

PACIFIC EARLY CHILDHOOD EDUCATION

DEVELOPING ASSESSMENT SUPPORT MATERIALS

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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 unit standards in the National Diploma in Teaching (Early Childhood Education, Pasifika) (Level 7) to develop quality assessment resources. This material is not a teaching plan; rather it attempts to make it easier for assessors to assess effectively and efficiently. It aims to provide assessors with ideas that can be adapted and applied to different assessment situations.

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

Users of this resource are encouraged to try out the materials and share their helpfulness, or otherwise, as feedback to nqs@nzqa.govt.nz.

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 steps in the development of assessment materials.

See flowchart on page 4.

Identify a unit standard for which you want to develop assessment materials.

- Step 1 Check titles and elements for key words and check credit value
- Step 2 Check special notes
- Step 3 Check and interpret level
- Step 4 Consider context of assessment
- Step 5 Consider possible assessment tools
- Step 6 Design and create assessment using chosen tools
- Step 7 Refer to assessment and moderation checklist (page 10).

The assessor's task in the design of an assessment

The assessor's task is to design an assessment that efficiently provides the opportunity for the candidate to produce 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.

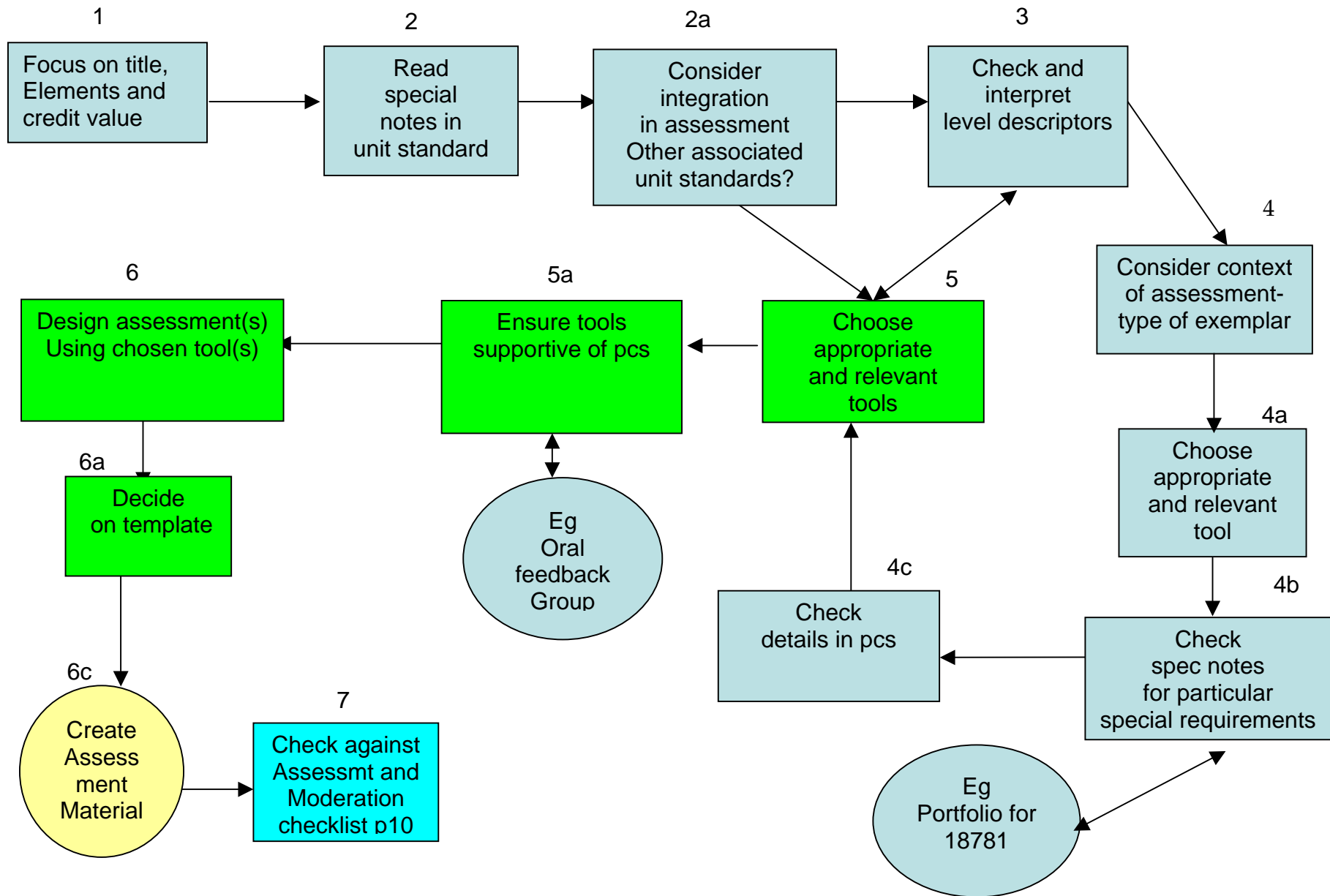
It is sometimes possible to design an assessment which allows assessment of several outcomes at the same time.

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).

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.

ASSESSMENT SUPPORT MATERIAL DEVELOPMENT FLOWCHART



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. These outcomes combine to indicate the main outcome as expressed in the title of the unit standard.

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).

- Special notes help make quality assessment judgements, and should be consulted at the beginning of the process.
- 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 express outcomes. Undue attention to the performance criteria often leads to over-assessment and pedantic attention to detail.
- The standard of performance required in assessment judgements is guided by the level descriptors. Level descriptors can be accessed at:
<http://www.kiwiquals.govt.nz/about/levels/leveldescriptors.html>

Assessment tools

- Assessment tools should 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 suggested as other assessment tools 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.

POSSIBLE ASSESSMENT TOOLS AND APPROACHES FOR GATHERING EVIDENCE

See table over.

ORAL EVIDENCE

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

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
- Community verifications

PRACTICAL EVIDENCE

- Observation – one off occasions, or over a period of time
- Simulations
- Real life situations
- Demonstrations
- Video/Audio tapes
- Posters
- Graphics
- Projects
- Research proposals
- Budgets
- Applications
- Practicum activities
- Resource kits
- Visual representation
- Models
- Naturally occurring evidence

WRITTEN EVIDENCE

- Workplace documentation eg memos, logs, letters
- Checklists
- Portfolio
- Worksheets
- Forms
- Tests
- Booklets/Pamphlets
- 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
- Peer evaluation
- Self-evaluation
- Personal profiles
- Written feedback from audience
- Literature reviews
- Position papers/philosophy statements
- Essays
- Policies
- Media releases
- Newsletters

OTHER

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

ASSESSMENT EXEMPLAR 1

This is an **example** of a procedure that may be used by assessors when developing assessment materials for a unit standard. It can be modified and adapted to fit the assessment environment of your candidates. The procedure follows the steps outlined in the flowchart provided.

Unit standard 18781

Use observation techniques that support planning for Pacific ECE children's learning
Version 1

Level 5, Credits 5

Step 1 Check titles and elements for key words

- Check title: **Use observation techniques that support planning for Pacific ECE children's learning**
- Check elements and pcs: what are the **key words/actions**?
- The wording is: Use observation techniques **that** support - **not** use observation techniques **to** support- note the difference.
- Consider whether integration of related unit standards is possible or desirable. (For this exemplar, integration not considered)
- Consider credit rating- keep in mind credit value and time allocations-Not just teaching time.

Step 2 Check special notes

- observation
- focus on 3 Pacific children but can be in any ECE centre (special notes1,3,6 in AMAP)
- practicum-3 weeks in 1 centre (special notes 2, 4)
- Portfolio requirement as a tool (special note 5)
- Resources (special note 8)
- Considerations of legislation-covered in other units? (special note 7) eg. 18792, 10031, 12737, 9314.

Step 3. Check and interpret level.

<http://www.kiwiquals.govt.nz/about/levels/leveldescriptors.html>

Level 5 –skills, knowledge, self-directed , expect “groundwork’ to have been completed.

Step 4 Consider assessment context

- must include practicum
- portfolio as indicated in special notes

Step 5. Consider possible assessment tools

Choose appropriate tool – demonstration to assessor is possible through:

- Oral presentation

- Seminars
- Role play
- Video
- Portfolio
- Reflective journal
- Reports
- Written questions
- Communicate with families in partnership with /under guidance of Associate Teacher (pc 3.5)

For this unit standard the assessment tool as specified in the special notes is

- a portfolio which includes records of observation of three different children.

Note: The chosen method of observation must be relevant and appropriate to the child and the purpose to support planning.

Step 6 Design assessment using chosen tools

A resource to assist in designing assessment material may be found on the table on the following pages (see page 11).

Step 7 Refer to assessment and moderation checklist

Assessors can use the following checklist to ensure that assessment design has observed best practice. (See over for checklist)

DESIGN CHECKLIST FOR ASSESSMENT ACTIVITIES AND SCHEDULES

CRITERIA	✓ or ×
<i>(A) Assessment Activity</i>	
• unit standard(s) title, level, and version are identified	
• element(s) being assessed are identified	
• resources for the activity are appropriate	
• the conditions in which the activity takes place are stated eg. closed book	
• assessment tools used are appropriate to the unit standard	
• special notes and range requirements are met	
• all performance criteria are considered	
• gives the learner the opportunity to meet the requirements of the unit standard	
<i>(B) Instructions</i>	
• are clear, complete and easily understood by learners	
• use appropriate language	
• any quantitative/qualitative requirements are consistent with the judgement statement(s) of the schedule	
• refer to resource materials that are accessible to each learner	
<i>(C) The Assessment Schedule</i>	
• evidence is consistent with the task instructions and resources	
• evidence statements give examples of answers and/or performance expected from learner	
• judgement statements clearly state acceptable responses/performance (quality and/or quantity) for each element being assessed	
• schedule is consistent with the requirements of the assessment activity AND the unit standard	

Resource for designing assessments for unit standard 18781

Element (Outcomes)	Key points to consider (what does the candidate need to know or do?)	Assessment Tools	Evidence (Check PCs)	Judgement
<p>1 Demonstrate understanding of the importance and ethical implications of observation of children in ECE centres.</p>	<ul style="list-style-type: none"> • Why observe? • How to observe • What to observe? • Who to observe? • Where to observe? • Role of observation in learning in a Pacific culture. • Ethics –notification of parents involved and consent. 	<ul style="list-style-type: none"> • Portfolio • Observation templates completed showing <ul style="list-style-type: none"> ➤ Links to Te Whariki (TW) ➤ Links to planning ➤ Consideration of ethics. 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of observation techniques. • Observation templates completed explain links to TW. • Observation templates completed explain links to planning. • Demonstrate knowledge and understanding of how observation is used in learning in Pacific families as educators of their children. • Demonstrate knowledge and understanding of ethics in observation • Parental consent forms. 	<ul style="list-style-type: none"> • Observation templates completed to an agreed standard. • Correct use of observation method including ethical considerations. • Able to identify and make at least 2 links to TW. • Able to identify and make at least 2 links to purpose of planning • Parental consent forms designed.

<p>2 Apply observation techniques with at least three Pacific children in ECE centre(s).</p>	<ul style="list-style-type: none"> • Purpose of observation. • Techniques match purpose. • Pacific children's learning and development. • Takes place in an ECE centre. 	<p>Repeat of tasks in Element 1 in a real situation.</p> <ul style="list-style-type: none"> ➤ Links to TW. ➤ Links to planning. ➤ Includes consideration of ethics. ➤ Link to Pacific children's learning and development. ➤ Reflect on own implementation of method. 	<ul style="list-style-type: none"> • Completed observations of 3 Pacific children. • Evidence of conferring with Supervising Teacher (ST) on observation • Reflection process. 	<ul style="list-style-type: none"> • Observation templates completed to an agreed standard. • Correct use of observation method including ethical considerations. • Able to identify and make at least 2 links to TW. • Able to identify and make at least 2 links to purpose of planning. • Able to analyse observation.
<p>3 Evaluate application of observation techniques used with Pacific children in ECE centre(s).</p>	<ul style="list-style-type: none"> • Analyse techniques • Negotiate with Supervising Teacher (ST). • Assess for ethical requirement. • Record findings. • Examine findings to identify further learning. • Present findings. • Reflect on value of observation techniques. 	<ul style="list-style-type: none"> • reflective journal considering implications of observations to planning for Pacific children's learning and development. • Debrief. • Practicum visit. • Presentation. 	<ul style="list-style-type: none"> • Evidence of communicating observation findings to ST and with Pacific children and their families. • Presentation to families in appropriate form. 	<ul style="list-style-type: none"> • Feedback from ST. • Written comments (templates to be developed). • Written report from visiting teacher. • (Comment on reflective journal included. • Self-review. • Feedback from parents where possible.

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This is a sample framework only. It is assumed that this document will be used to create an assessment that is specific to the cultural context and educational setting in which assessment is taking place.

ASSESSMENT EXEMPLAR 2

This is an **example** of a procedure that may be used by assessors when developing assessment materials for a unit standard. It can be modified and adapted to fit the assessment environment of your candidates. The procedure follows the steps outlined in the flowchart given above.

Unit standard 18783

Identify access to and develop learning resources for Pacific ECE children

Version 1

Level 5, Credits 10

Step 1 Check titles and elements for key words

- Title: **Identify access to and develop learning resources for Pacific ECE children**
- Element 1 **Describe learning resources appropriate for Pacific children in ECE programmes and how to access them.**
- Element 2 **Develop own resources for Pacific children's learning programme in one ECE centre.**
(at least three resources to be developed for Pacific children in one centre)
- Element 3 **Evaluate developed resources**
Evaluation includes observation, feedback and identification of possible further development.

Step 2 Check special notes

- involves practicum-3 weeks in 1 centre attended by several Pacific children (special notes 2, 4)
- observation and development recorded (special notes 1 and 3)
- Portfolio requirement as a tool (special note 5)
- Compliance with legislative requirements (special note 7)

Step 3 Check and interpret level.

<http://www.kiwiquals.govt.nz/about/levels/leveldescriptors.html>

Level 5 –skills, knowledge, self-directed , expect “groundwork” to have been completed

Step 4 Assessment context

- must include practicum.

Step 5 Consider possible assessment tools

- portfolio as indicated in special notes

Step 6 Design assessment using chosen tools

A resource to assist in designing assessment material may be found on the table on the following pages.

Step 7 Refer to assessment and moderation checklist

- See checklist (page 10)

Resource for designing assessments for unit standard 18783				
Element (Outcomes)	Key points to consider (what does the candidate need to know or do?)	Assessment Tools	Evidence (Check PCs)	Judgement
1. Describe learning resources appropriate for Pacific children in ECE programmes and how to access them.	<ul style="list-style-type: none"> • At least three types of learning resources for Pacific children. • Access through national and local suppliers and applying for funding. 	<ul style="list-style-type: none"> • Show and Tell presentation of resources. • Description-verbal and written of resources. • Written presentation support-item, value, source, funding. 	Minimum of 3 resources described <ul style="list-style-type: none"> • Value identified appropriately • Resource in relation to development of Pacific children identified • Sources identified: local, national, possible community funding support (Could link with 18794, 18797. Also could link to generic funding unit 12736). 	<ul style="list-style-type: none"> • Doing presentation for evaluation by ST and other trainees • Hand in written report/ instruction handout. • Presentation and report meet all evidence and assessment tools identified.
2. Develop own resources for Pacific children's learning in one ECE centre	<ul style="list-style-type: none"> • Resources to be developed for Pacific children in one centre -at least three resources. 	<ul style="list-style-type: none"> • Portfolio to include <ul style="list-style-type: none"> ➢ Presentation + instruction handout ➢ Sharing resources ➢ Safety issues ➢ Reflection sheet 	<ul style="list-style-type: none"> • Minimum of 3 different Pacific resources for Pacific children • Information sheet/handout indicating: 	<ul style="list-style-type: none"> • Minimum of 3 Pacific Island resources developed: <ul style="list-style-type: none"> ➢ Appropriate resources chosen ➢ resources developed linked to planning and learning needs of Pacific children ➢ resources linked to Te Whariki

		<ul style="list-style-type: none"> • Minimum of 2 age groups. 	<ul style="list-style-type: none"> ➤ sourced need, ➤ appropriateness, ➤ safety note on use of resources 	
3. Evaluate developed resources	<ul style="list-style-type: none"> • Observation on use of resources. • Feedback from Pacific children, families and staff of ECE centre recorded. • Self-reflection identifies further development of self and resources 	<ul style="list-style-type: none"> • Reflective journal. • Shared student feedback on <ul style="list-style-type: none"> ➤ Resources identified ➤ Evaluation of resources ➤ Reflections for future use and development of resources. 	<ul style="list-style-type: none"> • Resource plan • Completed journal 3 entries minimum-discuss use, challenge, choice by Pacific children • Feedback from ST 	<ul style="list-style-type: none"> • 3 additional journal entries on resources identifying: <ul style="list-style-type: none"> ➤ Pacific resource ➤ Identification of resource need ➤ Reflection on feedback from ST, children, college, families ➤ Self-evaluation ➤ Resources evaluated for extension of Pacific children's learning needs.

This is a sample framework only. It is assumed that this document will be used to create an assessment that is specific to the cultural context and educational setting in which assessment is taking place.

ASSESSMENT EXEMPLAR 3

This is an **example** of a procedure that may be used by assessors when developing assessment materials for a unit standard. It can be modified and adapted to fit the assessment environment of your candidates. The procedure follows the steps outlined in the flowchart provided (page 4).

Unit standard 18773

Reflect on curricula policies and practices in ECE centres with Pacific children

Version 1

Level 5, Credits 10

Step 1 Check titles and elements for key words

- Title: **Reflect on curricula policies and practices** in ECE centres with Pacific children
- Element 1 **Reflect on curricula policies** of ECE centre(s).
- Element 2 **Reflect on implementation of Te Whariki** in ECE centre(s) in terms of children's learning and development.
- Element 3 **Reflect on implementation of Desirable Objectives and Practices (DOPs)1-5** in ECE centre(s) in terms of children's learning and development.
- Element 4 **Reflect on implementation of one national Pacific language document** in ECE centre(s) in terms of children's language learning and development.
- Element 5 **Reflect on observations** to enhance **own professional development**.

Step 2 Check special notes

- To be assessed in two different centres as part of practicum – minimum of 2 x 3 week placements
- Portfolio evidence
- 1 Pacific language document
- Evidence of use of DOPs, Te Whariki, and ECE codes of ethics.
- References to general regulations and legislation as per special notes.

Step 3 Check and interpret level descriptors

<http://www.kiwiguels.govt.nz/about/levels/leveldescriptors.html>

Level 5 - some self-directed reflection and some directed reflection

Step 4 Consider context of assessment

Context includes classroom, some practicum

4a- Choose appropriate and relevant tool

The teacher could give a structured assignment which covers and allows candidate to provide information on:

- Understanding how to read policies
- Reading the policies
- Checking out legislation and codes
- Identifying key stakeholders
- Talking with the staff/ parents
- Developing assertive/confident questioning techniques
- Recognising curriculum implementation
- Reflecting on the development and application of the policies

The evidence could be presented in the portfolio which shows evidence of:

- The policies of the centre
- The philosophies and organisational structure of the centre
- Curriculum planning materials
- ERO reports
- Children's records

The portfolio can be both descriptive (philosophies and case studies) and reflective (compare/contrast the curricula policies of each centre).

This task requires:

- Written documentation
- Time for the candidate to discuss with Associate teacher (AT) and ensure that they are on the right path
- Time for the candidate to reflect away from the centre
- Time to have an interview with the supervisor
- Time for verification to be carried out
- Time for observation in practicums for case studies

These requirements highlight the need for co-operation with, and time from, the centre staff and the need for the candidate to develop assertiveness skills, especially when they are not used to asking for clarification or explanation from somebody in authority.

Step 5 Consider possible assessment tools

Portfolio as indicated in special note 4.

Portfolio may consist of:

- Observation records identifying links

- Summaries of curriculum policies identifying links to Te Whariki, DOPs 1-5,
- Pacific language curriculum policies and documents summarised and linked.
- Resource Kits for future reference
- Reports
- Journal entries

Step 6 Design assessment using chosen tools

A resource to assist in designing assessment material may be found on the table on the following pages.

Step 7 Refer to assessment and moderation checklist

See checklist (page 10).

Resource for designing assessments for unit standard 18773				
Element (Outcomes)	Key points to consider (what does the candidate need to know or do?)	Assessment Tools	Evidence (Check PCs)	Judgement
Element 1	<ul style="list-style-type: none"> • Candidate should be able to identify: <ul style="list-style-type: none"> ➢ General curriculum of an ECE centre with ➢ Links to 2 strands of TW and Links to DOPs 1-5 ➢ Pacific language policies with links to 1 national language document ➢ Curricula policies with links to theory of child development. • Observations are recorded in portfolio. • Reflections should be descriptive (not critique). 	<ul style="list-style-type: none"> • Completed assignment x 2. • Observations recorded. • Portfolio. 	<ul style="list-style-type: none"> • Structured assignment given: Specific questions related to T W, DOPs, • Recording observations of how curriculum policies are linked to TW and DOPs and PI language in centre(s). 	<ul style="list-style-type: none"> • Reflection shows accurate and appropriate links made to: <ul style="list-style-type: none"> ➢ Te Whariki (2 strands) ➢ DOPs (1-5) ➢ Pacific language document (if available) ➢ Theory of child development. <p>For both ECE centres</p> <ul style="list-style-type: none"> • Observations are detailed and verified by the Associate Teacher or supervisor.

	<ul style="list-style-type: none"> • Key skill - to be able to interpret policies especially if developed by the sector and not ECE centre for progression past classroom teacher. 			
Elements 2,3,4, 5	<ul style="list-style-type: none"> • Context: children's learning and development in an ECE centre • Observe implementation of: <ul style="list-style-type: none"> ➢ 2 T W principles ➢ 2 T W strands ➢ 2 goals within 1 strand and ➢ 2 experiences per goal ➢ DOPs 1-5 with links to TW ➢ 1 national language document with links to: <ul style="list-style-type: none"> *LPOs, *learning activities, *learning resources, *assessment product. 	<ul style="list-style-type: none"> • Completed assignment x 2 • For each practicum evidence of critical reflection of: <ul style="list-style-type: none"> ➢ curriculum policy and practices ➢ Effectiveness of Pacific children's learning ➢ Own practice • Evidence of ability to compare and contrast observations and 	<ul style="list-style-type: none"> • Structured assignment with specific questions that relate to implementation of Te Whariki, DOPs and PI language learning in ECE centre(s) • Recording and Observation of implementation of Te Whariki, DOPs and PI language learning in ECE centre(s) • Reflection on implementation of Te Whariki, DOPs and PI language 	<ul style="list-style-type: none"> • Accurate and appropriate linking implementation of TW principles, strands and goals, DOPs, Pacific language learning. • Analysis of policies and practice identify areas/opportunities for self-development in relation to the above.

	<ul style="list-style-type: none"> • Record observations. • Reflections: Summary of impact on Pacific children's learning and development. 	observations and experiences in each practicum.	and PI language learning in ECE centre(s).	
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This is a sample framework only. It is assumed that this document will be used to create an assessment that is specific to the cultural context and educational setting in which assessment is taking place.

ASSESSMENT EXEMPLAR 4

This is an **example** of a procedure that may be used by assessors when developing assessment materials for a group of unit standards. It can be modified and adapted to fit the assessment environment of your candidates. The procedure follows the steps outlined in the flowchart given above.

Integrated assessment for unit standards 18773, 18774, 18775

For the purposes of this assessment only two strands of Te Whariki have been considered but a holistic approach is recommended.

Unit standard 18773

Reflect on curricula policies and practices in ECE centres with Pacific children

Version 1

Level 5, Credits 10

Unit standard 18774

Observe and implement Te Whariki strand Well-Being for Pacific children in ECE centres

Version 1

Level 5, Credits 10

Unit standard 18775

Observe and implement Te Whariki strand Belonging for Pacific children in ECE centres

Version 1

Level 5, Credits 10

Step 1 Check titles and elements for key words

Element 1 of 18774 and 18775, and element 2 of 18773.

Elements 2 and 3 of 18774 and 18775, and elements 3 and 4 of 18773.

Element 4 of 18774 and 18775, and element 5 of 18773

Step 2 Check special notes

- Achievement arises from teaching and/or practicum experience
- Portfolio evidence
- 1 Pacific language document
- Evidence of use of DOPs, Te Whariki, and ECE codes of ethics.
- Links to strands of Well-being and Belonging
- References to general regulations and legislation as per special notes.

Step 3 Check and interpret level.

<http://www.kiwiguards.govt.nz/about/levels/leveldescriptors.html>

Level 5 –skills, knowledge, self-directed, expect “groundwork’ to have been completed

Step 4 Consider context of assessment

- has to include practicum.
- portfolio as indicated in special notes

Step 5 Consider possible assessment tools

Choose appropriate tools- see range in pc 4.3

Step 6 Design assessment using chosen tools

A resource to assist in designing assessment material may be found on the table on the following pages.

Step 7 Refer to assessment and moderation checklist

See checklist (page 10).

For the purposes of this assessment only two strands of Te Whariki have been considered but remember to use a holistic approach. This could be a model for an integrated assessment. One assessment could link 18773-18778 and 9314.

Resource for designing integrated assessments for unit standard 18773, 18774, 18775				
Element (Outcomes)	Key points to consider (what does the candidate need to know or do?)	Assessment Tools	Evidence (Check PCs)	Judgement
Element 1 18773	<ul style="list-style-type: none"> • Identify <ul style="list-style-type: none"> ➢ General curriculum of an ECE centre with ➢ Links to 2 strands of TW and Links to DOPs 1-5 ➢ Pacific language policies with links to 1 national language document ➢ Curricula policies with links to theory of child development. • Observations are recorded in portfolio. • Reflections should 	<ul style="list-style-type: none"> • Completed assignment x 2 • Observations are recorded in portfolio. 	<ul style="list-style-type: none"> • Structured assignment given with specific questions related to T W, DOPs, PI language etc • Recorded observations. 	<p>Accurate and appropriate links made to:</p> <ul style="list-style-type: none"> • Te Whariki (2 strands) • DOPs (1-5) • Pacific language document (if available) • Theory of child development. <p>For both ECE centres</p> <ul style="list-style-type: none"> • Observations detailed and verified by the Supervising Teacher.

	<p>be descriptive (not critique).</p> <ul style="list-style-type: none"> • Key skill - to be able to interpret policies especially if developed by the sector and not ECE centre for progression past classroom teacher. 			
<p>Elements 2,3,4, 5 for 18773</p> <p>Element 1 for 18774, 18775</p> <p>Also Element 1 18776, 18777, 18778</p>	<ul style="list-style-type: none"> • Context: children's learning and development in an ECE centre. • Observe implementation of: <ul style="list-style-type: none"> ➢ 2 T W principles ➢ choice of 2 T W strands ➢ 2 +1 goals within 1 strand and ➢ 2 experiences per goal ➢ DOPs 1-5 with links to TW ➢ 1 national language document with links to *LPOs, 	<ul style="list-style-type: none"> • Completed assignment x 2. • Portfolio. 	<ul style="list-style-type: none"> • Structured assignment with specific questions. • Record of observation and implementation. • For each practicum reflection on <ul style="list-style-type: none"> • curriculum policy and practices • effectiveness of Pacific children's learning • own practice. • Evidence of ability to compare and 	<ul style="list-style-type: none"> • Accurate and appropriate linking to each specific strand with appropriate documents relevant to a particular strand. • Accurate and appropriate linking implementation of TW principles, strands and goals, DOPs, Pacific language learning. • Analysis of policies and practice identify areas/opportunities

	<ul style="list-style-type: none"> *learning activities, *learning resources, *assessment product. <ul style="list-style-type: none"> • Record observations. • Reflections: Summary of impact on Pacific children's learning and development. 		compare and contrast observations and experiences in each practicum.	areas/opportunities for self-development in relation to the above.
<p>Elements 2,3,4,5 in 18774, 18775.</p> <p>Also applicable in 18776, 18777, 18778</p>	<ul style="list-style-type: none"> • Identify 1 goal for strand chosen. • 3 plans –I for infant, toddler and young child. • For each of 3 Pacific children: <ul style="list-style-type: none"> ➢ learning goals and outcomes identified ➢ teaching strategies identified ➢ assessment recorded ➢ evaluation of effectiveness stated ➢ appropriate 	<ul style="list-style-type: none"> • Completed plans and evaluation with verification from Associate Teacher. • Evidence from visiting teacher. • Report back. • Attestation. • Reflective journal (3) [Possibly covered in 18773]. 	<ul style="list-style-type: none"> • Plan shows evidence of key points considered Templates for individual/group plan for learning opportunities for 3 pacific children. • Report back presentation or display to ECE centre in appropriate method and verified by Associate Teacher • Resources 	<ul style="list-style-type: none"> • Feedback from course tutor indicates understanding and completion of assignment. • Plan and resources support Pacific children's learning and development for each of the 3 children. • Plan shows link to chosen strand of Te Whariki.

	<ul style="list-style-type: none"> resources identified ➤ learning plan implemented • Report back to each ECE centre. • Plan, implement, evaluate. 		<p>appropriate to strand chosen.</p>	<ul style="list-style-type: none"> • Plan includes learning goals and outcomes for each Pacific child. • Plan shows <ul style="list-style-type: none"> ➤ appropriate resources ➤ how resources will be used and ➤ teaching strategies.
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This is a sample framework only. It is assumed that this document will be used to create an assessment that is specific to the cultural context and educational setting in which assessment is taking place.

ASSESSMENT EXEMPLAR 5

This is an **example** of a procedure that may be used by assessors when developing assessment materials for a unit standard. It can be modified and adapted to fit the assessment environment of your candidates. The procedure follows the steps outlined in the flowchart provided

Unit standard 18798

Interact with Pacific families and communities in ECE centres

Version 1

Level 6, Credits 10

Step 1 Check titles and elements for key words

Title	Interact with Pacific families and communities in ECE centres
Element 1	Research and plan interaction activities with Pacific adults in ECE centre(s).
Element 2	Interact with Pacific families and communities in four planned activities .

Step 2 Check special notes

- Please note individual families will have different considerations to communities.
- Note recommended prior credit for 18797. Assessors should consider other unit standards that may be integrated, for example 18795 *Develop and apply own philosophy of ECE professional practice for teaching Pacific children*.
- Interaction must be in one or more ECE centres with Pacific children and be in accord with the curriculum principle of partnership as set out in Te Whariki and Quality in Action.

Step 3 Check and interpret level descriptors

<http://www.kiwiquals.govt.nz/about/levels/leveldescriptors.html>

Level 6 - employing the formulation of appropriate responses to resolve both concrete and abstract problems with complete accountability for determining and achieving personal and/or group outcomes

Step 4 Consider context of assessment

Portfolio as indicated in special notes.

Interaction must be in one or more ECE centres attended by several or more Pacific children.

The evidence could be presented in the portfolio which shows evidence of:

- research on Pacific family and community represented in ECE centre
- four planned activities each with a different purpose
- activities follow appropriate protocols for the selected community

The portfolio should include:

- Written research reports
- Documented observations
- Reflective journals
- Evidence of plans for activities with appropriate cultural behaviours
- Attestations and/or parent evaluations

These requirements highlight the need for co-operation with the families and community and the need for the candidate to develop appropriate cultural sensitivity skills.

Step 5 Consider possible assessment tools

Portfolio as indicated in special note 4.

- See also list in table

Step 6 Design assessment using chosen tools

A resource to assist in designing assessment material may be found on the table on the following pages.

An assessment resource may be designed using the table on the next page as a guide.

Step 7 Refer to assessment and moderation checklist

See checklist (page 10).

Resource for designing assessments for unit standard 18798				
Element (Outcomes)	Key points to consider (what does the candidate need to know or do?)	Assessment Tools	Evidence (Check PCs)	Judgement
Element 1 Element 2	<ul style="list-style-type: none"> • One or more ECE centres with several Pacific children. • Achievement of pcs arises from teaching and/or practicum experience. • Interaction involves Pacific adults within the ECE centre and centre specific networks. • Appropriate protocols must be followed. • Purposes of each interaction activity must be different (see pc 1.3). 	<p>Portfolio may consist of:</p> <ul style="list-style-type: none"> ➤ Documented observations ➤ Photos ➤ Research notes ➤ Social events plan ➤ Presentations ➤ Parent evaluations ➤ Attendance records from centre activities ➤ Media adverts ➤ Attestations ➤ Fono ➤ Radio interview ➤ Newsletters in English and one Pacific language (2.4) ➤ Video ➤ Audio tapes (2.4). 	<ul style="list-style-type: none"> • Identification of Pacific component is attested to by Centre manager/supervisor (1.1). • Written plan submitted with purpose of four activities (1.2). • Evidence of actual events as stated in the plan. (1.3, 2.1) eg audio tapes, video. • Plan clearly links to Te Whariki and DOPs. (2.2) • Feedback from 	<ul style="list-style-type: none"> • Pacific families and communities correctly identified through a documented process plan and research. • Four activities meet the purpose and are appropriate to the cultural context. • Interactions were culturally appropriate. • Language requirements met. • Positive benefits from the four activities is seen in

			community documents such as meeting minutes, evaluation forms. (2.3) <ul style="list-style-type: none"> • Observation and attestation of oral language and evidence of written communication eg brochure (2.4). 	the evidence.
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ASSESSMENT EXEMPLAR 6

This is an **example** of a procedure that may be used by assessors when developing assessment materials for a unit standard. It can be modified and adapted to fit the assessment environment of your candidates. The procedure follows the steps outlined in the flowchart given above.

Unit standard 18785

Apply educational theory to Pacific ECE children's learning

Version 1

Level 7, Credits 20

Step 1 Check titles and elements for key words

Element 1 **Analyse** educational **research** that is **relevant to Pacific children** in ECE centres.

Element 2 **Plan and apply educational theories** for the learning and development of **Pacific children** in ECE centre(s).

Element 3 **Evaluate application of theory to practice for Pacific children** in ECE centre(s).

Step 2 Check special notes

- Achievement arises from teaching and/or practicum experience
- Portfolio evidence
- Application of theory to be carried out in one or more ECE centres with Pacific children
- Refer to enrolled children from Pacific communities (see special note 10).

Step 3 Check and interpret level.

<http://www.kiwiquals.govt.nz/about/levels/leveldescriptors.html>

Level 7—requires analysis, transformation and evaluation of abstract data and concepts and applied in planning, resourcing and managing processes

Step 4 Consider context of assessment

- has to include practicum.
- may include written and oral assessment with evidence of evaluation.

Step 5 Consider possible assessment tools

Portfolio as indicated in special notes

Choose other appropriate tools eg. Where individuals contribute to group presentations, candidates may present their own notes and also fill in a matrix with information from other presentations.

Step 6 Design assessment using chosen tools

A resource to assist in designing assessment material may be found on the table on the following pages.

Step 7 Refer to assessment and moderation checklist

See checklist (page 10).

Resource for designing integrated assessments for unit standard 18785				
Element (Outcomes)	Key points to consider (what does the candidate need to know or do?)	Assessment Tools	Evidence (Check PCs)	Judgement
Element 1	<ul style="list-style-type: none"> • Practicum in one or more centres with several Pacific children (see special note 10) • content of presentation to be assessed, not the presentation skills 	<ul style="list-style-type: none"> • Matrix or table • Group project • Debate • Seminar <p>Eg. If group presentation - presentation of relevant educational research for one theorist and notes made from others' presentations of the other eight theorists.</p>	<ul style="list-style-type: none"> • Nine theorists covered with significant theories highlighted • At least three key educational concepts from each theorist • Each theory is linked to Te Whariki and DOPs with reference to centre practice eg a statement that connects theory and practice. • Analysis must show value to PI ECE in practice in ECE centre. 	<ul style="list-style-type: none"> • Analysis is apparent and connections are made • Clearly indicates how theory is relevant to Pacific early childhood • Accurately linked theory to practice
Elements 2 and 3	<ul style="list-style-type: none"> • Element 2 – three theories • Evidence that 	<ul style="list-style-type: none"> • Portfolio includes observations of work and teaching plan 	<ul style="list-style-type: none"> • Analysis of plan includes observation based on theory. 	<ul style="list-style-type: none"> • All evidence must be within the cultural context.

	<p>observation is included in the plan.</p> <ul style="list-style-type: none"> • Application. • Activities must be relevant and appropriate to cultural context. • Mix of assessment tools must be used. <p>• Context for plan:</p> <ul style="list-style-type: none"> ➤ Cultural environment ➤ Physical environment ➤ Age ➤ Number of children ➤ Time of day ➤ In/outdoors. <p>• Activities may include routine or familiar events.</p>	<p>relevant to the cultural context using:</p> <ul style="list-style-type: none"> ➤ Learning/teaching stories (peer record) ➤ Reflective journal ➤ Observation sheets ➤ Attestation ➤ Feedback ➤ Peer evaluation ➤ Video. 	<ul style="list-style-type: none"> • Teaching plan includes activities, timeframes, resources, contexts, which theories applied, consultation with other staff. • Involvement of Pacific children is documented. • Evaluation of plan and self is included with evaluation of: <ul style="list-style-type: none"> ➤ implementation ➤ cultural appropriateness ➤ and includes peer comment. 	<ul style="list-style-type: none"> • Plan shows: <ul style="list-style-type: none"> ➤ Educational concepts ➤ What activities ➤ Why that activity utilises the concept. • Activities are appropriate for ages of children and to the cultural context. • Evaluation is logical and based on application and testing theory against practice with relevant recommendations for future activities and practice.
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This is a sample framework only. It is assumed that this document will be used to create an assessment that is specific to the cultural context and educational setting in which assessment is taking place.

