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Encourage children to complete tasks independently where appropriate.

During routines you can talk to children about the following.

Discussion ideas	Examples
Celebrate achievements – learning to shoot basketball hoops, using a skipping rope, etc.	‘Yes! You did it!’
Talk about the activities they are doing.	‘That requires a lot of effort.’
Involve the community through activities and visits.	Invite a dietitian to talk about healthy food and to provide healthy recipe ideas.
Discuss individual abilities and achievements.	‘Hayley jumps very high and Stacey can run fast. They both use strong leg muscles.’
Talk about their body structures – muscles, bones, eyes – and how these work.	‘Exercise and healthy foods enable us to develop strong muscles.’

Physical environment

In an environment where equipment, games and toys are accessible, children feel a sense of accomplishment in being able to do a task for themselves. Children develop their self-esteem as they feel confident in their own abilities, and feel that you have confidence in them.

The environment should be arranged so children have a clear indication of where and how they can complete their tasks. Materials should be well displayed and the equipment and materials a child needs to complete tasks should be safe, age appropriate and in good condition.

Consider the service setting from a child’s point of view; every aspect sends a message to children about how they should participate. It is important to ensure these messages are encouraging.

1C

Applying practice to physical development

PC 1.2

Motor skills are the sequences of movements we use when muscles of the body are coordinated to perform a particular action. Gross motor skills are the actions that use the large muscles of the body. Fine motor skills are the actions that use the small muscles of the body. When you observe the movements that a child makes as they are involved in activity, you can identify whether they are using their gross or fine motor skills.

Gross motor skills

Gross motor skills are fundamental movement patterns involving large muscle groups in the legs, arms, trunk and head. Gross motor skills include those used for:

- sitting up
- walking
- running
- hopping
- catching.

These are the foundation movements that are used in more specialised, challenging and complex actions needed for play, active games, sports, dance, gymnastics and physical recreation activities.

Fundamental movement skills can be divided into three categories:

- Body management skills – involving balance; for example, bending, swinging, climbing, lifting and reaching
- Loco-motor skills – involving moving the body in a direction; for example, skipping, jumping, running, galloping and hopping
- Object control skills – involving the control of objects; for example, throwing, catching, batting, kicking and shovelling

To allow children to practise and develop their gross motor skills, they need access to equipment, games and toys that encourage this. In your service, this means supplying equipment such as:

- climbing frames
- ladders
- skipping ropes
- outdoor space to run, skip and hop
- balls
- bicycles
- monkey bars
- shovels
- trampolines.

Children should be able to choose between quiet and active play, and open and private spaces. They will be fulfilled by having three or more choices that are based on their interests and meet their skill levels. Children will move to the different experiences and use them spontaneously in ways they enjoy. They will also be challenged if the materials and equipment are open-ended; this allows children to learn different skills depending on their interests and how they approach the set-up.

Challenging experiences are ones that:

- suit the children's abilities
- can be adapted to develop with the children
- are based on things the children are interested in
- allow children to make choices, solve problems and make decisions
- children can change to meet their interest at the time.

When you offer challenging experiences, you need to consider:

- safety
- appropriate risk taking
- supervision and support
- assistance to overcome or reduce any frustration
- flexibility to change the equipment or experience to suit the child.

Physical milestones of early childhood

The following table illustrates the physical milestones for each age group, which have been linked to practical application (interactions and experiences) in the service setting.

Physical development milestone	Practice	
	Interaction examples	Experience examples
5 to 9 years		
<ul style="list-style-type: none"> • Becoming skilled with a skipping rope • Catching a small ball in one hand • Writing within lines • Cutting irregular shapes with scissors • Tying and untying shoelaces 	<ul style="list-style-type: none"> • Provide guidelines and challenges • Provide resources • Allow the child to complete tasks and activities independently 	<ul style="list-style-type: none"> • Rope skipping games • Hopscotch • Ball games: basketball, tennis, soccer, football, baseball • Art and craft activities

continued ...

Chapter 2

Supporting social development

Children learn their place in a social world through play. As they engage in play, they develop independence and a sense of achievement, which contribute to their growing self-esteem. Children's play moves through recognisable stages that reflect their growing sociability; however, they also approach play according to their own life experiences and culture.

By providing children with the time, space and resources to play, you stimulate and challenge them individually as well as help them learn to interact with and understand others.

In this chapter you will learn about:

- 2A Understanding the principles of social development
- 2B Working toward social development outcomes
- 2C Applying practice to social development

them and react to them. Although these children are playing together, you will find their interactions are brief and the play episode may not last very long. For example, children may borrow and lend toys and laugh together without actually cooperating or playing with common ideas in mind.

Early superhero play is often observed at an associative play level as groups of children ‘fly’ around and deal with emergencies. However, the play is not organised and the children don’t talk together about plots or characters.

Cooperative play

By late preschool age, children become less focused on themselves and their interest in other children increases. Because their language is becoming more complex, their interactions with other children usually last longer as they begin to share ideas and solve problems together. They enjoy taking the roles of leader or follower, and they give roles to each other in their play; for example, ‘You be the dad, I’ll be the mum. Joey can be the baby.’ Plots will be discussed and played out; for example, ‘Now you go to the table and I will come in and serve dinner’.

Because children are working together and the play is lasting longer, this is called cooperative play. You can encourage cooperative play by providing for role-play, or imaginative or dramatic activities. You may include dress-ups, cubbies, home furniture, dolls houses and other props that children can use. Car mats, block corners and dress-up areas all provide children with the opportunity for imaginative play.



Cooperative play involves children playing together for longer.

Play with rules

Older preschool and early primary school age children become interested in more structured games; that is, games with clearly defined rules. Children choose to play these games during their leisure time at preschool, school or after school hours, with any number of friends.

Games with rules include:

- board games and table top games
- games played in lines or circles
- games with balls, bats or marbles
- skipping games

PC 2.1
PC 2.2
PC 2.3
PC 2.5
PC 2.6
PC 2.7
PC 2.8
PC 2.9

2B

Working toward social development outcomes

You can influence the play and social development of children through:

- formally organised activities
- times and places for unplanned interaction
- meetings
- travel
- walks
- setting up the environment or venue.

MTOP helps you understand the importance of social development and how you can work toward supporting children's learning and development. Consider the following table.

MTOP	Areas of focus
Children feel safe, secure and supported. Children learn to interact in relation to others with care, empathy and respect.	<ul style="list-style-type: none"> • Developing trusting relationships • Using one-to-one interactions • Demonstrating empathy
Children respond to diversity with respect.	<ul style="list-style-type: none"> • Respecting individual differences • Using play • Recognising cultural differences
Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.	<ul style="list-style-type: none"> • Supporting children's communication skills • Supporting children with communication difficulties
Children become strong in their social and emotional wellbeing.	<ul style="list-style-type: none"> • Respecting choice to watch and observe • Taking responsibility for actions

Developing trusting relationships

Developing trust between an educator and a child is a vital part of the child's healthy emotional development. Infants, for example, are helpless, use cues to express their needs and rely on educators to understand and respond to these cues appropriately. If the infant's needs are not met or their cues are not acknowledged, they will not trust those around them. Believing that they lack the ability to make things happen may reduce their self-esteem.

If a child has learnt that they can trust the world and has a strong sense of autonomy, they will also have ideas, energy and enthusiasm to explore the world. A child without trust may be wary and hostile as they try to protect themselves from an unpredictable world.

Type of game	Examples
Name games	<ul style="list-style-type: none"> • ‘Hello’ and ‘name’ songs, chants and rhymes. For example: <ul style="list-style-type: none"> – ‘Who stole the cookie?’ – ‘How do you do?’ • Photos of children’s faces made into puzzles • Photo albums of children in the group
Facial expression and emotion games	<ul style="list-style-type: none"> • Emotion flash cards for matching • Copy the emotion • Pretend to ... (be happy, sad, etc.)
Laughter games	<ul style="list-style-type: none"> • Make the statue laugh • Who can do the funniest laugh
Cooperation games and projects	<ul style="list-style-type: none"> • Large-scale construction • Murals • Ball games • Garden projects
Negotiation games	<ul style="list-style-type: none"> • Cooking a pizza in pairs – deciding on the toppings liked by both • Small groups setting the table for lunch – working out who will do what task • Planning an activity together

Respecting choice to watch and observe

There are a number of reasons why a child may choose to observe others, some of which may be:

- learning new information from direction or modelling
- considering new ideas
- participating in onlooker play or unoccupied play
- taking time out to refuel, rest or change their play.

It is unrealistic to expect a child to participate constantly, especially following a long day. Children occasionally need time to withdraw from social contact just as adults do. However, you may find that the child needs your support as they:

- feel unable to enter a situation
- lack the skills to participate
- believe they are not welcome in the situation.

Your observations of the child and some gentle questioning can assist you to find out if they need support. You may ask:

- ‘Would you like to play too?’
- ‘Can I help you to ...?’

Social development milestone	Practice	
	Interaction examples	Experience examples
5 to 9 years		
<ul style="list-style-type: none"> Starts to measure their performance against other children Communicates in a range of contexts independently Wants to be liked and accepted by peers 	<ul style="list-style-type: none"> Remind children and support them to measure themselves against their own abilities Provide opportunities for them to solve problems independently Promote respect for all people 	<ul style="list-style-type: none"> Non-competitive games – you may adjust regular games; for example, musical statues, tag games or ball games Any activity involving two or more children 'Getting to know you' games; for example, 'all about me' posters, scavenger hunt, friendship webs or human bingo
10 to 12 years		
<ul style="list-style-type: none"> Prefers to be around peers more than adults Enjoys using rituals, secret codes and made-up languages Enjoys being a member of a club 	<ul style="list-style-type: none"> Offer responsibilities Understand and accept that you may not be included Support group activities Ensure clubs started by children follow inclusive practices by setting appropriate rules 	<ul style="list-style-type: none"> Offer time for activities chosen by the children Offer sessions where children plan the program of activities for a space, group or themselves 'Break the code' game Puzzles children can solve together such as sudoku, crosswords or word searches

Practice task 6

Choose one of the social experience examples from the table of social development milestones.

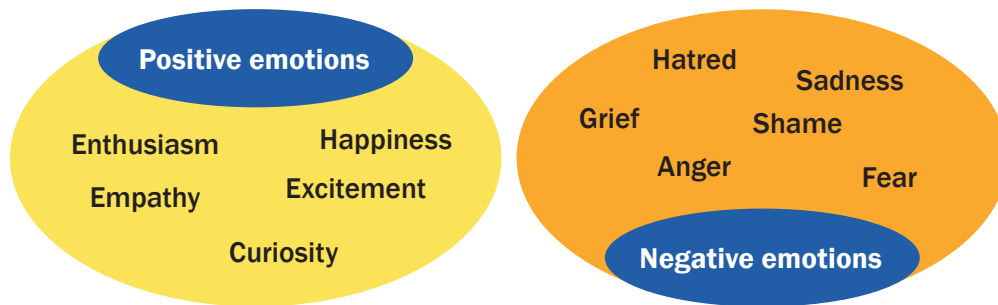
1. What specific social experience did you choose?
2. How would you set up and provide this experience?
3. Explain how you would participate in this social experience.
4. Choose one child in your service. How many play choices are available to this child during a play period? Describe at least two of these.

3B

Working toward emotional development outcomes

PC 3.1
PC 3.2
PC 3.3
PC 3.4
PC 3.5
PC 3.6
PC 3.7

Emotions are the feelings that we experience as part of our mental state. Emotions may be positive or negative and may include some of the following:



Positive emotions are pleasant to experience, and negative emotions are upsetting; however, both are important in children's emotional development. Children need to learn to express and manage their negative emotions appropriately as they grow up.

Every person experiences emotions to different degrees. People may even experience different emotions relating to the same event. Children use emotions as cues to communicate messages. Your response to these emotions is crucial – the way you respond can have a long-lasting effect and may influence a child's self-esteem right through their life.

MTOP helps you understand the importance of emotional development and how you can work toward supporting children's learning and development. Consider the following table.

MTOP	Areas of focus
Children feel safe, secure and supported	<ul style="list-style-type: none"> Expressing and managing feelings: <ul style="list-style-type: none"> Negative feelings Attachment Separation anxiety Fear
Children develop their emerging autonomy, inter-dependence, resilience and sense of agency	<ul style="list-style-type: none"> Encouraging children's efforts Providing choices about behaviours Making choices Dealing with anger Supporting decision-making about behaviours
Children develop knowledgeable and confident self-identities	<ul style="list-style-type: none"> Recognising and sharing successes Sharing successes with families

continued ...

The following strategies may be useful if a child expresses uncontrollable emotions of fear.

Strategy	How to do it
Remove the child or cause	Remove the child or the feared object if possible.
Get the child's attention	Ask the child to look at you and, if necessary, hold the child's face gently and turn them towards you.
Offer the child a security item or comforter	If the child has an item they use for comfort, this is the time to use it. If the child does not have a favourite item, provide something they can use as one.
Comfort the child	Talk calmly and quietly and use body language to let the child know they are safe and that you care about what they are feeling.
Acknowledge the fear	Acknowledge the fear by saying, 'I know you are afraid'. Ensure the child knows they are safe with you and stay nearby until they have calmed down. Don't talk too much; continuing to speak about the fear or reassuring the child continuously may instead increase their anxiety.
Redirect if possible	Encourage the child to move to another area or experience to give them something else to occupy their thoughts. Note that this step may not suit all children and the timing may be difficult to judge.

When working with school-age children, you can often empower and enable them to manage the fear themselves by talking to them about their fears in the lead-up to an unpleasant event. This is due to their level of understanding and ability to rationalise a situation. Children may try to manage their own fear by:

- humming – this distracts their minds from the fear
- taking deep breaths – this allows their bodies to slow down and relax
- squeezing a hand or item – this refocuses their tension and allows some anxiety to be transferred to this action.

Ensure you are familiar with these fear management methods so you can provide the child with the comfort and support they need. Most importantly, you need to ensure the environment and your relationship with the child is one that allows the expression of feelings, as suppressed feelings can lead to greater issues.

Encouraging children's efforts

Acknowledgment and encouragement shows children that you value them and their efforts – it gives them the motivation to do things for intrinsic reasons (to please themselves or because the task is worth doing). Acknowledgment and encouragement should focus on the child's efforts or the process of doing something rather than the result, and be aimed at helping children feel good about themselves, which then develops their self-esteem. For example, when a child is

4A

Understanding the principles of cognitive development

Cognitive development is the process of learning how to think. Cognitive abilities include how we think about things, problem-solve, remember, imagine, learn and judge. These abilities continue to emerge and develop throughout childhood and are important for future educational success.

This section looks at basic principles of brain development and cognitive theory.

Brain development

Brain development has a great effect on how a child learns. Heredity (nature) defines the framework of a brain, but the environment (nurture) influences its development.

Research shows that the quality of experiences and relationships during a child's first few years of life has a profound and lasting impact on brain development. Rich environments, experiences and interactions result in faster and more meaningful learning. Environmental influences include:

- adequate rest and nutrition
- clean drinking water
- a safe environment
- appropriate materials and equipment
- adequate space for development of motor skills
- good oxygen supply
- appropriate levels of stimulation – over-stimulation can distract children.

It has been found that if a child is lovingly cared for and provided with stimulating, meaningful interactions and activity at critical learning periods, the child's brain develops to a greater extent. This also means that the child's brain forms stronger and more permanent connections than the brain of a child who does not benefit from these interactions.

The service environment, which should include stimulating and age-appropriate experiences, therefore plays an important part in cognitive development. Consider how the care and education you provide children can assist their brain function to develop and will ultimately affect their ongoing learning ability.



Provide counting opportunities to promote cognitive development.

Cognitive development milestones

The following table illustrates the cognitive milestones for each age group, which have been linked to interactions and experiences in the service setting.

Cognitive development milestone	Practice	
	Interaction examples	Experience examples
5 years		
<ul style="list-style-type: none"> • Knows basic colours • Remembers stories and repeats them • Draws pictures that represent animals, people and objects • Counts up to 10 objects • Uses elaborate dramatic play • Is project minded, planning actions and drawings • Is interested in cause and effect • Understands many concepts, such as today, yesterday, big and bigger, under, over, before and after 	<ul style="list-style-type: none"> • Interact at the level of the child • Listen to the child's stories and ask them to tell you stories • Ask the child if they have a plan • Provide materials required for planning; for example, paper and pencils (if suited) • Allow the child time to experiment and learn about new materials 	<ul style="list-style-type: none"> • Hand puppets • Open-ended painting, drawing and pasting activities • Dramatic play areas • Sorting games • Peg boards • Snap card game • LEGO • Reading stories

continued ...

Language for expression

By role-modelling to children, you encourage the child's communication skills and their self-esteem, as they hear the correct way to pronounce words without being unnecessarily corrected.

There are many experiences that provide children with maximum exposure to communication. The value of these experiences relies on you being a positive role model and interacting frequently with children. To provide experiences and encourage children to speak, you can:

- talk about the things you are doing with the children as you do them
- name objects and emotions
- use a variety of sounds and voice pitches
- sing songs and rhymes
- read stories
- speak clearly and introduce new words
- use every opportunity for interaction
- give the child time to speak.



Reading stories encourages language development and communication.

Children sometimes need guidance to know what words are best for a situation. They may need you to give them options to choose from or even an exact phrase to use. Without your help, the child may use words that are not suitable, or they may not know which words fit the situation. Always ask the child if they need some help to find the right words.

It is not helpful to constantly correct children or tell them what they are saying is wrong. They learn best through interaction and experience.

... continued

Stage	Characteristics of consultation	Strategy
Mid-to-late school age	<p>Older children who are consulted regularly usually develop a strong relationship with their educators and are content in their environment. They are provided opportunities to practise becoming good communicators and develop their leadership skills.</p> <p>You can encourage a cooperative and democratic approach to making decisions by using the strategies suited to other age groups. Once again, you must adapt your communication to each child's needs.</p>	<ul style="list-style-type: none"> • Encourage children to listen to each other's ideas. • Encourage children to think flexibly about their options. • Show children how you think about problems by explaining or demonstrating what you may do or how you do things. • Accept and acknowledge children's suggestions in a positive way. • Explain things that limit children's options. • Accept children's suggestions and, if they are not practicable, explain why. • Allow children time to make suggestions; never rush them or decide for them. • Make sure all children are consulted about matters that concern them or are in their best interests. • Make sure children understand safety considerations that affect their choices. • Offer new ideas or encourage children to consider new ideas or interests. • Provide new and stimulating material or discussion to encourage interest.

Group discussion and exchange of views

Small groups allow children to develop self-esteem and feel more confident interacting with educators and other children. Larger groups allow children to develop patience, turn-taking and cooperation. Group activities can be spontaneous or planned and are an excellent way to focus on the children's interests, provide learning experiences and extend their development.

Spontaneous group activities could take the form of music, songs, stories or puppet shows that you initiate during the day because you think they will be enjoyed and contribute to an activity or develop a new interest. They can also be used to regain control of an energetic room, calm a noisy period or extend a new interest of the group. As spontaneous group time is unplanned, your presentation needs to gain the children's attention and conclude when they are ready to move on.

Ideas for stories can come from story collections, picture books, movies, CDs or other storytellers. Older people recalling their childhood days can be of great interest to children.

Storytelling skills

It is important for the storyteller to be enthusiastic about the story and to want to tell it. An effective storyteller will memorise and practise the story a number of times before telling it to the children. Starting with younger children and familiar stories like *The gingerbread man* is a good way to gain confidence in storytelling. The more you practise, the better you will become at engaging the audience.

Here are some tips for telling stories well.

Tips

- Ensure you maintain eye contact with the children.
- Ensure you monitor the interest level of the children as you are speaking.
- Use tone, pitch, volume and speed to dramatise the text.
- Use props to maintain children's interest and involve the audience.
- Have children repeat chants with you; for example, 'Run, run, as fast as you can; you can't catch me, I'm the gingerbread man'. (Participation encourages children to make up their own stories to tell.)

Practice task 13

1. Think of three stories you could read that are age appropriate for the group you work with. Remember to include what age group this is.
Use the following selection criteria to identify whether each of the three books is suited to the children:
 - The text and pictures are age appropriate
 - The content is age appropriate
 - The illustrations are attractive or interesting
2. Choose one book and identify one question you could ask at the beginning of the story and one you could ask at the end.
3. Choose a story to tell a group of children. Prepare and then deliver it to a group of children while your trainer/assessor is present. Ask for feedback.
4. Note at least two ways you could improve your reading and storytelling for next time.

Symbols and patterns

Children learn about symbols and patterns as they watch adults using them in their daily activities, and see them being used in the environment. Children typically show interest in:

- letters
- numbers
- time
- money
- musical notations/symbols.

Play is a wonderful way to learn about symbols and patterns. There may also be intentional teaching times when you plan to introduce particular symbols and patterns. To ensure children remain engaged, encourage them through enthusiastic presentations and non-repetitive activities.

Letters

Here are some ways you can add written language to your curriculum.

What to do	How to do it
Introduce written information	<ul style="list-style-type: none"> • Demonstrate how you use reading for everyday activities; for example, reading labels, instructions and signs. • Talk about times that you read. • Ask children to read instructions.
Provide written language	<ul style="list-style-type: none"> • Read books. • Provide a library for children to use. • Demonstrate how words and pictures go together – encourage children to write and illustrate stories. • Use books with complex text. • Label objects and spaces in the room. • Use resource or text books.
Provide story details	Introduce the title of the book, the author and illustrator, and make sure the children know what these roles are.
Encourage the use of written language	Set up pretend play or real situations that involve writing shopping lists, creating signs, writing letters or making birthday cards.

6A

Understanding the principles of holistic learning and development

PC 6.7
PC 6.8

Children have the right to feel safe, to learn and play, and to have their basic needs provided for. To ensure this occurs, responsibilities have been set out for governments, communities, families and educators in the form of declarations for rights and ethical educator practice. The following apply to your work in supporting the development of children:

- The United Nations Convention on the Rights of the Child
- The Early Childhood Australia (ECA) Code of Ethics

The ECA Code of Ethics was developed primarily for working with children aged from birth to eight years; however, the principles are relevant for educators working in all school age care services.

The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child makes a commitment to protecting children by outlining the rights of children and the responsibilities that governments and parents have to provide for these rights.

The Convention is made up of 54 articles, which outline the minimum standards governments must meet to provide adequate services and support for children and their families in the areas of health, welfare and education. It signifies the international community's recognition that children, as human beings, are entitled to the full enjoyment of human dignity.

Some developments in Australia that support the Convention include the National Quality Framework (NQF) and the ECA Code of Ethics.

For more information about the United Nations Convention on the Rights of the Child access: www.ohchr.org/en/professionalinterest/pages/crc.aspx.

The Early Childhood Australia Code of Ethics

A code of ethics is a written set of guidelines that educators can use to:

- understand what adult behaviours are acceptable and unacceptable
- maintain standards of practice
- protect children who are powerless and vulnerable
- help them (the educator) make the right decisions when faced with ethical dilemmas.

6B

Working toward holistic learning and development outcomes

PC 6.1
PC 6.2
PC 6.3
PC 6.4
PC 6.5
PC 6.6

Children feel a sense of belonging when their environment includes aspects of their home life and reflects their interests. They feel connected when they are involved in the decisions and changes that take place around them, and when the people they interact with are respectful and take time to communicate with them.

MTOP helps you understand the importance of holistic development and shows you how you can work toward supporting children's learning and development.

MTOP	Areas of focus
Children become strong in their social and emotional wellbeing	<ul style="list-style-type: none"> Promoting a sense of belonging and connectedness
Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity	<ul style="list-style-type: none"> Offering new ideas
Children develop a range of skills and processes such as problem-solving, inquiry, experimentation, hypothesising, researching and investigating	<ul style="list-style-type: none"> Challenge, intrigue and surprise Inquiry processes Consulting with children Shared conversations

Promoting a sense of belonging and connectedness

Promoting children's sense of belonging and connectedness is important for their social and emotional wellbeing. To help children to feel they belong, the service should provide:

- familiar staff
- warm and trusting relationships
- places for children to put their belongings
- photo displays of children and family members, including pets
- experiences that reflect children's interests
- opportunity for consultation with children regarding room changes.

To help children to feel they are connected, the service should provide:

- support for developing friendships
- a connection to the natural world
- resources that reflect the child's family life
- discussion about the child's interests and home life
- opportunities to use home languages.

Assessment activity 6

Creating an environment for holistic learning and development

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may provide alternative or additional assessment activities depending on the circumstances of your training program.

The following table maps the assessment activity for this chapter against the element and performance criteria of Element 6 in *CHCSAC004 Support the holistic development of children in school age care*.

Part	Element	Performance criteria
A	6	6.1, 6.2, 6.4
B	6	6.4, 6.5, 6.6, 6.8
C	6	6.3, 6.7

Purpose

This assessment activity is designed to assess your skills and knowledge in creating an environment for holistic learning and development.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- to answer the questions and submit responses as directed by your trainer/assessor/training organisation.

Part A

Read the case study, then answer the questions that follow.

Case study

Joanna has decided to create an experience for children. A humpback whale has been sighted near the coastline, so Joanna decides to centre an experience on this event. She plans her experience so she can introduce new information about whales and the ocean. One aim of the experience is to encourage the children to think about the ocean environment and ask questions. Joanna has located posters and reads the children a book about whales. Some of the children are interested, but she has difficulty keeping their interest.