



## **TCHR5003: Principles and Practices in Early Childhood Education**

### **Assessment Task 2: Report**

**Due:** Friday 9<sup>th</sup> December 2022 (WEEK 6) @ 11:59pm AEDT

**Length:** 2000 words

**Weighting:** 50%

**Referencing:** APA 7<sup>th</sup>

**Submission:** Via the Turnitin link on the Assessment and Submission section on the unit site.

### **Task: Respond to each of the questions below.**

You have been overseas for 10 years. You return to Australia to discover that there has been significant investment in, and resultant changes to Early Childhood Education and Care (ECEC). You have decided to undertake study in this area and you are sent on placement to a new high quality ECEC service that has achieved an Exceeding rating from ACECQA. This centre represents to you everything a high quality centre should be doing for the children, families and educators. You have been asked to write an analysis of this centre and explain how the centre achieved the 'exceeding quality status. To this, please respond to the following:

1. Explain what the Exceeding rating means
2. What are the characteristics of this ECEC service that has achieved an Exceeding rating? Be sure to include at least 4 areas of the 7 Quality Areas of the National Quality Standard (ACECQA, 2018).
3. How does the service reflect the five principles and eight practices of the Early Years Learning Framework?

Use the unit materials, National Quality Standard (NQS) (ACECQA, 2018) and Early Years Learning Framework (EYLF) (DET, 2019) to justify your responses.

### **Rationale for this task:**

ECEC educators are required to understand the importance of high-quality practice and be able to identify what high quality practice looks like. In this assessment students identify high-quality practice and determine the principles, theory and research that underpins such practice. This assessment aims for students to develop an understanding of how to align practice, principles, theory and research.

## Assessment Rubric

<b>MARKING CRITERIA</b>					
<b>Criteria</b>	<b>Fail</b>	<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>	<b>High Distinction</b>
<b>Explanation of the exceeding rating according to ACECQA</b> <b>10 marks</b>	No/little understanding of the Exceeding rating according to ACECQA	Satisfactory understanding of the Exceeding rating according to ACECQA	Good understanding of the Exceeding rating according to ACECQA	Very good understanding of the Exceeding rating according to ACECQA	Extremely good understanding of the Exceeding rating according to ACECQA
<b>Identification of centre's significant characteristics as an Exceeding centre in at least 4 quality areas of the National Quality Standard.</b> <b>15 marks</b>	Inadequate description of the significant characteristics in at least 4 quality areas	Satisfactory description of the significant characteristics in at least 4 quality areas	Good description of the significant characteristics in at least 4 quality areas	Very good description of the significant characteristics in at least 4 quality areas	Outstanding description of significant characteristics in at least 4 quality areas
<b>Identification of high quality ECEC principles and practices in the ECEC Centre.</b> <b>15 marks</b>	Inadequate detail, examples and analysis regarding the identification of high quality principles and practices in the ECEC Centre.	Satisfactory detail, examples and analysis regarding identification of high quality principles and practices in the ECEC Centre.	Good detail, examples and analysis regarding identification of high quality principles and practices in the ECEC Centre.	Very good detail, examples and analysis regarding identification of high quality principles and practices in the ECEC Centre.	Outstanding detail, examples and analysis regarding identification of high quality principles and practices in the ECEC Centre.
<b>Use of unit materials, National Quality Standard (NQS) and Early years learning Framework (EYLF)</b> <b>5 marks</b>	Inadequate reference to relevant readings and unit material, NQS and EYLF throughout each section	Satisfactory reference to relevant readings and unit material throughout each section	Good reference to relevant readings and unit material throughout each section	Very good reference to relevant readings and unit material throughout each section	Outstanding reference to relevant readings and unit material throughout each section

<b>Referencing APA style, grammar, spelling and expression</b> 5 marks	Inadequate referencing APA style. Many errors grammar, spelling and expression	Satisfactory referencing APA style. Satisfactory grammar, spelling and expression	Good referencing APA style. Very good grammar, spelling and expression	Very good referencing APA style. Extremely good grammar, spelling and expression	No errors referencing APA style. Superb grammar, spelling and expression
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## Grade descriptions

Grade	Description
<b>High Distinction (HD)</b> ≥ 85%	The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows exceptional ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as outstanding in relation to the learning requirements specified.
<b>Distinction (D)</b> 75%–84%	The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows a well-developed ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as distinguished in relation to the learning requirements specified.
<b>Credit (C)</b> 65%–74%	The student's performance, in addition to satisfying all of the basic learning requirements specified, demonstrates insight and ability in researching, analysing and applying relevant skills and concepts. The student's performance could be described as better than satisfactory or adequate or competent or capable in relation to the learning requirements specified.
<b>Pass (P)</b> 50%–64%	The student's performance satisfies all of the basic learning requirements specified and provides a sound basis for proceeding to higher-level studies in the subject area. The student's performance could be described as satisfactory or adequate or competent or capable in relation to the learning requirements specified.
<b>Fail (F)</b> < 50%	The student's performance fails to satisfy the learning requirements specified.

