CHCECE042

Foster holistic early childhood learning, development, and wellbeing

Assessor Guide

Assessment 1 of 1

Short Answer Questions

Version 1

Assessment Instructions

Task overview

This assessment task requires you to answer twelve (12) short-answer questions. Read each question carefully before typing your response in the space provided.

To complete this assessment, you will need access to an electronic device such as a computer or tablet and have internet connection to conduct research as required, accessing various sources of information using digital media.

Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

– the processes for conducting the assessment (e.g., allowing additional time)
– the evidence gathering techniques (e.g., oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

Please consider the environment before printing this assessment.

Question 1

Explain in your own words what meaningful critical reflection is and how it is used in early childhood education and care. Provide one (1) example of a practice educators might critically reflect on. [Approximate word count: 60-80 words]

Assessor Instructions: Students will explain in their own words what meaningful critical reflection is and how it is used in early childhood education and care. The response will provide any one (1) example of a practice educators might critically reflect on. The student's responses will vary but will demonstrates the student's understanding of critical reflection. Five (5) examples are listed in the benchmark answer; however, the student can identify any one (1).

A sample answer is provided below.

> Critical reflection is a process of reviewing, questioning, assessing what you are doing and improving that practice based on open thinking. Meaningful reflection is when you deeply think and share your thinking with others to collaborate on decisions and shift practices based on those discussions and thinking. Reflection is used to
> An example of a practice educators might reflect on:
> - Routines
> - Teaching approaches and pedagogy
> - Children's behaviour guidance techniques
> - Learning environment
> - Opportunities for learning, such as developments in the sector

Question 2

Read the following observation and answer the questions below.

> Two 5-year-old children (Tegan and Max) sat together on the floor building with dominoes. Their concentration was evident as they carefully placed the dominoes on their sides. The first few dominoes fell over, and the children had to concentrate on their fingers being steady. They worked together to place five dominoes upright, and Tegan said to Max, "Let's knock it down now". Max clapped his hands in excitement and said, "Yep". Tegan pushed over the domino on the end, and it knocked down the domino next to it. Then they stopped. Both children looked shocked and confused that all their dominos hadn't all fallen over. They both were upset about the results.
>
> The educator approached them and asked what they were working on. The children told the educator what they were trying to do and what had happened. The educator asked some questions to scaffold their learning, such as, 'What do you think might have happened?' and 'What do you think might happen if we put the dominoes closer together?'
>
> The children thought about their project and concluded that they had placed the dominoes too far apart. They hypothesised that if they placed them closer, they would knock each other over and have a 'domino effect'. They learnt the term domino effect from the educator during the discussion.
>
> Tegan and Max worked together to build several domino line-ups following the discussion.
>
> The educator noticed that they had an opportunity for further learning and guided their thinking by asking, "What would happen if we turned the dominoes, so they aren't in a straight line? Do you think it still works?"
>
> The children continued to build the dominoes creating shapes such as a circle and a curly line. The children said they were proud of themselves when the educator asked them questions about their work and how they felt.

a)   Identify how the observation links to the five (5) developmental areas/domains below by providing one (1) example from the observation for each domain listed in the chart below.

Developmental domains	Example from the observation of this developmental area (10-20 words)
Cognitive	Children used their cognitive skills to hypothesise, solve problems and answer questions.
Communication	The children used their communication to answer questions, discuss their project and solve problems.
Emotional	The children were able to build their resilience as they learned more about how to build with dominoes.
Physical	The children worked with their fingers to balance and build their coordination.
Social	They worked as a team and alongside each other.

b) Identify and explain two (2) Practices from the Learning Framework evident in the observation. (Approximate word count: 30-50 words)

1. Responsiveness to children – the educator responded to them and helped scaffold their learning. The educator asked lots of questions to guide their thinking and learning.
2. Learning through play – the children demonstrated learning in all developmental domains by playing with the dominoes.
3. Intentional teaching – the educator used the intentional teaching techniques of scaffolding, questioning, hypothesising, and listening to the children.
4. Learning environments – the learning environment was set up so the children could access dominoes to make their play choices.

c) Identify two (2) Learning Outcomes from the Learning Framework evident in the observation and explain your answer. (Approximate word count: 30-50 words)

Question 3

Summarise how the following listed elements of the National Quality Framework require services and educators to be responsible for children's development, learning and well-being.

Assessor Instructions: Students must provide a summary of how the following listed National Quality Framework (NQF) areas in the chart below require services and educators to be responsible for children's development, well-being, and learning. Responses will be in the student's own words and will vary but will reflect the content in the sample answer.

A sample answer is provided below.

National Quality Framework	Summary of requirements for services and educators to be responsible for children's development, learning and well-being. [40-60 words]
Educational Program and Practice	The Approved Learning Framework is the main component of this area, and it requires educators to ensure that we support child development, learning and well-being. We also look at the outcomes of children's learning and follow a cycle of planning for each child.
Health and Safety	This section of the National Quality Framework ensures that we meet all children's needs by implementing the Law and Regulations. This includes requirements around This might include how children's well-being is linked to their health, physical fitness, and diet.
Physical Development	This area of the National Quality Framework includes information on how the physical environment provides opportunities for learning and development. They may also link the environment to a sense of belonging. Children are required to be provided with adequate space in the outdoor yards.
Relationships with children	The Approved Learning Framework is a huge component of this area, and it requires us to ensure that we support child development, learning and well-being. We also look at the outcomes of children's learning and follow a cycle of planning for each child.

Question 4

Locate and review the Early Years Learning Framework (EYLF) and summarise what it states about belonging in early childhood. [Approximate word count: 40-60 words]

Assessor Instructions: Students must use the internet to locate and review the EYLF and summarise what it states about belonging in early childhood. Responses will be in the student's own words or can be a quote or paraphrase of the concept of 'belonging' as described in the EYLF.

A sample answer is provided below.

'Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood, and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. Relationships are crucial to a sense of belonging in early childhood and throughout life. Belonging is central to being and becoming in that it shapes who children are and who they can become.'

Question 5

a) Research and list five (5) developmental theories about emotional, social, cognitive and language development. [Approximate word count: 10-30 words]

Assessor Instructions: Students must provide a list of any five (5) developmental theories about emotional, social, cognitive and language development. Ten (10) options are listed in the benchmark answers. Responses will be in the student's own words and will vary depending on the theories chosen by the student. Responses will reflect theories listed in the sample answer.

A sample answer is provided below.

- Piaget's Cognitive Development Theory
- Bowlby's Attachment Theory
- Bandura's Social Learning Theory
- Vygotsky's Sociocultural Theory
- Freud's Psychosexual Developmental Theory
- Erikson's Psychosocial Developmental Theory
- Kohlberg's Moral Understanding Stage Theory
- Bronfenbrenner's Ecological Systems Theory
- Maslow's Hierarchy of Needs

b) Conduct research and provide an overview of historical perspectives of the listed child developmental theories. You will include their theory's name, the theorist's dates, and an overview of the theory.

Assessor Instructions: Students must provide an overview of historical perspectives of the listed child developmental theories for the listed theorist in the chart. The response will include the name of their theory and dates of the theorist, and an overview of the theory. Responses will be in the student's own words and will vary but will include the correct name of each theory, the dates the theorist was alive and an accurate summary of the theories.

A sample answer is provided below.

Theorist	Name and Dates [3-5 words and date]	Overview of the theory [70-100 words]
Erik Erikson	Psychosocial theory (1902-1944)	Erikson further developed Freud's psychosexual perspectives to a psychodynamic approach based on the motivation driven by social and personal attributes created by the environment. The theory provides insights into the motivations and stages required to reach mental and emotional thinking and, hence, force developmental growth. The stages are not typically based on ages but on stages. It is believed that we all can travel from one stage and backward to another at times providing 'maintenance' in life as necessary based on the resolution of a crisis we face.
Albert Bandura	Social learning theory (1925-2021)	Bandura's theory was based on the reinforcement of role modelling or imitation initiated with the children by their carer. Bandura's research and theory emphasised the importance of role models in teaching and learning. He saw

		that attention span, motivation, emotions, and personal attitudes influenced learning. He saw a link between children observing others' consequences for their behaviour or experiencing their consequences and observing using media. He believed that the child would repeat actions that resulted in a positive consequence, and if there were a punishment, the child would avoid the behaviour.
Jean Piaget	Cognitive Behaviour Theory (1896-1980)	Piaget concluded that children learnt more so by 'doing.' In doing, these children were motivated without any need for reward. The development of the child's knowledge base, such as thinking and reasoning, altered over time as they were predisposed to organise their thoughts, finding new ways to adapt to change and information, which alters in stages as we age. He determined that most people would reach the highest-level stage of his theory, though at their own pace and timing, dependent on their life experiences. He also theorised about children-built ideas or learning on top of (or scaffolded from) previous knowledge.
Lev Vygotsky	Cognitive Theory (1896-1934)	Vygotsky believed in the involvement of the social world in human development, but also in genetic factors and learnt skills. He compared how we learn in isolation compared with others. He saw learning as linked to social, community and cultural contexts. His theories are referred to as sociocultural cognitive or social constructivism, as cognitive functions are the products of social interactions, which is how we organise and make meaning from information. Vygotsky also developed the concepts of internalisation and externalisation, where a child internally reconstructs an experience, they have had externally within their world.
Urie Bronfenbrenner	Ecological theory (1917- 2005)	Bronfenbrenner's theory supports understanding how children develop, especially regarding growing within and as a part of their society. The ecological model considered the environments and systems of the human dwelling, the relationships between individuals and these systems and even the relationships between them. He was interested in how changes in the environment impacted humans who live and grow there. He saw that environmental and biological factors influence child development.
John Bowlby	Attachment Theory (1907–1990)	John Bowlby's view is that attachment styles of children form arise from their early interactions with caregivers. The attachment style comes from a continuum of emotion regulation, with anxious-avoidant attachment at one end and anxious-resistant at the other. Secure attachment falls at the midpoint of this spectrum between overly organised strategies for controlling and minimising emotions and uncontrolled, disorganised, and ineffectively managed emotions. He identified circles of security for children's attachment.

c)   Conduct some research and complete the chart on stages of growth and development for children by identifying a typical developmental characteristic and the domain that it relates to for children in the age group listed.

Assessor Instructions: Students must complete the chart and write any one (1) developmental milestone and the domain the identified behaviour relates for a child at the ages listed in the chart below. Responses will be in the student's own words and will vary but will demonstrates the student's knowledge of children's typical

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development at certain ages from various developmental domains. One (1) example and the correct developmental domain must be provided for each age group.

A sample answer is provided below.

Age of the child	Typical developmental characteristics (5-15 words)	Developmental domain (1 word)
Birth to 4 months	Cries and vocalises to express needs	Language
4 to 8 months	Plays with their feet and toes	Physical
8 to 12 months	Shows an interest in picture books	Cognitive
1- to 2-year-old	May lose control of self when frustrated or experiencing tiredness/illness	Emotional
2- to 3-year-old	Engages in simple make-believe games	Social
3- to 5-year-old	Speaks in sentences with a variety of words	Language

Question 6

Research and select two (2) developmental theories related to children's well-being and belonging. Explain how they relate. (Approximate word count: 70-90 words)

Assessor Instructions: Students must include any two (2) developmental theories relating to children's belonging. Responses will be in the student's own words and will vary but should paraphrase the sample answer.

A sample answer is provided below.

Bowlby's Attachment Theory – discusses the importance of children having a connection to special people (Primary Caregivers) in their lives. Bowlby talks about how if children can build secure attachments (belonging), they can learn and grow with confidence.

Bandura's Social Learning Theory – This includes how children learn through observing others in their world. Children can develop positive role modelling where there are positive social learning opportunities and a sense of belonging.

Question 7

Research and list the nine (9) dispositions for learning identified in the Approved Learning Framework. (Approximate word count: 20-40 words)

Assessor Instructions: Students must list the nine (9) dispositions for learning identified in Outcome 4 of the EYLF. The response will match the outcomes listed in the benchmark answers. Students can quote the EYLF or paraphrase it into their own words.

A sample answer is provided below.

Outcome 4: Children are confident and involved learners states that 'Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.'

Question 8

Identify two (2) ethical issues relevant to children's lives and communities and explain how you would guide children to investigate and understand these issues. [Approximate word count: 80-100 words]

Assessor Instructions: Students must include any two (2) examples of ethical issues relevant to children, for example, gender equity or race issues, making decisions about the environment or inclusion of children with support needs or with lesbian/gay parents. Responses will vary and will be in the student's own words but should paraphrase the sample answer.

A sample answer is provided below.

- Gender stereotypes – I would read books about gender and equity (including the inclusion of parents who are gay/lesbian/transgender) and encourage children to use inclusive language. I would challenge perspectives if there were talk about pink being a 'girls' colour and gender stereotypes roles to encourage diversity, e.g., men being nurses and women being construction workers.
- Environmental – I would support children to learn more about the environment and what could be done to take better care of it. I would support them in understanding our environmental footprint and introduce reuse, recycling, and sustainability principles.

Question 9

Research developmental domains and how they are interrelated for holistic development. Ensure the information sources are credible. Answer the following questions.

a) Provide two (2) sources of information, including author [if relevant], title, date of publication [if identified] and website link. [Approximate word count: 20-40 words]

Assessor Instructions: Students list any two (2) credible sources of information they accessed about developmental domains and interrelationships for holistic development. Responses will vary and will be in the student's own words but will include the author, title, publication date, and website link. Four (4) examples are provided in the benchmark answer.

A sample answer is provided below.

Guardian Childcare and Information, n.d., Early Childhood Physical Health and Cognitive Development Guide, https://www.guardian.edu.au/blog/child-development/early-childhood-physical-health-and-cognitive-development-guide/

Act for Libraries, n.d., The relationship between physical, cognitive and social-emotional development in humans by, http://www.actforlibraries.org/the-relationship-between-physical-cognitive-and-social-emotional-development-in-humans/

Harmony Early Learning, n.d., Why Holistic Learning is Especially Effective, https://harmonylearning.com.au/why-holistic-learning-is-especially-effective/

Wray, Olivia, 2015, Holistic and interconnected, https://www.ukessays.com/essays/childcare/holistic-and-interconnected.php

b) Analyse the two (2) pieces of information you researched on child development and provide a one (1) paragraph summary of how the developmental areas are interconnected. [Approximate word count: 150-170 words].

Assessor Instructions: Students analyse the two (2) pieces of information sourced for Question 9a (above) about child development and provide a one (1) paragraph summary of how the developmental areas are interconnected to each other. Responses will vary and will be in the student's own words. The response will vary but should reflect the content in the sample answer.

The research identified the benefits of focusing on developmental domains with children holistically to ensure that children develop in all areas. The research identified that all development occurs in a similar order but will occur at individual rates. It was recognised that all areas of development are linked together and are not divisible into different areas, and it works together. I felt like both articles explained the developmental domains effectively and talked about the nature of each area and how they are characterised. The research identified that holistic learning focuses on children's total growth and development. It focuses on the child as an individual and explains that their development cycle is unique. Each child will have their interests and talents. Holistic learning allows the child to have agency over their learning and provides them with opportunities to expand in ways that are most impacting for them.

c) For each developmental domain below, provide a summary of the information you learned about your research and two (2) examples of experiences or opportunities an educator may provide to support this development area.

Assessor Instructions: Students summarise the sources of information they accessed about developmental domains and provide any two (2) examples of opportunities or experiences an educator might provide to support development in this area. A range of examples is provided in the benchmark response. Responses will vary and will be in the student's own words. The response will reflect a summary of each domain and examples to support development.

A sample answer is provided below.

Developmental domains	Summary of the developmental domain (40-60 words)	Examples of opportunities or experiences which would support development in this area (15-35 words)
Cognitive	Cognitive development relates to how children think and process ideas, problems, and puzzles. This area is closely linked to all areas and is a foundational area that supports their emotional growth and development across all areas.	• Puzzles • Thinking routines/rituals • Problem solving and hypothesising • Engaging in group discussions and answering questions.
Communication	This area concerns language development, their ability to communicate with others, and their own needs, ideas, feelings, and learning. Communication links closely to social development. Communication is developing and is present from birth. For a baby, it includes crying and body movements. Communication also includes facial expressions, body language, and formal spoken language.	• Singing songs • Telling/reading stories • Responding verbally and with facial expressions to a baby • Asking questions • Providing provocations for language development.
Emotional	Emotional development relates to children's responses to the world around them. Dispositions for learning are evident in Emotional development and are supported through guidance and support. Children need to feel safe and have a sense of belonging to develop secure emotional responses to things around them.	• Primary caregiving or secure relationships with educators. • One-on-one time with children. • Talking about emotions. • Providing books about emotions.
Physical	Physical development is a combination of fine and gross motor skills. This links closely with cognitive skills as it is important for children to be aware of their body	• Setting up furniture to support a child to move around the room when learning to walk.

	movements to build coordination, muscle tone and memory, for example, using scissors.	• Small-world experiences or artwork to use their hands (fine motor), e.g., playdough • Obstacle courses to develop balance and agility.
Social	The social developmental domain relates to how children engage (age appropriately) with their peers, educators, and others within the community. This links very closely with the emotional domain. Some children may struggle with social skills if they have disabilities.	• Encouraging children to talk, work and share with each other. • Cooperative play during activities e.g., building with blocks • Good morning song rituals where everyone is greeted, including educators. • Reminding children about saying 'sorry' or asking their friends questions during play.

d) Identify three (3) core principles of child development and outline the implications for educators. (Approximate word count: 30-50 words).

Assessor Instructions: Students list any three (3) core principles in child development and outline the implications for educators. Responses will vary and will be in the student's own words. Four (4) examples are provided in the benchmark answer. The response will reflect the content in the sample answer.

A sample answer is provided below.

The core principles of child development include:
- Each child will develop at their own rate, and there will be individual differences
- Children's rate of maturation will vary
- Child development must be seen in the context of the child's cultural environment
- The different domains of child development are interconnected.

Question 10
Research the Australian Early Childhood Development Census (AEDC) and outline how the research being conducted influences educator practice within the sector. Provide one (1) finding and two (2) examples of how it could be used. (Approximate word count: 180-200 words).

Assessor Instructions: Students must outline how the AEDC research influences educators' practice within the sector. The student will outline any one (1) finding and any two (2) examples of how the data could be used. The student can provide quotes from the AEDC or paraphrase the information. Responses will reflect the content in the sample answer.

A sample answer is provided below.

The AEDC provides evidence to support the early childhood education sector in delivering development opportunities and outcomes for children. The AEDC shows trends for individual domains and can support educators in thinking about different projects they might like to work on to improve outcomes.

The census involves data that is collected across five developmental domains:
- physical health and well-being
- social competence
- emotional maturity
- language and cognitive skills (school-based)

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- communication skills and general knowledge

Key findings from 2022 include

- 1 in 5 children are identified as developmentally vulnerable in one or more domains in 2021.
- 4 in 10 Indigenous children are developmental vulnerability, and this is a decrease from 47% in 2009 to 42% in 2021.

Findings can be used to influence programs where physical health and well-being are low in the region they work in; they might like to introduce more physically active experiences.

There are several ways in which early childhood educators can work with and support communities to help shape the future and well-being of Australian children:

- Building community partnerships.
- Raise awareness of the importance of early childhood development.
- Share the importance of early childhood development with families.
- Convey the developmental focus of early childhood education.
- Develop initiatives to support children.

Source: AEDC, 2021, 2021 AEDC National Report, https://www.aedc.gov.au/resources/detail/2021-aedc-national-report

Question 11

List the stages of the curriculum planning cycle and provides three (3) examples of how each is demonstrated in work with children.

Assessor Instructions: Students must list the five stages of the planning cycle. The student must provide any three (3) examples of how each stage is demonstrated in work with children. Responses to the stages of planning will list the five (5) stages. Responses to how this is demonstrated will vary and will be in the student's own words. The response will demonstrate the student's knowledge of the planning cycle and its application to their work with children.

A sample answer is provided below.

Stage of the planning cycle (1-5 words)	How is this demonstrated in work with children? (15-30 words)
Observing/collecting information	- Observations of children in their learning environment - Gathering evidence for learning stories - Gathering information from families.
Analysing learning	- Unpacking learning and learning outcomes - Looking at developmental milestones - Understanding how the child learns.
Planning	- Planning group or individual experiences and projects - Planning for effective learning environments - Planning learning objectives.
Implementing	- Setting up the learning spaces and the experience(s) - Using intentional teaching to support the learning - Interacting with children.
Reflecting/evaluating	Thinking about the learning that happened and where to go next

| | • Asking questions and sharing information with families and colleagues |
| | • Adding tasks and actions to the Planning QIP. |

Question 12

Explain how the following practices support holistic learning and provide two (2) examples of each that supports holistic learning.

Assessor Instructions: Students must explain how the listed practices support holistic learning and provide any two (2) examples of each that support holistic learning. Responses will vary and will be in the student's own words. The response will reflect the content in the sample answer.

A sample answer is provided below.

Practice	Explain how this supports holistic learning [20-40 words]	Example of this practice that supports holistic learning [15-30 words]
Intentional Teaching	Intentional teaching supports holistic learning as the educator focuses on supporting all aspects of the child's learning.	• Scaffolding learning • Demonstrating.
Spontaneous play	Spontaneous play is important for children's holistic development as they choose things they are interested in and will play for longer periods.	• Setting up learning environments to encourage free flow and unhurried time • Opportunities for children to design their own learning
Planned experiences	Planned experiences support holistic learning by introducing things that a child has not yet experienced or would not typically play with; this way, they can be exposed to various opportunities.	• Small-world experience (language, fine motor, well-being) • Sandpit play with pouring and measuring (STEM, physical, communication).
Asking open and closed questions	This practice develops children's cognitive abilities and communication skills by encouraging them to think for themselves and be creative through offered options. For example, would you like blue or black, or what colour would you like to use?	• Providing children with a few choices and encouraging choice to build agency • Inviting children to say what they want to do or what they know about a topic.

Assessment checklist:

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

1	twelve (12) short answer questions	☐

Congratulations, you have reached the end of Assessment 1!!