

NZQA Assessment Support Material

Unit standard	26707				
Title	Describe the value of play and create resources for children’s development and learning in an ECE service				
Level	3	Credits	4	Version	4

Assessor guidelines

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors need to be very familiar with the outcome being assessed by the unit standard, and check that they are using a current version. The evidence requirements and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Use of this assessment resource without modification may mean that students’ work is not authentic. Assessors should use innovative, valid and fair ways of recognising achievement, without overburdening themselves or the learner with too much assessment.

This assessment resource provides an example of how a written assessment could be presented, and when a verification of the learner’s work is required. However, a variety of approaches could be considered when gathering evidence.

For further information on assessment of standards, see the Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>

INTRODUCTION

This unit standard is an introduction to education and care of children in an ECE service. It is designed for people who intend to work, or are working with, children in an ECE service. People working in the wider education sector may also be interested in this unit standard. This unit standard will prepare people to advance to a higher level of study in ECE.

This assessment activity developed for unit standard 26707 version 4 contains three assessment tasks from which the learner will be required to describe the value of play, and create, use and evaluate play resources for children's development and learning in an ECE service.

CONTEXT/SETTING

Assessment will occur in the learner's usual teaching and learning environment/context, and components of this assessment require the learner to trial a play resource with a child in an ECE service.

It is recommended that learners be given the opportunity to observe ECE centre routines and build meaningful relationships with children and staff before being assessed engaging in play routines and interactions. This may require two or more visits of at least one-hour duration for each learner with the same child or group of children.

AWARD OF CREDIT

To be awarded credit for this unit standard, the learner must complete three tasks describing the value of play and creating resources for children's development and learning in an ECE service.

They will be assessed on:

- describing how play experiences for an infant, toddler and young child specifically contribute to children's development and learning. *(task 1 – ER 1.1)*
- describing the importance of interactions during play experiences in terms of effect on a child's development and learning. *(task 1 – ER 1.2)*
- creating play resources that promote and support children's learning and demonstrate their understanding of health and safety requirements for play equipment. *(task 2 – ER 2.1 and 2.2)*
- using a play resource and evaluating it in terms of its suitability and contribution to child's or children's development and learning. *(task 3 – ER 2.3)*



The assessor must be satisfied that the learner can demonstrate competence against the unit standard. Task three requires verifier/supervisor sign-off for the play resource the learner creates and intends to use with a child.

CONDITIONS OF ASSESSMENT



This is an **open book assessment** that will take place over a timeframe set by the assessor. This is an individual assessment and has written tasks and practical tasks. The practical tasks will be completed in an ECE service, and the assessor must ensure appropriate permissions and consent have been obtained (see below).



Learners may use their class notes or any other relevant material to help guide their responses, which are to be expressed in their own words. Encouraging the learners to access the resources listed on the next page may be helpful for this assessment.



The assessor will provide learners with information regarding timeframes for this assessment. It is likely that the written and practical assessment tasks will be undertaken at different times.



The person who verifies the learners work must be someone in a role with appropriate responsibility to confirm their performance meets the standard (e.g. a supervisor who works with the learner regularly at the ECE service). Asking a workmate to carry out the verifier role is not acceptable.

The verifier must have appropriate opportunities to observe the learner's actual performance and must accept/own the responsibility to confirm the evidence meets the required level of performance for this standard.



The 'Worksheet' in task 3 can be used to confirm the suitability of the play resource to be used with children, and to verify observations of the learner's actual performance. Observations can be carried out by a verifier/supervisor when the assessor may not be present at the ECE service/workplace.

PERMISSIONS AND CONSENT

- **Permissions** - Completion of this standard requires practical experience within an early childhood setting. These placements will **require the learner to pass a safety check** consistent with the requirements of the Children's Act 2014. For more information on the Children's Act 2014, safety checking regulations, and guidelines see <https://www.orangatamariki.govt.nz/working-with-children/childrens-act-requirements/safety-checking/>.
- **Consent** - Signed consent from legal guardian/s of the child and any other child that may be observed, or digitally recorded. Learners must adhere to the ECE services policies and procedures for use of photographs, consents and observations of a child or children, use of information, information access, or permission to observe form in accordance with the ECE services policies and procedures.

NOTES FOR ASSESSORS, INCLUDING DEFINITIONS

- The play resource must be verified for health and safety requirements by the assessor or tutor or supervisor prior to trialling with children.
- The learner must trial the play resource they have developed over time with children. It is expected that this would occur more than once and over time.
- Small groups shall be no more than 2-3 members for Task 1.
- Evidence of one type of ECE service is required in this unit standard. An *early childhood education (ECE) service* may include a centre-based service, hospital-based service, or home-based service. The home-based service may be nominated by the child's parent, be the child's own home, or the home of the educator.
- *Children* refers to the three 'broad age groups' as defined in *Te Whāriki for children*. These are overlapping age categories and are defined as:
 - infant – birth to 18 months;
 - toddler – one year to three years;
 - young child – two and a half years to school entry age.
- Learners for this unit standard should be familiar with the intent of Te Tiriti o Waitangi, which informs guidelines, procedures, and practices in the ECE sector.

RESOURCE REQUIREMENTS

- Ministry of Education, *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, Learning Media); available at <https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/>.
- *Play and your child's development* (KidsHealth) – available at <https://www.kidshealth.org.nz/play-and-your-childs-development>.
- *Play ideas for learning – He korikori whakaaro* (Ministry of Education, Wellington) available at <http://www.education.govt.nz/early-childhood/teaching-and-learning/learning-tools-and-resources/play-ideas/learning/>.
- *Safe Kids Aotearoa*, resources on falls, water safety, etc., available at <http://www.safekids.nz/safety-topics>.
- *Safety* (Plunket New Zealand) – available at <http://www.plunket.org.nz/your-child/safety/>.
- *Strategies with Kids – Information for Parents (SKIP)*, available at <https://www.skip.org.nz/>.
- Teaching Council New Zealand, *Code of ethics for Certificated Teachers, Education Council*; available at <https://teachingcouncil.nz/content/code-of-ethics-registered-teachers-poster-english>
- Teaching Council New Zealand, *Education Council - Our Code, Our Standards*; available at <https://teachingcouncil.nz/content/our-code-our-standards>

LEGISLATION

Legislation and Regulations include but are not limited to:

- Children's Act 2014
- Education Act 1989
- Education (Early Childhood Services) Regulations 2008
- Health and Safety at Work Act 2015
- Privacy Act 1993

and subsequent amendments.

Assessment Schedule

Unit standard		26707			
Title	Describe the value of play and create resources for children’s development and learning in an ECE service				
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Outcome 1: Describe the value of play to the development and learning of children in an ECE service

Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 1.1 Play experiences are described in terms of how they specifically contribute to children’s development and learning</p> <p>Range: evidence of two play experiences for each of – infant, toddler, young child. play experiences may include the use of – language, storytelling, dramatic play, sand, water, playdough, art, puzzles, books, blocks, music, movement, physical, outdoors, exploration, natural materials, sensory materials, science, mathematics, technology, excursions</p>	<p>Task 1 – The value of play</p> <ul style="list-style-type: none"> Task one research is completed (individually or in groups of up to 3) and results of research into two play experiences for each of infant, toddler and young child are presented (individually – not as a group). Evidence of play experiences research is presented in a poster / chart / written narrative / video or any other relevant format to clearly convey how each of the play experiences contribute to the development and learning of each of an infant, a toddler, and a young child in an ECE service. <p>Evidence should include description related to the specific play experiences around things such as how it:</p> <ul style="list-style-type: none"> allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength is important to healthy brain development enables children at a very early age to engage and interact in the world around them teaches cooperation/social skills or stimulates creativity etc 	<ul style="list-style-type: none"> Two play experiences for each age are described and are all relevant to the age category of child it is intended for. The resources and description are all specifically linked to a child’s development and learning.

Outcome 1: Describe the value of play to the development and learning of children in an ECE service

Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 1.2 The importance of interactions during play experiences are described in terms of effect on a child's development and learning.</p> <p>Range:</p> <ul style="list-style-type: none"> - evidence from one age category of child; <p>interactions include:</p> <ul style="list-style-type: none"> - adults with a child; - child with a child; - child with the environment 	<p>Task 1 – The value of play</p> <ul style="list-style-type: none"> • Task one research is completed (individually or in groups of up to 3) and results of research into the importance of interactions during play for an infant or toddler or young child are presented (individually – not as a group). • Evidence of the importance of interactions during play research is presented in a poster / chart / written narrative / video or any other relevant format to clearly convey the importance of each of the three types of interactions and how they affect the development and learning of either an infant or a toddler or a young child in an ECE service (just one age category required). <p>Evidence should include a description related to the interactions in relation to a specific play experience with a child (for each of the three interaction categories).</p> <p>Description may include things such as how interactions can:</p> <ul style="list-style-type: none"> • lead to positive social and emotional development in children; • help children develop strong language skills, creativity, empathy, communication and confidence; • teach children positive skills that they can use to successfully interact with their peer; • show how adults play a key role in supporting interactions between children; • influence how children feel, act and behave (the way the physical environment is designed and arranged). 	<ul style="list-style-type: none"> - Three types of interactions (adults with a child; child with a child; child with the environment) from one age category (infant or toddler or young child) are clearly linked to the child's learning and development. • Description shows the importance of interactions during play in terms of how they effect a child's development and learning.

Outcome 2: Create, use and evaluate play resources for children in an ECE service

Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 2.1 Play resources are created that promote and support children’s learning.</p> <p>Range: one play resource for each of – infant, toddler, young child</p>	<p>Task 2 – Create play resource</p> <p>Evidence of three play resources being created, one for each of an infant, toddler and young child.</p> <p>Evidence of the worksheet being completed for the three resources created, which describes how the play resource promotes and supports the learning for each of an infant, toddler and young child.</p> <p>For example, play experience for a toddler:</p> <ul style="list-style-type: none"> • XX play resource enriches the young child’s learning and develops key skills such as experimentation and expression, and gets the child ready for maths by ... • YY play resource build’s the toddlers vocabulary, language and communication skills by ... 	<p>Evidence is provided of:</p> <ul style="list-style-type: none"> • Three play resources created that promote and support children’s learning. • One play resource for each age group. • Worksheet is complete and correctly describes how the play resources promote and support learning for the relevant age group.
<p>ER 2.2 Play resources demonstrate an understanding of health and safety requirements for play equipment.</p> <p>Range: one play resource for each of – infant, toddler, young child.</p>	<p>Task 2 - Create play resource</p> <p>Evidence of the worksheet being completed for the three resources created, demonstrating the learner’s understanding of health and safety requirements for play equipment relevant for each of an infant, toddler and young child.</p> <p>For example:</p> <ul style="list-style-type: none"> • infant resource doesn’t have elastic or strings, so they don’t twist around the baby’s neck or fingers. • ensured play items are non-poisonous and larger than a ping-pong ball to avoid choking - young children may choke on anything smaller. • play resource for toddler is unbreakable and doesn’t have sharp edges or small bits that could break off, so the toddler doesn’t swallow and choke on them. 	<p>Evidence is provided of:</p> <ul style="list-style-type: none"> • all three play resources created demonstrating an understanding of health and safety requirements. • Worksheet being complete and correctly describing how the play resources meet the H&S requirements for the relevant age group.

Outcome 2: Create, use and evaluate play resources for children in an ECE service

Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 2.3 A play resource is used and evaluated in terms of its suitability and contribution to child's or children's development and learning.</p> <p>Range: one play resource for an infant or toddler or young child or a group of children</p> <p>suitability includes – age of the child or children, cultural consideration, health and safety aspects.</p>	<p>Task 3 – Use and evaluate a play resource</p> <p>Evidence of using and evaluating a play resource is recorded in the Task 3 worksheet, for a specified age category (e.g. toddler).</p> <p>Part A: Use of the play resource</p> <ul style="list-style-type: none"> One play resource created in Task 2 is presented to the assessor/verifier/supervisor, along with the completed task 2 worksheet, and is verified as meeting health and safety requirements prior to use in an ECE service. The approved play resource is used with the child or children and the learner observes/notates/records the experience. <p>Part B: Evaluation of the play resource</p> <p>The evaluation of the play resource is recorded in the worksheet, and includes discussion on:</p> <ul style="list-style-type: none"> the suitability of this play resource in relation to the child's age, cultural considerations, and at least two health and safety aspects; how it contributed to the child's development and learning. <p>The evaluation may cover areas that have been explored in the value of play and creating a resource sections, but will provide more in-depth comment on the particular play resource chosen to be used with the child, and learnings about its suitability and contribution to that child's development and learning.</p>	<p>Verifier's/Supervisor's signature evident.</p> <p>One resource is comprehensively evaluated and is relevant for the age of the child or children. The contribution to the child's development and learning, the age of the child, cultural considerations, and health and safety aspects have all been carefully considered.</p>