



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

**Assessment Task 1:** Critical Review

**Due:** Monday 21<sup>st</sup> November 2022 (WEEK 4)

**Length:** 1500 words (500 words per response)

**Weighting:** 50%

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

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

Students are required to develop a professional response to the four scenarios described below that have occurred in early childhood settings. Address each of these scenarios based on perspectives of children, families and educators. Make reference to the unit study materials, the NQS (ACECQA, 2018) and the EYLF (DET, 2019). Ensure you use correct APA 7<sup>th</sup> referencing style in-text and for your References list and use the marking rubric as a guide for the criteria you will be marked against.

### **Rationale**

The scenarios are based on real life events in early childhood settings and relate to the early childhood principles and practices that have been explored over the first three weeks of the unit. Develop a professional response to each scenario to demonstrate your knowledge of relationships and the environment, by referring to the EYLF, the NQS and unit materials to support your points. The questions specify the minimum requirements for each response, and you may add additional points, however, ensure you remain within the word limit.

Scenario 1:



You are the educator in this toddler room. You want to allow the children to have more autonomy in the room, to make choices for themselves and take control of their environment.

1. Describe what you might tell families about your improvement and why you are making these changes with justification using NQS Quality Areas.
2. What are one EYLF Learning outcome, Practice and Principle that align with your actions and why?

## Scenario 2



You are the educator responsible for a four-year-old room in a long day care centre. You are wanting to implement a healthier eating program within your room to achieve Exceeding status in the Assessment and rating process. You have diverse family groups from a wide variety of cultures and preferences (including families who are vegan).

1. What NQS Quality Area and Standard does this relate to and what one EYLF Practice and one Principle would you use to justify your changes?
2. What are two ways you could involve the children in implementing these changes?  
Use literature to support your ideas.



### Scenario 3



You are the educator in the 18month old room. You have a number of new staff who do not understand why the children are so upset when their parents leave of a morning. You want to ensure they are aware that this is a normal stage of development.

1. Describe one theory you could refer to, to explain this separation anxiety?
2. Explain a strategy you could use to help the children build trust and settle each morning?
3. Outline to your staff an EYLF Principle and NQS Quality Area to justify why these actions are important for the child and family.

## 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>Demonstrated understanding of building, fostering and maintaining relationships with</b> <ul style="list-style-type: none"> <li>• children,</li> <li>• parents,</li> <li>• staff</li> </ul> <b>15 marks</b>	Little understanding of building, fostering and maintaining relationships with <ul style="list-style-type: none"> <li>• children,</li> <li>• parents,</li> <li>• staff</li> </ul>	Satisfactory understanding of building, fostering and maintaining relationships with <ul style="list-style-type: none"> <li>• children,</li> <li>• parents,</li> <li>• staff</li> </ul>	Good understanding of building, fostering and maintaining relationships with <ul style="list-style-type: none"> <li>• children,</li> <li>• parents,</li> <li>• staff</li> </ul>	Very good understanding of building, fostering and maintaining relationships with <ul style="list-style-type: none"> <li>• children,</li> <li>• parents,</li> <li>• staff</li> </ul>	Extremely good understanding of building, fostering and maintaining relationships with <ul style="list-style-type: none"> <li>• children,</li> <li>• parents,</li> <li>• staff</li> </ul>
<b>Professional reflective response to each scenario justifying response with reference to relevant principles, practices and learning outcomes of the EYLF (DET, 2019)</b> <b>10 marks</b>	Poor reflective professional response to each scenario justifying chosen response with reference to the Early Years Learning Framework (DET, 2019)	Satisfactory reflective professional response to each scenario justifying chosen response with reference to the Early Years Learning Framework (DET, 2019)	Good reflective professional response to each scenario justifying chosen response with reference to the Early Years Learning Framework (DET, 2019)	Very good reflective professional response to each scenario justifying chosen response with reference to the Early Years Learning Framework (DET, 2019)	Outstanding reflective professional response to each scenario justifying chosen response with reference to the Early Years Learning Framework (DET, 2019)
<b>Professional reflective response to each scenario justifying chosen response with reference to National Quality Standard</b> <b>10 marks</b>	Poor reflective professional response to each scenario justifying chosen response with reference to National Quality Standard	Satisfactory reflective professional response to each scenario justifying chosen response with reference to National Quality Standard	Good reflective professional response to each scenario justifying chosen response with reference to National Quality Standard	Very good reflective professional response to each scenario justifying chosen response with reference to National Quality Standard	Outstanding reflective professional response to each scenario justifying chosen response with reference to National Quality Standard
<b>Professional reflective response to each scenario justifying chosen response with</b>	Poor reflective professional response to each scenario justifying chosen	Satisfactory reflective professional response to each scenario justifying chosen	Good reflective professional response to each scenario justifying chosen	Very good reflective professional response to each scenario justifying chosen	Outstanding reflective professional response to each scenario justifying chosen

<b>reference to unit materials</b> <b>10 marks</b>	response with reference to unit materials	response with reference to unit materials	response with reference to unit materials	response with reference to unit materials	response with reference to unit materials
<b>Standard of writing and presentation - spelling, punctuation, grammar, paragraph structure, APA referencing</b> <b>5 marks</b>	Poor standard of writing and presentation - spelling, punctuation, grammar, paragraph structure, APA referencing	Basic standard of writing and presentation - spelling, punctuation, grammar, paragraph structure, APA referencing	Good standard of writing and presentation - spelling, punctuation, grammar, paragraph structure, APA referencing	Extremely good standard of writing and presentation - spelling, punctuation, grammar, paragraph structure, APA referencing	Outstanding standard of writing and presentation - spelling, punctuation, grammar, paragraph structure, APA referencing

## 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.

