Supporting Children's Development

Assessment 3 of 4

Short Answer Questions 3

CHCECE035 Support the holistic learning and development of children

CHCECE038 Observe children to inform practice

Assessor Guide

Assessment Instructions

Task overview

This assessment task is divided into **thirteen (13)** short answer questions. Read each question carefully before typing your response in the space provided.

Supporting resource

To complete some of the questions, you will need to access:

- the Early Years Learning Framework Practice Based Resources - Developmental Milestones (developed by ACECQA).

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 explain how the nationally approved learning framework for children aged 0-5 relates to and encompasses child development.

[Approximate word count: 40-70 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 how the nationally approved learning framework for children aged 0-5 [EYLF] relates to and encompasses child development.

A sample answer is provided below.

> Child development is mentioned along with learning in the Framework. The Framework talks about how children's earliest development takes place through relationships with families and educators. The framework also talks about how different theories such as developmental theories influence educator's practice.

Question 2

a] The Australian Early Development Census [AEDC] is a reputable source of information related to child development. Access the data at https://www.aedc.gov.au/early-childhood and outline what they do and why this is a reputable source.

[Approximate word count: 50-70 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
- outline what AEDC does and why you feel this is a reputable source.

A sample answer is provided below.

> The AECD is a population-based measure of how children have developed by the time they start school and it provides a review of the five developmental domains and data regarding developmentally vulnerable children in different jurisdictions around Australia.
>
> The AECD is reputable because it is a partnership with research bodies and the Australian Government based on macro and micro data about children. The research is current and well presented.

Assessor Guide

CHCECE035, CHCECE038
'Supporting Children's Development'

SWIN BUR NE
OPEN ED

Page 3 of 22

b) Apart from AEDC, identify **two (2)** other reputable and authoritative sources which you could use to access information about child development.

[Approximate word count: 3-5 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
- identify two (2) other reputable and authoritative sources which could be used to access information about child development.

A sample answer is provided below.

1.	Health Direct
2.	UNICEF

Additional response:

- Australian Institute of Health and Welfare
- ACECQA's Starting Blocks

Question 3

In your own words, briefly explain why development varies among children and list **three (3)** factors that might influence development.

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 why development varies among children and list three (3) factors that might influence development.

A sample answer is provided below.

Why development varies among children [30-50 words]	Development is dependent on a range of elements related to the child's life and genes. Children will not all develop at the same pace and reach milestones at the same age or in the same way.
Three (3) factors that might influence development [20-50 words]	Any 3 from the following: • Environmental considerations such as family life, opportunities, and education. • Physical impacts such as birth defects, genetic syndromes, and medical conditions. • Abuse or neglect can also have a significant impact on children. • Inequity can cause developmental variations in children.

Question 4

In the following table there are different aspects that may impact early childhood development. Describe each aspect and explain the impact this can have on child development.

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 each aspect in the table and explain the impact it can have on child development.

A sample answer is provided below.

Impacts on early childhood development	Description [45-90]	What impact this has on child development [35-100]
Limited brain stimulation	With limited brain stimulation (for example through neglect), a child's brain is impacted because they are not able to explore the world around them and learn about things if they are under stimulated. They might have a short attention span because their brain has not developed the skill to concentrate. They may miss out on important aspects of brain stimulation such as relationships and responsiveness to their needs and cues.	Limited brain stimulation can impact children by delaying their developmental milestones. They might also be overwhelmed by busy environments and loud noises. They could not develop social skills. They can have significant brain development delays.
Poor diet	Poor diet can be related to the food and nutrition such as the opportunity for a child to have fresh fruit and vegetables and can also relate to the regularity of food intake. For example, when a child is neglected, they may go for long periods of time without food. This can also be impacted by their access to a variety of food and nutrients such as vitamins and minerals. This can include from birth (access to water, milk etc).	Where a child is not receiving adequate food and nutrition in their diet, they development can be significantly impacted. For example, their muscles may not develop affectively, they may have health issues related to poor gut health and miss opportunities for other learning such as social interactions, And they may miss time in care and or school.
Lack of play	Lack of play can be related to environment such as children being secured into seating such as hard chairs, placed in play pens or kept indoors for long periods of time. Lack of play can also relate to a lack of access to a range of resources such as nature, manipulative resources and social interactions with other children. A lack of play can be related to the amount of time on technology and also overbearing	A lack of play can impact children's development in many ways, and in every domain of development. for example social skills can be impacted due to a lack of access to other children, cognitive skills can be impacted or not developed due to lack of access to toys, resources and time to play at an age appropriate level and language can be impacted by a lack

	parenting without allowing children to take appropriate risks.	of opportunity to try out communication.
Inconsistent or non-existent emotional support or comfort	Emotional support is incredibly important for children to be able to develop the resilience and self-regulation they need to be able to engage with other people, develop a positive mindset and be effective and confident people. Inconsistent emotional support can be linked to parents with mental health challenges, shared parenting and substance abuse. When a child experiences these they are unsure what response I will get to their behaviour.	When a child is either not provided with emotional support or it is inconsistent, they can become fearful, sad and develop negative self-talk. Emotional support for a child is incredibly important for their development and can impact every domain due to their lack of confidence too play, explore and take risks.
Lack of materials and resources	A lack of materials and resources can be influenced by a child's access to care and education services, educated families and can also be related to living in rural areas. When children are provided with a lack of materials and resources to play with, they are limited with experience, and opportunity.	A lack of materials and resources can have a huge impact on children's development and can influence an impact every developmental domain. For example, cognitive development can be significantly impacted by children not having access to resources such as puzzles, creative resources and outdoor climbing opportunities.
Trauma	Trauma is an overarching umbrella of issues that children can face in their early childhood, based on their situation, circumstance, and experiences. For example, a trauma may be related to an accident the child experienced such as motor vehicle accident or may be related to relationships they have with family members, abuse, neglect and lack of access to support. Often abuse creates trauma for children.	Trauma has the ability to impact every single domain in a really significant way. The child can be delayed significantly, such as being years behind development in their milestones due to trauma in their lives. For example, a child may be unable to participate in a social setting without displaying violent behaviour due to trauma they have experienced.
Child abuse	Child abuse is any physical or emotional ill treatment by someone in a position of responsibility, trust or power that harms or could harm a child's health, survival, development or dignity. The areas of child abuse include: ▪ Physical abuse ▪ Emotional abuse ▪ Neglect ▪ Sexual abuse ▪ Exposure to family violence ▪ Exploitation Source: https://www.healthdirect.gov.au/child-abuse	Child abuse impacts every domain of development and can have a huge and lasting effect on a child through to adult hood. the developmental delay or impact of child abuse can depend on the type of abuse they experienced. For example, in physical abuse a child may have physical developmental delays such as inability to run or climb due to impact to a limb. Another example is where child social development is impacted due to sexual abuse, a child may not trust people, and be able to settle into education and care.

Family violence	Family violence can relate to violence within the family where the child is not physically harmed, or where the child is also experiencing family violence personally and is physically harmed. Both family violence and violence towards a child which is considered child abuse impact development.	Family violence can impact a child's development in every domain, for example communication can be impacted by the child's lack of confidence to speak, lack of positive interaction and lack of trust. Experiencing family violence or being exposed to family violence can impact a child's ability to develop appropriately and can cause them to be delayed in their milestones.
Other experiences which influence the child's ability to experience appropriate childhood activities and their potential long-term harmful impacts	There are a lot of different reasons for children too miss out on appropriate childhood activities such as older siblings with additional needs, family members with mental health issues, socioeconomic status and access to other people. Not all families are educated in relation to the needs of all children for appropriate development and it is not always the intention of the family to not provide the child with the right opportunities, however this can have a lasting long-term impact on the child.	Early childhood development is the building block for adulthood and the first five years is the most important in particular in brain development. When children have a lack of access to resources, opportunities, or are exposed to negative situations which impact their development, these can impact and follow through to adulthood. For example, these can present in mental health issues, substance abuse, and can also lead to criminal activity, inability to secure a job, continued cycle of abuse and suicide.

Question 5

Provide a summary for each learning and developmental theory listed in the table below, highlighting some of the key features.

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
- provide a summary for each learning and developmental theory.

A sample answer is provided below.

Theory	Summary and key features
Erikson's psychosocial developmental theory (150-180 words)	Erikson maintained that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. During each stage, the person experiences a psychosocial crisis that could positively or negatively affect personality development. According to the theory, successful completion of each stage results in a healthy personality and the

SWiN BUR NE

OPEN ED

	acquisition of basic virtues. Basic virtues are characteristic strengths that the ego can use to resolve subsequent crises.
	Failure to complete a stage can result in a reduced ability to complete further stages and, therefore, an unhealthier personality and sense of self. These stages, however, can be resolved successfully at a later time.
	The 8 stages are: 1. infancy (0-1 year): trust vs mistrust 2. early childhood (1-3 years): autonomy vs shame/doubt 3. early childhood (3-6 years): initiative vs guilt 4. school age (7-11 years): industry vs inferiority 5. adolescence (12-18 years): identity vs confusion 6. early adulthood (19-29 years): intimacy vs isolation 7. middle age ([30-64 years): generativity vs stagnation 8. old age (65 onwards): integrity vs despair
Piaget's cognitive developmental theory (80-100 words)	Piaget proposed four major stages of cognitive development, and called them (1) sensorimotor intelligence, (2) preoperational thinking, (3) concrete operational thinking, and (4) formal operational thinking. Each stage is correlated with an age period of childhood, but only approximately. Piaget's theory of cognitive development was based on three main principles which are assimilation, accommodation and equilibration. He determined that most people would reach the highest level of his theory, though at their own pace and timing – dependent largely on their life experiences.
Bowlby's attachment theory (150-180 words)	Bowlby's evolutionary theory of attachment suggests that children come into the world biologically pre-programmed to form attachments with others, because this will help them to survive. Bowlby argued that a child forms many attachments, but one of these is qualitatively different. Bowlby suggests that there is a critical period for developing attachment (2.5 years). If an attachment has not developed during this time period, then it may well not happen at all. Bowlby later proposed a sensitive period of up to 5 years. Bowlby's maternal deprivation hypothesis suggests that continual attachment disruption between the infant and primary caregiver could result in long-term cognitive, social, and emotional difficulties for that infant. According to Bowlby, an internal working model is a cognitive framework comprising mental representations for understanding the world, self, and others, and is based on the relationship with a primary caregiver.

Assessor Guide

CHCECE035, CHCECE038
'Supporting Children's Development'

SWiN
BUR
·NE·
OPEN
ED

Page 8 of 22

	It becomes a prototype for all future social relationships and allows individuals to predict, control, and manipulate interactions with others.
Montessori method [100-130 words]	The Montessori Curriculum is a child-centred learning framework that incorporates the cognitive, physical, social and emotional aspects of child development. There are five key areas: Practical Life, Sensorial, Language, Mathematics and Cultural Studies. The Montessori method of education that is based on self-directed activity, hands-on learning and collaborative play. In Montessori classrooms children make creative choices in their learning, while the classroom and the highly trained teacher offer age-appropriate activities to guide the process. The Montessori approach to education, inspires children towards a lifelong love of learning, by following their natural developmental trajectory. Children become confident, responsible, independent learners, who trust in their own abilities. The inclusivity and positive social development facilitated by the Montessori programme forms the basis for a persistent attachment to learning and knowledge.
Reggio Emilio approach [130-150 words]	The Reggio Emilia approach is an educational philosophy and pedagogy focused on preschool and primary education. This approach is a student-centred and constructivist self-guided curriculum that uses self-directed, experiential learning in relationship-driven environments. The programme is based on the principles of respect, responsibility and community through exploration, discovery and play. At the core of this philosophy is an assumption that children form their own personality during the early years of development and that they are endowed with "a hundred languages", through which they can express their ideas. The aim of the Reggio approach is to teach children how to use these symbolic languages (e.g. painting, sculpting, drama) in everyday life. This approach was developed after World War II by pedagogist Loris Malaguzzi and parents in the villages around Reggio Emilia, Italy; the approach derives its name from the city.

Question 6

In your own words briefly explain the importance of brain development in early childhood and its impact on children's future learning success.

[Approximate word count: 100-130 words]

Assessor Guide

CHCECE035, CHCECE038
'Supporting Children's Development'

SWiN
BUR
NE
OPEN
ED

Page 9 of 22

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- explain the importance of brain development in early childhood and the impact of this on future learning success.

A sample answer is provided below.

> Brain development mostly occurs through relationships that are build, when adults are responsive and caring, children's brain architecture develops in an optimal way. Brain development is the most important in their first five years where the neurological pathways are created for learning to be optimised.
> Children require a safe and nurturing environment in which to develop a healthy brain. Without the right support and environment, the brain may not develop to its full potential, impacting on lifelong learning and development.
> External factors, such as malnutrition or toxic stress can cause a lack of brain development and this can impact the developing brain circuits and can lead to a poorly controlled stress response system. This can lead to life-long learning challenges.

Question 7

In your own words, briefly explain how child development is supported through holistic and inclusive approaches in early childhood education and care.

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 how child development is supported through holistic and inclusive approaches in early childhood education and care.

A sample answer is provided below.

Holistic approach [40-60 words]	Having a holistic approach ensures that all areas of development are supported through a range of experiences and that they are not separated. For example, a child playing with playdough can be developing communication and language, cognitive skills, social skills and physical (fine motor) skills.
Inclusive approach [30-50 words]	Having an inclusive practice in early childhood can support development by providing opportunities for all children to develop in different areas and at their pace. Development can be supported with different children at different milestones.

Question 8

The table below lists the developmental areas for children aged 0-6 years. Complete the table by listing **three (3)** major developmental milestones/stages for each developmental area and for each age range.

[Approximate word count: 20-40 words 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
- list three (3) major developmental milestones/stages for each developmental area from the ages 0-6. Student must list only 3 from the sample answers. For a complete list of all developmental milestones refer to the 'Developmental Milestones' document developed by ACECQA available here.

A sample answer is provided below.

Developmental area	Age: 0–1 year	Age: 1–2 years	Age: 2–3 years	Age: 3–6 years
Physical	**Any 3 from the following, from any age group between 0-1:** **0–4 months** ▪ Moves whole body. ▪ Squirms, waves arms, moves legs up and down. ▪ Responds to being placed on a flat surface. ▪ Head turns to side when cheek touched. ▪ Sucking motions with mouth (seeking nipple). ▪ Able to lift head and chest when laying on stomach. ▪ Begins to roll from side to side. ▪ Able to grasp object that is put into hands. **4–8 months** ▪ Plays with feet and toes. ▪ Makes an effort to sit alone, but	**Any 3 from the following:** ▪ Walks, climbs and runs. ▪ Takes two to three steps without support, legs wide and hands up for balance. ▪ Crawls up steps. ▪ Dances in place to music. ▪ Climbs on to a chair. ▪ Kicks and throws a ball. ▪ Feeds themselves. ▪ Begins to run (hurried walk). ▪ Scribbles with pencil or crayon held in fist. ▪ Turns pages of book, two or three pages at a time. ▪ Rolls large ball, using both hands and arms. ▪ Finger feeds efficiently. ▪ Begins to walk alone in a 'tottering	**Any 3 from the following:** ▪ Walks, runs, climbs, kicks and jumps easily. ▪ Uses steps one at a time. ▪ Squats to play and rises without using hands. ▪ Catches ball rolled to him/her. ▪ Walks into a ball to kick it. ▪ Jumps from low step or over low objects. ▪ Attempts to balance on one foot. ▪ Avoids obstacles. ▪ Able to open doors. ▪ Stops readily. ▪ Moves about moving to music.	**Any 3 from the following:** ▪ Dresses and undresses with little help. ▪ Hops, jumps and runs with ease. ▪ Climbs steps with alternating feet. ▪ Gallops and skips by leading with one foot. ▪ Transfers weight forward to throw ball. ▪ Attempts to catch ball with hands. ▪ Climbs playground equipment with increasing agility.

Developmental area	Age: 0–1 year	Age: 1–2 years	Age: 2–3 years	Age: 3–6 years
	needs hand support. ▪ Raises head and chest when lying on stomach. ▪ Tries to crawl when lying on stomach. **8–12 months** ▪ Pulls self to standing position when hands held. ▪ Raises self to sitting position. ▪ Sits without support. ▪ Stands by pulling themselves up Using furniture. ▪ Steps around furniture. ▪ Successfully reaches out and grasps toy.	way', with frequent falls. ▪ Squats to pick up an object.	▪ Turns pages one at a time. ▪ Holds crayon with fingers. ▪ Uses a pencil to draw or scribble in circles and lines. ▪ Gets dressed with help. ▪ Self-feeds using utensils and a cup.	▪ Holds crayon/pencil, etc. Between thumb and first two fingers. ▪ Exhibits hand preference. ▪ Imitates variety of shapes in drawing, e.g. Circles. ▪ Independently cuts paper with scissors. ▪ Toilet themselves. ▪ Feeds self with minimum spills. ▪ Dresses/undresses with minimal assistance. ▪ Walks and runs more smoothly. ▪ Enjoys learning simple rhythm and movement. ▪ Routines. ▪ Develops ability to toilet train at night.
Social	**Any 3 from the following, from any age group between 0-1:** **0–4 months** ▪ Smiles and laughs.	**Any 3 from the following:** ▪ Begins to cooperate with others when playing.	**Any 3 from the following:** ▪ Plays with other children. ▪ Simple make believe play.	**Any 3 from the following:** ▪ Enjoys playing with other children.

Developmental area	Age: 0–1 year	Age: 1–2 years	Age: 2–3 years	Age: 3–6 years
	▪ Makes eye contact when held about 20cm from face of adult looking at them. ▪ May sleep most of the time. ▪ Moves head to sound of voices. **4–8 months** ▪ Reacts when approaching or around another baby or toddler. ▪ Responds to own name. ▪ Smiles often and shows excitement when seeing food being made or at bath time. ▪ Recognises familiar people and stretches arms to be picked up. **8–12 months** Shows definite anxiety or wariness at appearance of strangers.	▪ May play alongside other toddlers, doing what they do but without seeming to interact (parallel play). ▪ Curious and energetic, but depends on adult presence for reassurance.	▪ May prefer same sex playmates and toys. ▪ Unlikely to share toys without protest.	▪ May have a particular friend. ▪ Shares, smiles and cooperates with peers. ▪ Jointly manipulates objects with one or two other peers. ▪ Develops independence and social skills they will use for learning and getting on with others at preschool and school.
Emotional	**Any 3 from the following:** **0–4 months** ▪ Bonding. ▪ Cries (peaks at about six to eight weeks and levels off at about 12–14 weeks). ▪ cries when hungry or uncomfortable and usually stops when held. ▪ shows excitement as parent prepares for feeding.	**Any 3 from the following:** ▪ May show anxiety when separated from significant people in their lives. ▪ Seeks comfort when upset or afraid. ▪ Takes cue from parent or primary carer regarding attitude to strangers. ▪ May become upset easily if tired or frustrated.	**Any 3 from the following:** ▪ Shows strong attachment to a parent (or main family carer). ▪ Shows distress and protest when they leave and wants that person to do things for them. ▪ Begins to show guilt or remorse for misdeeds.	**Any 3 from the following:** ▪ Understands when someone is hurt and comforts them. ▪ Attains gender stability (sure she/he is a girl/boy). ▪ May show stronger preference for same-

SWiN BUR NE · OPEN ED

Developmental area	Age: 0–1 year	Age: 1–2 years	Age: 2–3 years	Age: 3–6 years
	4–8 months ▪ **Is becoming more settled in eating and sleeping patterns.** ▪ **Laughs, especially in social interactions.** ▪ **May soothe self when tired or upset by sucking thumb or dummy.** **8–12 months** ▪ **Actively seeks to be near parent or primary caregiver.** ▪ **Shows signs of Anxiety or stress if parent goes away.** ▪ **Offers toy to adult but does not release it.** ▪ **Shows signs of empathy to distress of others (but often soothes self).**	▪ **Assists others in distress by patting, making sympathetic noises or offering material objects.**	▪ **May be less likely to willingly share toys with peers.** ▪ **Demands adult attention.**	**sex playmates.** ▪ **May enforce gender-role norms with peers.** ▪ **May show bouts of aggression with peers.** ▪ **Likes to give and receive affection from parents.** ▪ **May praise themselves and be boastful.**
Cognitive	**Any 3 from the following:** **0–4 months** ▪ **Smiles and laughs.** ▪ **Looks toward direction of sound.** ▪ **Eyes track slow moving targets for brief periods e.g. follows your finger.** ▪ **Looks at edges, patterns with light/dark contrast and faces.**	**Any 3 from the following:** ▪ **Repeats actions that lead to interesting/predictable results, e.g. bangs spoon on saucepan.** ▪ **Points to objects when named.** ▪ **Knows some body parts and points to body parts in a game.** ▪ **Recognises self in photo or mirror.** ▪ **Mimics household activities, e.g.**	**Any 3 from the following:** ▪ **Builds a tower of five to seven objects.** ▪ **Lines up objects in 'train' fashion.** ▪ **Recognises and identifies common objects and pictures by pointing.** ▪ **Enjoys playing with sand, water, dough; explores what these materials feel**	**Any 3 from the following:** ▪ **Understands opposites (e.g. big/little) and positional words (middle, end).** ▪ **Uses objects and materials to build or construct things, e.g. block tower, puzzle,**

Developmental area	Age: 0–1 year	Age: 1–2 years	Age: 2–3 years	Age: 3–6 years
	4–8 months ▪ Swipes at dangling objects. ▪ Shakes and stares at toy placed in hand. ▪ Becomes bored if left alone for long periods of time. ▪ Repeats accidentally caused actions that are interesting. ▪ Enjoys games such as peek-a-boo or pat-a-cake. **8–12 months** ▪ Moves obstacle to get at desired toy. ▪ Bangs two objects held in hands together. ▪ Responds to own name. ▪ Makes gestures to communicate and to symbolise objects, e.g. points to something they want. ▪ Seems to understand some things parent or familiar adults say to them.	bathing baby, sweeping floor. ▪ May signal when she/he has finished using the toilet. ▪ Spends a lot of time exploring and Manipulating objects, putting them in mouth, shaking and banging them. ▪ Stacks and knocks over items. ▪ Selects games and puts them away. ▪ Calls self by name, uses 'I', 'mine', 'I do it myself'.	like, rather than making things with them. ▪ Uses symbolic play, e.g. uses a block as a car. ▪ Shows knowledge of gender-role stereotypes. ▪ Identifies a child in a Picture as a boy or girl. ▪ Engages in make-believe and pretend play. ▪ Begins to count with numbers. ▪ Recognises similarities and differences. ▪ Imitates rhythms and animal movements.	clay, sand and water. ▪ Builds tower eight to 10 blocks. ▪ Answers simple questions. ▪ Counts five to 10 things. ▪ Has a longer attention span. ▪ Talks to self during play – to help guide what he/she does. ▪ Follows simple instructions. ▪ Follows simple rules and enjoys helping others. ▪ May write some numbers and letters. ▪ Engages in dramatic play, taking on pretend character roles. ▪ Recalls events correctly. ▪ Counts by rote, having memorised numbers.

SWiN BUR ·NE· OPEN ED

Developmental area	Age: 0–1 year	Age: 1–2 years	Age: 2–3 years	Age: 3–6 years
Language	**Any 3 from the following:** **0–4 months** - Cries. - When content Makes small throaty noises e.g. coos and gurgles (makes 'goo' and 'gah' sounds). - Soothed by sound of voice or by low rhythmic sounds. - Mimics adult tongue movements when being held and talked to. **4–8 months** - Enjoys games such as peek-a-boo or pat-a-cake. - Babbles and repeat sounds. - Makes talking sounds in response to others talking. - Copies sounds. **8–12 months** - Responds to own name being called. - Responds to family names and familiar objects. - Babbles tunefully. - Says words like 'dada' or 'mama'. - waves goodbye.	**Any 3 from the following:** - Comprehends and follows simple questions/commands. - Says first name. - Says many words (mostly naming objects). - Begins to use one to two word sentences e.g. 'want milk'. - Reciprocal imitation of another toddler: will imitate each other's actions. - Enjoys rhymes and songs.	**Any 3 from the following:** - Uses two or three words together, e.g. 'go potty now'. - 'explosion' of vocabulary and use of some correct grammatical forms of language. - Refers to self by name and often says 'mine'. - Asks lots of questions. - Uses pronouns and prepositions, simple sentences and phrases. - Labels own gender.	**Any 3 from the following:** - Speaks in sentences and uses many different words. - Answers simple questions. - Asks many questions. - Tells stories. - Talks constantly. - Enjoys talking and may like to experiment with new words. - Uses adult forms of speech. - Takes part in conversations. - Enjoys jokes, rhymes and stories. - Will assert self with words.

Question 9

Supporting children through their many emotions and situations is an important part of the role of an educator.

Consider the following situations (Scenario 1-3) and explain what support you would provide to the child in each scenario to help them to understand their physiological response and their learning.

Take note of the child's age to ensure your response is developmentally appropriate.

Scenario 1

A 3-year-old child runs up to you and he is crying. He points over through his sobs to another child. You ask him to explain what happened, but they can't. He is crying too heavily, holding his arm and is very upset.

---

a) Explain what support you would provide to the 3-year-old child in Scenario 1 approaching the educator to help him manage his crying. In your response include how would you support the child to deal with the conflict with the other child. Ensure your response is developmentally appropriate.

[Approximate word count: 100-150 words]

Scenario 2

You are working in the 4–5-year-old room when you notice some children playing with the building blocks become frustrated with each other. One child (5-year-old) tightens his fist around a block. He makes a loud noise with their voice 'Ahhh', and he tenses up. He looks as though he is going to either throw the block or hit another child with it.

---

b) Outline the support you would provide to help the child understand his tension and to take ownership and responsibility for his own actions. Ensure your response is developmentally appropriate.

[Approximate word count: 100-150 words]

Scenario 3

The 3–4-year-old room is having a visit from the police to talk with the children about being safe and knowing when you are in danger. One of the children [4 years old] asks you why his chest bumps and they can't breathe properly when he gets scared.

---

c) Explain how you would respond to the child to help him understand his increased heart rate and shortness of breath. Ensure your response is developmentally appropriate.

[Approximate word count: 100-150 words]

Question 10

In your own words, briefly explain why literacy development is important for children in early childhood and identify which learning outcome in the EYLF directly relates to literacy development.

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 why literacy development is important for children in early childhood and identify Outcome 5 to directly relate to literacy development.

A sample answer is provided below.

Why literacy development is important for children	Early childhood is when we develop our life-long skills, and our brains develop during this time. Literacy development is incredibly important because we use literacy throughout our lives including with spoken and written communication. Children become effective communicators, when literacy development is supported, and they can engage with friends and educators.
(40-60 words)	
Relevant learning outcome	This relates to Learning Outcome 5. Literacy development supports a child with their own identity (e.g., recognising and writing their own name), singing songs, learning patterns of language and processing other peoples' communication with is essential to social interaction.
(2-40 words)	

Question 11

The following table lists the principles of literacy development. For each principle, describe **one (1)** experience you could implement with the age groups identified. You can list an experience only once, even if it applies to multiple categories.

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 one (1) experience they could implement for each of the below principles of literacy development with the two age groups within the table. Each principle and age-group should have a different experience listed.

A sample answer is provided below.

Principles of literacy development	One experience for children 12–18-month (2-20 words)	One experience for children 3–4-year (2-20 words)
Learning sounds, words and language	▪ Singing songs. ▪ Repeating their words to them using language to describe to the child what they are doing. ▪ Reading stories.	▪ Reading stories. ▪ Holding group times. ▪ Writing and sharing stories/observations about them.
Patterns and repetition	▪ Singing songs. ▪ Making animal sounds. ▪ Peekaboo.	▪ Singing songs. ▪ Telling stories.

		▪ Reading rhyming stories such as Doctor Seuss books.
Rhyming & mimicking	▪ Using puppets. ▪ Reading rhyming books. ▪ Setting up a mirror for babies to look into.	▪ Simon Says. ▪ Monkey see monkey do. ▪ Rhyming songs and stories and pointing out the rhymes to children.
Pre-reading skills	▪ Story tables. ▪ Felt board experiences. ▪ Reading the same books over and over.	▪ Storytelling. ▪ Documenting the children's voices. ▪ Name tags for identification.
Early writing skills	▪ Drawing with crayons. ▪ Painting. ▪ Pointing to words in books.	▪ Tracing letters in the sand. ▪ Pointing to words in books. ▪ Sign in sheet for children where they can draw or write their name depending on their development.

Question 12

The Early Years Learning Framework states in Outcome 5 that 'Children begin to understand how symbols and pattern systems work' and 'educators promote this learning when they engage children in discussions about symbol systems, for example, letters, numbers, time, money and musical notation' [page 46].

List **two (2)** experiences you could implement to support children aged 3-5 to learn about each of the symbol systems in early childhood education and care.

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 one (1) experience they could implement for each of the below principles of literacy development with the two age groups within the table.

A sample answer is provided below.

Symbol systems	Two experiences to support children to learn about this symbol (5-20 words)
Letters	▪ Writing own name on sign in sheet. ▪ Reading books. ▪ Letter cards for identification. ▪ Learning the ABC song with props.
Numbers	▪ Looking at the calendar each day.

SWIN BUR NE OPEN ED

	▪ Resources with numbers such as puzzles and books.
	▪ Holding up fingers when counting items.
	▪ Tracing numbers in sand.
Time	▪ Looking at the clock.
	▪ Talking about the different times of the day including routine times for example, 'It's lunchtime soon' or 'It's pack up time in five minutes'.
	▪ Showing the children on the clock the time their parents will arrive.
Money	▪ Setting up a pretend shopping game.
	▪ Reading books with money in them.
	▪ Fake or real coins introduced in a group time.
Musical notation	▪ Pointing at music notes when singing songs.
	▪ Having sheet music in the room.
	▪ Watching videos with musical notes on the screen.

Question 13

List **three (3)** strategies early childhood services and educators use to support children's development across all developmental areas.

[Approximate word count: 30-40 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
- list three (3) strategies early childhood services and educators use to support children's holistic development.

A sample answer is provided below.

1.	Providing a range of play spaces and resources
2.	Offering individual experiences to ensure children's own development is enhanced and supported
3.	Documentation of children's learning focusing on a range of developmental domains.

Assessment checklist:

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

13 short answer questions to be completed in the spaces provided	☐

✓

Congratulations you have reached the end of Assessment 3!