○ Questioning</li> <li>○ Negotiation.</li> </ul> <p>The workplace supervisor will observe the meetings and record the outcomes in CHCECE050 Assessment</p>	
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**Third-Party Report 1: Assessment marking criteria: Supervisor Observation of Establish relationships with families**

**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

<b>Step 1: Gathering information from families using questionnaire</b>			
1	<p><b>Obtain supervisor permission:</b> Before meeting with the two (2) allocated families, confirm with your workplace supervisor that you have their approval to proceed. This ensures that you are following service policies and procedures and that your supervisor is aware of your plans.</p> <p><b>Using the parent questionnaire:</b> Use the “parent questionnaire template” provided to collect and document important information about each child. This questionnaire will help you gather insights into the</p>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>







	<ul style="list-style-type: none"> <li>• Summarise the information you shared on the child's progress and the information you encouraged the family to share their knowledge, skills, expertise and aspects of their family life, culture and community connections.</li> <li>• record how you encouraged the family to contribute to decision-making. Record the discussion and agreements reached.</li> <li>• Record/refer a summary of government and community services in the local area.</li> </ul> <p>Look for:</p> <ul style="list-style-type: none"> <li>• <b>Building on Initial Rapport:</b> Student effectively builds on the rapport established during the first interaction with families.</li> <li>• <b>Review of Previous Information:</b> Student reviews the information gathered from the initial conversation with families.</li> <li>• <b>Integration of Interests and Strengths:</b> Student shares how the child's interests and strengths are being integrated into the learning environment.</li> <li>• <b>Tailored Learning Experiences:</b> Student presents tailored learning experiences based on the child's interests and strengths, seeking family feedback on these activities.</li> <li>• <b>Addressing Questions and Concerns:</b> Student addresses any questions or concerns raised by the families, ensuring they feel heard and valued.</li> <li>• <b>Exploration of Family Involvement:</b> Student explores ways for families to become involved in their child's learning (e.g., volunteering, sharing skills).</li> <li>• <b>Documentation of Communication Techniques:</b> Student keeps notes and documents communication techniques used during the conversation.</li> <li>• <b>Summary of Child's Progress:</b> Student summarises the information shared on the child's progress and encourages families to share their knowledge and skills.</li> <li>• <b>Encouragement of Family Contribution:</b> Student records how they encouraged families to contribute to decision-making, noting discussions and agreements reached.</li> <li>• <b>Community Resource Summary:</b> Student summarises government and community services available in the local area.</li> <li>• <b>Supervisor Observation:</b> Supervisor has observed the interaction for assessment purposes.</li> </ul>		
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### *Third-Party Report 2: Assessor Instructions: Support children's community connections*

#### **Purpose of the Task**

The purpose of this task is to assess the student's ability to engage children in learning about their community.

#### **Guidance to Assessors About this Task**

The student is not required to submit any developed work for this task. The workplace supervisor observation checklist will be used to confirm these tasks have been successfully completed. The assessor will use the information you provide in this report, combined with other assessment evidence provided by the student, to make a final decision about competency.

#### **Supervisor Observations:**

The workplace supervisor should observe the student implement one learning experience for each of the two (2) focus children to foster and engage them in their communities. They will record their observations on the Supervisor Observation Checklist.

During this task, the supervisor does not assess the student but supervises the student and confirms that the student is performing competently. This task will provide the assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Supervisor Observation Checklist.

The Supervisor Observation Checklist can be provided in hard copy or filled out using the form in an electronic format (SD Supervisor Report). It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor sends the electronic file via email to the student. The assessor will ensure the authenticity of the emailed version. (Alternatively, you may prefer that the supervisor submits a PDF copy of the report instead of the native Word file).

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

#### Instructions for the Supervisor

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the units in this cluster:

- CHCECE050 - Work in partnership with children's families

#### Task overview

The student will engage with two (2) children from different families to support their learning about the local and broader community.

The student will use the plan developed in CHCECE050 – Assessment task 4: SWLA Portfolio: Activity 2. The workplace supervisor will observe the student implement one (1) learning experience for each of the two (2) focus children.

An approved educator must oversee interactions with children.

Review the Supervisor Observation Checklist items before conducting the meetings and implementing the learning experiences to ensure that you perform work to the required workplace/service standards.

### **OBSERVATION 2: Support children's community connections**

#### **Supervisor Observation of learning experiences**

- Your workplace supervisor should observe you facilitate one (1) learning experience with each of the two (2) focus children to foster and engage children in their local and the broader community. The supervisor will record their observations on the Supervisor Observation Checklist.
- A qualified educator must oversee interactions with children.
- The learning experience will:
  - Support the children's understanding of their local and broader social and physical communities.

- Foster and connect children with their local community.
- Provide opportunities for the children to access and engage the local and broader social and physical communities.
- The learning experiences will follow the plan developed in CHCECE050: Assessment task 4: SLWA Portfolio: Activity 2.
- The workplace will observe the learning experience with the children using the Workplace Supervisor Observation Report.

**Information to the workplace supervisor:**

- The workplace supervisor is to complete a report that confirms the student's ability to demonstrate specific skills and knowledge required of this topic.
- The supervisor will complete the report based on the meetings with families and the implementation of the learning experiences.
- If the workplace supervisor has indicated 'No' or 'Not able to confirm' for any items in the report or has provided comments that indicate the student's performance is not considered to be in line with workplace expectations or standards, the assessor will talk to them further about their comments. The assessor may determine that the evidence provided for other tasks is sufficient for them to make an assessment judgment. However, the student may be required to complete specific activities again so the assessor can decide on competency. They will discuss this with the student in more detail and provide information about how this will occur (for example, a workplace observation of the aspects that need to be seen again, a role-play, etc.)
- The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. They will fill it out based on their observations of the student's work performance. They may like to do this using the Word file or fill it out on a hard copy.

**OBSERVATION CHECKLIST**

OBSERVATION 2: Support children's community connections		OBSERVATION ADDRESSED (Tick if witnessed)
1	<p>The student implemented the planned learning experience with each focus child to support their connection to their local and broader communities. The learning experiences will:</p> <ul style="list-style-type: none"> <li>● Support the children's understanding of their local and broader social and physical communities.</li> <li>● Foster and connect children with their local community.</li> <li>● Provide opportunities for the children to access and engage the local and broader social and physical communities.</li> <li>● Ensure interactions build rapport with children during the experience.</li> </ul>	
Learning experience 1		<input type="checkbox"/>
Learning experience 2		<input type="checkbox"/>
<p><b>COMMENTS</b> (Supervisor to add comments related to the achievement of the observation requirements above)</p>		



## Third-Party Report 2: Assessment marking criteria: Supervisor Observation of Support children's community connections

Third-Party Report 2: Assessor Instructions: Support children's community connections

### **Purpose of the Task**

The purpose of this task is to assess the student's ability to engage children in learning about their community.

### **Guidance to Assessors About this Task**

The student is not required to submit any developed work for this task. The workplace supervisor observation checklist will be used to confirm these tasks have been successfully completed. The assessor will use the information you provide in this report, combined with other assessment evidence provided by the student, to make a final decision about competency.

### **Supervisor Observations:**

The workplace supervisor should observe the student implement one learning experience for each of the two (2) focus children to foster and engage them in their communities. They will record their observations on the Supervisor Observation Checklist.

During this task, the supervisor does not assess the student but supervises the student and confirms that the student is performing competently. This task will provide the assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Supervisor Observation Checklist.

The Supervisor Observation Checklist can be provided in hard copy or filled out using the form in an electronic format (SD Supervisor Report). It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor sends the electronic file via email to the student. The assessor will ensure the authenticity of the emailed version. (Alternatively, you may prefer that the supervisor submits a PDF copy of the report instead of the native Word file).

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

Instructions for the Supervisor

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the units in this cluster:

- CHCECE050 - Work in partnership with children's families

The supervisor will observe the student plan and conduct the excursion. The workplace supervisor will record their observations on the Observation Checklist.

#### Task overview

The student will engage with two (2) children from different families to support their learning about the local and broader community.

The student will use the plan developed in CHCECE050 – Assessment task 4: SWLA Portfolio: Activity 2.

The workplace supervisor will observe the student implement one (1) learning experience for each of the two (2) focus children.

An approved educator must oversee interactions with children.

Review the Supervisor Observation Checklist items before conducting the meetings and implementing the learning experiences to ensure that you perform work to the required workplace/service standards.

### **OBSERVATION 2: Support children's community connections**

#### **Supervisor Observation of learning experiences**

- Your workplace supervisor should observe you facilitate one (1) learning experience with each of the two (2) focus children to foster and engage children in their local and the broader community. The supervisor will record their observations on the Supervisor Observation Checklist.
- A qualified educator must oversee interactions with children.
- The learning experience will:
  - Support the children's understanding of their local and broader social and physical communities.
  - Foster and connect children with their local community.
  - Provide opportunities for the children to access and engage the local and broader social and physical communities.
- The learning experiences will follow the plan developed in CHCECE050: Assessment task 4: SLWA Portfolio: Activity 2.
- The workplace will observe the learning experience with the children using the Workplace Supervisor Observation Report.

**Information to the workplace supervisor:**

- The workplace supervisor is to complete a report that confirms the student's ability to demonstrate specific skills and knowledge required of this topic.
- The supervisor will complete the report based on the meetings with families and the implementation of the learning experiences.
- If the workplace supervisor has indicated 'No' or 'Not able to confirm' for any items in the report or has provided comments that indicate the student's performance is not considered to be in line with workplace expectations or standards, the assessor will talk to them further about their comments. The assessor may determine that the evidence provided for other tasks is sufficient for them to make an assessment judgment. However, the student may be required to complete specific activities again so the assessor can decide on competency. They will discuss this with the student in more detail and provide information about how this will occur (for example, a workplace observation of the aspects that need to be seen again, a role-play, etc.)
- The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. They will fill it out based on their observations of the student's work performance. They may like to do this using the Word file or fill it out on a hard copy.

**OBSERVATION CHECKLIST**

OBSERVATION 2: Support children's community connections		OBSERVATION ADDRESSED  (Tick if witnessed)
1	<p>The student implemented the planned learning experience with each focus child to support their connection to their local and broader communities. The learning experiences will:</p> <ul style="list-style-type: none"> <li>• Support the children's understanding of their local and broader social and physical communities.</li> <li>• Foster and connect children with their local community.</li> <li>• Provide opportunities for the children to access and engage the local and broader social and physical communities.</li> <li>• Ensure interactions build rapport with children during the experience.</li> </ul>	
Learning experience 1		<input type="checkbox"/>
Learning experience 2		<input type="checkbox"/>
<p><b>COMMENTS</b> (Supervisor to add comments related to the achievement of the observation requirements above)</p>		

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**Section E: Sign off**

<b>SIGN OFF</b>	
To be completed by the Workplace Supervisor	
Workplace Supervisor Name:	
Workplace Supervisor Signature:	
Date:	

**Module 3 –**

**CHCECE044 Facilitate compliance in a children’s education and care service**

**CHCECE049 Embed environmental responsibility in service operations**

**CHCECE053 Respond to grievances and complaints about the service**

Third-Party Report 1: Assessor Instructions: Implement a Practice to Enhance Environmental Practice

**Purpose of the Task**

The purpose of this task is to assess the student's ability to implement a practice that will enhance the environmental responsibility of a service.

**Guidance to Assessors About this Task**

The student is not required to submit any developed work for this task. The student will use the planning document that they developed in SWLA – Portfolio for this cluster. The workplace supervisor observation checklist will be used to confirm these tasks have been successfully completed. The Assessor will use the information you provide in this observation report, combined with other assessment evidence provided by the student, to make a final decision about competency.

**Supervisor Observations:**

The workplace supervisor should observe the student implementing one (1) identified practice to enhance the service's environmental responsibility. They will record their observations on the Supervisor Observation Checklist.

During this task, the supervisor does not assess the student but supervises the student and confirms that the student is performing competently. This task will provide the Assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Supervisor Observation Checklist.

The Supervisor Observation Checklist can be provided in hard copy or filled out using the form in an electronic format (SD Supervisor Report). It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor sends the electronic file via email to the student. The Assessor will ensure the authenticity of the emailed version. (Alternatively, you may prefer that the supervisor submits a PDF copy of the report instead of the native Word file).

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

#### Instructions for the Supervisor

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the units in this cluster:

- Compliance in Early Childhood Education

The supervisor will observe the student plan and implement one (1) identified practice to enhance the service's environmental responsibility. The workplace supervisor will record their observations on the Observation Checklist.

#### Task overview

The student will implement one (1) identified practice to enhance the service's environmental responsibility. The practice aims to enhance the service focus on sustainability and environmental responsibility and embed the practice into the service. The student will use the plan they developed in SWLA Portfolio: Activity 1.

The workplace supervisor will observe the student implement the enhanced environmental practice during their placement at the service.

Review the Supervisor Observation Checklist items before implementing the planned practice to ensure that you perform work to the required workplace/service standards.

### **OBSERVATION 1: Implement a Practice to Enhance Environmental Practice**

#### **Step 1: Seek approval**

- Collaborate with the supervisor and seek their input and approval on implementing the environmental enhancement practice. The practice will align with contemporary practices of environmental responsibility. The plan will be implemented in the early childhood education context.
- Ensure you have consent from the supervisor to implement the practice.



**Step 2: Implement practice**

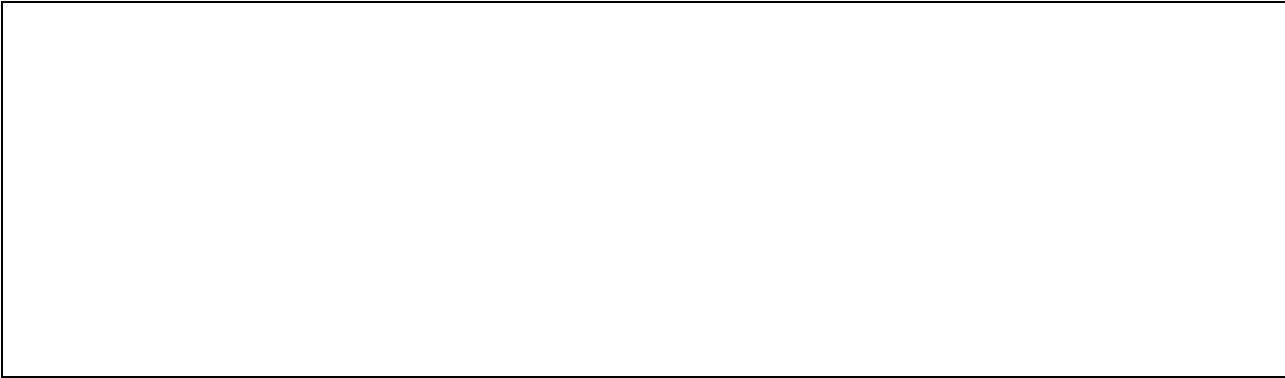
- Implement one (1) practice for enhanced environmental responsibility within the service during your placement from the plan you developed in SWLA Portfolio – Activity 1.
- Use the strategies to implement the practice that you included in your plan.
- Support children's learning about Aboriginal and Torres Strait Islander practices concerning environmental responsibility.
- Ensure that the implemented practice positively impacts the service and the environment.

**Information to the workplace supervisor:**

- The workplace supervisor is to complete a report that confirms the student's ability to demonstrate specific skills and knowledge required of this topic.
- The supervisor will complete the report based on the meetings with families and the implementation of the learning experiences.
- If the workplace supervisor has indicated 'No' or 'Not able to confirm' for any items in the report or has provided comments that indicate the student's performance is not considered to be in line with workplace expectations or standards, the Assessor will talk to them further about their comments. The Assessor may determine that the evidence provided for other tasks is sufficient for them to make an assessment judgment. However, the student may be required to complete specific activities again so the Assessor can decide on competency. They will discuss this with the student in more detail and provide information about how this will occur (for example, a workplace observation of the aspects that need to be seen again, a role-play, etc.)
- The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. They will fill it out based on their observations of the student's work performance. They may like to do this using the Word file or fill it out on a hard copy.

**OBSERVATION CHECKLIST**

OBSERVATION 1: Implement a Practice to Enhance Environmental Responsibility		OBSERVATION ADDRESSED (Tick if witnessed)
6.	The student collaborated with the supervisor and sought their permission to select one (1) practice to enhance the environmental responsibility of the services.	<input type="checkbox"/>
7.	The student implemented the planned environmental practice using the strategies they planned in SWLA – Portfolio – Activity 1 and embedded the practice in the service's operations.	<input type="checkbox"/>
8.	The environmental practice supports children's learning about Aboriginal and Torres Strait Islander practices concerning environmental responsibility.	<input type="checkbox"/>
9.	The implemented practice has a positive impact on the service and the environment	<input type="checkbox"/>
COMMENTS (Supervisor to add comments related to the achievement of the observation requirements above)		



Third-Party Report 1: Assessment marking criteria: Supervisor Observation Implement a Practice to Enhance Environmental Responsibility

**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
1	<p>The workplace supervisor engaged with the student to agree on one (1) practice to enhance the service's environmental responsibility.</p> <p><b>Look for:</b></p> <ul style="list-style-type: none"> <li>Agreement with the workplace supervisor on the environmental practice to be implemented during placement.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>The student implemented the one (1) planned environmental responsibility practice and embedded the practice in the service's operations.</p> <p><b>Look for:</b></p> <p>The student implemented one (1) practice to enhance the service's practices in environmental responsibility.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Using eco-friendly dishwashing and clothes-washing detergent</li> <li>Commencing a Containers for Change program in the service</li> <li>Installing enviro-bins in all rooms</li> <li>Managing water usage by installing signs and pictures above all taps to remind children and staff to turn off the water when not being used, e.g., during teeth cleaning.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>The environmental practice supported children's learning about Aboriginal and Torres Strait Islander practices concerning environmental responsibility.</p> <p><b>Look for:</b></p> <p>The student linked the environmental enhancement practice to First Nations people's beliefs and practices, such as the conservation of scarce resources and respect for the land.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Invited elders and local First Nation community members to share their practices with the children.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
4	<p>The implemented practice had a positive impact on the service and the environment</p> <p><b>Look for:</b></p> <p>The implemented practice had a positive impact on the service's practices in environmental responsibility.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>All recyclables were placed in appropriate bins, which helped the service to reduce waste and its carbon footprint.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> <li>The practice reduced energy usage by turning off lights when children left the room.</li> </ul>		
5	The workplace supervisor observation checklist is submitted	<input type="checkbox"/>	<input type="checkbox"/>

### **Purpose of the Task**

The purpose of this task is to assess the student's ability to engage with children in learning experiences to build their understanding of natural environments and support children's learning about environmental sustainability. Children are encouraged to talk and think about environmental responsibility and discuss ideas design innovative strategies that promote environmental responsibility and reduce their carbon footprint.

### **Guidance to Assessors About this Task**

The student is not required to submit any developed work for this task. The workplace supervisor observation checklist will be used to confirm these tasks have been successfully completed. The Assessor will use the information you provide in this observation report, combined with other assessment evidence provided by the student, to make a final decision about competency.

### **Supervisor Observations:**

The workplace supervisor should observe the student implement two (2) experiences to facilitate children's learning about environmental responsibility. They will record their observations on the Supervisor Observation Checklist.

During this task, the supervisor does not assess the student but supervises the student and confirms that the student is performing competently. This task will provide the Assessor with confirmation from the student's workplace supervisor that they can competently perform the activities indicated in the Supervisor Observation Checklist.

The Supervisor Observation Checklist can be provided in hard copy or filled out using the form in an electronic format (SD Supervisor Report). It is the student's responsibility to give their supervisor a copy of the report. You should request, where the form is completed electronically, that the supervisor sends the electronic file via email to the student. The Assessor will ensure the authenticity of the emailed version. (Alternatively, you may prefer that the supervisor submits a PDF copy of the report instead of the native Word file).

Where the student's supervisor has indicated that they do not believe the student performed an activity competently or to workplace standards and did not provide any comments, you may need to contact the supervisor to determine why they made this judgment.

### **Instructions for the Supervisor**

As part of the evidence of competency for this student, we seek reports from the student's workplace supervisor. This forms part of the evidence for the units in this cluster:

- Compliance in Early Childhood Education

The supervisor will observe the student implement two (2) experiences to facilitate children's learning about environmental responsibility. The workplace supervisor will record their observations on the Observation Checklist.

### Task overview

The student will implement learning experiences or provocations you have planned and engage children in the experiences.

The facilitation of the experiences must demonstrate the following:

- Engage with children in learning experiences to build their understanding of natural environments.
- Support children's learning about environmental sustainability.
- Encourage children to talk and think about environmental responsibility and discuss ideas to design innovative strategies that promote environmental responsibility and reduce their carbon footprint.

The student will use the plan developed in SWLA Portfolio: Activity 2.

The workplace supervisor will observe the two (2) implemented learning experiences or provocations with children.

Review the Supervisor Observation Checklist items before implementing the learning experiences or provocations to ensure that you perform work to the required workplace/service standards.

#### **OBSERVATION 2: Implement Planned Experience and Engage Children in Learning**

##### **Step 1: Seek approval**

- Collaborate with the supervisor and seek their input and approval on each of the two (2) learning experiences or provocations to improve children's understanding of the natural environment and environmental sustainability.

##### **Step 2: Implement the learning experience or provocation**

- You will implement each of the two (2) learning experiences or provocations you planned in the SLWA Portfolio: Activity 2 and engage children in the experiences.
- Your facilitation of the experiences must demonstrate the following:
  - Engage with children in learning experiences to build their understanding of natural environments.
  - Support children's learning about environmental sustainability.
  - Encourage children to talk and think about environmental responsibility and discuss ideas to design innovative strategies that promote environmental responsibility and reduce their carbon footprint.
- Your workplace supervisor must observe the experience and sign to confirm you have implemented the planned experiences or provocations. The workplace supervisor will record the outcome of their observation in the SWLA Third Party Report.

##### **Information to the workplace supervisor:**

- The workplace supervisor is to complete a report that confirms the student's ability to demonstrate specific skills and knowledge required of this topic.
- The supervisor will complete the report based on the meetings with families and the implementation of the learning experiences.
- If the workplace supervisor has indicated 'No' or 'Not able to confirm' for any items in the report or has provided comments that indicate the student's performance is not considered to be in line with workplace expectations or standards, the Assessor will talk to them further about their comments. The Assessor may determine that the evidence provided for other tasks is sufficient for them to make an assessment judgment. However, the student may be required to complete

specific activities again so the Assessor can decide on competency. They will discuss this with the student in more detail and provide information about how this will occur (for example, a workplace observation of the aspects that need to be seen again, a role-play, etc.)

- The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. They will fill it out based on their observations of the student's work performance. They may like to do this using the Word file or fill it out on a hard copy.

OBSERVATION CHECKLIST		
OBSERVATION 2: Implement Planned Experience and Engage Children in Learning		OBSERVATION ADDRESSED (Tick if witnessed)
<b>Step 1: Seek Approval</b>		
10.	The student collaborated with the supervisor and sought their input and approval on one (1) of two (2) learning experiences or provocations to improve children's understanding of the natural environment and environmental sustainability.	<input type="checkbox"/>
11.	The student collaborated with the supervisor and sought their input and approval on two (2) of two (2) learning experiences or provocations to improve children's understanding of the natural environment and environmental sustainability.	<input type="checkbox"/>
<b>Step 2: Implement the learning experience or provocation</b>		
12.	The student implemented one (1) of two (2) planned learning experiences or provocations and engaged children in the experiences. The facilitation of the experiences demonstrated by the student showed them: <ul style="list-style-type: none"> <li>• Engaging with children in learning experiences to build their understanding of natural environments.</li> <li>• Supporting children's learning about environmental sustainability.</li> <li>• Encouraging children to talk and think about environmental responsibility and discuss ideas to design innovative strategies to promote environmental responsibility and reduce their carbon footprint.</li> </ul>	<input type="checkbox"/>
13.	The student implemented two (2) of two (2) planned learning experiences or provocations and engaged children in the experiences. The facilitation of the experiences demonstrated by the student showed them: <ul style="list-style-type: none"> <li>• Engaging with children in learning experiences to build their understanding of natural environments.</li> <li>• Supporting children's learning about environmental sustainability.</li> <li>• Encouraging children to talk and think about environmental responsibility and discuss ideas to design innovative strategies to promote environmental responsibility and reduce their carbon footprint.</li> </ul>	<input type="checkbox"/>

**COMMENTS**

(Supervisor to add comments related to the achievement of the observation requirements above)



Third-Party Report 2: Assessment marking criteria: Supervisor Observation of Implement Planned Experience and Engage Children in Learning

**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
1	<p>The workplace supervisor engaged with the student to agree on the one (1) of two (2) learning experiences or provocations to engage children in learning about the natural environment and sustainability.</p> <p><b>Look for:</b> Discussion with the student and the workplace supervisor to select one (1) of two (2) learning experiences or provocations. The student obtained consent from the placement supervisor.</p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>The workplace supervisor engaged with the student to agree on the two (2) of two (2) learning experiences or provocations to engage children in learning about the natural environment and sustainability.</p> <p><b>Look for:</b> Discussion with the student and the workplace supervisor to select two (2) of two (2) learning experiences or provocations. The student obtained consent from the placement supervisor.</p>	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>The student implemented the one (1) of two (2) planned learning experience or provocations with the children to support their experiences and understanding of the natural environment and environmental sustainability.</p> <p><b>Look for:</b> The student implemented one (1) of two (2) learning experiences with the children. For example:</p> <ul style="list-style-type: none"> <li>• A group experience provided opportunities for children to feel and hold different natural objects and discuss their purpose.</li> <li>• An experience with small containers with potting mix already in them, and we will plant seeds and watch them grow. We will also talk about what foods grow in which seasons.</li> <li>• Examining First Nations peoples' practices, e.g., the use of fire</li> <li>• Setting up a play space with some 'pretend' recycle bins with small, laminated images of things that can be recycled, and the children are encouraged to post the items into the correct bin.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>The student implemented the two (2) of two (2) planned learning experience or provocations with the children to support their experiences and understanding of the natural environment and environmental sustainability.</p> <p><b>Look for:</b> The student implemented two (2) of two (2) learning experiences with the children.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>For example:</p> <ul style="list-style-type: none"> <li>• A group experience provided opportunities for children to feel and hold different natural objects and discuss their purpose.</li> <li>• An experience with small containers with potting mix already in them, and we will plant seeds and watch them grow. We will also talk about what foods grow in which seasons.</li> <li>• Examining First Nations peoples' practices, e.g., the use of fire</li> <li>• Setting up a play space with some 'pretend' recycle bins with small, laminated images of things that can be recycled, and the children are encouraged to post the items into the correct bin.</li> </ul>		
3	The workplace supervisor observation checklist is submitted	<input type="checkbox"/>	<input type="checkbox"/>

Section E: Sign off

<b>SIGN OFF</b>	
To be completed by the Workplace Supervisor	
Workplace Supervisor Name:	
Workplace Supervisor Signature:	
Date:	