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| **TSC Category** | Child Learning and Development | | | | | |
| **TSC** | Child Development Assessment | | | | | |
| **TSC Description** | Use information from observation and documentation of children's learning and development to design appropriate child-centric learning experiences | | | | | |
| **TSC Proficiency** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| | | | ECC-DCH-3023-1.1 | ECC-DCH-4023-1.1 | ECC-DCH-5023-1.1 | ECC-DCH-6023-1.1 |
| | | | Make adaptations to the learning environment and experiences based on information gathered about children's development through observation and documentation | Customise learning experiences and learning environment based on the information gathered on children's learning and development using different assessment methods | Promote the use of a variety of assessment methods to gather information on children's development to plan appropriate curriculum and effective instruction and to design child-centric learning experiences and create a conducive learning environment | Advocate the importance of assessment and drive the adoption of emerging assessment tools and good practices in child assessment to create child-centric learning experiences |
| **Knowledge** | | | • Theories, principles, milestones and stages of child development<br>• Role of assessment in creating a holistic picture of children's experiences, development and learning, and in planning meaningful experiences for each child<br>• Approaches to analyse and interpret data from assessment to inform the modification of learning environment<br>• Methods of assessment including authentic assessment<br>• Types of experiences which are appropriate based on assessment of child's developmental needs<br>• Types of experiences for extension of | • Theories for different areas of child's growth and development<br>• Role of assessment in lesson evaluation<br>• Ways to use data for planning environment experiences for children's learning.<br>• Ways to develop materials and resources based on assessment of children's needs<br>• Impact of children's home experiences on curricula design and pedagogical techniques<br>• Role of data to differentiate individual children's development needs<br>• Use of data in developing flexible groupings and sub-groupings of children related to their developmental priorities | • Different assessment tools and methods on child progress assessment<br>• Programme evaluation methods<br>• Methods to lead peer reflection on gaps in learning experiences and caregiving practices based on its appropriateness in meeting the child's developmental milestones<br>• Principles within the assessment cycle of respecting, reflecting and relating to holistic child development<br>• Importance of embedding principles of assessment into professional practices | • Transdisciplinary approaches of assessment<br>• Current research and key trends in assessment for, and of, children's learning<br>• Ways to promote and engender the culture for child's progress assessment<br>• Assessment of child outcomes to ensure learning outcomes for individual child and groups are attained |

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| | | | children's interests and development<br>• Value and role of families in the process of planning child-centric experiences that meet children's learning and developmental needs<br>• Resources and materials which can be adapted according to child's developmental needs | | | |
| **Abilities** | | | • Carry out assessment of children's development on the various learning domains<br>• Consolidate in-depth understanding of child's development needs based on data from assessment<br>• Reflect on ways to modify environment and professional practices based on assessment of children's needs<br>• Modify resources and materials to meet children's developmental needs based on data from authentic assessment<br>• Communicate assessment data with families to develop holistic view on child's development | • Review learning goals and outcomes to support children's development based on data from assessment<br>• Plan the environment and experiences to better support child's development and interests<br>• Develop flexibility within curricula and overall programme design to cater to individual child's needs<br>• Develop resources and materials which meet children's developmental needs based on data from authentic assessment<br>• Partner with families in the planning of appropriate learning experiences and learning environments based on assessment data<br>• Develop flexible groups and sub-groupings of children related to specific development priorities | • Promote discussions, reflections and integration of approaches from different disciplines to refine Centre's assessment methods<br>• Integrate approaches and perspectives from different disciplines into authentic assessments<br>• Evaluate gaps in the Centre's programmes and curriculum based on its appropriateness in meeting developmental needs<br>• Conduct regular programme evaluation with families and caregivers to ensure Centre's programme meets the needs of the children<br>• Lead discussions on peer reflections to refine the assessment and design of appropriate activities in holistic learning environments | • Drive consistency in adhering to the assessment cycle of respecting, reflecting and relating<br>• Drive initiatives to enhance teachers' competencies in designing appropriate activities based on assessment insights<br>• Drive the enhancement of assessment structures and processes to meet learning needs of children across Centres |

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| | | | | • Guide educators in the Centre on modifying resources and learning environment based on assessment findings | | |

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