



CHCECE047 CHCECE048 CHCECE043

Planning and Curriculum

Assessor Guide

Assessment 1 of 1

Short Answer Questions



Assessment Instructions

Task overview

This assessment task requires you to answer seven (7) 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

You have recently begun working as an educator at an education and care setting called Little.ly Early Learning Centre. You are to access the service website and review the Little.ly service philosophy and policies. Log in to www.littlely.eduworks.com.au, select 'Log in' and enter the following details:

Username: SOE

Password: earlychildhood

For the room you are working in, you are required to do the planning and curriculum. The philosophy of the service reflects Little.ly and so do the policies.

- a. Explain how the service philosophy influences the service curriculum design and how the service has adapted the Framework to support its philosophy and policies. [Approximate word count: 30-50 words]

Assessor Instructions: Students will access the little.ly Early Learning Centre Philosophy on the little.ly website. Answers must include an explanation of how the Little.ly philosophy influences the service curriculum design and the adaptations of the curriculum.

A sample answer is provided below.

The philosophy of Little.ly aims to develop life skills and explore the world in a mindful way. This links to a curriculum that focuses on discovery and growth using the EYLF and tools including observation, reflection and extended learning based on the interests and needs of individual children.

- b. Identify at least two [2] other examples of current trending philosophies or approaches which might influence a service's curriculum. [5-10 words]

Assessor Instructions: Students will include at least two examples of current trending philosophies or approaches.

A sample answer is provided below.

- Reggio Emilia inspired
- Loose parts theory
- Nature Kinder
- Beach Kinder
- Thinking and Talking Floorbooks
- Primary Caregiving

- c. Explain why a service might have or develop a specific philosophy and how this might influence their curriculum. [50-80 words]

Assessor Instructions: Students will demonstrate that they understand how a service philosophy influences curriculum design and development. They should explain why a service might have or develop a specific philosophy and include how this might influence their curriculum.

A sample answer is provided below.

Nature Play kinder – The service might have a philosophy where they believe children should spend a lot of time outside. They might arrange for times each week or day to explore in the woods/forest or bush. This would influence their curriculum because they would have to include safety learning for children, and they would need to document nature play for families to see.

Question 2

Identify the requirements of the National Quality Framework, including the Standard, Regulations, and associated Law and policy requirements concerning the following and describe in your own words how they relate to planning and curriculum: (Include at least 1 Standard, Regulation/law and policy).

You are to access the service website and review the Little.ly service policies and procedures to support you with your response. Log in to www.littlely.eduworks.com.au, select 'Log in' and enter the following details:

Username: SOE

Password: earlychildhood

a. Educational program and practice

Assessor Instructions: Students must include at least one Standard, Regulation, or Law and describe how this relates to planning and curriculum. Students can access the policies and procedures from littlely to support them with their responses from www.littlely.eduworks.com.au

A sample answer is provided below.

Quality Area [30–50 words]	Law [20–40 words]	Policies [20–40 words]
Quality Area 1. Standard 1.1, The educational program enhances each child's learning and development. This Standard ensures that the learning for each child must be supported, and therefore, individual planning must be undertaken for every child.	Law 168 – offence related to required programs. This Law requires services to deliver programs using the EYLF to provide education programs based on each child's developmental needs, interests, and experiences.	Education programs and practice policies will provide direction about the services curriculum and the philosophies on which it is based. For example, a service will indicate that it has play-based and child-centred programs to enhance each child's learning, development, and well-being

b. Health and safety

Assessor Instructions: Students must include at least one Standard, Regulation, or Law and policy and describe how this relates to health and safety.

A sample answer is provided below.

Quality Area [15–30 words]	Law [20–40 words]	Policies [20–40 words]
Quality Area 2. Standard 2.1, Each child's health and physical activity is supported and promoted.	The guiding principle of the Law [4.2] is to ensure the safety, health, and well-being of children attending the education and care service	Children's health and safety policies will set out the obligations of the service to provide safe experiences and environments for children. Services will also ensure sufficient educators to supervise the group adequately.

c. Physical environment

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Assessor Instructions: Students must include at least one Standard, Regulation, or Law and policy and provide a description of how this relates to the physical environment.

A sample answer is provided below.

Quality Area (30–50 words)	Law (20–40 words)	Policies (20–40 words)
Quality Area 3. Standard 3.1, The service environment is inclusive, promotes competence and supports exploration and play-based learning. It describes how the curriculum should utilise the environment to support children's learning.	The Education and Care Services National Regulation 4.3 requires services to comply with the Law in respect of the service premise and physical environment.	Policies for the physical environment will set out how to provide an environment that will nurture positive relationships and a sense of belonging in children.

d. Relationships with children

Assessor Instructions: Students must include at least one Standard, Regulation, or Law and policy and describe how this relates to relationships with children.

A sample answer is provided below.

Quality Area (30–50 words)	Law (20–40 words)	Policies (20–40 words)
Quality Area 5. Standard 5.2, Each child is supported to build and maintain sensitive and responsive relationships. Planning and curriculum include relationships between children, and educators must consider how they design the curriculum to support these relationships.	The Education and Care Services National Regulations and law sets out regulation 4.5 interactions and relationships with children.	Relationship with Children policies will include an opening statement to confirm the service's belief on how to work with children. For example, the service recognises that positive and secure relationships with educators provide an environment where children can learn, develop, and thrive.

e. Collaborative partnerships with families and communities

Assessor Instructions: Students must include at least one Standard, Regulation, or Law and policy and describe how this relates to partnerships with families and communities.

A sample answer is provided below.

Quality Area (30–50 words)	Law (20–40 words)	Policies (20–40 words)
Standard 6.1: Supportive relationships with families - Respectful relationships with families are developed and maintained, and families are supported in their parenting role. Planning and curriculum include partnerships with families and communities because it is important to	The Education and Care Services National Regulation part 4.6 sets out the requirements for services to ensure access for parents. Parent can enter the service at any time that their child is being educated and cared for by the service.	Collaborative relationships with families' policies will confirm the service's commitment to genuine collaborative relationships with families where their knowledge and insight are valued.

share knowledge and gather information from families when working with children to enhance their learning.

Question 3

Outcome 4 of the Early Years Learning Framework says that children are confident and involved learners. Furthermore, it states that children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination, and reflexivity.

It is important to understand learning dispositions as an educator when planning for children's learning. Dispositions can be useful to support the analysis of learning and support educators to plan for children's learning.

This cluster focuses on nurturing the disposition of creativity in children. Planning for and teaching creative experiences and arts support learning and development.

- a. What is a learning disposition? Explain in your own words. (20-40 words)

Assessor Instructions: Students must demonstrate that they understand the meaning of a learning disposition.

A sample answer is provided below.

A learning disposition is a habit of mind or a way of learning. A pattern of behaviour when it comes to learning. A characteristic or attitude to learning. These can be developed.

- b. Explain how you would model positive learning dispositions when engaging with and educating children and why this is important. (20-40 words)

Assessor Instructions: Students must explain how they would model positive learning dispositions when educating children and why this is important.

A sample answer is provided below.

Educators can role model being resilient and trying to learn something, including art which will enhance their creativity or curiosity. This is important so that children understand that they can develop in these areas.

- c. Outline how the disposition of creativity relates to each learning dispositions identified in the Framework.

Assessor Instructions: Students must outline the connection between creativity and other learning dispositions.

A sample answer is provided below.

Learning disposition	Links to the disposition of creativity in children (20-30 words)
Curiosity	Curiosity often leads to creativity because it means you are interested in different ways to do things and how the world works.
Cooperation	Cooperation links to creativity because creative people are often more open-minded and can consider other people's perspectives.
Confidence	Confidence links to creativity because being creative and exploring things differently gives you the confidence to achieve things.

Commitment	Commitment links to creativity because to complete artwork or a creative process, you must be committed to the process and product.
Enthusiasm	Enthusiasm links to creativity because a creative mind is usually enthusiastic about exploring their creative pursuits. They will see the opportunity in ideas and open-ended resources.
Persistence	Persistence relates to creativity because you must keep going to complete artwork or a creative process.
Imagination	Imagination and creativity are closely linked as imagination support creative play by projecting the product or idea, and then you can creatively implement it.
Reflexivity	Reflexivity relates to creativity because often when you are exploring creative pursuits, you need to be able to modify your approach and try new things.

- d. List eight (8) teaching techniques or strategies you would use to support children's creativity by exploring the arts. (10 -20 words)

Assessor Instructions: Students must describe the teaching techniques for supporting creativity by exploring the arts.

A sample answer is provided below.

Example teaching techniques:

- Explaining
- Demonstrating
- Positioning of equipment
- Describing
- Encouraging, praising, and helping
- Facilitating
- Providing feedback
- Listening
- Co-constructing
- Reading and recalling

- e. Discuss the role of arts in early childhood development and learning. (20-40 words)

Assessor Instructions: Students must include a discussion about the role of the arts in early childhood development.

A sample answer is provided below.

The role of the arts is important in early childhood development because they allow children to be creative and explore their own ways of being and their identity.

- f. Explain what skills and techniques in the creative areas you need to have to assist children in implementing their ideas. (40-60 words)

Assessor Instructions: Students must demonstrate an understanding of their role in supporting children with creative pursuits. This should include basic knowledge and skill to facilitate children's learning.

A sample answer is provided below.

It is important as an educator to have a level of skill and techniques to support children's creativity. For example, I need to know about a range of different artistic approaches and provide creative opportunities for children. I need to be able to source different resources and provide guidance to them when they are being creative.

- g. Summarise current research about why fostering creativity in children is important in society. (40-60 words)

Assessor Instructions: Students must include a summary of current research about why creativity is important in society. Responses will vary depending on the research identified by the student but must include the source of their research and explain the outcomes that arise from fostering creativity in children.

A sample answer is provided below.

Current research and the theories of Reggio Emilia, Montessori and Steiner into the importance of creativity identified that it fosters mental growth, problem solving and innovation. The journey of creativity allows learning to occur during the process of creating. This links to play-based learning where children can experiment and explore and build connections to broader learning.

- h. Educators play a crucial role in assisting children's development by gathering and analysing information about their learning. Give four (4) examples of evaluation methods that can be used to review children's learning and educators' practices.

Assessor Instructions: Students must include specific examples of evaluation tools that are used to gather information and analyse children's learning and educator's practice.

A sample answer is provided below.

Children's learning (10-30 words)	Educators Practices (10-30 words)
Observations including jottings, anecdotes or running records	Notes from meetings or conversations with children, families, staff colleagues and other professionals
Daily/weekly journal	Quality improvement plan
Communication books	Surveys from families
Portfolios or scrap books including samples of children's work, artwork and writings	Weekly critical reflection journal/Diary

- i) Outline the current research and theories of the importance of encouraging creative freedom for children and how it connects to development and learning. (80-100 words)

Assessor Instructions: Students must outline the research and theories of the importance of encouraging creative freedom and connections to development and learning. Responses will vary depending on the research identified by the student but must include the source of their research.

A sample answer is provided below.

Current research, including the American Association of Pediatrics, shows the importance of unstructured playtime and its large-scale benefits to children's health, well-being, and development. Giving children ongoing opportunities to make their own choices is a way to support their self-esteem and motivation for creativity.

Educators should provide resources and allow children to explore their own ways of making meaning. This supports children's learning dispositions when they can create their own works rather than do the same work as other children.

- j) Creative play forms a central role in the development and learning of children. Identify at least five (5) examples of activities or learning experiences that encourages artistic expression for children within your care.

(10-20 words)

Assessor Instructions: Students must identify a variety of forms that encourage artistic expression. Responses must include specific examples of activities or learning experiences that can be implemented to support their ability to creatively express themselves.

A sample answer is provided below.

- Painting
- Drawing
- Dramatic play
- Music
- Dancing
- Physical movement
- Arts and craft

- k) Explain the current research and theories of developing creativity when children are exposed to various art forms and artists, including art and creativity from diverse cultures? (80-100 words)

Assessor Instructions: Students must describe the current research and theories for supporting creativity by exploring a range of art forms and artists. Responses will vary depending on the research used but must include views about using art from diverse cultures and the links to developing creativity.

A sample answer is provided below.

Children can be exposed to a wide range of art forms and artists. Educators can present a range of materials to promote children's individual expression. Children can be supported to explore and express themselves using interesting materials and mediums.

Current research suggests that children exposed to art by artists from culturally diverse backgrounds increase their respect and acceptance of diversity. In addition, children from culturally diverse backgrounds can be provided with a voice using art and have increased levels of engagement.

Question 4

Observing children's learning is an important aspect of teaching and planning for children.

Educators can use many different styles of observation to document children's learning.

Imagine you have been appointed as the new Educational Leader of the service, and you have been asked to train a new educator about observations.

The service currently uses an online platform for sharing photos and documentation with the class group and individually. The service uses this platform to gather information about children and to collaborate with families. They also use annual surveys and incidental conversations with families to learn more about the children.

Confidentiality is extremely important to the service, particularly regarding children's documentation sharing. The service has a policy that states the following:

- . Written permission is obtained from parents before their documentation or photographs are shared
- . Written permission is obtained from parents before uploading information on an online platform
- . Children's photos and names must not be shared outside of the service
- . A list of children's permissions is accessible to all educators in the classrooms on the programming shelf
- . All educators must check permissions and update the list each time a new child is enrolled.
- . The service mainly uses a learning story format for observation, anecdotal, and jottings.

a. Explain in your own words to the new educator what makes a meaningful observation. (20-30 words)

Assessor Instructions: Students must demonstrate that they understand the fundamentals of a meaningful observation and how to articulate this. Their response should include an explanation of meaningful observations and what they involve.

A sample answer is provided below.

- Sharing the child's learning
- Multiple perspectives
- Dispositions for learning
- Elements related to the Framework
- Reflections of children's play and learning
- Children's voices

b. Outline to the new educator emergent thinking about contemporary practice using observations. Share with the educator what methods of observation the service uses. (20-30 words)

Assessor Instructions: Students must demonstrate that they understand emergent thinking about contemporary practice related to observations. They must also explain what methods of observation the service uses.

A sample answer is provided below.

Emerging thinking shows us that children's voices and learning through play are important; when anecdotal or linked to stories about the children, the value of observations is more evident. The service might mostly use learning stories.

c. Describe ways the service collects information about children, including different tools for observing and collaborative approaches for sourcing multiple perspectives, including children, educators and families.(20-30 words)

Assessor Instructions: Students must describe how they collect information using different tools.

A sample answer is provided below.

The service can use narrative, jottings, sociograms and running records. The service ensures they collaborate with families, children, and staff to gain multiple perspectives.

- d. Explain to the new educator why gathering information about children with multiple perspectives is important and how the educator can support collaborative critical reflection in the service. [20-30 words]

Assessor Instructions: Students must demonstrate an understanding of the importance of valuing multiple perspectives in observations. They must also explain how an educator can support collaborative critical reflection in the service.

A sample answer is provided below.

A parent's perspective might explain why a child is doing something or how they apply learning at home. The parents know the children so well and can share that perspective. Educators also have different perspectives on children because they have individual relationships with children.

- e. Describe what needs to be considered when developing documentation to share with families and how the service currently does this. [30-60 words]

Assessor Instructions: Students must demonstrate an understanding of considerations when sharing documentation with families and provide an example of how a service manages this.

A sample answer is provided below.

Services need to consider that documentation to be shared with families should be developed with a growth approach to learning and development for the child. They should describe the child's abilities and strengths and record information positively about needs and learning areas. They will observe the confidentiality of records and invite families to input and feedback.

- f. Explain confidentiality to the new educator and how to ensure they follow confidentiality and ethical requirements when collecting and sharing documentation about children's learning with their families and with the learning community. Ensure you explain the storage and disposal of information. [120-140 words]

Assessor Instructions: Students must demonstrate an understanding of the confidentiality and ethical policies related to collecting, sharing, storage and disposal of children's documentation.

A sample answer is provided below.

Services must meet ethical and legal requirements; all educators must ensure the confidentiality of documents informing a child or their family. This means ensuring that collected information is always kept in a safe and secure storage location and not directly or indirectly divulged or communicated. Services must follow agreed retention periods set out in the regulations and use approved disposal methods when records can be destroyed, e.g an authorised record destruction service

Before sharing information, all children and families have agreed to share their information and/or photos and documentation in a learning community, e.g., a shared online platform. Educators must ensure they have permission to share when they use an online platform for planning. Educators should follow the confidentiality policies of the service. Educators will ensure that all documentation is positive and that they check photos for appropriateness before posting.

- g. Fill out the below table to explain to the new educator the different ways to gather information and in what context these might be used.

Assessor Instructions: Students must demonstrate that they know different methods for collecting and gathering information about children's learning and development.

A sample answer is provided below.

Observational tool	Description of the tool/method of gathering information about children's learning and development (10-50 words)	Explanation about the context this tool or method might be applied (10-50 words)
Voice of the child/Prioritising the child's voice	Prioritising the voice of the child is demonstrated when the service gathers information from children and consults with them. Documentation includes what a child has said. It may connect to an image/photo or piece of artwork, but often it is just the meaningful commentary given by the child at a particular moment in time.	It often reflects the child's learning, especially emerging concepts. When educators prompt children and ask relevant questions, children can express their interest and learning and what they are doing and want to do next, sharing valuable insights with the educator, who then documents what is said.
Summative assessment methods and tools	Developmental checklists analyse a child's development at certain points of the year or as required. They separate the domains to gather a picture of where the child is developmentally and the progression they have made. Developmental checklists include a list of milestones typically expected within the child's age range.	A developmental summary will be an overview of the developmental evidence provided for a period. It will reflect goals and learning outcomes. It must be considered against other observations taken within similar time frames to provide a more holistic view of the child.
Anecdotal record	Observation with an overview of what has been observed.	You can use this for documenting anything you observe a child or group of children doing.
Asking questions of children	This is a great way to capture children's voices. You can then document these.	This can be used in any context when engaging with children. At the beginning of a project, questioning is a great tool.
Child records	Reading other people's recounts of a child can help you to gather differing perspectives.	You should do this before beginning to work with a child.
Discussion with families	Example response: You can discuss with families upon drop-off or collection time and over the phone or via email.	You can use discussions with families to help you set goals and objectives with children. You might also have educator/parent interviews.
Narratives	This tool is about telling a story about the child. You might write what you have seen of them, who they are friends with or emerging development.	You can use narratives to tell a story over time. You can also use a narrative to write to the child so they feel connected to the story when reading it to them.
Learning stories	This is like a narrative record. You notice, recognise, and respond to the child and their thinking, learning and ideas. You write to the child.	You can use a learning story to talk about a particular experience or to tell a story about the child and who they are. You might also tell them what you notice about them and how it makes you feel, for example, 'proud'.
Sociograms	These are designed to help you record the child's interactions with others.	You can use these over a few months or weeks. You would use this information to support social and communication development.

Running records	These are observations where you detail what the child is doing step by step, including what hand they use and how they use their hands.	This can be useful if you notice an area requiring support or attention. This helps you learn more closely what the child is doing and how you can support them.
Jottings	This is a quick observation with not much detail.	You would usually use this when engaging in the rooms and then use it for jogging your memory later when you are ready to record more in-depth observations. Or you might use this to track mini progress towards an objective.
Time or event samples	This is where you record, over a set time, what the child is doing. For example, every 30 minutes, you would write down where the child is and what they are doing.	You could use this if a child finds it difficult to concentrate and engage. Or if you are looking to understand what their interests are.
Digital images	These are useful for sharing a clear image of what happened and what you saw.	You would use these to support your other documentation or to remind you of a particular moment.
Cultural maps	A cultural map describes the cultural connections of the child and their family, land and tribe/mob or communities.	It displays the interpersonal relationships a child has. It provides an understanding of the child's immediate and larger communities, supports and connections.
Samples of children's work	Samples of children's work can be collated into a portfolio, including learning stories, reflections, the child's voice, and events with which the child was involved at the service.	They give a well-rounded, holistic view of the child and their experiences. Language samples can be used when there are concerns about language development, and they predominantly capture a child's linguistic efforts and conversations with others.

- h. Describe ways to gather, review information, and implement plans to determine when additional supports are needed, build on needs and emerging interests, and meet children's current and future development and learning opportunities. (50-80 words)

Assessor Instructions: Students must describe ways to gather, review the information and implement plans to determine whether additional supports are needed, build on needs and emerging interests, and meet current and future development and learning opportunities.

A sample answer is provided below.

The gathered information can provide valuable insights into a child's individual children's strengths, interests, and needs. This can be gathered from families and external reports with specialist support services. Educators can gather insights into children's current and future learning needs by conducting observations and asking the child and families. This information can be analysed and incorporated into curriculum plans to provide additional support, meet needs and emerging interests, and meet the child's current and future development and learning opportunities.

- i. Provide three (3) examples of extension learning opportunities that link evidence gathered during the collection and the analysis of information to the planning and implementation of a curriculum for the following children.

Assessor Instructions: Students must include three learning opportunities that link the collection and analysis of information to planning and implementing the curriculum for the listed children.

A sample answer is provided below

Child and observed behaviour (10-20 words)	Planned curriculum activity (20-30 words)
A 5-month-old baby observed respond by smiling at familiar faces	Activities added in their plan for educators to promote verbal and non-verbal interactions for various reasons to build the skills of attuning to others and responding.
8-to-12-month baby, who is observed seeking to be near a carer when a parent leaves the service	The planned goal added to their program is to promote opportunities for self-regulation when becoming anxious.
2- to 3-year-old toddler who is using short sentences	Activities added to the child's curriculum to initiate interactions and have conversations with educators to promote their language development.

- j. Explain how the service communicates and collaborates with the local community to encourage participation and inform learning.

(40-60 words)

Assessor Instructions: Students must describe how they communicate and collaborate with the local community to encourage participation and learning within the service.

A sample answer is provided below.

The service can encourage local stores, sporting clubs, music, police, ambulance, fire brigade or volunteer clubs to get involved in the service and speak to the children through contacting them directly. Excursions can also be organised and regular speakers relevant to the specific community can visit to share

Question 5

The National Quality Framework (including the Standard, Regulations and associated Law) and the Learning Framework guide educators in planning for children's learning and development

As an educator, you must understand these Frameworks to ensure you meet the requirements regarding planning and curriculum.

- a. List the stages of the curriculum planning cycle and how the cycle is managed. (50-70 words)

Assessor Instructions: Students must list the stages of the curriculum planning cycle and how the cycle is managed.

A sample answer is provided below.

- Collecting information
- Questioning/analysing information
- Planning
- Implementation
- Review and reflect

The cycle is managed in a continuous process of gathering information which is then reviewed to identify the needs and interests of the child. The results of the analysis inform the planning phase. The planned

experience/curriculum is implemented and reviewed to determine what worked and what can be extended or improved. The cycle then commences again.

b. Outline strategies that can be used when curriculum planning to:

- plan environments, opportunities, and experiences
- use daily interactions to promote play and learning
- plan intentional teaching strategies
- document the curriculum
- develop monitoring and assessment strategies and tools.

Assessor Instructions: Students must outline strategies that can be used to plan environments, opportunities, and experiences, use daily interactions to promote play and learning, plan intentional teaching strategies, document the curriculum and develop monitoring and assessment strategies and tools.

A sample answer is provided below.

Curriculum aspect	Planning strategies (30-50 words)
Plan environments, opportunities, and experiences	Planning is based on the children's needs, interests, and strengths to support milestone progression and school readiness. Educators can use environments, opportunities, and experiences to encourage participation, interaction and working together whilst promoting opportunities for collaborative learning.
Use daily interactions to promote play and learning	Educators plan opportunities for extensive play sessions and provide the tools necessary to promote play skills. They foster and use spontaneous teachable moments to build on children's learning
Plan intentional teaching strategies	Educators plan intentional teaching strategies that build on children's strengths, interests, and needs. They make decisions about programming and learning opportunities that ensure children's ideas and needs are considered in planning
Document the curriculum	The planned curriculum will be documented according to service guidelines and the requirements of the National Quality Framework. Many services have a template that is used. The curriculum can be documented using digital technology and media.
Develop monitoring and assessment strategies and tools	Assessment will be planned to monitor learning and development, guide milestones and support children in school readiness. When educators assess children, they use the results to aid the planning of future activities and make progress clear and continual.

c. Outline strategies that can be used when implementing curriculums in each of the following areas:

- collaborating with children, families, educators, and relevant communities
- creating opportunities and environments that support play and learning
- actively engaging with children to support and co-construct learning.

Assessor Instructions: Students must outline strategies for curriculum implementation in the areas of collaborating with children, families, educators, and relevant communities, creating opportunities and

environments that support play and learning and actively engaging with children to support and co-construct learning.

A sample answer is provided below.

Curriculum aspect	Strategies [20-30 words]
Collaborating with children, families, educators, and relevant communities	Implemented curriculums are based on information gathered through collaboration with children, families, educators, and communities. This information is analysed to inform the implemented curriculum.
Creating opportunities and environments that support play and learning	Educators will promote opportunities during implementation to foster and use spontaneous teachable moments to build on children's interests and learning.
Actively engaging with children to support and co-construct learning	Actively engaging in learning experience with children will encourage participation, interaction and working together whilst promoting opportunities for collaborative learning.

- d. Explain in your own words what meaningful critical reflection is, why it is used and how educators use critical reflection. [40-60 words]

Assessor Instructions: Students must demonstrate they understand the meaning, value, and use of critical reflection.

A sample answer is provided below.

<ul style="list-style-type: none"> Critical reflection is about thinking about teaching and learning to support educators in improving and developing the planning and learning opportunities for children. Educators use critical reflection to analyse how learning relates to the learning framework. Educators use critical reflection to reflect both on their learning for individual children and the group, as well as on their own teaching practice.
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- e. Read about the 'Early Childhood Pedagogy' of the EYLF Learning Framework on Page 12 of Belonging, Being and Becoming and examine current and emergent thinking and their influence on the role of an educator in the sector. [200-220 words]

Assessor Instructions: Students must read Early Childhood Pedagogy from the EYLF and provide an examination of how the EYLF, current and emergent thinking influence their role and actions as an educator.

A sample answer is provided below.

<p>Educators establish respectful and caring relationships with children and families. They can work together to construct curriculum and learning experiences relevant to children in their local context. These experiences gradually expand children's knowledge and understanding of the world.</p> <p>Educators use professional judgements to facilitate children's learning using their knowledge and skills, knowledge of children, families and communities, awareness of how their beliefs and values impact children's learning and their personal styles and past experiences.</p> <p>They use creativity, intuition, and imagination to help them improvise and adjust their practice to suit the time, place, and context of learning.</p> <p>They are aware of the different theories and emergent thinking that inform children's learning and development approaches. Educators use the theories and emergent to shape their work, including developmental theories, socio-cultural theories, socio-behaviourist theories, critical theories, and post-structuralist theories. Educators use emergent thinking to shape curriculums based on children's interests and flexible environments, so children construct their own learning.</p>

Educators can challenge traditional ways of seeing children and constructing teaching and learning opportunities to reflect on why they act in the ways they do, examine theories to identify strengths and limitations and identify how the theories and beliefs enable or limit educators' actions and thoughts. Through reflection, educators can review the consequences of their actions on children's experiences and discover new ways of working with children.

- f. Identify the five (5) stages of child development and explain how they are considered in each phase of curriculum planning.

Assessor Instructions: Students must identify the five (5) stages of child development and explain how these are considered in each stage of curriculum planning.

A sample answer is provided below.

Stages of Child Development [15-20 words]
Newborn stage [0-3 months]
Infant [3-12 months]
Toddler [1-3 years]
Preschool age [3-4 years]
School age [4-5 years]

Curriculum planning stage	Links to stages of child development [30-50 words]
Collecting information	Observing the child in a range of situations that are meaningful to gather information about the child's development, strengths, needs and interests. Educators work collaboratively to assess or evaluate each child's learning and development as part of an ongoing assessment to build a fuller picture of the child's developmental stage.
Analysing information	The information gathered is reviewed to determine the needs, strengths, and interests of the child. This evidence is used for reflection and interpretation of what has been discovered about the child's learning, development and to determine links to the EYLF learning outcomes.
Planning	The information is used to plan experiences and focus areas that link to developmental areas to promote future learning for the child
Implementing	The plan is implemented by providing learning opportunities in the curriculum for the child against the approved learning framework and according to the child's developmental stage.
Reflect	The educator evaluates how effective their observations, teaching and learning programs are to support the child's development. The educator considers their practices and determines adaptations, or developments needed to be more effective.

- g. Explain the following types of reflection and their key features:

- Individual
- Group
- Formal
- Informal
- Journals and diaries (including written or visual)

Assessor Instructions: Students must explain reflection - individual and group, formal and informal and journals and diaries including written or visual.

A sample answer is provided below.

Types of reflection	Explanation (30-60 words)
Individual	Individual reflection occurs when the educator plans or takes time to reflect themselves on their practices and the outcomes. <ul style="list-style-type: none"> • It should be timetabled into the educator's day, so it is not overlooked • Use reflection questions • Recorded key learning and arising goals
Group	Group reflection uses discussion and conversations with others to invite diverse thoughts, different points of view and experiences to build unified practices for a service. <ul style="list-style-type: none"> • Be part of a team meeting • Include respectful debating and disagreeing to aid learning and decisions that are made
Formal	Formal reflections are planned opportunities that are scheduled and documented. They are often conducted with the team. <ul style="list-style-type: none"> • Can be part of a team meeting • A critical incident review • Documented critical learnings
Informal	Informal reflection can occur during any situation where questions are asked about practice or performance. <ul style="list-style-type: none"> • Can be spontaneous and uninvited • Is reflection-in-action
Journals and diaries (including written or visual)	Personal written journals or diaries are maintained by an educator to record thoughts, impressions, and feelings during a reflection on their actions and services. This can also include images, graphs, photos, sketches, and scrapbooking that enhance the information recorded. <ul style="list-style-type: none"> • It can be daily or regular, like a running record • It can be used to set goals and actions to improve practices

Question 6

- a. Review the following two (2) different cultures and complete the table below with your findings of creative arts and its importance in each culture.

Assessor Instructions: The response must include an exploration of two cultures, including a description of the creativity and art in this culture and an explanation of the importance of creativity in each culture.

A sample answer is provided below.

	Describe how creativity and art are represented in this culture? (15-25 words)	Explain the importance of art and creativity in this culture. (15-25 words)
Culture 1 - Aboriginal	There are many art forms explored in this culture, including body painting (which holds significant meaning for celebrations), canvas painting with storytelling narratives and dancing.	Creativity and art are used as a form of storytelling and respect for the land and culture.
Culture 2 - Balinese	There are many types of art and creativity, including weaving, painting, wood carving and traditional dance.	In this culture, creativity and art are expressive and represent their gratitude to the gods.

- b. Outline actions children can take to maintain the listed resources and equipment used in creative experiences.

Assessor Instructions: Students must outline the actions that children can be encouraged to do to maintain resources and equipment.

A sample answer is provided below.

Resources and equipment	Maintenance tasks (10-20 words)
Paint brushes	Do not overloading a paintbrush to prevent drips. Dry a paintbrush with a towel to preserve the bristles
Play dough	Store play dough in an airtight container to prevent it drying out
Cleaning up	Encouraged children to help with clean-up activities once activities are finished

Question 7

- a. Complete the following table types of matching creative opportunities in the listed areas to children's interests and the appropriate resources that can be used. (130–150 words)

Assessor Instructions: The responses must include how to match these to children's interests and appropriate types of resources required, including recycled, re-purposed or re-used against each artistic area.

A sample answer is provided below.

	Describe how to match these to children's interests (30–50 words)	List the appropriate types of resources required, including recycled, re-purposed or re-used (30–60 words)
Construction	Construction can be used to build on children's imaginative play to practice science and mathematical concepts, including balance, measurement, symmetry and counting, to construct and design items for creative play.	Shoe boxes, egg cartons, blankets, use blocks including Lego, Duplo, or wooden or cardboard boxes, wooden, plastic, and magnetic blocks. Reusable items include cardboard boxes of all sizes, cleaned/safe packaging (food boxes, shampoo bottles, jars, and containers).
Digital technologies	Children can be encouraged to use story-building programs to exercise their imaginations and create their own worlds or designs. Children can also have creative and exploratory experiences making movies with technology or using photos captured on devices to build their art. Children can 'tinker' and sort the objects into categories or an order that makes sense to them.	Parts from technology or machines, hardware items can be recycled from old computers, printers, tools, bike or car parts, and phones, resources using online platforms to create digital stories, movies, or photo stories.
Dramatic play	Dramatic play can be based on the children's interests and experiences, including going to a restaurant, a day spa, a friend's home, the hospital, or the vet, visiting indigenous environments and digging for fossils, or camping. Children can use 'home corner' to act out feeding babies, playing doctors, and putting on puppet shows or plays.	Recycled items including cardboard boxes are versatile. They can be imaged as vehicles, space helmets, cubby houses, rollercoaster cars or a stage, blankets and curtains, puppets and puppet-show boxes, a variety of themed and cultural dresses, a wide selection of music, household and reusable items and small world items to be used as props.
Imaginative play	Imaginative play can represent fantasy or real life. Educators should allow children to explore various ideas and locations. It can be based on children's experiences or imagined areas that they show an interest towards.	Children can be encouraged to use props in their make-believe, including dress-up, masks, and found items imagined to be something else. Recycled items including cardboard boxes are also versatile that encourage open ended play. Reading books and Nature walks and playing outside which will allow children to explore their environment.
Language and storytelling	Children often become interested in creating their own stories and can build on a particular story or repeat a story many times. Creating 'books' is an effective activity for children of all ages, even pre-schoolers.	Children can use household and reusable items and small world items as props. Stories can be recorded using writing paper or wrapping paper or can be a paint project. Picture stories with photos can be created with the children along with encouraging them to draw pictures to tell a story of their own.

Movement	Children can be encouraged to explore different movements and dances; this can include dance from other cultures. They can make up their own dances, react to music and have space to move.	Children can be encouraged to use props in their movement, including dress-up, masks, and found items imagined to be something else. They can also use natural resources to encourage movement including logs, pebbles, fabric, shells, bark and flowers. These can be used for throwing, hopping, jumping and running through a movement circuit/obstacle course.
Music	Children can be encouraged to explore different music types, which can include music from diverse cultures. Children can create their own musical instruments, investigate sound in objects, and make up their own songs.	Recycled cardboard boxes can be imagined as musical instruments, pots, pans, and other household items that can be used to make music, including re-used bottle caps, tubes, and rocks. Making instruments from other cultures including clapping sticks, hollow drums, seed rattles and bull roarers.
Science, technology, engineering, arts and maths (STEAM)	Various forms of technology enhance imaginative play. Science experiences allow for various possibilities by exploring natural and man-made materials to see cause and effect. Mathematical concepts, including balance, measurement, symmetry and counting, can also be used to construct and design items for developing their mathematical skills.	Children can engage in science experiences using cooking products including bicarb soda, vinegar, oil, and water. They can also use various forms of technology to explore interactive play e.g. smart board and old telephones/mobiles. Natural resources including pebbles can be used for problem solving and learning simple mathematical concepts e.g. counting.
Visual Arts	Visual arts can be encouraged as open-ended play experiences where children are able to choose their own creative journey. This will allow them the opportunity to express their emotions, interests, worries and storytelling through art.	Children can be encouraged to use natural resources for visual arts including clay, leaves, flowers, pebbles, and bark to paint and construct. They can also explore painting experiences through paint brushes, fly swatters, or by hand.

b. Consider the creative opportunities in 7a and explain ways to structure experiences to encourage and support children in each of the listed areas:

- active learning
- applying aesthetic values
- foster children's agency (choice)
- culturally awareness and sensitivity
- fostering curiosity
- developing literacy
- ensuring safety.

Assessor Instructions: The response must include ways to structure experiences in the listed areas that encourage and support active learning, applying aesthetic values, agency (making choices and directing their own learning), culturally awareness and sensitivity, fostering curiosity, developing literacy, and ensuring safety. A sample answer is provided below.

	Active learning [10-20 words]	Applying aesthetic values [10-20 words]	Foster children's agency [10-20 words]	Cultural awareness and sensitivity [10-20 words]	Fostering curiosity [10-20 words]	Developing literacy [10-20 words]	Ensuring safety [10-20 words]
Construction	Practice science, and mathematical concepts and solve problems. Manipulating elements of the play environment to construct new items.	Educators show appreciation for the originality of the product produced	Educators provide the children with opportunities to make their own choices about methods and resources they will use	Ensuring the resources are available to all, that equipment is available to all children and that the correct support is in place.	Provides an open-ended opportunity, with no right or wrong way to construct the item	Develop literacy by asking children to describe their construction project using new descriptive words that build their vocabulary	Ensure that the materials' size, weight, and design are age-appropriate and safe for the children to use.
Digital technologies	Become familiar with technology, investigate, explore and discover different ways technology can be used.	Providing opportunities for children to explore with no right or wrong way dictated.	Children are encouraged to make their own choices about their actions	Provide accessible and inclusive activities to enable children of all abilities and cultures to participate.	Allows children to investigate and follow an interest or an emerging skill	Use digital story-building programs to exercise children's imaginations and create their own movies.	Any hardware items used must be safe and appropriate for children's ages.
Dramatic play	Build language, social skills and confidence through role play and group activities	Explore the use of space, style, and beauty in dramatic projects	Children make choices about their level of involvement in activities	Curriculum planning is holistic for children of all cultural contexts	Allows for complete self-expression, full of discovery and creativity	Dramatic play can extend children's vocabulary and explore new language and concepts	Structure experiences safely and ensure that all materials selected are safe for each child's use
Imaginative play	Children can become fully engaged in their learning and develop a sense of imagination through open ended play.	Develop aesthetic values when pursuing creative pursuits	Children have the right to direct their own decisions and create their own activities	Show respect for perceptions about the importance of creativity as it varies from family to family and culture to culture.	Promote opportunities for children to build confidence to experiment and explore	Vocabulary extension and expression	Structure experiences safely and ensure that all materials selected are safe for each child's use

Language and storytelling	Children are encouraged to pose questions and answer them in designing their story	Allow the child to complete something in different ways and create something new or with a unique aesthetic quality	Children have opportunities to make their own choices about activities and actions	Provide a range of children's literature from diverse cultures	Educators can ask open questions to promote further innovation	Provide a written version of the story that the child can 'read'.	Educators will consider allergies or medical conditions, including foodstuff allergies, when using food, dye, and glues to create books.
Movement	Express themselves through dance, physical movement and allow children to express themselves in creative ways.	Facilitate children to build an appreciation for the aesthetics of movement	Children are supported to make their own choices about activities and actions	Build an appreciation of cultural diversity by using dance and movement from various cultures.	Educators can be flexible and allow child-led curiosity to inform the movement activity	Extend language by asking how the movement feels, using descriptive words to build vocabulary	environments must be safe and designed to support the well-being of the children who use them, including adequate staffing and supervision
Music	Build a sense of ownership for the music they make and allow them to learn sounds and meaning of words.	Value the unique aesthetic quality of the music or product created and the music itself	Children direct their own choices about activities and actions they wish to take	Inclusion is fostered by using music from diverse cultures	Facilitate the child's choices and allow them to follow their curiosity.	Extend language by asking how the music makes the child feel to build more descriptive words in the vocabulary	The tools and resources for creating your own instruments can include a range of scissors, glues, cutters, and knives but must be age/developmentally appropriate.
Science, technology, engineering, arts and maths (STEAM)	Allows the opportunity for children to develop their problem-solving skills, creativity, and ability to manipulate objects within their environment.	Allow children to explore different forms of technology and art, math, and science concepts to enhance curiosity.	Children have the right to direct their own decisions and create their own activities	Provide accessible and inclusive activities to enable children of all abilities and cultures to participate.	Provides an open-ended opportunity, with no right or wrong way to construct and encourage self-expression.	Asking children open ended questions about their projects to encourage communication and more descriptive words to build vocabulary	All experiences are organised to ensure that all materials selected are safe for each child's use
Visual Arts	Children can develop their	Encourage children to explore various	Children have the right to	Ensuring the resources are	Providing open ended resources	Asking children open ended	Resources used include a range of

	sense of imagination and self-expression through open ended resources provided for art experiences	textures, colours, materials and objects within their environment to enhance creativity and imagination.	direct their own decisions and create their own artwork.	available to all, that equipment is available to all children and that the correct support is in place.	to encourage natural curiosity and self-expression	questions about their artworks to encourage communication and more descriptive words to build vocabulary	scissors, glues, cutters, and natural/man-made resources but must be age/ developmentally appropriate.
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Assessment checklist:

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

1	Seven (7) short answer questions	<input type="checkbox"/>
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Congratulations, you have reached the end of Assessment 1 of 1!



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