CDW C09 Provide Mentoring ELEMENT 3 – PROVIDE MENTORING

PNG National Standard for Community Development Workers (CDWs). Portfolio assessment instrument.

NATTE

PERFOMANCE CRITERIA TO BE ASSESSED IN THIS ELEMENT

- 3.1 Discuss the purpose of the visit, roles, expectations, and review any mentoring agreement
- 3.2 Assist the mentees to reflect on what they are doing, learn lessons, and plan how to put the lessons into practice
- 3.3 Demonstrate understanding of how people learn (principles of adult learning) while mentoring the mentees
- 3.4 Use effective methods or techniques to mentor the mentees
- 3.5 Adapt the mentoring to the mentees' situation
- 3.6 Support and encourage effective participation and inclusion while mentoring the mentees
- 3.7 Work in a way that is appropriate to local culture while mentoring the mentees
- 3.8 Communicate effectively and with respect while mentoring the mentees
- 3.9 Respond to any misunderstanding or confusion while mentoring the mentees
- 3.10 Discuss what the next steps following the visit will be, and who to contact for further support or advice
- 3.11 Discuss with the mentees whether the visit achieved its purpose, and ways it could be improved
- 3.12 Thank the mentees, without rushing, and explain again what the visit has been for

THE DUTIES OF A CDW WORKPLACE ASSESSOR

DUTY 1: PLAN THE ASSESSMENT

Step 1.1 Coordinate with the candidate and their line manager to plan the assessment

Step 1.2 Contact NATTB to let them know a CDW workplace assessment is going to take place

DUTY 2: PRE-ASSESSMENT BRIEFING

- Step 2.1 Explain the National Standard for CDWs and what will be assessed
- Step 2.2 Present your NATTB assessor certificate and NATTB workplace assessor code of conduct
- Step 2.3 Discuss roles and responsibilities
- Step 2.4 Discuss how evidence will be gathered
- Step 2.5 Discus expectations and possible outcomes of the assessment
- Step 2.6 Explain the importance of doing the assessment properly
- Step 2.7 Read the assessment instructions together and sign the assessment declarations

DUTY 3: CONDUCT THE ASSESSMENT

- Step 3.1 Assess the performance criteria in an Element
- Step 3.2 Assess the candidate without influencing their performance
- Step 3.3 Complete the Element outcome page
- Step 3.4 Follow the CDW workplace assessor code of conduct

DUTY 4: REPORT THE ASSESSMENT

- Step 4.1 Discuss the assessment result with the candidate and their line manager
- Step 4.2 Ask the candidate and their line manager to complete the Element outcome page
- Step 4.4 Place the completed assessment instrument and attachments in the candidate's portfolio
- Step 4.5 Assist the candidate to send a copy of their portfolio to NATTB when a CDW Level is completed
- Step 4.6 Liaise with NATTB to ensure the candidate receives their results and any accreditation

DECLARATIONS

Please note it is an offence to make a false declaration on an official Government document.

By signing, I declare that the candidate is not my family or wantok.

By signing, I declare that I have no conflict of interest.

By signing, I promise to follow the CDW Workplace Assessor code of conduct.

Signature of CDW Workplace Assessor:

CDW Workplace Assessor's full name, phone number, and email (if any):

By signing, I declare that the CDW Workplace Assessor is not my family or wantok. By signing, I promise that I will not try to influence the CDW Workplace Assessor. By signing, I promise to immediately report breaches of the CDW Workplace Assessor code of conduct to my line manager

By signing, I consent to assessment by the workplace assessor.

Signature of candidate:

Candidate's full name, phone number, email, and current CDW level (if any):

By signing, I declare that the workplace assessor is not the candidate's family or wantok. By signing, I declare that there is no pressure for the candidate to be found 'competent'. By signing, I promise to stop the assessment or discount the assessment if the CDW Workplace Assessor code of conduct is breached.

By signing, I promise to support the candidate whatever the assessment outcome.

Signature of candidate's Line Manager:

Line Manager's full name, position, phone number, email:

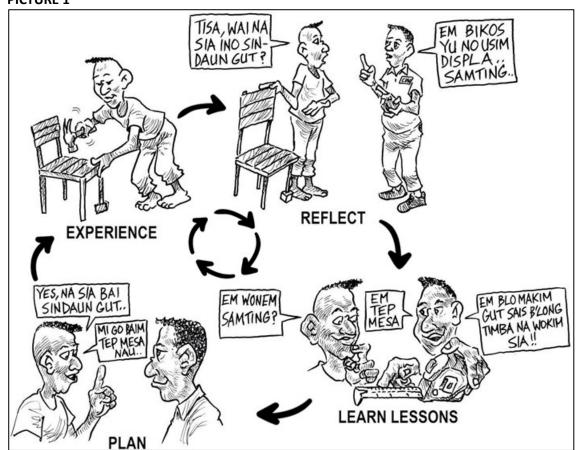
	ASSESSMENT FOR CDW C01 ELEMENT 3 - CONDUCT THE AWARENESS			
	Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS ANYTIME	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.	
3.1	– DISCUSS THE PURPOSE OF THE VISIT, ROLES, EXPECTATIONS, AND	Does the portfolio evidence demonstrate that the candidate?		
	REVIEW ANY MENTORING AGREEMENT	CAN DISCUSS THE PURPOSE OF THE VISIT, ROLES, EXPECTATIONS, AND		
1)	Assessor's written observations of what the candidate did to	REVIEW ANY MENTORING AGREEMENT		
	perform this performance criterion	\Box a. Knows what the role of the mentor is		
2)	Candidate's written answers to the following questions:	\Box b. Knows what could go wrong if the mentor and the mentees		
a.	What is the role of a mentor?	don't discuss their expectations before beginning the mentoring		
b.	What could go wrong if the mentor and the mentees don't	c. Knows why it is a good idea for the mentor and the		
	discuss their expectations before beginning the mentoring?	mentees to sign a mentoring agreement.		
с.	Why is it a good for the mentor and the mentees to sign a	Con the condidate resifering property and an analysis of the condidate resifering		
	mentoring agreement?	Can the candidate perform PERFORMANCE CRITERIA 3.1?		
3.2	– ASSIST THE MENTEES TO REFLECT ON WHAT THEY ARE DOING, LEARN	Does the portfolio evidence demonstrate that the candidate?		
	LESSONS, AND PLAN HOW TO PUT THE LESSONS INTO PRACTICE	CAN ASSIST THE MENTEES TO REFLECT ON WHAT THEY ARE DOING, LEARN		
1)	Assessor's written observations of what the candidate did to	LESSONS, AND PLAN HOW TO PUT THE LESSONS INTO PRACTICE		
	perform this performance criterion	\Box a. Knows why it is important for the mentees to take the lead		
2)	Candidate's written answers to the following questions:	when they assist them to reflect on what they are doing, learn		
a.	Why is it important for the mentees to take the lead when	lessons, and plan how to put the lessons into practice		
	you assist them to reflect on what they are doing, learn	b. Knows whether PICTURE 1 shows a good example of a		
	lessons, and plan how to put the lessons into practice?	mentor putting this performance criterion into practice		
b.	Look at PICTURE 1. Does this picture show a good example of	Con the condidate newform PERFORMANCE CRITERIA 2 22		
	a mentor putting this performance criterion into practice?	Can the candidate perform PERFORMANCE CRITERIA 3.2?		
3.3	- DEMONSTRATE UNDERSTANDING OF HOW PEOPLE LEARN (PRINCIPLES	Does the portfolio evidence demonstrate that the candidate?		
	OF ADULT LEARNING) WHILE MENTORING THE MENTEES	CAN DEMONSTRATE UNDERSTANDING OF HOW PEOPLE LEARN		
1)	Assessor's written observations of what the candidate did to	(PRINCIPLES OF ADULT LEARNING) WHILE MENTORING THE MENTEES		
	perform this performance criterion	\Box a. Has answered MULTIPLE CHOICE 1 correctly		
•	Candidate's written answers to the following questions:	\Box b. Can provide a suitable example of how they could use		
	Look at MULTIPLE CHOICE 1. What is your answer?	'learning by doing' to help a mentee learn a skill?		
b.	Adults learn better if they use what they learn to do	Can the candidate perform PERFORMANCE CRITERIA 3.3?		
	something. This is a principle of adult learning called	Call the candidate perioriii Perroriviance Criferia 3.3?		
	'learning by doing'. Give an example of how you could use			
	'learning by doing' to help a mentee learn a skill?			

3.4 – USE EFFECTIVE METHODS OR TECHNIQUES TO MENTOR THE MENTEES 1) Assessor's written observations of what the candidate did to perform this performance criterion 2) Candidate's written answer to the following question: a. Look at PICTURE 2. It lists different methods or techniques that mentors use to mentor mentees. Choose one method or technique and explain how using it could help the mentees? b. Choose another method or technique (from PICTURE 2 or from your own experience) and explain how you would use it to mentor the mentees? 3.5- ADAPT THE MENTORING TO THE MENTEES' SITUATION 1) Assessor's written answer to the following question: a. Look at MULTIPIE CHOICE 2. What is your answer? 3.6- SUPPORT AND ENCOURAGE EFFECTIVE PARTICIPATION AND INCLUSION WHILE MENTORING THE MENTEES 1) Assessor's written observations of what the candidate did to perform this performance criterion 2) Candidate's written answers to the following questions: a. 'Effective participation' is when the mentees are actively involved and taking the lead. Give one good reason why effective participation is important? b. Look at PICTURE 3. It ists different methods or techniques to mentor the mentees or techniques to mentor the mentees. can explain how the method or could help the mentees or method or technique to mentor the mentees? can explain how they would use the method or technique to mentor the mentees? can explain how they mouting use to mentor the mentees? can the candidate perform PERFORMANCE CRITERIA 3.4? Can ADAPT THE MENTORING TO THE MENTEES' STUATION A. Has answered MULTIPLE CHOICE 2 correctly Can the candidate perform PERFORMANCE CRITERIA 3.5? Can Support AND ENCOURAGE EFFECTIVE PARTICIPATION AND INCLUSION WHILE MENTORING THE MENTEES Candidate perform PERFORMANCE CRITERIA 3.5? Can Gardidate's written answers to the following questions: a. 'Effective participation is important' b. Knows whether the definition of 'effective inclusion' is a good definition of 'effective inclusion' is a good de		Portfolio evidence to be collected for this assessment	Guidelines for assessing the evidence (to be used by the assessor).	Does the NATTB officer agree with
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1) Assessor's written observations of what the candidate did to MENTORING THE MENTEES	3.7	- WORK IN A WAY THAT IS APPROPRIATE TO LOCAL CULTURE WHILE	Does the portfolio evidence demonstrate that the candidate?	
		MENTORING THE MENTEES	CAN WORK IN A WAY THAT IS APPROPRIATE TO LOCAL CULTURE WHILE	
perform this performance criterion $\Box a$. Can give two examples of things that a mentor could do	1)	Assessor's written observations of what the candidate did to	MENTORING THE MENTEES	
perform this performance offerior		perform this performance criterion	\Box a. Can give two examples of things that a mentor could do	
2) Candidate's written answer to the following question: that would not be appropriate to local culture	2)	Candidate's written answer to the following question:	that would not be appropriate to local culture	
a. Give two examples of things that a mentor could do that would not be appropriate to local culture? Can the candidate perform PERFORMANCE CRITERIA 3.7?	a.	, , ,	Can the candidate perform PERFORMANCE CRITERIA 3.7?	

	Portfolio evidence to be collected for this assessment	Guidelines for assessing the evidence (to be used by the assessor).	Does the NATTB officer agree with
	ASK THE CANDIDATE TO ANSWER THE QUESTIONS ANYTIME	Use a 'Y' for yes or 'N' for no.	the assessment? If not explain why.
3.8	- COMMUNICATE EFFECTIVELY AND WITH RESPECT WHILE MENTORING	Does the portfolio evidence demonstrate that the candidate?	
	THE MENTEES	CAN COMMUNICATE EFFECTIVELY AND WITH RESPECT WHILE	
1)	Assessor's written observations of what the candidate did to	MENTORING THE MENTEES?	
	perform this performance criterion	\Box a. Knows what can go wrong if a mentor does not	
2)	Candidate's written answers to the following questions:	communicate effectively with the mentees	
a.	What can go wrong if a mentor does not communicate	\Box b. Knows one example of how a mentor could communicate	
	effectively with the mentees?	with mentees in a way that does not show respect	
b.	Give one example of how a mentor could communicate with	C	
	mentees in a way that does not show respect?	Can the candidate perform PERFORMANCE CRITERIA 3.8?	
3.9	RESPOND TO ANY MISUNDERSTANDING OR CONFUSION WHILE	Does the portfolio evidence demonstrate that the candidate?	
	MENTORING THE MENTEES	CAN RESPOND TO ANY MISUNDERSTANDING OR CONFUSION WHILE	
1)	Assessor's written observations of what the candidate did to	MENTORING THE MENTEES	
	perform this performance criterion	☐ a. Has answered MULTIPLE CHOICE 3 correctly	
2)	Candidate's written answer to the following question:		
a.	Look at MULTIPLE CHOICE 3. What is your answer?	Can the candidate perform PERFORMANCE CRITERIA 3.9?	
3.10) – DISCUSS WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE, AND	Does the portfolio evidence demonstrate that the candidate?	
	WHO TO CONTACT FOR FURTHER SUPPORT OR ADVICE	CAN DISCUSS WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE?	
1)	Assessor's written observations of what the candidate did to	CAN DISCUSS WHO TO CONTACT FOR FURTHER SUPPORT OR ADVICE?	
	perform this performance criterion	\Box a. Knows why it is a good idea to go over the details of what	
2)	Candidate's written answer to the following question:	the mentees plan to do to put what they learned into practice	
a.	When you discuss what the next steps following the visit will	G . H . H	
	be, why is it a good idea to go over the details of what the	Can the candidate perform PERFORMANCE CRITERIA 3.10?	
	mentees plan to do to put what they learned into practice?		
3.11 – DISCUSS WITH THE MENTEES WHETHER THE VISIT ACHIEVED ITS		Does the portfolio evidence demonstrate that the candidate?	
	PURPOSE, AND WAYS IT CAN BE IMPROVED	CAN DISCUSS WITH THE MENTEES WHETHER THE VISIT ACHIEVED ITS	
1)	Assessor's written observations of what the candidate did to	PURPOSE, AND WAYS IT CAN BE IMPROVED	
	perform this performance criterion	\square a. Knows how discussing with the mentees whether the visit	
2)	Candidate's written answer to the following question:	achieved its purpose, and ways it can be improved, will help	
a.	If you discuss with the mentees whether the visit achieved its	them to become a better mentor	
	purpose, and ways it can be improved, how will it help you to become a better mentor?	Can the candidate perform PERFORMANCE CRITERIA 3.11?	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS ANYTIME	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
3.12 – THANK THE MENTEES, WITHOUT RUSHING, AND EXPLAIN AGAIN	Does the portfolio evidence demonstrate that the candidate?	
WHAT THE VISIT HAS BEEN FOR	CAN THANK THE MENTEES, WITHOUT RUSHING, AND EXPLAIN AGAIN	
1) Assessor's written observations of what the candidate did to	WHAT THE VISIT HAS BEEN FOR	
perform this performance criterion	$\Box a$. Knows why, when they thank the mentees, it is a good idea	
2) Candidate's written answer to the following question:	to explain again what the visit has been for	
a. When you thank the mentees, why is it a good idea to explain again what the visit has been for?	Can the candidate perform PERFORMANCE CRITERIA 3.12?	

PICTURE 1



PICTURE 2

Listening
Asking open questions
Observation
Building trust
Building confidence
Honest feedback
Goal setting
Strengths and weaknesses audit
Presenting a lesson
Problem analysis
Planning

PICTURE 3

'Effective inclusion' is when mentees who are from groups that are normally left behind or excluded are given extra support and encouragement (to help them catch up).

MULTIPLE CHOICE 1

Which of the following statements is true?

- a) Mentees learn better if they use more than one of their senses to learn
- b) Mentees learn better if they feel comfortable, confident and respected
- c) Mentees learn better if they helped decide what they need to learn
- d) Mentees learn better if what they learn connects to what they already know and do
- e) All of the above

MULTIPLE CHOICE 2

Which of the following would help a mentor to adapt the mentoring to the mentees' situation?

- a) Provide mentoring in the mentees own community (where they will use what they learn)
- b) During community entry, find out from the key people what the mentees situation is like
- c) When you give help or advice, ask the mentees how they can use it in their situation
- d) Encourage the mentees to take the lead.
- e) All of the above

MULTIPLE CHOICE 3

Which of the following are good ways to find out if the mentees misunderstand or are confused?

- a) Ask the mentees if they are confused.
- b) Ask the mentees some questions about the topic.
- c) Check their non-verbal communication.
- d) Encourage the mentees to ask you questions if they are confused.
- e) All of the above.

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ASSESSMENT OUTCOME PAGE FOR CDW C09 ELEMENT 3 – PROVIDE MENTORING					
As the CDW Workplace Assessor, is there sufficient evidence to show that the candidate performed the performance criteria for CDW	CDW C09	Element 3			
C09 Element 3? Circle competent or not yet competent. The candidate may be competent even if the candidate could not perform some performance criteria, however you will need to summarise your reasons below. Include any advice for the candidate.	Competent	Not yet competent			
CDW Workplace Assessor's name, date, and signature					
As the <u>candidate</u> , I declare that the CDW Workplace Assessor followed the CDW Workplace Assessor code of conduct. Be aware that a NATTB officer may contact you for more information. Please note it is an offence to make a false declaration on an official Government document.					
Candidate's name, date, and signature					
As the <u>candidate's line manager</u> , I declare that the CDW Workplace Assessor followed the CDW Workplace Assessor code of conduct. If the CDW Workplace Assessor					
did not follow the code of conduct, please also notify NATTB. Please note it is an offence to make a false declaration on an official Government document.					
Line manager's name, position, date, and signature					
As the NATTB officer , is there sufficient evidence in the candidate's portfolio to show that the candidate can perform the performance	CDW C09	Element 3			
criteria for CDW C09 Element 3? Circle competent or not yet competent. If the CDW Workplace Assessor found the candidate to be competent but you did not, you will need to summarise your reasons below.	Competent	Not yet competent			
NATTB officers name, date, and signature					