

EARLY CHILDHOOD EDUCATION

DEVELOPING ASSESSMENT FOR UNIT STANDARDS GUIDELINES

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The New Zealand Qualifications Authority would like to acknowledge all those whose work and experience have contributed to the development of this support material.

Introduction

This material has been written to assist assessors of early childhood education and care unit standards to develop resources that will promote quality assessments of people against early childhood education and care unit standards at levels 2 and 3.

This material is not a teaching plan; rather it attempts to make it easier for assessors to assess effectively and efficiently. It is hoped that the resources will provide assessors with some ideas that can be adapted and applied to different assessment situations.

This material is intended to be relevant to the wide range of early childhood settings where people are learning both theory and the practice of skills and knowledge related to working with young children.

Users of this resource are encouraged to use the material and share their usefulness, or otherwise, as feedback to nqs@nzqa.govt.nz.

Unit standards assessment

A unit standard specifies the outcome to be achieved:

- The title is the main outcome.
- The elements identify the lesser outcomes against which people are actually assessed.

Everything else in a unit standard is intended to assist the assessor in making a quality judgment about whether a person achieves the outcome to the required standard 'competent or not competent'

This assessment regime is consistent with Qualifications Authority assessment and moderation policy. The element, rather than the performance criteria, drives the assessment judgments. Evidence related to performance criteria are then used as a support to the judgments at element level. The emphasis in a unit standard is on what is required to make a valid assessment judgment; rather than what is required to be learnt, or how the work must be done.

The assessment focus is on the element as the primary indicator of competence or achievement. People are assessed against the outcomes as expressed in the elements.

The task of an assessor is to design an assessment that efficiently provides the evidence needed to attest to a candidate's competence. The material that follows is intended to assist this. It encourages the use, where possible, of naturally occurring evidence. It is sometimes possible to design an assessment which allows assessment of several outcomes at the same time.

A decision on competence should be made from the **wholeness** of performance against the outcome. An assessor needs to check whether, **overall**, the person has met the

requirements of the element, and needs to be confident that the person has achieved the outcome(s) specified in the element(s).

Performance criteria (and any ranges) identify the critical evidence that must be taken into account when making a judgment on competent performance of the outcome. They do not however, express outcomes. Undue attention to the performance criteria often leads to over-assessment and reliance on minute detail.

The standard of performance required in assessment judgements is guided by the level descriptors. Level descriptors can be accessed at:
<http://www.kiwiguards.govt.nz/about/levels/leveldescriptors.html>

Special notes can also help make quality assessment judgements, and should be consulted.

It is intended that the assessment tools be flexible and able to be adapted by the assessor, depending on what physical evidence is required or might already exist in the early childhood setting. For example, if a candidate is unable to provide enough evidence, the assessor can then ask additional oral/written questions to ascertain competency. Where applicable, verified documentation and attestation statements are also often suggested as another assessment tool that can be used to provide evidence.

The assessor can also identify performance criteria in the unit standards and use them as a basis for developing oral questions and attestation statements. In many cases, several performance criteria can be summarised into one oral question or a summarised statement for any attestation.

Assessors who want to develop their skills may wish to refer to these unit standards:

- 4098 Use standards to assess candidate performance
- 11551 Moderate assessment
- 11552 Design assessment
- 18203 Verify evidence for assessment for candidate.

Assessors should also refer to the following document:

BEST PRACTICE PRINCIPLES FOR THE ASSESSMENT OF UNIT STANDARDS

which can be found at:

<http://www.nzqa.govt.nz/for-providers/resources/docs/bestprac-us.doc>

POSSIBLE ASSESSMENT TOOLS AND APPROACHES FOR GATHERING EVIDENCE

ORAL EVIDENCE

- Presentation
- Oral answers to questions
- Oral feedback
- Speech
- Interview
- Peer instruction sessions
- Seminars

AUDIO/VISUAL EVIDENCE

- Audiotapes
- Video recordings
- Drama
- Role plays
- Presentations
- Performances

VERIFICATION

Feedback (usually documented and signed) from:

- Teachers
- Support staff
- Supervisors/managers
- Peers
- Attestations

OTHER

- Cross referencing from other assessments
- Naturally occurring evidence
- Integrated assessment
- Performance appraisals

WRITTEN EVIDENCE

- Workplace documentation eg memos, logs, letters
- Checklists
- Portfolio
- Worksheets
- Forms
- Tests
- Booklets
- Reports
- Charts and posters
- Tables
- Assignments
- Fill in gaps
- Match information
- Multi-choice
- Written questions
- User manuals
- Workplans
- Case studies
- Flow charts
- Mindmaps
- Diaries, journals
- Research
- Self-evaluation
- Personal profiles

PRACTICAL EVIDENCE

- Observation – one off occasions, or over a period of time
- Simulations
- Real life situations
- Demonstrations
- Video/audio tapes
- Posters
- Graphics
- Projects
- Visual representation
- Models
- Naturally occurring evidence

ASSESSMENT EXEMPLAR 1

This is an **example** of one assessment that may be used by assessors when assessing candidates for this unit standard. It can be modified and adapted to fit the assessment environment of your candidates.

Unit standard 10013

Version 2

Demonstrate knowledge of Te Whariki

Level 3

Credits 2

Assessment and development plans

The following assessment development plan is intended to make it easier to take a unit standard and write an appropriate assessment. Special notes and range statements need to be well considered and attention given to how they drive the planning of assessment. Building questions around range statements is one way of ensuring that all items in a range are covered.

The following plan gives some ideas about how you might plan assessment for this unit standard.

Teaching, learning and assessment

This activity focuses on a candidate demonstrating knowledge of the purpose and philosophy, the principles, strands and goals of Te Whariki and its use as the curriculum framework in an early childhood setting.

Candidates will participate in discussions and activities which will result in a resource produced which can be an ongoing reference for the candidates. Students may learn as a part of a group but assessment of individual understanding and contribution will be undertaken.

Gathering the evidence

Assessors could make up their own verification forms or use video to monitor all stages of the process. Annotated video evidence of the process could be used for assessment and moderation purposes.

Resources

- Ministry of Education, *Te Whariki: He Whariki Matauranga mo nga Mokopuna o Aotearoa. Early Childhood Curriculum*. (Wellington: Learning Media, 1996).
- Ministry of Education video, *The Big Picture - Te Whariki: policy to practice: early childhood curriculum materials for Aotearoa New Zealand*. (Wellington: Learning Media 2000).

Related unit standards

- Level 5: 9306: Demonstrate knowledge of the NZ early childhood curriculum, Te Whariki
- Level 6: 9308: Compare Te Whariki and the New Zealand Curriculum Framework

This activity assesses unit standard 10013

Version 2

Explain the purpose, structure and relevance of Te Whariki

Level 3

Credits 2

INSTRUCTIONS FOR CANDIDATES

In this activity you will participate in a group process to plan and develop a resource to show your understanding of the purpose and philosophy of Te Whariki. This resource will be presented to your fellow candidates and be made available for reference during your period of learning.

Task 1 assesses element 1

Demonstrate knowledge of Te Whariki

Individuals will participate in a series of workshops and discussions to develop a group/individual resource that

- reflects the purpose and philosophy of Te Whariki
- accurately describes the principles, strands and goals of Te Whariki
- shows how Te Whariki can be used in an early childhood setting as the curriculum framework

Over several sessions you may

- watch the video *The Big Picture*
- identify the different sections of Te Whariki
- participate in group discussions and workshops to clarify your understanding of Te Whariki
- identify how Te Whariki is implemented in the chartered early childhood setting
- observe how Te Whariki can be implemented successfully in a specific early childhood setting
- choose an aspect of Te Whariki which you would like to learn more about
- create a resource that can be used to show others the purpose, philosophy, principles, strands and goals of Te Whariki and how they can be interpreted.

The resource may take many forms, for example

- wall chart, flip chart
- games
- portfolio
- artwork
- video, web page.

Your individual contribution and understanding will be assessed.

Assessment schedule

Unit standard 10013 Version 2

Tasks	Element 1	Evidence (the answers or performance expected from the student)	Judgement (a statement that defines the standard to be achieved)
1	1.1 1.2 1.3	<p>The resource includes the essential points covering the purpose, philosophy, principles, strands and goals is produced. For example:</p> <ul style="list-style-type: none"> • wall chart, flip chart • games • portfolio • artwork • video, web page. <p>Verification of individual understanding and participation in the group process in producing the resource. For example: video, self and peer evaluations, written work, tutor evaluations, photographs.</p>	<p>Resource accurately reflects Te Whariki content with clear understanding of the relationship between the philosophy, purpose, principles, strands and goals.</p> <p>Resource, or verification provides evidence that the candidate can relate Te Whariki to an early childhood setting appropriately.</p>

ASSESSMENT EXEMPLAR 2

This is an **example** of one assessment that may be used by assessors when assessing candidates for this unit standard. It can also be modified and adapted to meet the environment of your candidates.

Unit standard 10014

Version 2

Participate in Young Children's Play

Level 3

Credits

Assessment and development plans

The following assessment development plan is intended to make it easier to take a unit standard and write an appropriate assessment. Special notes and range statements need to be well considered and attention given to how they drive the planning of assessment. Building questions around range statements is one way of ensuring that all items in a range are covered.

The following plan gives some ideas about how you might plan assessment for this unit standard.

Teaching, learning and assessment

This activity focuses on reflecting on a candidate's own play experiences, demonstrating knowledge of how play contributes to the development of young children, and demonstrating the ability to engage in play with young children.

Candidates will participate in activities which will result in evidence that reflects these outcomes. Students may learn as a part of a group but assessment of individual understanding and contribution will be undertaken.

Gathering the evidence

Evidence can be produced by the candidate in many different formats. Suggested formats include, but are not limited to, portfolios, videos, mind maps, writings and drawings.

It is anticipated that annotated video evidence of the process could be used for assessment and moderation purposes.

Resources

- Ministry of Education, *Te Whariki: He Whariki Matauranga mo nga Mokopuna o Aotearoa. Early Childhood Curriculum*. (Wellington: Learning Media, 1996).
- Ministry of Education video, *The Big Picture*.

Related unit standards

10015: Communicate with young children

10017: Provide resources for play with young children

This activity assesses unit standard 10014

Version 2

Participate in young children's play

Level 3

Credits 2

INSTRUCTIONS FOR CANDIDATES

Task 1 assesses element 1

Reflect on own play experiences

Element 1: 1.1

In this activity you will participate in group discussions about play experiences that you had when you were a young child. What did you enjoy doing? What toys did you play with? Who did you interact with during your play experiences? What was the environment like?

After discussions, you will either work in small groups, or individually, to prepare a visual presentation that reflects your play experiences. The presentation should reflect the above questions.

Task 2 assesses element 1

Young children's play experiences today

Element 1: 1.2

In this activity you will compare what you have prepared with how a presentation done by a child of today might look. Start by discussing possible differences and similarities in small groups. Then either in small groups, or individually, prepare a visual presentation that shows what play experiences young children today might have. Highlight similarities and differences to your own play experiences.

Write a short paragraph (or present orally to the tutor) reflecting on how your own learning through play may impact on how you understand the play experience of the young children that you come into contact with.

Task 3 assesses element 2

How does play contribute to the learning and development of young children?

Element 2: 2.1, 2.2, 2.3, 2.4

Choose at least three play activities and describe how they contribute to learning and development opportunities for young children. Think about

- context
- play resources
- the different categories as defined in Te Whariki: infant, toddlers and young children
- duration of play
- adult's role in the play of young children
- interactions between adult and child, child and child, child and environment.

You need to describe the play activity, identify the learning or development opportunity, relate this to the learning and development of young children and identify why these interactions are important for the learning and development of young children.

You may do this as a chart, a written exercise, a video presentation, or any other relevant format.

Task 4 assesses element 3

Engage in play with young children

Element 3: 3.1, 3.2

A tutor or associate tutor will observe you engaging in play with young children on at least 2 separate occasions. On each occasion you will be required to show competency in interacting with young children.

The tutor must complete an Engage in Play Feedback Form for each occasion. (see below).

Task 5 assesses element 4

Review engagement in play with young children

Element 4: 4.1, 4.2

For each occasion when you are being observed in engaging in play with young children, you must complete a Self Review on Engaging in Play with Young Children Form. Your self review must include

- identifying areas for improving your own skills
- evaluating your own role in the play activity.

Assessment schedule

Unit standard 10014 Version 2

Tasks	Element 1	Evidence (the answers or performance expected from the student)	Judgement (a statement that defines the standard to be achieved)
1	1.1	Portfolio, video, mind map, writing, drawings: that show that the candidate has reflected upon their own childhood play experiences and related them to the play experiences of young children today.	Play experiences are recalled and shared, showing that a reflection process has taken place.
2	1.2	A short written paragraph (or may be presented orally) that shows that the candidate has reflected upon the likely impact of their own play experiences on how they understand the play experiences	The candidate understands that their play experience impacts on how they understand the play of young children.

		of young children today.	
3	2.1 2.2 2.3 2.4	<p>Written, oral or visual evidence:</p> <ul style="list-style-type: none"> describes at least three play activities identifies the learning/development opportunities in each play activity relates these learning/development opportunities to the actual learning and development of young children identifies why these interactions are important for young children's learning and development <p>Evidence shows that the following have been taken into account</p> <ul style="list-style-type: none"> context play resources different categories as defined by Te Whariki: infant, toddler and young children duration of play period adults role in the play of young children interactions between adult and child, child and child, and child and environment. 	<p>At least three relevant play activities are recorded and learning/development opportunities are related to the play activities.</p> <p>Consideration is given to all areas specified in the unit standard 2.3, and the importance of these interactions are contemplated by the candidate.</p>
4	3.1 3.2	Engage in Play Feedback Form is completed by the tutor or associate teacher for two separate occasions where the candidate has been engaged in play with young children.	<p>The candidate has shown competence in the following skills associated with interacting with young children</p> <ul style="list-style-type: none"> entering and exiting young children's play reciprocal and responsive relationships between children and adults, children and children and the child and its environment are taken into account the child's safety is promoted.

5	4.1, 4.2	Self Review on Engaging in Play with Young Children Form is completed by the candidate.	Self review includes <ul style="list-style-type: none">• identification of areas for self development• evaluation of their own role in the play activity
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ENGAGING IN PLAY FEEDBACK FORM

Assessment of task four: unit standard 10014, element 3, 3.1, 3.2

Name of candidate		NSI number	
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The candidate is to be observed engaging in play with young children on at least two separate occasions. A separate form must be filled in for each observation. The candidate is expected to show competency in the following areas. Please take careful notes and provide constructive feedback to the candidate. This form will be used to assess whether or not the candidate is competent in this area.

1. Entering and exiting play

2. Reciprocal and responsive relationships

- establishes reciprocal and responsive relationships with the children
- reciprocal interaction between the children is supported through encouragement and/or supervision
- interaction with the environment includes recognition of safety and support/ extension of the environment.

3. Interaction with the children involves the relevant aspects of the following:

- active and reflective listening
- collaborating
- scaffolding
- modeling
- observing
- evaluating
- reflecting
- reinforcing
- turn taking
- exploring.

- questioning
- describing
- encouraging

4. Any other comments/feedback?

Competent / not yet competent (circle one)

Assessor's signature _____

Date _____

SELF REVIEW ON ENGAGING IN PLAY WITH YOUNG CHILDREN FORM

Assessment of task four: unit standard 10014, element 4, 4.1, 4.2

Name of candidate		NSI number	
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You must engage in play with young children on at least two separate occasions. A separate form must be filled in for each observation. You are expected to reflect upon the following areas when the activity is over and provide a thoughtful self review of the activity.

You should take into account

- how you entered and exited the play activity
- how you supported/ encouraged reciprocal interaction between the children and yourself, between each of the children and between the children and their environment
- how you ensured that the children's safety was taken into account.

1. Identify any areas where you think your skills could be enhanced.

2. Evaluate your own role in the play activity.

Candidate's signature _____ Date _____

ASSESSMENT EXEMPLAR 3

This is an **example** of one assessment that may be used by assessors when assessing candidates for this unit standard. It can also be modified and adapted to meet the environment of your candidates.

Unit standard 10016

Version 2

***Develop observation skills to observe
A young child***

Level 2

Credits 2

Assessment and development plans

The following assessment development plan is intended to make it easier to take a unit standard and write an appropriate assessment. Special notes and range statements need to be well considered and attention given to how they drive the planning of assessment. Building questions around range statements is one way of ensuring that all items in a range are covered.

The following plan gives some ideas about how you might plan assessment for this unit standard.

Teaching, learning and assessment

This activity focuses on candidates being able to describe the principles and purpose of observation in an early childhood setting and then to apply those principles in an observation of a young child.

Candidates will identify the principles and purposes of observing young children and learn to use observation skills. Students may learn as a part of a group but assessment of individual understanding and contribution will be undertaken.

Gathering the evidence

Evidence can be produced by the candidate in many different formats. Suggested formats include, but are not limited to, portfolios, videos, recordings through audiotapes, mind maps, writings, photographs and drawings.

Resources

- Pictures from calendars featuring young children
- Videos featuring young children
- Illustrations from child development texts
- Gestalt images

Related unit standards

Level 5: 9312 Implement observation techniques in early childhood educational practice

This activity assesses unit standard 10016

Version 2

Develop observation skills to observe a young child

Level 2

Credits 2

INSTRUCTIONS FOR CANDIDATES

In this activity you will participate in discussions about the principles and purpose of observing young children. You will participate in developing observation skills by recording impressions of a still scene and discussing the appropriateness of the language used by the observer and the conclusions that may be drawn from the still scene. You will then apply the principles and choose one of the methods outlined to observe a young child.

Task 1 assesses element 1

Describe the principles and purposes of observation.

- a) Candidates will participate in a series of workshops and discussions to develop an individual resource that explains the principles of observation which includes
 - the role of the observer
 - ethics of observation
 - confidentiality issues
 - the purpose of observation.
- b) Identify three different types of observation. For each explain the method, purpose and provide an example. Record these types, methods, purposes and examples for future reference.

Task 2 assesses element 2

Observe a still scene and record and evaluate identified information.

Candidates will be shown a still scene. A still scene can be a photograph, a still frame from a video or a film, a picture, an illustration or any other static image. Candidates will discuss what they observe in the still scene and identify the images that are perceived in the still scene. Candidates should be encouraged to distinguish between what is factual and what are impressions or interpretations and to consider the language used in describing the scene.

In a group, candidates will be shown another still scene featuring a young child and asked to describe the still scene. They will be given opportunities to discuss the scene, record their observations and evaluate the accuracy of the description. Candidates should consider the context of the still scene, the non-verbal signs and what the young child is doing.

This can be done in groups, pairs or individually. Points to consider are

- the language used by the observer
- the appropriateness of the recording
- what is identified
- the conclusions drawn.

Your individual contribution and understanding will be assessed.

Task 3 assesses element 3

Observe a young child in an early childhood setting.

Candidates will observe a child in a natural setting. Candidates should refer to the principles and purposes for observation and decide on their purpose for observing a particular child. The candidate should describe the procedures to be followed and the method of observation chosen.

The candidate's understanding of the principles and purposes, the procedures followed and the appropriateness of the observation method chosen will be assessed.

Assessment schedule

Unit standard 10016 Version 2

Tasks	Element	Evidence (the answers or performance expected from the student)	Judgement (a statement that defines the standard to be achieved)
1a	1 1.1	The explanation includes each of <ul style="list-style-type: none"> • the role of the observer • ethics of observation • confidentiality issues • the purpose of observation. 	Description of principles and purpose of observation are appropriate for early childhood practice.
1b	1.2	Description includes three different types of observation and clarifies their method, purpose and provides an example.	Descriptions of three different types of methods and purposes are accurate and examples are appropriate.
2	2.1	Still scene is described and information is recorded.	Still scene is clearly and appropriately described.
	2.2	Description is evaluated and points may include <ul style="list-style-type: none"> • language • what is identified • what has not been noticed • conclusion. 	Evaluation discusses language used and clearly identifies relevant information to form the conclusion reached. Evaluation of evidence highlights areas that were not previously noticed.

3	3	<p>The method chosen is described. The observation description will include Information about the child and the context including the time and date.</p> <p>Other information may include a description of:</p> <ul style="list-style-type: none"> • physical attributes • social interactions • resources used • emotional state • context • language the child used <p>and follows the steps outlined: ethics of observation discussion with parents/caregiver consideration of cultural implications.</p>	<ul style="list-style-type: none"> • The description is clear. • The record of observation is appropriate to the chosen method and clearly describes the child within the context. • The procedures are clearly described with reference made to each of the outlined steps.
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ASSESSMENT EXEMPLAR 4

This is an **example** of an integrated assessment that may be used by assessors when assessing candidates for this unit standard. It can also be modified and adapted to meet the environment of your candidates.

Unit standard 10014 <i>Participate in young children's play</i>	Version 2 Level 3	Credits 8
Unit standard 10017 <i>Provide resources for play for young children</i>	Version 2 Level 2	Credit 3

Assessment and development plans

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The following plan gives some ideas about how you might plan assessment for this unit standard.

Teaching, learning and assessment

This activity focuses on reflecting on a candidate's own play experiences, demonstrating knowledge of how play contributes to the development of young children, and demonstrating the ability to engage in play with young children.

The candidates will participate in activities which will result in evidence that reflects these outcomes. Students may learn as a part of a group but assessment of individual understanding and contribution will be undertaken.

Gathering the evidence

Evidence can be produced by the candidate in many different formats. Suggested formats include, but are not limited to, portfolios, videos, mind maps, writings and drawings. Annotated video evidence of the process could be used for assessment and moderation purposes.

Resources

- Ministry of Education, *Te Whariki: He Whariki Matauranga mo nga Mokopuna o Aotearoa. Early Childhood Curriculum.* (Wellington: Learning Media, 1996).
- Ministry of Education video, *The Big Picture.*

Related unit standards

10015: Communicate with young children

This activity assesses unit standard 10014

**Participate in young children's play
and**

unit standard 10017

Provide resources for play for young children

Version 2

Level 3

Credits 2

Version 2

Level 2

Credit 3

INSTRUCTIONS FOR CANDIDATES

Task 1 assesses unit standard 10014 element 1

Reflect on own play experiences

Unit standard 10014 - Element 1: 1.1

In this activity you will participate in group discussions about play experiences that you had when you were a young child. What did you enjoy doing? What toys did you play with? Who did you interact with during your play experiences? What was the environment like?

After discussions, you will either work in small groups, or individually, to prepare a visual presentation that reflects your play experiences. The presentation should reflect the above questions.

Task 2 assesses unit standard 10014 element 1

Young children's play experiences today

Unit standard 10014 - Element 1: 1.2

In this activity you will compare what you have prepared with how a presentation done by today's child might look. Start by discussing possible differences and similarities in small groups. Then either in small groups, or individually, prepare a visual presentation that shows what play experiences young children today might have. Highlight similarities and differences to your own play experiences.

Write a short paragraph (or present orally to the tutor) reflecting on how your play experiences may impact on how you understand the play experience of the young children that you come into contact with.

Task 3 assesses unit standard 10014 element 2

How does play contribute to the learning and development of young children?

Unit Standard 10014 - Element 2: 2.1, 2.2, 2.3, 2.4

Choose at least three play activities and describe how they contribute to learning and development opportunities for young children. Think about

- context
- play resources
- the different categories as defined in Te Whariki: infant, toddlers and young children
- duration of play
- adult's role in the play of young children
- interactions between adult and child, child and child, child and environment.

You need to describe the play activity, identify the learning or development opportunity, relate this to the learning and development of young children and identify why these interactions are important for the learning and development of young children.

You may do this as a chart, a written exercise, a video presentation, or any other relevant format.

Task 4 assesses unit standard 10014 element 3 and unit standard 10017 element 1

Engage in play with young children

Unit standard 10014 element 3: 3.1, 3.2

Unit standard 10017 element 1: 1.1 – 1.5

A tutor or associate teacher will observe you engaging in play with young children on at least two separate occasions. On each occasion you will be required to show competency in interacting with young children.

Before engaging in play, you will prepare the activity and carry it out, meeting the requirements for 10017, while also ensuring that you are meeting the requirements for 10014.

- Identify the activity and what resources you will require. (10017 element 1: 1.1)
- Choose a suitable area for the activity, and prepare that area with the identified resources. (10017 element 1: 1.2)
- Carry out the chosen activity, making use of the identified play resources in a way that is appropriate to the learning and capabilities of the children involved. (10017 element 1: 1.3)
- After the activity is finished, clear the activity area ensuring that you carry out the necessary maintenance for the resources that you have used. Consider the health and safety requirements related to play equipment. (10017 element 1: 1.4, 1.5)

The tutor must complete an Engage in Play Feedback Form for each occasion. (See below 10014 element 3: 3.1, 3.2)

Task 5 assesses unit standard 10014 element 4 and unit standard 10017 element 2

Review engagement in play with young children

Unit standard 10014 - Element 4: 4.1, 4.2

Unit standard 10017 - Element 2: 2.1, 2.2

1. For each occasion when you are being observed in engaging in play with young children, you must complete a Self Review on Engaging in Play with Young Children Form. Your self review must include
 - identifying areas for improving your own skills
 - evaluating your own role in the play activity
 - description on how you prepared and used resources to support the play activity
 - how you maintain these resources
 - how the children and yourself used the play resources during the play activity. (10014 element 4: 4.1,4.2)

2. Evaluate the activity you carried out in Task Four. This may be done in a written log, poster, or any other appropriate format.

Carefully consider

- how were the resources used?
- did they add value to the play experience – if so, in what way? If not, why not?
- were the resources suitable for the children involved? Why? Why not? What other resources would have been suitable and why? (10017 – element 2: 2.1, 2.2)

Assessment schedule

Unit standards 10014 and 10017

Version 2

Tasks	Element 1	Evidence (the answers or performance expected from the student)	Judgement (a statement that defines the standard to be achieved)
1: 10014	1.1	Portfolio, video, mind map, writing, drawings: that show that the candidate has reflected upon their own childhood play experiences and related them to the play experiences of young children today.	Play experiences are recalled and shared, showing that a reflection process has taken place.
2: 10014	1.2	A short written paragraph (or may be presented orally) that shows that the candidate has reflected upon the likely impact of their own play experiences on how they understand the play experiences of young children today.	The candidate understands that their play experience impacts on how they understand the play of young children.
3: 10014	2.1 2.2 2.3 2.4	<p>Written, oral or visual evidence</p> <ul style="list-style-type: none"> describes at least three play activities identifies the learning/development opportunities in each play activity relates these learning/development opportunities to the actual learning and development of young children identifies why these interactions are important for young children's learning and development. <p>Evidence shows that the following have been taken into account</p> <ul style="list-style-type: none"> context play resources different categories as defined by Te Whariki: infant, toddler and young children 	<p>At least three relevant play activities are recorded and learning/development opportunities are related to the play activities.</p> <p>Consideration is given to all areas specified in the unit standard 2.3, and the importance of these interactions are contemplated by the candidate.</p>

		<ul style="list-style-type: none"> • duration of play period • adults role in the play of young children • interactions between adult and child, child and child, and child and environment. 	
4: 10014	3.1 3.2	Engage in Play Feedback Form is completed by the tutor or associate teacher for two separate occasions where the candidate has been engaged in play with young children.	<p>The candidate has shown competence in the following skills associated with interacting with young children</p> <ul style="list-style-type: none"> • entering and exiting young children's play • reciprocal and responsive relationships between children and adults, children and children and the child and its environment are taken into account • the child's safety is promoted.
4: 10017	1.1	Recorded work shows how activity was chosen, and how/why resources were selected.	<p>Resources selected are appropriate to the activity and children that will be involved.</p> <p>Each resource is supported by a description of how it was relevant to the young children's play.</p>
4: 10017	1.2	Recorded work shows what steps the candidate took to prepare the area for the activity with the preselected resources.	Candidate is able to explain what steps they took to prepare the activity and resources, and the suitability of the resources for the category of play.
4: 10017	1.3	Observation report from the supervisor.	Pre-selected resources are used in a way that is suited to the learning and capabilities of the children they are intended for.
4: 10017	1.4 1.5	Observation report from the supervisor.	After the activity has been completed the candidate

			<p>tidies the area and deals with each resource in a way that shows that they clearly understand</p> <ul style="list-style-type: none"> • what maintenance is required (ie: refilling paint pots, wiping down tables) • health and safety requirements for play equipment (ie food is covered and put away, any broken equipment is taken out and reported for fixing) • relevant equipment is able to be re-used (ie paint brushes are cleaned and put away in the right place).
5: 10014	4.1 4.2	Self Review on Engaging in Play with Young Children Form is completed by the candidate.	<p>Self review includes</p> <ul style="list-style-type: none"> • identification of areas for self development • evaluation of their own role in the play activity.
5: 10017	2.1 2.2	Evaluation is presented in an appropriate format: ie written log, poster).	<p>Evaluation covers</p> <ul style="list-style-type: none"> • how resources were used and what value was added to the play experience • reviews whether or not the resources were suitable for the use by young children.

ENGAGING IN PLAY FEEDBACK FORM

Assessment of task four: unit standard 10014, element 3, 3.1, 3.2

Name of candidate		NSI Number	
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The candidate is to be observed engaging in play with young children on at least two separate occasions. A separate form must be filled in for each observation. The candidate is expected to show competency in the following areas. Please take careful notes and provide constructive feedback to the candidate. This form will be used to assess whether or not the candidate is competent in this area.

1. Entering and exiting play.

2. Reciprocal and responsive relationships

- establishes reciprocal and responsive relationships with the children
- reciprocal interaction between the children is supported through encouragement and/or supervision
- interaction with the environment includes recognition of safety and support/ extension of the environment.

3. Interaction with the children involves the relevant aspects of the following

- active and reflective listening
- collaborating
- scaffolding
- modeling
- observing
- evaluating
- reflecting
- reinforcing
- turn taking
- exploring

4. Any other comments/feedback?

Competent/Not yet competent (circle one)

Assessor's signature_____ Date_____

SELF REVIEW ON ENGAGING IN PLAY WITH YOUNG CHILDREN FORM

Assessment of task four: unit standard 10014, element 4: 4.1, 4.2

Name of candidate		NSI Number	
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You must engage in play with young children on at least two separate occasions. A separate form must be filled in for each observation. You are expected to reflect upon the following areas when the activity is over and provide a thoughtful self review of the activity.

You should take into account

- how you entered and exited the play activity
- how you supported/encouraged reciprocal interaction between the children and yourself, between each of the children and between the children and their environment
- how you ensured that the children's safety was taken into account.

1. Identify any areas where you think your skills could be enhanced.

2. Evaluate your own role in the play activity.

(The next three points are only relevant if you are completing assessment for 10017: Provide resources for play for young children)

3. Describe how you prepared resources to be used to support the play activity.

4. Describe how you maintain these resources.

5. Describe how you and the children used these resources during the play activity.

Candidate's signature_____ Date_____

ASSESSMENT EXEMPLAR 5

This is an **example** of one assessment that may be used by assessors when assessing candidates for this unit standard. It can also be modified and adapted to meet the environment of your candidates.

Unit standard 10021:

Version 2

Demonstrate knowledge of the basic needs of young children

Level 2

Credits 2

Assessment and development plans

The following assessment development plan is intended to make it easier to take a unit standard and write an appropriate assessment. Special notes and range statements need to be well considered and attention given to how they drive the planning of assessment. Building questions around range statements is one way of ensuring that all items in a range are covered.

The following plan gives some ideas about how you might plan assessment for this unit standard.

Teaching, learning and assessment

This activity focuses on demonstrating knowledge of the basic needs of young children which may include such things as clothing, shelter, bathing, sleeping, nurturing, learning and development. This list is not finite and assessors may wish to add other needs to their teaching programme.

Candidates will participate in discussions and activities which will result in a resource produced which can be a reference for new parents of young children. The resource can take the form of pamphlets, wallcharts, videos, webpages, audio tape, book etc. Students may learn as a part of a group but assessment of individual understanding and contribution will be undertaken.

Gathering the evidence

Assessors could make up their own verification forms or use video to monitor all stages of the process. Annotated video evidence of the process could be used for assessment and moderation purposes.

Resources

- Pamphlets from Plunket, chemists
- Magazine articles from parenting magazines
- Child health pamphlets
- Websites of Ministry of Health
- Videos

Related unit standards

10015	Communicate with young children
10017	Provide resources for play for young children
10019	Provide a safe environment for young children
10020	Describe and apply hygiene practices for young children in an early childhood setting
10022	Demonstrate knowledge of attachment behaviour in early childhood
10024	Describe ways to encourage good health in young children

This activity assesses unit standard 10021

Version 2

Demonstrate knowledge of the basic needs of young children

Level 2

Credits 2

INSTRUCTIONS FOR CANDIDATES

In this activity you will plan and develop a resource to show your understanding of the basic needs of young children. This resource will be suitable as a resource for new parents of young children.

Task 1 assesses element 1

Demonstrate knowledge of the basic needs of young children.

Individuals will participate in a series of discussions and workshops to develop a resource that is suitable for informing new parents about the basic needs of young children.

The resource that is presented will

- be in a user friendly format
- have reference to the different age categories: infants, toddlers and young children
- include information on the basic needs such as- naming the need, discussing how to meet it, the possible consequences if that basic need is not met
- consider health, safety, nutrition, education, culture, family and whanau issues.

Over several sessions you may

- watch videos
- identify the basic needs of young children
- participate in group discussions and workshops to discuss the importance of the environment for young children
- identify how parents and caregivers can provide the basic needs for young children
- discuss how basic needs match the patterns of development of young children
- discuss consequences for young children when basic needs are not met
- create a resource that can be used as a resource for informing new parents about the basic needs of young children.

The resource may take many forms.

For example:

- wall chart, flip chart
- games
- portfolio

- artwork
- video, web page

Assessment schedule

Unit standard 10021 Version 2

Tasks	Element 1	Evidence (the answers or performance expected from the student)	Judgement (a statement that defines the standard to be achieved)
1	1.1 1.2 1.3	<p>The resource covering the basic needs of young children is produced. For example</p> <ul style="list-style-type: none"> • wall chart, flip chart • pamphlets • portfolio • audiotape • video, web page • book. <p>The resource will refer to the importance of the environment such as health, safety, nutrition, education, culture, family and whanau. It will also include how the basic needs match the development of young children and what consequences there may be when basic needs are not met.</p>	<p>Resource clearly describes the basic needs of young children and is a suitable source of information for new parents. It must</p> <ul style="list-style-type: none"> • be in a user friendly format • have reference to the different age categories of infants, toddlers and young children • include information on the basic needs such as naming the need, discussing how to meet it, the possible consequences if that basic need is not met • consider health, safety, nutrition, education, culture, family and whanau issues.

ASSESSMENT EXEMPLAR 6

This is an **example** of one assessment that may be used by assessors when assessing candidates for this unit standard. It can also be modified and adapted to meet the environment of your candidates.

Unit standard 10024

Version 2

Describe ways to encourage good health in young children

Level 2

Credits 2

Assessment and development plans

The following assessment development plan is intended to make it easier to take a unit standard and write an appropriate assessment. Special notes and range statements need to be well considered and attention given to how they drive the planning of assessment. Building questions around range statements is one way of ensuring that all items in a range are covered.

The following plan gives some ideas about how you might plan assessment for this unit standard.

Teaching, learning and assessment

This activity focuses on factors that can influence young children's health and ways that parents and caregivers can protect and promote the health of young children.

Candidates will participate in discussions and activities which will result in a resource produced which can inform parents and caregivers about factors that impact on the health of young children. Students may learn as a part of a group but assessment of individual understanding and contribution will be undertaken.

Gathering the evidence

Assessors could make up their own verification forms or use video to monitor all stages of the process. It is anticipated that annotated video evidence of the process could be used for assessment and moderation purposes. Evidence can be produced by the candidate in many different formats such as: a pamphlet, video, audiotape, artwork, webpage or a page in a magazine. These are just some suggestions but candidates should consider effective ways to communicate information they have learnt to new parents.

Resources

- Canadian Public Health Association, *Ottawa Charter for Health Promotion: a move towards health promotion* (Ottawa: WHO 1986)
- Howden-Chapman, P and Cram, F: *The Social, Cultural and Economic Determinants of Health* (Wellington: National Health Committee, 1998)

Related unit standards

- | | |
|-------|---|
| 10020 | Describe and apply hygiene practices for young children in an early childhood setting |
| 10021 | Demonstrate knowledge of the basic needs of young children |

This activity assesses unit standard 10024

Version 2

Demonstrate ways to encourage good health in young children

Level 2

Credits 2

INSTRUCTIONS FOR CANDIDATES

In this activity you will participate in a group process to plan and develop a resource suitable for informing parents or caregivers about factors that impact on the health of young children. This resource will be presented to your fellow candidates and you will be assessed on your individual understanding and your participation in a group activity.

Task 1 assesses element 1

Describe factors that can influence young children's health.

Individuals will participate in a series of workshops and discussions to develop a group/individual resource that will be suitable for informing parents and caregivers about factors that can impact on the health of young children. Resources will include a description of

- social, economic and cultural factors that can enhance or impact negatively on young children's health
- common health problems in young children
- communicable diseases
- accidents and injuries common in early childhood settings.

Your individual contribution and understanding will be assessed.

Task 2 assesses element 2

Describe ways to protect and promote the health of young children.

Create a page for a magazine which includes information about access to health services, immunisation schedules and consequences of non-immunisation. It should also include the role of parent, family and whanau in promoting young children's health. The page could include

- an article
- advertisement
- picture story
- letters to the editor.

This could be an individual or a group activity but your individual contribution and understanding will be assessed.

Assessment schedule

Unit standard 10024 Version 2

Tasks	Element	Evidence (the answers or performance expected from the student)	Judgement (a statement that defines the standard to be achieved)
1	1 1.1 1.2 1.3 1.4 1.5	<p>The resource is produced in the form of</p> <ul style="list-style-type: none"> • a pamphlet • wall chart, flip chart • portfolio • artwork • video • web page • book <p>Verification of individual understanding, and participation in the group process in producing the resource. For example, video, self and peer evaluations, written work, tutor evaluations, photographs.</p>	<ul style="list-style-type: none"> • Resource is clear and detailed and relevant for audience. • Resource, or verification, provides evidence that the candidate understands how social, economic and cultural factors can have impacts on the health of young children.
2	2 2.1 2.2 2.3 2.4	<p>The page produced includes information on</p> <ul style="list-style-type: none"> • access to health services • immunisation schedules • consequences of non-immunisation • role of parents, family and whanau in promoting young children's health. 	<p>Page produced gives accurate and relevant information.</p>