Internal Assessment Resource

Home Economics Level 2

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| This resource supports assessment against:Achievement Standard 91303 version 2Analyse practices to enhance well-being used in care provision in the community |
| Resource title: Enhancing Well-being |
| 5 credits |
| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
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| Date version published by Ministry of Education | February 2015 Version 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number: A-A-02-2015-91303-02-5553 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement Standard Home Economics 91303: Analyse practices to enhance well-being used in care provision in the community

Resource reference: Home Economics 2.5A v2

Resource title: Enhancing Well-being

Credits: 5

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the Achievement Standard Home Economics 91303. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to create a report or presentation that explains how and why practices are applied by an early childhood care provider to meet children’s needs and enhance their well-being. They present their findings in a format agreed with you, for example, a written report or a seminar.

Students are expected to undertake a detailed analysis. They will be assessed on the depth and comprehensiveness of the discussion in their final report or presentation.

Before beginning this activity, instruct students in how to use ethical research procedures when observing practices in a care setting to ensure that individuals in this care setting remain anonymous.

Prior to beginning this assessment activity, provide opportunities for students to:

* review and develop their understanding of well-being
* explore the needs of pre-school children in relation to well-being
* revise the social determinants of health and discuss how these affect the well-being of an individual
* become aware of the United Nations Convention on the Rights of the Child
* identify the range of early childhood care and education options available in NZ
* become aware of Te Whāriki (Early Childhood Curriculum)
* explore how the practices of a early childhood care provider assist in meeting the needs of a child and enhance their well-being
* become aware of the concept of the 'whole child approach' where personal, interpersonal and societal factors contribute to and enhance a child's overall well-being.

Conditions

It is recommended that students spend a minimum of 4 hours observing in the early childhood care provider selected for this assessment activity. The research and observation parts of the activity may be completed as a group or individually, but students will write their reports or presentations individually.

It is suggested that students have 40 hours of teaching and learning developing the student’s knowledge and understanding of how and why practices meet children’s needs and enhance their wellbeing from a socio-ecological perspective. It is suggested that students have at least 10 hours of in and out-of-class time to complete this assessment activity.

Adjust the time frame to best suit the needs of your students.

Resource requirements

* access to an early childhood care provider or other care setting for observation
* Internet access to explore the needs of individuals in different care settings.

Visiting a child care centre/provider is the ideal way for students to observe children in care. However, a video of children in care or a visiting speaker from a care organisation could also provide evidence to support this assessment.

By the student experiencing more than one type of child care provider, they will be exposed to practices being applied in different settings. This may be beneficial in terms of students developing more in-depth knowledge and understanding of care provision.

Useful resources for exploring the needs of young children are:

* Te Whāriki (The early childhood curriculum of New Zealand)

<http://www.educate.ece.govt.nz/learning/curriculumAndLearning/TeWhariki.aspx>

* The Ministry of Social development website. Information and links regarding UNCROC

<http://www.msd.govt.nz/what-we-can-do/children-young-people/uncroc/index.html>

* The United Nations Convention on the Rights of the Child

<http://www2.ohchr.org/english/law/crc.htm>.

Additional information

None.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Analyse practices to enhance well-being used in care provision in the community. | Analyse, in depth, practices to enhance well-being used in care provision in the community. | Comprehensively analyse practices to enhance well-being used in care provision in the community. |

Student instructions

Introduction

This assessment activity requires you to create a report or presentation analysing practices used to enhance well-being.

This will involve observing and analysing practices used by a local early childhood care provider.

Teacher note: Alternatively, select other contexts or allow students to do so. For example, practices used in rest homes, respite care, drop-in facilities, after-school care, paid home care, or family-friendly workplaces in their community.

Your report or presentation will be in a format agreed with your teacher, for example a written report or a seminar.

You will be assessed on the depth and comprehensiveness of the discussion in this final report or presentation.

Teacher note: Select a final report format to meet the identified needs of your students.

This is an individual assessment activity, but you may complete the research and observation parts of the prerequisite as a group. You have X weeks of in and out-of-class time to complete this assessment activity.

Teacher note: Adapt the time allowed to meet the identified needs of your students.

Task

Observe practices in an early childhood care provider

Confirm, with your teacher, an early childhood care provider to visit.

This activity is not assessed but will inform the content of your report or presentation.

Teacher note: The observation component of this activity may be done individually or as a group. Ensure that students will be able to observe practices for at least 4 hours.

Students could also go to different providers, such as a kindergarten, pre-school or a home based care provider and share their findings from their learning journal/observation write-up with the whole class.

Visit the early childhood care provider for a minimum of 4 hours and observe the practices used to enhance the well-being of the children there. Record your observations.

The following questions can be used to guide your observations:

* What practices are used to meet children’s needs and enhance well-being?
* How are these practices connected to the dimensions of well-being? Why is a particular practice applied in this way?
* How are the practices applied from a personal, interpersonal and societal perspective?

For example explain practices that are applied by:

* the child themselves
* a group of children
* the teacher/educator and children
* whānau, parents and caregivers
* the wider community (for example the local community and iwi, New Zealand as a country, Local council policies and plans, New Zealand law and policies).

Write your report

Write a report in which you analyse the practices used to enhance well-being in the early childhood care provider you observed. See Resource A for additional guidance. Confirm the format for your report with your teacher.

In your report:

* describe the practices used by the provider to meet children’s needs and enhance well-being. Include observations of the children in the following contexts:
* routines
* individual play
* group activities
* teacher directed activities.
* explain why the practices are effective at meeting the needs of children and enhancing their well-being. Include references to all of the dimensions of well-being.
* explain how the practices are applied from a personal, interpersonal, and societal perspective.

Include a reference list that acknowledges the books, Internet sites, and other sources you used to find information.

Submit your report or presentation for assessment, as agreed with your teacher.

Resource A

Well-being encompasses the physical, mental and emotional, social, and spiritual dimensions of health. For more information see <http://www.tki.org.nz/r/health/curriculum/statement/page31_e.php>.

Useful resources for exploring the needs of young children are:

* Te Whāriki (The early childhood curriculum of New Zealand)

<http://www.educate.ece.govt.nz/learning/curriculumAndLearning/TeWhariki.aspx>

* The Ministry of Social development website. Information and links regarding UNCROC

<http://www.msd.govt.nz/what-we-can-do/children-young-people/uncroc/index.html>

* The United Nations Convention on the Rights of the Child

<http://www2.ohchr.org/english/law/crc.htm>

When explaining why practices are applied, consider how different practices help the children:

* safely learn new skills
* satisfy their need for social interaction with adults and other children
* take increasing responsibility for their learning
* develop a sense of self-worth and identity.

When exploring the personal, interpersonal, and societal perspectives on early childhood education, consider:

* how the needs of the individual child and their whānau, teachers, school, and local community affect practices applied to enhance well-being
* how and why New Zealand Government law and policy (For example Ministry of Education curriculum and policy, 20 hours free ECE,) affect practices applied to enhance well-being.

For example, you may want to consider how different practices encourage children to celebrate their unique strengths and interests, reflect the needs and expectations of the local community, for example, to promote the use of Te Reo in everyday situations.

Assessment schedule: Home Economics 91303 Enhancing Well-being

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student has analysed practices to enhance well-being used in care provision in the community.The student has examined in detail how health enhancing practices have been applied from a personal, interpersonal and societal perspective.Conclusions have been drawn which show how children’s needs are attended to and all dimensions of well-being are enhanced.Practices have been applied from a personal, interpersonal and societal perspective.For example: I shadowed a 4-year-old girl and observed that all children are greeted by name when they arrive at the pre-school every morning. Then they quickly went to hang up their bags and sit down on the mat with the other children. This enhances their spiritual well-being as their sense of belonging is thus reinforced every day when they arrive by being personally greeted.Children belong to a whānau group, which includes children of mixed ages, led by a teacher. Older children help their younger counterparts in the group, showing them how to use the different toys and facilities at the centre and enhancing their mental and emotional well-being. The younger children clearly enjoy learning from their older peers and making friends with them. This is from the interpersonal perspective as the students are having the opportunity to display leadership skills.*To ensure safety and maximize children’s learning and enjoyment, staff supervise the different activities and are fully involved with the children. They offer assistance when needed but are careful to take a back seat as much as possible to let the children be creative and increase their independence and sense of accomplishment. This is both from a personal and interpersonal perspective because when the children play by themselves, and make their own decisions it is personal but when a teacher gets involved with them deciding what they will do it becomes interpersonal.*This description relates to only part of what is required and is indicative only. | The student has analysed in-depth practices to enhance well-being used in care provision in the community.The student has explained using detailed examples how and why practices are effective at meeting children’s needs and enhancing well-being. For example:I shadowed a 4-year-old girl and observed that all children are greeted by name when they arrive at the pre-school every morning. She quickly went to her own labelled cubby hole, hung up her bag and sat down on the mat with the other children. This enhances spiritual well-being as the children feel special and important when they are greeted by the teacher, using languages that reflect the community’s multiculturalism. By having their own cubby hole it gives them a sense of belonging, as it is their own place and it is labelled with their name. Children belong to a whānau group, which includes children of mixed ages, led by a teacher. Older children help their younger counterparts in the group, mentoring them, showing them how to use the different toys and facilities at the centre, thus enhancing their mental and emotional well-being. This makes them feel more confident, as they know there are other children and teachers to ask for help. These older children are very proud of their leadership role and the younger children clearly enjoy learning from their older peers and making friends with them. This makes the older students quite popular and enhances their social well-being. This is from the interpersonal perspective as the older students are having the opportunity to display leadership skills and this interaction sets the tone of the pre-school as you see children of different ages playing co-operatively together.This description relates to only part of what is required and is indicative only. | The student has comprehensively analysed practices to enhance well-being used in care provision in the community.The student has explained how and why practices are effective at meeting children’s needs and enhancing well-being, from a societal perspective.For example:In accordance with the well-being strand of Te Whāriki, the Ministry of Education's early childhood curriculum policy statement, the early childhood centre seeks to promote children’s health, nurture their emotional well-being, and keep them safe from harm. For example, the centre provides a safe and well-equipped outdoor play area, they have rules about the number of children that are allowed on the equipment and what they can do. They have two staff supervise the outdoor area throughout the day. This is to protect the child in terms of their physical and emotional well-being while they are in the centre’s care and it helps the children to develop respect for rules. Developing respect for rules is about developing a value, which is connected to our spiritual well-being. They also have large shade sails that protect children from UV light, preventing them getting sun burnt. This makes it a bit cooler outside so children can play outside even when it is hot. When outside the children all wear hats and sunblock. This is an example of enhancing children’s well-being from the societal perspective. It is the Ministry of Education policy that sets the safety requirements for the outdoor spaces and equipment that is provided for children play. The well-being strand of the Te Whāriki curriculum focuses on a child having an ‘increasing knowledge about how to keep themselves safe for harm’1. Children are actively encouraged to use a wide variety of outdoor play equipment and play outside. This enhances their physical well-being by providing opportunities for them to develop gross motor skills, be physically active and to engage in ‘safe’ risk taking while challenging themselves on the large outdoor equipment. They will also engage in co-operative play activities with the other children, experience success when they manage to get across the course that was set up by the teachers, and learn about keeping themselves and others safe. All of this relates to developing children’s mental and emotional well-being. *1: Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa, Early Childhood Curriculum, Ministry of Education, Learning Media, 1996*This description relates to only part of what is required and is indicative only. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.