

Assessment: Applying learning about physical and communication development

Learning and development in secondary education

Dr Karen Oakley
Senior lecturer, Educational Psychology
Clinical Neuropsychologist

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In this presentation, we will cover:

- an explanation of **Assessment: Applying learning about physical and communication development**
- tips
- examples.



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Instructions

- Describe the anticipated physical maturation and communication development for high school students and the implications for teaching and learning.
- All information that must be included is on Canvas.
- Structure/layout is your choice.



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Assessment criteria one: Introduction of the chosen year group including the age range and educational year level included in this group.

- You could choose to focus on one year group from years 7–10.

Example of chosen group

This assessment focuses on children who are aged two, which is often considered as part of the ‘toddler’ developmental age. Children of this age may be attending day care, either full time or part time. Other children of this age may be cared for at home by their parents or other family or carers, or through other care services (e.g. nannies). They may also be engaged in some age-targeted play groups that they attend with their carers. Children of this age are undergoing substantial development in their fine and gross motor and communication skills (Margetts et al., 2023). They are also undergoing significant physical development in height, weight, muscle tone and strength (McDevitt et al., 2016). Understanding typical development of children in this age allows the design of appropriate structures of the day to meet students’ needs and the development of educational activities that children can participate in and that promote their further physical and communication development. These will be explored.

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Assessment criteria two: Description of the expected physical maturation that would impact high school students.

Assessment criteria three: Description of the expected communication milestones for high school students including verbal and nonverbal expressive and receptive communication, social and pragmatic communication and the ability to express and comprehend complex ideas.

- Avoid just listing information (e.g. developmental milestones) – this does not allow you to show depth of understanding.
- You may like to include here the implications for the education setting (see assessment criteria four of the assessment requirement) to provide an integrated discussion. OR you may present this in a separate section.



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Assessment criteria four: Explanation of how physical maturation and communication development impacts on the student's functioning at school (including participation in social, leisure, academic, classroom, self-care, subject area participation (e.g. literacy, numeracy, HPE)). Provide examples of practical implications for teaching – e.g. of what this means for how you would structure lessons or activities, the classroom environment and or the structure of the day.

- Be specific and explicit:
 - Make sure the implications are specific to the area of development you are being asked to look at in the assessment.
 - Make sure the implications are specific – not generalised.



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Your assessment must be supported by appropriate references, including materials referenced within the unit materials as well as other, reputable sources including a minimum of three peer-reviewed sources.



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Headings may be helpful – but it is up to you. Here are some examples:

- Typical physical development: Maturation
- Typical communication development: Verbal and nonverbal receptive communication development
- Typical communication development: Verbal and nonverbal expressive communication development
- Implications for the education setting

You could incorporate this as you discuss each aspect of development, or you could do this at the end of each section – e.g. overall for fine motor development. Or you could have a separate section after discussing typical development in all areas. You can work this out depending on the best flow and narrative and the most efficient use of your word or time count.



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Typical physical development of the 2-year-old: Maturation

- Continued growth in height, weight, limb length (World Health Organisation (WHO) Multicentre Growth Reference Study Group, 2006)
- Development of muscle strength (McDevitt et al., 2018; WHO Multicentre Growth Reference Study Group, 2006)
- Significant development has implications for sleep and nutrition needs
 - Approximately 10 hours at night, and up to four hours during the day (Paavonen et al., 2020)
 - Changing sleep patterns (Raising Children Network, 2023)
 - Ensuring sufficient food from the key food groups (Raising Children Network, 2023)
- Ensure space for naps
- Regular discussion with parents
- Flexibility in the day for sleep



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References

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The University of Canberra acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce Campus is situated. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of Canberra and the region. We also acknowledge all other First Nations Peoples on whose lands we gather.