



# Supporting Children's Development

## Assessment 4 of 4

### Case Study

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 consists of **ten (10)** questions related to the case study provided. Read the case study, then read each question carefully before typing your response in the space provided.

### Supporting resources

To complete this assessment, you will need to access:

- [Little.ly's website](#). (Login to the Educator's Hub using the following credentials:
  - Username: SOE
  - Password: earlychildhood
- National Quality Framework, including
  - National Law
  - National Regulations
  - National Quality Standard



## 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.

## Case Study – New employee educational pack

You are Sharon Wallace the Educational Leader at Little.ly Early Learning Centre and have been in that role since the service opened.

Occupancy is increasing at Little.ly and a number of new staff are going to join the team over the next few months.

Hayley Schramm (Director) has asked you to create a new employee 'educational pack' to support the induction process and to help educators understand the expectations here at Little.ly.

The pack will be focussed on their role as an educator and will ensure consistency of care and education approaches across the service.

Hayley has shared the below with you as the main objectives of the pack:

- to ensure Little.ly is meeting requirements under the National Quality Framework including Standards, Regulations and Laws
- to ensure all staff have a sound knowledge of the learning framework and how the service uses it, including the planning cycle
- to ensure new staff understand our approach to play pedagogy and environmental design
- to ensure all educators can effectively observe children in line with Little.ly's expectations and observation tools
- to ensure everyone understands safety requirements around learning and play
- critical reflection is really important for us at Little.ly and given we are seeking to achieve an Exceeding rating during assessment and rating, we need the educators to understand how and why they should critically reflect.

Little.ly encourages all educators to have focus children and be involved in observing, planning for learning and implementing the curriculum (including environment set-up).

The service philosophy has the following points which are fundamental to their practice:

- We believe in a play-based curriculum with teaching and learning enhanced through fun and exploration.
- We believe children's development is enhanced through encouraging the learning dispositions of curiosity and discovery.
- We believe in a holistic approach to children's education and care to support their development in all domains.
- We believe our learning environment is fundamental to our teaching practice and see it as the 'third teacher'.
- We believe in a strength-based approach to teaching, learning and documenting children's learning.

Hayley has created a list of questions for you to respond to which will help you to create the employee educational pack. The questions relate to the important information that staff will need to know during their induction.

## Question 1

a) If Little.ly is located in your state/territory, identify the relevant learning framework used at the 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
- identify their own state/territory and the relevant learning framework used at the service.

A sample answer is provided below.

Your state/territory (1-3 words)	Student must identify their state/territory, such as NSW, QLD, VIC, SA, NT, WA, TAS, ACT
Relevant learning framework (5-15 words)	For all states/territories, except Victoria: <ul style="list-style-type: none"><li>• Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF)</li></ul> For Victoria: <ul style="list-style-type: none"><li>• Victoria: Victorian Early Years Learning and Development Framework</li></ul>

b) In your own words, briefly explain how the learning framework is used to support educators' practice at Little.ly Early Learning Centre.

[Approximate word count: 60-70 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 learning framework is used to support educator practice.

A sample answer is provided below.

We use the Early Years Learning Framework to support us by considering the principles, the practices and the outcomes for children's learning along with the overarching concept of belonging, being and becoming. It guides our reflection processes and discussions around what children are thinking and about and learning and where we might take their learning and how we will scaffold their learning.

## Question 2

a) Identify the requirements under the National Quality Framework for Little.ly to engage in critical reflection.

[Approximate word count: 3-20 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
- identify the requirements under the National Quality Framework for Little.ly to engage in critical reflection. Student must identify the relevant Quality Area, NQS element and the related requirement.

A sample answer is provided below.

Quality Area	Quality Area 1
NQS element	Element 1.3.2 Critical reflection
Requirement	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.

b) Explain to the new educators what critical reflection is, how and why it is used at Little.ly and the service’s expectations around meaningful reflection. Complete the following table with your responses.

**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 to the new educators what critical reflection is, how and why it is used at Little.ly and the service’s expectations around meaningful reflection.

A sample answer is provided below.

What is critical reflection? [50-60 words]	Critical reflection is a process where we look at our practices and why we do them and what we could do differently or better. We take into consideration information such as theories, research and other peoples’ perspectives. We take time to consider the impact of our decisions on the outcomes for children.
How and why we engage in critical reflection? [30-50 words]	Critical reflection is used to reflect on individual children’s experiences, group projects and each room’s curriculum. We also use critical reflection to self-assess against the standards and identify our improvement goals.
What makes critical reflection meaningful? [50-60 words]	Reflection is meaningful when we look at what happened [observation/scenario], what this is telling us [analysis], what we can do from this [planning/goal setting] and also seek each other’s perspectives and ideas. Reflection is made even richer by listening to children’s ideas and voices and the ideas and perspectives of families and community.

### Question 3

Login to the Educator’s Hub on [Little.ly’s website](#) (username: SOE, password: earlychildhood), then search and locate Little.ly’s service policies and procedures related to the following area:

- Curriculum or educational program and practice
- Children’s health, safety and wellbeing
- Facilities and learning environment
- Relationships and interactions with children
- Collaborative partnerships with families.

Complete the following table for our new employees to understand an overview of the requirements under the National Quality Framework and service policies and procedures. You will need to identify the relevant Quality Area, National Law, National Regulation and list the relevant policies and procedures used at Little.ly.

You must locate at least **one [1]** policy and procedure for each topic and summarise the expectations for educators under the associated policy and procedure. Your summary can be related to one or multiple policy and procedure documents.

**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 responses regarding service policies and procedures, related Quality Area and National Law and Regulation, as indicated in the table.

A sample answer is provided below.

Topics	List of relevant service policies & procedures (5-25 words)	Summary of expectations for educators under the associated policies & procedures (50-180 words)	Related Quality Area (2-3 words)	Related National Law and Regulation (10-15 words)	Related National Regulation (10-15 words)
Educational program & practice	<p>Student must identify the following policy document:</p> <ul style="list-style-type: none"> <li>▪ ML6 – Educational Program and Practice Policy and Procedure</li> </ul>	<p>The student response must provide a summary of expectations required of the employee related to the policy and procedure:</p> <ul style="list-style-type: none"> <li>▪ Implement an ongoing cycle of planning, documenting and evaluating children’s learning which will underpin the educational program</li> <li>▪ Engage in reflective practice in regard to teacher practices and the curriculum</li> <li>▪ Implement the program reflecting the use of the 5 learning outcomes and pedagogical</li> </ul>	Quality Area 1	<p>Student must identify at least 1 law the following:</p> <ul style="list-style-type: none"> <li>• Section 51(1)(b) Conditions on service approval (educational and developmental needs of children)</li> <li>• Section 168 Offence relating to required programs</li> </ul>	<ul style="list-style-type: none"> <li>• Regulation 73 Educational program</li> </ul>

		<p>practice and principles</p> <ul style="list-style-type: none"> <li>▪ Liaise with the educational leader</li> <li>▪ Be open to professional development opportunities</li> <li>▪ Make sure both structured and unstructured learning times are provided</li> <li>▪ Ensure materials and equipment reflect the cultural diversity that is present in the families and community</li> <li>▪ Use intentional teaching and scaffolding as a way of guiding and responding to children's ideas.</li> <li>▪ Ensure there is uninterrupted play time every day.</li> <li>▪ Look out for spontaneous teachable moments with children.</li> <li>▪ View children as active participants and decision-makers allow children to make choices regarding their learning</li> <li>▪ Further, extend critical thinking skills through provocations.</li> <li>▪ Design curriculum goals for children as individuals and groups that relate</li> </ul>			
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		<p>to observations and assessments</p> <ul style="list-style-type: none"> <li>Evaluate and reflect upon the curriculum and their own practices continuously.</li> </ul> <p>Source: <a href="#">ML6 - Educational Program and Practice Policy and Procedure - Little.ly Early Learning Centre [eduworks.com.au]</a></p>			
Health & safety	<p>Student response must list minimum <b>one (1)</b> policy and procedure related to this section.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>HS1 – Nappy Change and Toileting Policy and Procedure</li> <li>HS2 – Positive Mealtime Policy and Procedure</li> <li>HS3 – Food Safety Policy and Procedure</li> <li>HS4 – Supervision of Children Policy and Procedure</li> <li>HS5 – Emergency Management Policy and Procedure</li> <li>HS6 – Asthma and Anaphylaxis Management Policy and Procedure</li> <li>HS7 – Administration of Medication Policy and Procedure</li> </ul>	<p>The student response must provide a summary of expectations required of the employee related to the selected policy and procedure.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Ensuring children, educators, staff and visitors are safe at all times, both indoors and outdoors and near water</li> <li>Ensuring children, educators, staff and visitors follow safe practices, including hand washing, supervision, nappy change, etc.</li> <li>Follow all recognised health authorities guidelines and policies and procedures, such as exclusion periods, first aid procedures, emergency evacuations, etc.</li> <li>Respond to children's care needs</li> </ul>	Quality Area 2	<p>Student must identify at least 1 law from the following:</p> <ul style="list-style-type: none"> <li>Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children)</li> <li>Section 162A Persons in day-to-day charge and nominated supervisors to have child protection training</li> <li>Section 165 Offence to inadequately supervise children</li> <li>Section 166 Offence to use inappropriate discipline</li> <li>Section 167 Offence relating to protection of children from harm and hazards</li> <li>Section 170 Offence relating to unauthorised</li> </ul>	<p>Student must identify at least 1 regulation from the following:</p> <ul style="list-style-type: none"> <li>Regulation 77 Health, hygiene and safe food practices</li> <li>Regulation 78 Food and beverages</li> <li>Regulation 79 Service providing food and beverages</li> <li>Regulation 80 Weekly menu</li> <li>Regulation 81 Sleep and rest</li> <li>Regulation 82 Tobacco, drug and alcohol free environment</li> <li>Regulation 83 Staff members and family day care educators not to be affected by alcohol or drugs</li> <li>Regulation 84 Awareness of child protection law</li> <li>Regulation 85 Incident, injury,</li> </ul>



	<ul style="list-style-type: none"> <li>▪ HS8 – Sun Protection Policy and Procedure</li> <li>▪ HS9 – Water Safety Policy and Procedure</li> <li>▪ HS10 Administration of First Aid – Policy and Procedure</li> <li>▪ HS11 – Hygiene and Cleaning Policy and Procedure</li> <li>▪ HS12 Hand Washing – Policy and Procedure</li> <li>▪ HS13 Bottle Preparation and Feeding – Policy and Procedure</li> <li>▪ HS14 Immunisation – Policy and Procedure</li> <li>▪ HS15 Exclusion – Policy and Procedure</li> <li>▪ HS16 Child Protection Policy and Procedure</li> <li>▪ HS18 Safe Sleep and Rest – Policy and Procedure</li> <li>▪ HS19 Incident, Injury, Trauma and Illness – Policy and Procedure</li> <li>▪ HS22 Excursion and Transport – Policy and Procedure</li> <li>▪ HS23 – Risk Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Report and promptly respond to hazards, accidents, illness or injuries</li> <li>▪ Be open to professional development and ongoing training</li> <li>▪ Complete relevant safety checks and documentation regarding safety, illness, accident and trauma</li> <li>▪ Share relevant and current health information to the management team</li> <li>▪ Ensure appropriate cleaning and hygiene practices are being implemented</li> <li>▪ Supervise children adequately both indoors, outdoors, near water, etc.</li> </ul>		<p>persons on education and care service premises</p>	<p>trauma and illness policies and procedures</p> <ul style="list-style-type: none"> <li>• Regulation 86 Notification to parents of incident, injury, trauma and illness</li> <li>• Regulation 87 Incident, injury, trauma and illness record</li> <li>• Regulation 88 Infectious diseases</li> <li>• Regulation 89 First aid kits</li> <li>• Regulation 90 Medical conditions policy</li> <li>• Regulation 91 Medical conditions policy to be provided to parents</li> <li>• Regulation 92 Medication record</li> <li>• Regulation 93 Administration of medication</li> <li>• Regulation 94 Exception to authorisation requirement – anaphylaxis or asthma emergency</li> <li>• Regulation 95 Procedure for administration of medication</li> <li>• Regulation 96 Self-administration of medication</li> <li>• Regulation 97 Emergency and</li> </ul>
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	Policy and Procedure				<p>evacuation procedures</p> <ul style="list-style-type: none"> <li>• Regulation 99 Children leaving the education and care service premises</li> <li>• Regulation 100 Risk assessment must be conducted before excursion</li> <li>• Regulation 101 Conduct of risk assessment for excursion</li> </ul> <p>Regulation 102 Authorisation for excursions</p>
Facilities and learning environment	<p>Student response must list minimum one (1) policy and procedure related to this section.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>▪ ML7 Sustainability – Policy and Procedure</li> <li>▪ HS23 – Risk Management Policy and Procedure</li> <li>▪ HS18 Safe Sleep and Rest – Policy and Procedure</li> </ul>	<p>The student response must provide a summary of expectations required of the employee related to the selected policy and procedure.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>▪ Ensure children have access to enough resources</li> <li>▪ Ensure the play spaces are clean, well maintained and safe</li> <li>▪ Ensuring that risk assessments are conducted</li> <li>▪ Providing children with nature play opportunities</li> <li>▪ Rest environment should be safe, with good ventilation and light, with beds/mattresses</li> </ul>	Quality Area 3	<ul style="list-style-type: none"> <li>• Section 51(1)(a) Conditions on service approval [safety, health and wellbeing of children]</li> </ul>	<p>Student must identify at least 1 regulation from the following:</p> <ul style="list-style-type: none"> <li>• Regulation 103 Premises, furniture and equipment to be safe, clean and in good repair</li> <li>• Regulation 104 Fencing and security</li> <li>• Regulation 106 Laundry and hygiene facilities</li> <li>• Regulation 107 Space requirements— indoor space</li> <li>• Regulation 108 Space requirements— outdoor space</li> <li>• Regulation 109 Toilet and</li> </ul>

		in clean and good repair.			<p>hygiene facilities</p> <ul style="list-style-type: none"> <li>• Regulation 110 Ventilation and natural light</li> <li>• Regulation 111 Administrative space</li> <li>• Regulation 112 Nappy change facilities</li> <li>• Regulation 113 Outdoor space— natural environment</li> <li>• Regulation 114 Outdoor space—shade</li> <li>• Regulation 115 Premises designed to facilitate supervision</li> <li>• Regulation 116 Assessments of family day care residences and approved family day care venues</li> <li>• Regulation 117 Glass [additional requirement for family day care]</li> </ul>
Relationships and interactions with children	<p>Student response must list minimum one (1) policy and procedure related to this section.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>▪ CR1 Interactions with Children and Families – Policy and Procedure</li> </ul>	<p>The student response must provide a summary of expectations required of the employee related to the selected policy and procedure.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>▪ Ensuring that educators engage with children in play</li> </ul>	Quality Area 5	<p>Student must identify:</p> <ul style="list-style-type: none"> <li>• Section 166 Offence to use inappropriate discipline</li> </ul>	<p>Student must identify 1 regulation from the following:</p> <ul style="list-style-type: none"> <li>• Regulation 155 Interactions with children</li> <li>• Regulation 156 Relationships in groups</li> </ul>

	<ul style="list-style-type: none"> <li>▪ CR5 Inclusion and Diversity – Policy and Procedure</li> <li>▪ ML9 Arrival and Collection – Policy and Procedure</li> <li>▪ HS2 – Positive Mealtime Policy and Procedure</li> <li>▪ HS1 – Nappy Change and Toileting Policy and Procedure</li> <li>▪ CR2 Behaviour Support – Policy and Procedure</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offering children opportunities for comfort and support whenever they need it</li> <li>▪ Being kind and respectful to children in various situations, including nappy change, arrival/collection, mealtimes, etc.</li> <li>▪ Maintaining respectful communication with children.</li> <li>▪ Apply a wide range of behaviour guidance and support strategies when required.</li> </ul>			
Collaborative partnerships with families	<p>Student response must list minimum one (1) policy and procedure related to this section.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>▪ CR1 Interactions with Children and Families – Policy and Procedure</li> <li>▪ ML8 Orientation for Families – Policy and Procedure</li> <li>▪ ML10 Privacy and Confidentiality Policy</li> </ul>	<p>The student response must provide a summary of expectations required of the educator related to the policy and procedure.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>▪ Educators and staff will encourage family input into the program, sharing culture, racial identity.</li> <li>▪ Working with families to work out goals for their child.</li> <li>▪ Sharing information freely with the family of each child.</li> <li>▪ Educators and staff will encourage family input into the program, sharing</li> </ul>	Quality Area 6	Section 175 Offence relating to requirement to keep enrolment and other documents	Regulation 157 Access for parents

		<p>culture, racial identity.</p> <ul style="list-style-type: none"> <li>▪ Always respect the parent as the first person and seek permission for all care practices and decision regarding their child.</li> <li>▪ Go above and beyond to answer families' questions or gather additional information they request</li> <li>▪ Develop understanding of the best way to communicate to family and endeavour to use this – such as by email, phone call or in person</li> <li>▪ Regularly reflect on family input into the program and make changes where necessary</li> <li>▪ Engage in reflective practice and consider how they are interacting with families and develop steps for improvement if needed.</li> </ul>			
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#### Question 4

Little.ly's service philosophy states that 'We believe our learning environment is fundamental to our teaching practice and see it as the 'third teacher''. In your own words, briefly provide an explanation to the new educators of what this means and how to design and set up environments that are:

- welcoming, safe and non-threatening
- culturally appropriate
- stimulating
- challenging

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- culturally appropriate
- promote a sense of wellbeing and belonging and inclusion.

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

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- explain what the service’s philosophy means and how to design and set up environments that are welcoming, safe and non-threatening, culturally appropriate, stimulating, challenging, culturally, appropriate, promote a sense of wellbeing and belonging and inclusion.

A sample answer is provided below.

<p>Explain service’s philosophy (80-100 words)</p>	<p>The "third teacher" concept is informed by the Regio Emilia approach and acknowledges that beyond the traditional roles of the educator and the children themselves, the physical space, materials, arrangement, and ambiance in a learning setting also contribute significantly to the learning process. This recognition highlights the importance of intentionally designing and curating learning environments that inspire curiosity, facilitate engagement, and promote various aspects of development, such as social interaction, creativity, problem-solving, and independence. It encourages educators to view the environment as an active partner in fostering learning and growth.</p>
<p>How to design and set up environments (130-150 words)</p>	<p>Creating a safe, stimulating and culturally appropriate learning environment involves several key elements:</p> <ul style="list-style-type: none"> <li>• Begin by designing a warm, safe, and non-threatening space with soft colours, comfortable furniture that are children size, and age-appropriate materials.</li> <li>• Ensure diverse cultural representation in materials, books, and decorations to make all children feel valued.</li> <li>• Stimulate young minds by organising activity areas with hands-on, sensory-rich toys and materials that encourage exploration and creativity.</li> <li>• Introduce age-appropriate challenges through activities that foster problem-solving, critical thinking, and motor skills development.</li> <li>• To ensure cultural appropriateness, incorporate celebrations, stories, and activities from various backgrounds, promoting understanding and respect.</li> <li>• Foster wellbeing by maintaining routines, offering cozy nooks for quiet time, and nurturing positive relationships.</li> <li>• Design and set up the environment based on children’s interest and involve children in organising the environment, this way supporting children’s sense of belonging.</li> </ul>

### Question 5

In your own words, briefly explain to the new educators how to modify the environment to support the age groups, interests, and abilities within all rooms.

(Approximate word count: 130-150 words words)

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**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 to modify the environment to support the age groups, interests, and abilities within all rooms.

A sample answer is provided below.

To cater to the diverse needs of children in an early childhood education and care service, environment modification is essential:

- Begin by creating distinct zones within each room to accommodate various age groups' interests and abilities.
- Provide soft play areas for infants, tactile and sensory stations for toddlers, and structured learning centres for preschoolers.
- Incorporate age-appropriate toys, books, and materials in each zone, encouraging exploration and engagement.
- Utilise adjustable furniture and flexible arrangements to accommodate different activities and group sizes.
- Incorporate low shelves for easy access to materials and ensure safety measures such as soft flooring and rounded edges.
- Regularly rotate toys and materials to sustain interest and development. Rotate/change toys and resources to cater for children's interest.

This dynamic environment will effectively support children's growth, curiosity, and learning across age ranges.

## Question 6

Ensure the new team members understand the procedures around safety and minimising risk. Detail how to manage risk assessments for learning environments and identify **one [1]** experience that might need a risk assessment.

**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
- detail how to manage risk assessments for learning environments and identify one [1] experience that might need a risk assessment.

A sample answer is provided below.

How to manage risk assessments for learning environments?

(50-80 words)

Educators must always ensure the safety of the learning environment. This can be done by knowing the service's health and safety policies and procedures and by conducting regular safety checks where hazards and risks are identified and contingency plans are implemented. A risk assessment, either in writing or in theory, must be

	completed before activities that may raise potential risks.
One (1) experience requiring risk assessment  (70-100 words)	For example, water plays usually require a risk assessment prior setting up and implementing the activity to ensure risks and hazards are either eliminated or there is a contingency plan. As water play can cause slippery surfaces, wet clothes or even drowning (depending on the activity and children's age), educators should ensure adequate close supervision, aprons to protect clothes (or spare clothes after the activity), and set up the activity outdoor, if possible, to avoid slippery surfaces.  Other activities that require risk assessment may include scissors, small loose parts and a new art/craft experience.

### Question 7

List the **five (5)** stages of the planning cycle, then in your own words briefly describe what each stage requires of educators.

**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 five (5) stages of the cycle of planning, then briefly describe what each stage requires of educators.

A sample answer is provided below.

Stages of planning cycle (1-3 words)		Description (30-80 words)
1.	Observing/ gathering information	During this stage of the cycle of planning educators will gather information about groups and individual children using a range of techniques including child observations, group observations, collaborating with parents, gathering artwork, discussions with other staff and developmental reviews.
2.	Questioning and analysing	During this stage of the cycle of planning educators will review the information they gathered about children and consider/question what this tells them about who the child is and how they learn. They may consider what they think the child's interests, strengths, dispositions, areas for development and ideas are.
3.	Planning	During this stage of the cycle educators consider what dialysed to determine opportunities to extend the chance learning, enhance their interests, or provide opportunities to follow on from what they are currently learning. During the planning stage an educator may consider seeking feedback from families and other educators. They will also need to consider resources required for the experience, the



		teaching practises they will implement, What they are hoping to achieve [outcomes for children] and when they will implement the experience.
4.	Implementation	During this stage of the cycle, educators will the set up and introduce any experiences or activities they have planned for this group or individual child and facilitate this learning. This might include allowing the children to play with the resources without adult interaction or may require sitting with the children and engaging them in the experience. The implementation also requires educators to be aware of what learning is happening and to consider how to document this learning.
5.	Review and reflection/ Reflect and evaluate	This stage of the cycle is all about reflecting upon the objective set, experiences implemented and outcomes for the child. These also includes considering if there is a follow up or extension opportunity for the child/group of children.

### Question 8

In your own words, briefly explain how child development informs curriculum planning.

[Approximate word count: 30-50 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 child development informs curriculum planning.

A sample answer is provided below.

Child development informs curriculum planning by tailoring educational activities and content to match a child's cognitive, physical, social, and emotional capabilities at different stages. This approach ensures that learning experiences are both age-appropriate and supportive of each child's growth and potential.

### Question 9

Prepare a 'how to' guide for the new educators about observations of children's learning. Answer the questions in the table provided to create an overview of how and why we observe children's learning.

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

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- answer the questions to create an overview of how and why we observe children's learning.

A sample answer is provided below.

**'How to' guide for observing children's learning**

<p>a) List <b>five (5)</b> different observation techniques and tools we have available and describe why we use each technique/tool. (160-220 words)</p>	<p>Student must list any 5 from the following:</p> <ul style="list-style-type: none"> <li>▪ <b>Photo/video:</b> These require a written caption to express any information that cannot be gleaned from the image, such as what was said, what happened before and after.</li> <li>▪ <b>Jottings:</b> Short notes of relevant and pinpointed information about the observations of children. They are used to capture short events and skills.</li> <li>▪ <b>Learning stories or narratives:</b> These are stories of a moment in time with a beginning, middle and an end. They will usually include children's quotes, actions, photographs and reflections, and all in one observation. These often have the voice or collaboration of the families, or the child.</li> <li>▪ <b>Running records:</b> These are considered very time-consuming for educators as they need to include every element observed; from which hand a child picked up a pencil, to how long they stayed, and where they went next. They require dedicated time for the observer to detail the child's every word and action in the set period of time.</li> <li>▪ <b>Language samples:</b> These are used when there are concerns about language predominantly, and capture a child's linguistic efforts, and conversations with others. The language should be documented as said, with no alterations, so that a picture of the child's language skills can be captured.</li> <li>▪ <b>Time samples or event samples:</b> These are used to find out where certain behaviours or challenges may arise, it may be to see where a child spends their time, and how long they spend there. In some ways, it can be useful to see where children engage in the program, but it is rarely used for such purposes. Event sampling is a good observation to have, to try to assess when, where and why behaviours may be occurring.</li> <li>▪ <b>Anecdotal record:</b> After learning stories, anecdotal records are the most common form of documented observation. They are written in the past tense and capture the most meaningful moments of a child's day.</li> <li>▪ <b>Portfolios (art &amp; created evidence):</b> These are extremely enjoyable for the family, the child and educators to read through. They include artwork, learning stories (and sometimes other forms of observation), reflections, the child's voice, and events that the child was involved with at the service, such as a farm day or crazy hair day.</li> <li>▪ <b>Developmental checklists &amp; summaries:</b> These are used to analyse children's development at certain points of the year, or as required. They separate the domains, to gather a picture of where they are at, and the progression they have made.</li> </ul>
<p>b) Meaningful documentation is important within our service. Describe how we gather meaningful observations of children including information for the new educators about all of the below to support them to adopt our approaches:</p> <ul style="list-style-type: none"> <li>▪ What information we think is important to gather and why.</li> </ul>	<p>Student must provide an answer to each point.</p> <ul style="list-style-type: none"> <li>▪ <b>Important information to gather and why.</b> For example, information about children's interests, abilities, development, dispositions, play styles, development, children's voices, work samples and engagements with others. It's important to gather these pieces of information to gain a complete understanding of each child's development across the five developmental domains. This helps to inform planning for the child.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Where we gather information from including primary and secondary sources.</li> <li>▪ Our belief in a strength-based approach to observations and why we believe this.</li> <li>▪ Why we use objective versus subjective language wherever possible.</li> <li>▪ A description of labelling in observations and why we avoid labelling.</li> <li>▪ When and why we use past and present tense.</li> <li>▪ A description of bias and why we avoid it. Help them understand how they can avoid bias in observations.</li> </ul> <p>[300-350 words]</p>	<ul style="list-style-type: none"> <li>▪ <b>Where to gather information from including primary and secondary sources.</b> For example, observations, families, support workers and other educators.</li> <li>▪ <b>Explain a strength-based approach to observations and why they believe this.</b> For example, they might explain that where children are seen as competent and capable, they are able to grow and develop in a supportive environment.</li> <li>▪ <b>Why they use objective versus subjective language wherever possible.</b> For example, the story/observation is about the child and inputting our perspective can impact the validity of the observation.</li> <li>▪ <b>A description of labelling in observations and why avoid labelling.</b> For example, an example might be that a child is a funny child. This identifies them as this, rather than writing, this moment was funny, and the child laughed.</li> <li>▪ <b>An explanation as to when and why they use past and present tense in observations.</b> For example, if they are writing a running record, they would be writing present tense because they are writing about what is happening in that moment. When they write in past tense, they might be writing a learning story or a summative assessment which has been taken over a period of days or weeks. Past tense lets the reader know that this was a reflection or possibly a memory of what was observed rather than an immediate account.</li> <li>▪ <b>A description of bias and why avoid it in an observation.</b> For example, bias is where there is a prejudice against someone or a group of people. For example, in an observation it is important to avoid bias comments related to the child's sex, age, gender, religious beliefs or culture.</li> </ul>
<p>c) Describe the information we gather and how we gather information from the following stakeholders:</p> <ul style="list-style-type: none"> <li>▪ children</li> <li>▪ families/carers and significant adults</li> <li>▪ educators</li> <li>▪ community</li> <li>▪ other relevant professionals and who these are.</li> </ul> <p>[150-180 words]</p>	<ul style="list-style-type: none"> <li>▪ Children. For example, work samples, children's voices, observations of children's learning and interactions with the learning environment and friends, as well as feedback from children themselves.</li> <li>▪ Families/carers and significant adults. For example, information about what they do at home, conversations with families about learning and development, regular feedback sheets, parent/teacher interview records and information about their dispositions for learning.</li> <li>▪ Educators. For example, observations of the children, conversations they have had with the child or with the parents.</li> <li>▪ Community. For example, they might gather information about cultural events, excursions the child has been on or research from the community to support learning and development for the child. They might also gather information from relatives such as on Grandparents' day.</li> <li>▪ Other relevant professionals and who these are. For example, these professionals might be speech therapists, behavioural therapists, inclusion support agency staff or occupational therapists. Information gathered might be observations of the child's learning or provision of experiences to support child's development and learning.</li> </ul>

<p>d) Detail <b>five (5)</b> strategies we use to review and question the information we have gathered about children’s needs and learning opportunities.</p> <p>[80-100 words]</p>	<p>To review and question the information gathered about children's needs and learning opportunities in an early childhood education setting, employ the following strategies: [Student must list any 5 from the strategies listed.]</p> <ul style="list-style-type: none"> <li>• <b>Regular Observations:</b> Continuously observe children in various contexts to gather data on their behaviours, interactions, interests, and progress.</li> <li>• <b>Documentation:</b> Keep records of observations, work samples, and developmental milestones to track individual and group growth over time.</li> <li>• <b>Reflective practice:</b> Engage in regular reflective discussions with colleagues to analyse observations and consider their implications for curriculum planning.</li> <li>• <b>Data analysis:</b> Systematically analyse collected data to identify patterns, strengths, and areas for improvement in children's learning and development.</li> <li>• <b>Individual portfolios:</b> Develop individual portfolios for each child, showcasing their achievements, interests, and progress. Regularly update and review these portfolios.</li> <li>• <b>Parent input:</b> Seek input from parents and caregivers to gain insights into children’s strengths, interests, and developmental milestones outside of the classroom.</li> <li>• <b>Group discussions:</b> Engage children in discussions and group activities to uncover their interests, ideas, and opinions, which can inform curriculum planning.</li> <li>• <b>Collaboration:</b> Collaborate with other educators, specialists, and professionals to gain different perspectives on children's needs and tailor interventions accordingly.</li> <li>• <b>Adaptation:</b> Continuously adapt and refine curriculum plans based on emerging insights, always keeping children's evolving needs and interests in focus.</li> <li>• <b>Professional development:</b> Stay updated with the latest research in child development and educational methodologies to inform and refine curriculum planning practices.</li> </ul>
<p>e) Explain how educators can collaborate with other educators about children’s documentation and learning.</p> <p>Outline the techniques educators can use to communicate and plan for children?</p> <p>[150-200 words]</p>	<p>Educators can engage in effective collaboration with colleagues about children's documentation and learning by fostering open communication and employing various techniques. One such technique is questioning, which encourages thoughtful discussions. Educators can ask open-ended questions such as:</p> <ul style="list-style-type: none"> <li>• Reflections when educators reflect on their observations and experiences</li> <li>• Promote critical thinking by asking questions to delve deeper into children’s learning</li> </ul> <p>Educators can also be involved in collaborative planning by:</p> <ul style="list-style-type: none"> <li>• <b>Regular meetings:</b> Schedule regular meetings where educators come together to share observations, insights, and ideas about children's progress and learning experiences.</li> <li>• <b>Documentation sharing:</b> Encourage educators to share documented evidence of children's work, behaviour, and</li> </ul>

	<p>achievements, sparking discussions about possible next steps.</p> <ul style="list-style-type: none"> <li>• Team brainstorming: Facilitate brainstorming sessions where educators collectively generate ideas for future activities, projects, and learning opportunities.</li> <li>• Curriculum mapping: Collaborate on mapping out a curriculum that aligns with children's interests, developmental levels, and learning outcomes.</li> <li>• Individual strengths: Recognize each educator's strengths and expertise, assigning them roles in planning specific activities based on their skills.</li> <li>• Peer review: Encourage educators to provide constructive feedback on each other's plans, ensuring a diversity of perspectives.</li> <li>• Professional development: Attend workshops, seminars, and training sessions as a team to enhance knowledge and skills, fostering a shared understanding of effective teaching strategies.</li> </ul>
<p>f) Explain what considerations we need to make when collecting information from families related to their child depending on their situation, such as changes in child or family circumstances. (50-60 words)</p>	<p>Students must identify all bolded considerations:</p> <p>When collecting information from families, educators must maintain <b>privacy and confidentiality</b>.</p> <p>If there are changes in family status, such as separated parents, educators must <b>speak to both parents</b>, without circulating the information obtained.</p> <p><b>Consider the family structure</b> and be aware of legal guardians.</p> <p><b>Consider the best contact method</b>. For example, for busy parents, send emails.</p>

### Question 10

In your own words, briefly outline the methods that can be used to evaluate the implementation of play experiences.

(Approximate word count: 60-70 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 the methods that can be used to evaluate the implementation of play experiences.

A sample answer is provided below.

**Critical reflection** is the key for evaluating the implementation of play and learning experiences. **Observing children** also help understand whether a play/learning experience was successful and if there is any further opportunity to extend the activity. Collaboration with other educators and families' feedback also play an important part of the evaluation process. Depending on their age, children can also be involved in the evaluation process by asking their feedback.

**Assessment checklist:**

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

10 short answer questions related to the case study	<input type="checkbox"/>
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**Congratulations you have reached the end of Assessment 4!**

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