



# Supporting Children's Development

## Assessment 1 of 4

### Short Answer Questions 1

CHCECE034 Use an approved learning framework to guide practice

CHCECE035 Support the holistic learning and development of children

CHCECE036 Provide experiences to support children's play and learning

CHCECE038 Observe children to inform practice

## Assessor Guide



## Assessment Instructions

### Task overview

This assessment task is divided into **seven (7)** short answer questions. Read each question carefully before typing your response in the space provided.

### Supporting resources

To complete this assessment, you will need to access:

- [ACECQA's website](#) to research the National Quality Framework, including:
  - National Law and Regulations
  - National Quality Standard
  - Approved learning frameworks.



## 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

a) List the **two [2]** current nationally approved learning frameworks in Australia for education and care services. You must write the full title of both learning frameworks.

[Approximate word count: 30-35 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 the current nationally approved learning frameworks in Australia for education and care services. A sample answer is provided below.

1.	Early Years Learning Framework or Australia (EYLF), Belonging, Being and Becoming
2.	Framework for School Aged Care in Australia, My Time our Place

b) Access the nationally approved learning framework's introduction, dedicated for children aged 0-5, then briefly explain in your own words the **purpose and function** of the learning framework in the early childhood education and care sector.

[Approximate word count: 70-100 words]

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

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- explain the purpose and function of the approved learning framework in the early childhood education and care sector. Key points are bolded for convenience.

A sample answer is provided below.

Any 3 from the following is sufficient:

- The learning framework was introduced to ensure **positive outcomes for children based on research around the importance of the first years of life.**
- The Framework is designed to **provide guidance and support** to ensure educators are enhancing learning for children and offering them the best start to life.
- It helps to ensure **all children are provided with quality education and care** and quality teaching practices and to provide **consistency in education and care.**
- Addresses the **developmental needs, interests and experiences of each child**, while taking into account individual differences.
- **Extends and enriches children's learning** from birth to five years and through the transition to school.
- To assist educators to **provide young children with opportunities** to maximise their potential and develop a foundation for future success in learning.

Source: EYLF's Introduction

## Question 2

Research the vision and pedagogy of the nationally approved learning framework for children aged 0-5, then briefly, in your own words, explain what this could mean in practice.

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

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include the approved learning framework's (EYLF's) vision and pedagogy, then a brief explanation of what this means in practice. Student may choose to use version 1 or 2 of the learning framework for a satisfactory response.

A sample answer is provided below.

	Definition (10-40 words)	What it means in practice (20-40 words)
Vision	<p>Version 1: All children experience learning that is engaging and builds success for life.</p> <p>Version 2: All children engage in learning that promotes confident and creative individuals and successful lifelong learners. All children are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives.</p>	<p>Children from a young age should be involved in learning opportunities to become confident, creative individuals set for lifelong learning.</p>
Pedagogy	<p>Version 1: Early childhood pedagogy relates to the holistic nature of educators' professional practice including relationships, curriculum decision-making and teaching and learning.</p> <p>Version 2:</p> <ul style="list-style-type: none"> <li>• The term pedagogy refers to the art, science or craft of educating. It describes the professional knowledge, practices and creativity that educators use to intentionally foster and nurture children's learning, development and wellbeing.</li> <li>• Respectful relationships with children and their families facilitates collaborative work.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and teaching should occur holistically, built on the educator's experiences, the relationship with the children and families and on educator's creativity.</li> <li>• The educator should create learning opportunities to foster and nurture children's learning, while fostering and nurturing children's development and wellbeing.</li> </ul>

## Question 3

Identify and list in the following table the **eight (8) principles** of the current nationally approved learning framework for children aged 0-5. Summarise each principle in your own words and describe **one (1)** example of how you might observe this principle in an education and care service.

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

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include the current approved learning framework's (EYLF v2.0) eight (8) principles, then summarise each principle and describe one (1) example of how this principle may be observed in an education and care service.

A sample answer is provided below.

Principles	Summarise each principle (140-200 words)	One (1) example of how this principle may be observed (10-30 words)
1. Secure, respectful and reciprocal relationships	<p>Educators who are attuned to children’s thoughts and feelings, support the development of a strong sense of wellbeing. Children’s first attachments within their families and trusting relationships within other familiar settings provide them with a secure base from which to explore the environment and build new relationships.</p> <p>Children’s experience of positive caring relationships and interactions with others plays a crucial role in healthy brain development.</p> <p>Research has shown the importance of relational and place-based pedagogies for children’s optimal learning, development and wellbeing. Through a widening network of secure relationships, children develop confidence and feel safe, respected and valued. They become increasingly able to recognise and respect the feelings of others and to interact positively with them.</p> <p>Educators who prioritise nurturing relationships through culturally safe and responsive interactions, provide children with consistent emotional support. They value the role of familiar routines and everyday rituals in children’s lives, and ensure children develop the abilities and skills, such as self-regulation, and understandings they require for interacting with others. Educators also help children learn about their responsibilities to others, to support their own and others’ wellbeing, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork. [Belonging, Being &amp; Becoming, The Early Years Learning Framework, v2, p14].</p>	<p>Any example from the following: You might observe this principle when you see:</p> <ul style="list-style-type: none"> <li>▪ A child settling in easily when they arrive in the morning</li> <li>▪ An educator listening to children’s ideas and responding in a way that shows the child they genuinely care</li> <li>▪ Kind words and language that demonstrates care and empathy for each other</li> <li>▪ Children being treated with dignity such as being spoken to in a kind and courteous way.</li> </ul>

<p>2. Partnerships</p>	<p>Partnerships are based on the foundations of respecting each other's perspectives, expectations and values, and building on the strength of each other's knowledge and skills. Learning Outcomes are most likely to be achieved when educators work in partnership with children, families, other professionals and communities, including schools.</p> <p>Partnerships are based on the foundations of understanding each other's expectations and attitudes and build on the strength of each other's knowledge. In genuine partnerships, families and early childhood educators:</p> <ul style="list-style-type: none"> <li>▪ value each other's knowledge of each child</li> <li>▪ value each other's contributions to and roles in each child's life</li> <li>▪ build trust in each other</li> <li>▪ communicate and share information safely and</li> <li>▪ respectfully with each other</li> <li>▪ share insights and perspectives about each child</li> <li>▪ engage in shared decision-making.</li> </ul> <p>Partnerships also involve educators, families and support professionals working together to explore the learning potential in everyday events, routines and play so that children with additional needs are provided with daily opportunities to learn from active participation and engagement in these experiences in the home and in early childhood or specialist settings.</p> <p>[Belonging, Being &amp; Becoming, The Early Years Learning Framework, v2, p15].</p>	<p>Any example from the following: You might observe this principle when you see:</p> <ul style="list-style-type: none"> <li>▪ Educators chatting with families and asking questions about their child.</li> <li>▪ Educators sharing information with families at the end of the day and via other means</li> <li>▪ Educators calling parents during the day when a child won't settle to ask what they would like them to do or how their child might be supported to settle.</li> </ul>
<p>3. Respect for diversity</p>	<p>There are many ways of living, being and of knowing.</p> <p>Children are born belonging to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities.</p> <p>Respecting diversity means within the curriculum valuing and reflecting the practices, values and beliefs of families.</p> <p>Educators acknowledge the histories, cultures, languages, traditions, religions,</p>	<p>Any example from the following: You might observe this principle when you see:</p> <ul style="list-style-type: none"> <li>▪ Displays of children and their families and their country of origin</li> <li>▪ Songs/stories and resources that represent children within the classroom and their backgrounds or lives</li> <li>▪ Acknowledgement of country with children each day or a</li> </ul>

	<p>spiritual beliefs, child rearing practices and lifestyle choices of families. They build culturally safe and secure environments for all children and their families.</p> <p>Educators value children’s unique and diverse capacities and capabilities and respect families’ home lives.</p> <p>Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. For Australian children it also includes promoting greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being and actively working towards Reconciliation.</p> <p>When educators respect the diversity of families and communities, and the aspirations they hold for their children, they can foster children’s motivation to learn and reinforce their sense of themselves as competent learners.</p> <p>[Belonging, Being &amp; Becoming, The Early Years Learning Framework. V2, p16].</p>	<p>song in the local language of the Aboriginal/Torres Strait Islander Peoples.</p> <ul style="list-style-type: none"> <li>▪ Acknowledgement of country on the building/door/hallway.</li> </ul>
<p>4. Aboriginal and Torres Strait Islander perspectives</p>	<p>Providing opportunities for Aboriginal and Torres Strait Islander children to see themselves, their identities and cultures reflected in their environment is important for growing a strong identity. Embedding Aboriginal and Torres Strait Islander perspectives in all educators’ philosophy and practice is a key tool to advance Reconciliation. This also contributes to Closing the Gap commitments and fulfilling every Australian child’s right to know about Australia’s First Nations’ histories, knowledge systems, cultures and languages. Embedding Aboriginal and Torres Strait Islander perspectives is a shared responsibility of approved providers, educators, and other professionals working in early childhood educational settings, regardless of whether Aboriginal and Torres Strait Islander children and families are enrolled in that setting.</p> <p>Educators think deeply and seek assistance where possible, through engaging with Aboriginal and Torres Strait Islander people, about how to embed Aboriginal and Torres Strait Islander perspectives in the philosophy of the setting, their planning and implementation of curriculum. They have a responsibility to create culturally safe places, working in intercultural ways</p>	<p>Any example from the following: You might observe this principle when you see:</p> <ul style="list-style-type: none"> <li>• Engaging with local Indigenous communities for collaborative learning projects and cultural exchanges.</li> <li>• Following cultural protocols during events and activities, acknowledging traditional custodians.</li> <li>• Implementing programs to teach Aboriginal and Torres Strait Islander languages within activities, fostering linguistic and cultural appreciation.</li> </ul>

	<p>through pedagogy and practice. An intercultural space is created when educators seek out ways in which Western and Aboriginal and Torres Strait Islander knowledge systems work side by side.</p> <p>[Belonging, Being &amp; Becoming, The Early Years Learning Framework. V2, p16].</p>	
5. Equity, inclusion and high expectations	<p>Educators who are committed to equity recognise that all children have the right to participate in inclusive early childhood settings, regardless of their circumstances, strengths, gender, capabilities or diverse ways of doing and being.</p> <p>They create inclusive learning environments and adopt flexible and informed practices, including making reasonable adjustments to optimise access, participation and engagement in learning.</p> <p>This supports wellbeing and positive outcomes for children in all their diversities. Reasonable adjustments are the measures or actions taken by approved providers and educators to assist the meaningful participation of children with disabilities or who are experiencing barriers to learning. Educators nurture children’s optimism, happiness and sense of fun and support children’s friendships and interactions with each other.</p> <p>Educators engage in critical reflection, challenge practices that contribute to inequities or discrimination and make curriculum decisions that promote genuine participation and inclusion. To support all children’s inclusion, they recognise and respond to barriers that some children face, including attitudinal and practical barriers. Such barriers can be related to disability, family diversity, cultural and linguistic diversity, neurodiversity, and children and families living through trauma and adversity.</p> <p>[Belonging, Being &amp; Becoming, The Early Years Learning Framework, v2, p17].</p>	<p>Any example from the following: You might observe this principle when you see:</p> <ul style="list-style-type: none"> <li>▪ Providing books and resources that reflect diverse cultures, abilities, and family structures to ensure all children see themselves represented.</li> <li>▪ Offering tailored support to meet the unique needs of each child, ensuring everyone can achieve their full potential.</li> <li>▪ Designing activities that accommodate various abilities and backgrounds, promoting participation and engagement from all children.</li> </ul>
6. Sustainability	<p>Educators and children have important and active roles to play in creating and promoting sustainable communities.</p> <p>Environmental sustainability focuses on caring for our natural world and protecting, preserving and improving the environment. Social sustainability is about inclusion and living peacefully, fairly and respectfully together in resilient local and global communities. Economic sustainability refers to practices that support economic development without negatively impacting</p>	<p>Any example from the following: You might observe this principle when you see:</p> <ul style="list-style-type: none"> <li>• Engaging children in recycling projects and teaching them the importance of reusing and reducing waste.</li> <li>• Establishing vegetable gardens where children can learn to grow, harvest, and understand</li> </ul>



	<p>the other dimensions. This includes a focus on fair and equitable access to resources, conserving resources, and reducing consumption and waste.</p> <p>Educators recognise children's avid interest in their world, their ability to engage with concepts of sustainability and their capacity to advocate and act for positive change. Children's agency and their right to be active participants in all matters affecting their lives is supported. Further, children's understanding of their citizenship, and rights and responsibilities as members of local and global communities, is built through meaningful and relevant educational experiences.</p> <p>[Belonging, Being &amp; Becoming, The Early Years Learning Framework, v2, p17].</p>	<p>the importance of sustainable food practices.</p> <ul style="list-style-type: none"> <li>• Incorporating outdoor activities and nature exploration to teach children about the environment and sustainable practices.</li> </ul>
7. Critical reflection and ongoing professional learning	<p>Educators continually seek ways to build their professional knowledge and skills and develop learning communities. They are co-learners with children, families and community, and value the continuity and richness of local knowledge shared by community members, including Aboriginal and Torres Strait Islander Elders.</p> <p>Reflection involves educators thinking intentionally about their own and others' practices, with certain aims or goals in mind. Critical reflection is a meaning-making process that involves a deeper level of thinking and evaluation. It requires engagement with diverse perspectives such as philosophy, theory, ethics and practice and then evaluating these in context, leading to pedagogical decisions and actions that are transformative.</p> <p>As professionals, educators collaboratively explore, identify and evaluate diverse perspectives with respect to their own settings and contexts. In this way, critical reflection informs future practice in ways that demonstrate an understanding of each child's learning, development and wellbeing, and have implications for equity and social justice. In practice, educators can frame their critical reflection within a set of overarching questions, developing more specific questions for areas of inquiry.</p> <p>[Belonging, Being &amp; Becoming, The Early Years Learning Framework, v2, p18].</p>	<p>Any example from the following:</p> <p>You might observe this principle when you see:</p> <ul style="list-style-type: none"> <li>• Educators regularly maintain reflective journals to analyse their teaching practices and identify areas for improvement.</li> <li>• Participating in workshops and training sessions to stay updated on the latest educational research and methodologies.</li> <li>• Engaging in peer observation sessions to receive feedback and insights from colleagues, fostering a culture of continuous learning and improvement.</li> </ul>
8. Collaborative leadership and teamwork	<p>All educators exercise aspects of leadership in their daily work with children, families and colleagues.</p> <p>Educators lead their own ethical practice as they take professional and personal</p>	<p>Any example from the following:</p> <p>You might observe this principle when you see:</p>

	<p>responsibility for their actions and the decisions they make. Collaborative leadership and teamwork are built on a sense of shared responsibility and professional accountability for children's learning, development and wellbeing. It is a view of leadership that empowers all members of the team to use their professional knowledge and skills in ways that assist everyone to do the best they can for children, families and colleagues in their setting.</p> <p>Collaborative leadership and teamwork are aspects of a positive work culture where a motivation to enact a professional philosophy of cooperation and collaboration enables positive relationships to grow. Children and families are attuned to the work culture of an early childhood setting, which influences their relationships, interactions and experiences within that setting.</p> <p>[Belonging, Being &amp; Becoming, The Early Years Learning Framework, v2, p19].</p>	<ul style="list-style-type: none"> <li>• Regular staff meetings where educators collaboratively plan activities, discuss challenges, and share ideas to enhance the learning environment.</li> <li>• Involving all team members in the decision-making process, ensuring diverse perspectives are considered and valued.</li> <li>• Organising professional development sessions that include all team members, promoting shared learning experiences and unified approaches to teaching and learning.</li> </ul>
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#### Question 4

Identify and list in the following table the **seven (7) practices** of the current nationally approved learning framework for children aged 0-5. Summarise each practice in your own words and describe **one (1)** example of how you might observe this practice in an education and care service.

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

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include the current approved learning framework's (EYLF v2.0) seven (7) practices, then summarise each practice and describe one (1) example of how this practice may be observed in an education and care service.

A sample answer is provided below.

Practices	Summarise each practice (130-200 words)	One (1) example of how this practice may be observed (5-20 words)
1. Holistic integrated and interconnected approaches	Holistic approaches recognise the integration and connectedness of all dimensions of children's learning, development and wellbeing. When educators take a holistic approach, they pay attention to children's physical, personal, social, emotional and spiritual wellbeing and cognitive aspects of	<p>Any example from the following:</p> <p>You might observe this practice when you see:</p> <ul style="list-style-type: none"> <li>▪ A variety of learning opportunities for children</li> <li>▪ Excursions within the community</li> </ul>

	<p>learning. They are attuned to children's actions and promote embodied learning, understanding that children's minds and bodies are intertwined in the learning process.</p> <p>In this approach children's voices, actions and movements are important considerations for planning and assessment. While educators may plan or assess with a focus on a particular outcome or component of learning, they see children's learning as integrated and interconnected. They recognise the connections between children, families and communities and the importance of reciprocal relationships and partnerships for learning. They see learning as a social activity and value collaborative learning and community participation.</p> <p>An integrated, holistic approach to teaching and learning also focuses on connections to the natural world. Educators foster children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.</p> <p>[Belonging, Being &amp; Becoming, The Early Years Learning Framework, v2, p20].</p>	<ul style="list-style-type: none"> <li>▪ Aboriginal elders visiting the service on a regular basis</li> <li>▪ Partnerships with local businesses and schools</li> <li>▪ Learning which focuses on the whole child and their family, community and wellbeing</li> </ul>
<p>2. Responsiveness to children</p>	<p>Educators are attuned to, and respond in ways that best suit, each child's strengths, capabilities and curiosity. Knowing, valuing and building on all children's strengths, skills and knowledge strengthens their motivation and engagement in learning. Educators are aware of, and respond to, the strategies used by children with additional needs to negotiate their everyday lives. They respond to children's expertise, cultural traditions and ways of knowing, and the multiple languages spoken by some children, including by Aboriginal and Torres Strait Islander children. Educators are also responsive to children's funds of knowledge (experiences and understandings), ideas, sociality and playfulness, which form an important basis for curriculum decision-making. In response to children's evolving ideas and interests, educators assess, anticipate and extend children's learning, development and wellbeing via open-ended questioning, providing feedback,</p>	<p>Any example from the following: You might observe this practice when you see:</p> <ul style="list-style-type: none"> <li>▪ Educators engaging with a child in their home language or sign language</li> <li>▪ Children's voices recorded next to their work</li> <li>▪ Spontaneous play supported by educators based on children's interests and play ideas</li> <li>▪ Educators sitting with children and engaging in their play and supporting their learning</li> <li>▪ Projects that are following children's lead</li> </ul>

	<p>challenging their thinking and guiding their learning.</p> <p>Educators are attuned to, and actively listen to, children so they can respond in ways that build relationships and support children's learning, development and wellbeing. They make use of planned and spontaneous 'teachable moments' to scaffold children's learning.</p> <p>Responsive learning relationships are strengthened as educators and children learn together and share decisions, respect and trust. Responsiveness enables educators to respectfully enter children's play and ongoing projects, stimulate their thinking and enrich their learning.</p> <p>[Belonging, Being &amp; Becoming, The Early Years Learning Framework, v2, p21].</p>	
3. Play-based learning and intentionality	<p>Play-based learning approaches allow for different types of play and recognise the intentional roles that both children and educators may take in children's learning. When children play with other children and interact with adults, they create relationships and friendships, test out ideas, challenge each other's thinking and build new understandings. Play provides both a context [a place or space where children play] and a process [a way of learning and teaching] where children can ask questions, solve problems and engage in critical thinking. Play-based learning provides opportunities for children to learn as they discover, create, improvise and imagine.</p> <p>Play-based learning with intentionality can expand children's thinking and enhance their desire to know and to learn, promoting positive dispositions towards learning.</p> <p>[Belonging, Being &amp; Becoming, The Early Years Learning Framework, v2, p21].</p>	<p>Any example from the following:</p> <p>You might observe this practice when you see:</p> <ul style="list-style-type: none"> <li>▪ Educators joining in with children's play experiences, such as taking a role in children's pretend play, to understand and build on children's ideas to support and foster learning.</li> <li>▪ Educators noticing and working sensitively with very young children's intentions in exploring, practicing and experimenting through play.</li> <li>▪ Plan opportunities for intentional knowledge building, as well as recognising and utilising opportunities for spontaneous teaching and learning.</li> </ul>
4. Learning environments	<p>Learning environments are welcoming spaces when they reflect and enrich the lives and identities of children and families participating in the setting and respond to their interests and needs. Environments that support learning are vibrant and flexible spaces that are</p>	<p>Any example from the following:</p> <p>You might observe this practice when you see:</p> <ul style="list-style-type: none"> <li>▪ Learning environments that where children are engaged and focused</li> </ul>

	<p>responsive to the interests and abilities of each child. They cater for different learning capacities and learning styles and invite children and families to contribute ideas, interests and questions. Outdoor learning spaces are a feature of Australian learning environments. They offer a vast array of possibilities not available indoors.</p> <p>Play spaces in natural environments include plants, trees, edible gardens, sand, rocks, mud, water and other elements from nature. Indoor and outdoor environments support all aspects of children's learning and invite conversations between children, early childhood educators, families and the broader community. They promote opportunities for sustained shared thinking and collaborative learning. Materials enhance learning when they reflect what is natural and familiar and introduce novelty to provoke interest and more complex and increasingly abstract thinking. For example, digital technologies can enable children to access global connections and resources and encourage new ways of thinking. Environments and resources can also highlight our responsibilities for a sustainable future and promote children's understanding about their responsibility to care for the environment.</p> <p>[Belonging, Being &amp; Becoming, The Early Years Learning Framework, v2, p23].</p>	<ul style="list-style-type: none"> <li>▪ Children playing together in small groups or in solitary play</li> <li>▪ Children having agency to move inside or outside</li> <li>▪ Resources which have many purposes such as loose parts or natural materials</li> </ul>
<p>5. Cultural responsiveness</p>	<p>Educators who are culturally responsive, respect multiple cultural ways of knowing, doing and being and celebrate the benefits of diversity. They honour differences and take action in the face of unfairness or discrimination. Being culturally responsive includes a genuine commitment to embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum. Being culturally responsive also includes respecting and working collaboratively with culturally and linguistically diverse children and families.</p> <p>Cultural responsiveness is evident in everyday practice when educators demonstrate an ongoing commitment to developing their own cultural knowledge in a three-way process with children, families and communities.</p>	<p>Any example from the following: You might observe this practice when you see:</p> <ul style="list-style-type: none"> <li>▪ Educators having discussions about their own views respectfully</li> <li>▪ Educators and families learning about each other</li> <li>▪ Educators engaging in professional development and professional discussions about culture</li> </ul>

	<p>Cultural responsiveness is more than awareness of cultural differences. It includes learning about multiple perspectives and diversity in all its forms, such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual diversity. It is the ability to understand, communicate with and effectively interact with people across cultures.</p> <p>[Belonging, Being &amp; Becoming, The Early Years Learning Framework, v2, p23].</p>	
6. Continuity of learning and transitions	<p>Children bring their individual, family and community ways of being, belonging and becoming, often called funds of knowledge, to their early childhood settings. Educators who know and build on children's funds of knowledge help them to feel secure, confident and connected to familiar people, places, events and understandings. This reinforces each child's sense of belonging. Children, families, educators and teachers in schools all contribute to successful transitions between settings.</p> <p>Children's identities change as they move from one setting to another. Educators assist children to negotiate changes in their status or identities, for example, when they move to a new room in their early childhood setting or begin full-time school. As children make major transitions to new settings (including to school) educators from early childhood settings and schools commit to sharing information about each child's knowledge and skills so learning can build on foundations of earlier learning.</p> <p>[Belonging, Being &amp; Becoming, The Early Years Learning Framework. V2.0, p24].</p>	<p>Any example from the following: You might observe this practice when you see:</p> <ul style="list-style-type: none"> <li>▪ Child portfolios with documentation about their learning</li> <li>▪ Learning stories about groups of children</li> <li>▪ Project books with learning evident</li> <li>▪ Children's voices written down</li> <li>▪ Information from families about children</li> </ul>
7. Assessment and evaluation for learning, development and wellbeing	<p>Assessment and evaluation are part of an ongoing cycle that includes observing, documenting, analysing, planning, implementing and critical reflection. Assessment refers to the gathering of information about children's learning, development and wellbeing, undertaken over time using a range of strategies. Evaluation refers to educators' critical reflection on and analysis of this information, and consideration of the effectiveness of their planning and implementation of curriculum for children's learning. Using assessment and evaluation information, educators in collaboration with children, families and other professionals formulate short- and long-term learning goals for each child.</p>	<p>Any example from the following: You might observe this practice when you see:</p> <ul style="list-style-type: none"> <li>• A variety of observations, reflections and information gathered related to a child.</li> <li>• Ways to make the learning process visible for children and their families (such as displays, newsletters, etc.)</li> <li>• Evidence of critical reflection</li> </ul>

### Question 5

Using the following table, list the **five (5) learning outcomes** of the nationally approved learning framework for children aged 0-5. Provide a summary of each learning outcome.

**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 and list the approved learning framework's [EYLF] five (5) learning outcomes and summarise their understanding of each learning outcome.

A sample answer is provided below.

Outcome	Learning outcome (4-10 words)	Summary of the outcome (30-50 words)
Outcome 1	Children have a strong sense of identity	This outcome is about allowing children being who they are and being supported to know they are strong and capable. This outcome is also about how children engage with others and how they see themselves, it's about developing their confidence to explore their world.
Outcome 2	Children are connected with and contribute to their world	This outcome is about children's position in the world and helping them to shape their understanding of how they fit within the community. It is about how they can influence others and also how they should treat others. It also is about rights.
Outcome 3	Children have a strong sense of wellbeing	This outcome is about children learning to take care of themselves and others. They learn about being around other children and adults and also how to take care of themselves. They learn about health and wellbeing.
Outcome 4	Children are confident and involved learners	This outcome is about children being learners and using different skills and knowledge to apply that learning. They demonstrate and develop their disposition for learning and also learn to have a sense of agency.
Outcome 5	Children are effective communicators	This outcome is about children being and becoming communicators through a range of ways. Children develop knowledge of written text, symbols and patterns in the world around them. This outcome also supports technology learning.

## Question 6

a) Identify and list **five [5]** key stakeholders involved in the implementation of the approved learning framework.

[Approximate word count: 5-10 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 and list five (5) key stakeholders involved in the implementation of the approved learning framework. Students can identify any five from the stakeholders listed in sample answer.

A sample answer is provided below.

1.	Families/Parents/Children
2.	Staff within a service: early childhood educators, teachers, directors, education leaders
3.	Professional bodies, such as paediatricians, child development specialists, psychologists, nutritionists and speech pathologists
4.	Policy makers
5.	Local government

b) List **five [5]** key features of effective collaboration with stakeholders.

[Approximate word count: 15-20 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 five (5) key features of effective collaboration with stakeholders. Students can identify any five from the features listed in sample answer.

A sample answer is provided below.

1.	Open, respectful communication
2.	Empathy and mutual trust
3.	Openness to others' views, values and perspectives
4.	Shared decision making
5.	Clarity about roles and responsibilities

Additional responses:

- Appreciation of each other's knowledge and experience
- Willingness to negotiate and compromise
- Commitment to resolve tensions and conflicts
- Shared aims or goals—what is best for the child.



## Question 7

a) Research the Education and Care Services National Regulations and identify the **chapter, part, division** and the **regulation** which relate directly to the requirements for a service to use an approved learning framework. *To access the National Regulations, use the link on the [ACECQA website](#), then use the 'Search' function.*

**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 the chapter, part, division and the regulation which relate directly to the requirements for a service to use an approved learning framework.

A sample answer is provided below.

Chapter (2-9 words)	Chapter 7 - Jurisdiction-specific and transitional and saving provisions
Part (2-8 words)	Part 7.1 - General transitional and saving provisions
Division (2-6 words)	Division 5 – Declared approved learning frameworks
Regulation (2-6 words)	Regulation 254 – Declared approved learning frameworks

b) In your own words, briefly outline how the Education and Care Services National Law 2010 and Education and Care Services National Regulations relate to the nationally approved learning framework for children aged 0-5.

(Approximate word count: 70-80 words)

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

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- outline how the Education and Care Services National Law 2010 and Education and Care Services National Regulations relate to the nationally approved learning framework for children aged 0-5 (EYLF).

A sample answer is provided below.

The National Law and National Regulations work hand in hand to provide overarching guidance for the development of the standards and how services should operate. This includes the use of the approved learning framework. The standard then goes into more detail about how to apply this requirement. Where a service is found to not be following the approved learning framework, they can be considered non-compliant or in breach of the law.

c) Refer to the National Quality Standard (NQS) and identify which Quality Area, Standard and Element relate directly to the requirements of following an approved learning framework. Provide a brief summary for each relevant component of the NQS.

**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 which Quality Area, Standard and Element relate directly to the requirements of following an approved learning framework in the National Quality Standard, then provide a brief summary for each.

A sample answer is provided below.

	<b>Number &amp; Title (3-10 words)</b>	<b>Summary (9-25 words)</b>
Quality Area	Quality Area One: Educational program and practice	Quality Area 1 of the National Quality Standard ensures that the educational program and practice is stimulating and engaging and enhances children's learning and development.
Standard	Standard 1.1: Program	The educational program enhances each child's learning and development.
Element	Element 1.1.1: Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

**Assessment checklist:**

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

7 short answer questions to be completed in the spaces provided	<input type="checkbox"/>
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**Congratulations you have reached the end of Assessment 1!**

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