



# Supporting Children's Development

## Assessment 2 of 4

### Short Answer Questions 2

CHCECE034 Use an approved learning framework to guide practice

CHCECE035 Support the holistic learning and development of children

CHCECE036 Provide experiences to support children's play and learning

## Assessor Guide



## Assessment Instructions

### Task overview

This assessment task is divided into **twelve (12)** short answer questions. Read each question carefully before typing your response in the space provided.

### Supporting resources

To complete this assessment, you will need to access:

- the UN Convention on the Rights of the Child (Article 31)
- Early Years Learning Framework (EYLF)



## 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

In your own words, briefly describe what is Article 31 of the UN Convention on the Rights of the Child and explain how this links to our early childhood education and care context.

[Approximate word count: 90-100 words]

**Assessor instructions:** Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- describe what is Article 31 of the UN Convention on the Rights of the Child and explain how this links to our early childhood education and care context.

A sample answer is provided below.

Article 31 of the *UN Convention on the Rights of the Child* talks about children having the right to play and engaging in rest and leisure activities that is appropriate to their age and developmental stage as well as supporting their cultural heritage and activities. I think this relates well to how we operate within an early childhood education and care service because we do exactly that, we provide opportunities for children to have developmentally appropriate experiences, resources and we also spend time focused on their culture and learning about who they are and being inclusive.

## Question 2

In your own words, briefly describe what the features of a quality play experience, then explain how to encourage children to become engaged in play and enhance their agency.

**Assessor instructions:** Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- describe what is considered to be the features of a quality play experience and how to encourage children to become engaged in play and enhance their agency.

A sample answer is provided below.

Features of a quality play experience (50-70 words)	A quality play experience involves a well-designed learning experience and environment and an educator who is ready to support play intentionally.  A quality play experience should be easily adapted to allow for children's interests and allow for exploration and curiosity.  Other example features of a quality play experience might include: <ul style="list-style-type: none"><li>• plentiful resources</li><li>• opportunities for children to play with other children</li></ul>
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	<ul style="list-style-type: none"> <li>flexibility to scaffold the play and learning</li> <li>safety</li> <li>open-ended resources designed with intention.</li> </ul>
How to encourage children to become engaged in play and enhance their agency (30-50 words)	We support children to be engaged by keeping the environment relatively consistent but introducing new experiences within the key learning areas. We support them to join play by guiding their language and engagement with their friends.

### Question 3

In the following table you can see Parten's stages of play. Give an example for each stage.

**Assessor instructions:** Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include an example for each stage of play listed in the table.

A sample answer is provided below.

Stages of play	Example (10-45 words)
Unoccupied play	A child is not playing, just observing what's happening around.
Solitary play	When the child is playing alone, is completely engaged with the activity that shows no interest in others around him.
Onlooker play	For example, in the block corner a child is watching two other children building a house. When the children seem to get stuck with ideas, the child watching them gives them ideas or asks questions, but do not join the activity.
Parallel play	When a child is at the drawing table, engaged in a drawing, and another child sits at the same table and starts drawing. The two children do not interact with each other, but they do share the same play space and are engaged in similar activities.
Associative play	For example, when two children are engaged at art and craft activities in the creative corner and they create something individually. They share materials, give ideas to each other, but they still create their own artwork.
Cooperative play	For example, when two or more children are playing in the home corner, and they are engaged in playing 'Shops': one is the shop assistant, the other is the client, another one is the cleaner. They interact with each other and play the same game.

### Question 4

Assessor Guide

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'Supporting Children's Development'

Provide **one (1)** example for imaginative play and **one (1)** example for creative play, then identify **three (3)** benefits for each example.

**Assessor instructions:** Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include one (1) example for imaginative play and one (1) example for creative play, then identify three (3) benefits for each example. Benefits identified must relate to the play example.

A sample answer is provided below.

Play type	Example (15-20 words)	Benefits (15-20 words)
Imaginative play	Pretending to be mom and caring for the doll-child: feeding, dressing/undressing, reading a book, etc.	<ol style="list-style-type: none"> <li>1. Enhances social skills</li> <li>2. Enhances communication skills</li> <li>3. Develops empathy</li> </ol>
Creative play	Painting with water colours	<ol style="list-style-type: none"> <li>1. Develops fine motor skills</li> <li>2. builds confidence</li> <li>3. Enhances critical thinking</li> </ol>

### Question 5

Answer the questions in the following table regarding the history of play and early childhood education.

**Assessor instructions:** Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- answer the questions in the table regarding the history of play and early childhood education, covered in learning (topic 4.3 – Play, learning and safety).

A sample answer is provided below.

Question	Answer
Briefly describe the role of play during the time of the ancient civilisations, such as Ancient Greece or Rome. (100-120 words)	During ancient times, play served multiple purposes. It contributed to physical development, socialization, and the transmission of cultural values. The Ancient Greek society highly valued physical fitness, intellectual pursuits, and the development of well-rounded individuals. Children engaged in physical activities like running, jumping, and wrestling as a part of their education. These activities were believed to foster physical strength, agility, and discipline. The same was true for Rome, where children engaged in various forms of play, from war games and wrestling for the boys to playing with rag dolls for the girls. In Ancient Rome, play was also seen as a way to prepare children for their future roles as citizens, soldiers, and leaders.

Briefly describe the key features of play during the middle ages. (30-50 words)	During the Middle Ages children were often expected to work. However, children still managed to play with handmade toys, or acted out stories. Play during this time often had religious and moral undertones.
Briefly describe the key features of play during the Renaissance period. (40-50 words)	During the Renaissance period (14th-17th centuries), ideas like play-based pedagogy and learning through first-hand experience were introduced by famous thinkers of the era. As society began to shift towards valuing individualism and rationality, play began to be seen as a way to stimulate cognitive development.
Briefly describe what 'tabula rasa' refers to in the history of early childhood education. (20-30 words)	Tabula rasa was introduced by John Locke and refers to the idea of individuals being born empty of any built-in mental content and the environment fills their metaphorical "slate".
Briefly describe who Friedrich Froebel was. In your response outline his importance in the history of early childhood education. (100-110)	Friedrich Froebel (1782-1852), German educator, who believed that children learn through play started the first kindergarten in 1837 where activities like singing and self-directed play took place. He encouraged outdoor activities and nature exploration as he believed that contact with nature was essential for children's physical, emotional, and intellectual development. He saw play as a natural and spontaneous expression of children's inner creativity and curiosity, and he integrated play into his educational philosophy. Froebel also designed teacher training where he emphasized the importance of observation and developing programs and activities based on the child's skill level and readiness. He also coined the term 'playground'.

### Question 6

In your own words, briefly explain how children's culture might influence the way they play.

(Approximate word count: 60-80 words)

**Assessor instructions:** Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- an explanation of how children's culture might influence the way they play.

A sample answer is provided below.

Different cultures value and react differently to play: play can be recognized by adults as having important consequences for cognitive, social and emotional development, and adults can engage as playmates; play can be seen as a spontaneous activity of children, which adults do not structure or participate in; or else play can be seen as a spontaneous activity, but the amount of play is limited because other activities are considered more important.

## Question 7

In the following table, briefly explain in your own words what play-based learning is, what is its role and its importance.

**Assessor instructions:** Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- explain what play-based learning is, its role and its importance.

A sample answer is provided below.

What is play-based learning?  [50-60 words]	Play-based pedagogy (or learning) in an approach to teaching and learning that values play as the facilitator of learning. When we work with a play-based pedagogy, we support children to develop and explore things in a range of ways through play and we apply different concepts to different types of play. For example, mathematics to the home corner/shop corner.
What is the role of play-based learning?  [10-30 words]	Play supports, stimulates and motivates children to develop a variety of skills.
What is the importance of play-based learning?  [30-50 words]	<ul style="list-style-type: none"><li>• promotes the holistic development (physical, social, emotional, cognitive and creative) of a child</li><li>• may also support a broad range of literacy and numeracy skills. fosters imagination and creativity</li><li>• reinforces confidence and positive attitudes towards learning</li></ul>

## Question 8

In your own words, briefly explain the difference between play-based learning and free play.

[Approximate word count: 100-130 words]

**Assessor instructions:** Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- explain the difference between play-based learning and free play.

A sample answer is provided below.

Play-based learning is an approach to learning and developing holistically through play. Educators will support children through intentional teaching practices during this play to support the learning element of

their play. These play environments and experiences are designed intentionally to achieve objectives and support children's learning in a range of developmental milestones and align with the learning framework. Free play refers to children playing in an environment which is not intentional or supported through teaching practices. Educators are not seeking to learn about children's play approach during this time and are not designing the environment with intent. During free play there are many learning opportunities and children are learning, however the support and extension of learning can be a missed opportunity.

### Question 9

In your own words, briefly explain what 'learning' means in the context of early childhood.

[Approximate word count: 100-130 words]

**Assessor instructions:** Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- explain what 'learning' means in the context of early childhood.

A sample answer is provided below.

Learning is the process of developing skill, knowledge or capability through self-identity and exploration. Play supports children to learn, develop and explore the world around them.

Learning is supported by access to a range of resources, environments, experiences and people where a child can come to understand things they didn't previously understand, make mistakes and become masterful. Children's learning is dynamic, complex and holistic.

Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are all intricately interwoven and interrelated.

Play is a context for learning that:

- allows for the expression of personality and uniqueness
- enhances dispositions such as curiosity and creativity
- enables children to make connections between prior experiences and new learning
- assists children to develop relationships and concepts
- stimulates a sense of wellbeing.

### Question 10

Identify **three [3]** learning styles and provide a brief description of each.

**Assessor instructions:** Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- identify three [3] learning styles and provide a brief description of each.



A sample answer is provided below.

	Learning style (1-2 words)	Description (10-20 words)
1.	Visual	Learners are more likely to absorb information when presented with graphics or pictures.
2.	Auditory/aural	Auditory learners are more likely to prefer listening to stories or telling stories to understand information.
3.	Kinaesthetic/ physical	Kinaesthetic learners learn best when they are able to physically engage with their environment such as manipulation of resources.

Additional responses:

- Verbal/ linguistic: Verbal learners learn through being read to or having something explained to them.
- Logical/mathematical: These children will find patterns or recognise answers from past experience.
- Social/ interpersonal: Social learners prefer to learn through group engagements.
- Solitary/ intrapersonal: Solitary learners prefer to work alone and use self-study.

### Question 11

In your own words, answer the questions in the following table regarding learning dispositions and identify the relevant learning outcome of the Early Years Learning Framework (EYLF).

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- explain what learning dispositions are, why they are important, how they support children's curiosity and discovery and how they are linked to the Early Years Learning Framework's outcomes.

A sample answer is provided below.

What are learning dispositions? (20-30 words)	Dispositions are ways children learn naturally and they can be enhanced and supported, but some come naturally to children. For example, you might have a naturally curious child.
Why are learning dispositions important? (15-30 words)	Learning dispositions are incredibly important because they are positive dispositions which support children through a range of learning opportunities.
How can learning dispositions support children's curiosity and discovery? (20-30 words)	Learning dispositions ensure that children are confident to explore different learning opportunities through curiosity and discovery and therefore their development is enhanced.
Relevant EYLF learning outcome (2-25 words)	Outcome 4: Children are confident and involved learners – "Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity"

## Question 12

The learning framework can be integrated in different aspect of the curriculum.

In the table below provide **three (3)** examples for each aspect of the curriculum. For each example, include the relevant EYLF outcome, principle or practice.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- give examples of how the learning framework can be integrated in the different aspects of the curriculum [daily practice, experiences, routines]. Student must provide 3 examples for each aspect. Examples can be related to EYLF principles, practices or learning outcomes. Student must identify the learning framework's relevant principle, practice and learning outcomes.

A sample answer is provided below.

Aspects of the curriculum	Examples [15-60 words]		
Daily practice	1.	Relevant EYLF outcome, principle or practice	Outcome 1: Identify
		Begin each day with observations of individual children. Take note of their interests, emotions, and interactions. Use this information to plan activities that support each child's unique identity and development. For example, if a child shows a strong interest in drawing, provide materials and opportunities for creative expression.	
	2.	Relevant EYLF outcome, principle or practice	Outcome 5: Communication
		Throughout the day, engage in meaningful conversations with children. Encourage them to express themselves verbally, through gestures, or in other ways. This practice helps children develop their communication skills and fosters a sense of agency in expressing their needs and ideas.	
	3.	Relevant EYLF outcome, principle or practice	Outcome 3: Wellbeing
		Prioritize children's physical and emotional wellbeing by ensuring they have access to nutritious snacks and meals. Create a daily routine that includes opportunities for rest, outdoor play, and physical activity to support their overall health.  Additional response: <ul style="list-style-type: none"> <li>• Ongoing learning and reflective practices: Continuously reflect on your practices and seek opportunities for professional development.</li> <li>• Incorporate play-based learning into the daily schedule. Set up learning centres with age-appropriate materials, books, and puzzles that align with specific learning outcomes. For example, create a science exploration station where children can observe and experiment with simple scientific concepts. [Outcome 4: Learning]</li> </ul>	
Experiences	1.	Relevant EYLF outcome, principle or practice	Outcome 2: Community

		Build a sense of community by organizing daily group activities that encourage children to collaborate, share, and interact with their peers. This can include group storytelling sessions, cooperative art projects, or group games that promote social skills and teamwork.								
	2.	<table border="1"> <tr> <td>Relevant EYLF outcome, principle or practice</td> <td>Outcome 1: Identity</td> </tr> <tr> <td colspan="2">Create activities that help children develop a strong sense of identity. For example, encourage them to express their feelings and thoughts through art, storytelling, or dramatic play. Provide materials and resources that reflect the diversity of cultures and backgrounds within the group.</td> </tr> </table>	Relevant EYLF outcome, principle or practice	Outcome 1: Identity	Create activities that help children develop a strong sense of identity. For example, encourage them to express their feelings and thoughts through art, storytelling, or dramatic play. Provide materials and resources that reflect the diversity of cultures and backgrounds within the group.					
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	3.	<table border="1"> <tr> <td>Relevant EYLF outcome, principle or practice</td> <td>Outcome 3: Wellbeing</td> </tr> <tr> <td colspan="2">Promote physical health and wellbeing by incorporating outdoor and nature-based experiences into the curriculum. Provide opportunities for outdoor play, exploration of natural environments, and physical activities like gardening or hiking.</td> </tr> <tr> <td colspan="2">Additional response:</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> <li>Encourage children to observe and explore the natural world around them. Provide resources like magnifying glasses, binoculars, and nature journals to support their scientific inquiry and exploration of the environment. [Outcome 4: Learning]</li> <li>Create a sense of connectedness to the natural world by teaching children about the environment and sustainability. Engage in activities like recycling, composting, and caring for plants and animals. Discuss the importance of taking care of the Earth as a community. [Outcome 2: Community]</li> </ul> </td> </tr> </table>	Relevant EYLF outcome, principle or practice	Outcome 3: Wellbeing	Promote physical health and wellbeing by incorporating outdoor and nature-based experiences into the curriculum. Provide opportunities for outdoor play, exploration of natural environments, and physical activities like gardening or hiking.		Additional response:		<ul style="list-style-type: none"> <li>Encourage children to observe and explore the natural world around them. Provide resources like magnifying glasses, binoculars, and nature journals to support their scientific inquiry and exploration of the environment. [Outcome 4: Learning]</li> <li>Create a sense of connectedness to the natural world by teaching children about the environment and sustainability. Engage in activities like recycling, composting, and caring for plants and animals. Discuss the importance of taking care of the Earth as a community. [Outcome 2: Community]</li> </ul>	
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Routines	1.	<table border="1"> <tr> <td>Relevant EYLF outcome, principle or practice</td> <td>Outcome 4: Learning</td> </tr> <tr> <td colspan="2">Organize a structured routine of play-based learning centres that align with the EYLF outcomes. Set up different learning areas within the childcare facility, such as a literacy corner with books and writing materials or a sensory exploration station with sand, water, and natural materials.</td> </tr> </table>	Relevant EYLF outcome, principle or practice	Outcome 4: Learning	Organize a structured routine of play-based learning centres that align with the EYLF outcomes. Set up different learning areas within the childcare facility, such as a literacy corner with books and writing materials or a sensory exploration station with sand, water, and natural materials.					
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**Assessment checklist:**

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

12 short answer questions to be completed in the spaces provided	<input type="checkbox"/>
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**Congratulations you have reached the end of Assessment 2!**

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