

Staff-Child Interaction

Young children require support and guidance from staff and develop best in a conducive environment where pleasant conversations, spontaneous laughter and exclamations of excitement prevail.



Commendable staff-child interaction includes the following:

- Staff encourage children to think, reason, question and experiment throughout the day, using actual events and experiences as a basis for concept development
- Staff stimulate children's ideas effectively by adding information and expanding on ideas presented by children





- Staff treat all children equally and discourage gender stereotyping
- Staff and children are actively involved with each other and with materials
- Staff use resources to enhance children's play
- Staff introduce concepts in response to children's interests and needs to solve problems



- Staff appreciate children's efforts
- Staff enjoy being with children
- Staff express respect for and affection towards children through attentive listening, smiling, touching, holding and speaking to children at their eye-level
- Staff create frequent opportunities to have friendly, courteous interactions with all children individually, and respond to them warmly

Child-Child Interaction

Staff promote positive attitudes and social behaviour among children.



Positive communication with mutual respect is encouraged among children of different ethnic backgrounds.



Children show empathy and healthy assertiveness.



Children are provided with many opportunities to work cooperatively.



Assessment of Children's Progress

Staff make regular observations of all children's learning and development, keeping detailed records of how they are progressing towards stated goals. A mix of assessment strategies are used and children are assessed over different time settings. This information is used for further planning and consultation with parents.

Purpose of Assessment

Serve as a basis for reporting to parents

Identify areas of strengths and needs

Make placement or promotion decisions

Diagnose learning and teaching problems

Assist a child with assessing his or her own progress

Determine progress on significant developmental achievements



Daily and continual observation of children's progress by parents and teachers should be in all developmental domains.

Assessment Tools

On-going observation, questioning and listening

To get at **what** and **how** children are learning and understand their needs

Systematic procedures

To create anecdotal records and interpretations of how children spend their time, their social relationships, their modes of learning and their use of language

Systematic sampling of children's activities and performance

To collect samples of children's work through their writing, artwork, audiotapes of oral reading, dictated stories, reading logs and records of group participation in projects

Documentation procedures

To document children's works and progress with an emphasis on the learning process

Developmental checklists

- To guide teacher observations with specific criteria and well-defined procedures
- To reflect common activities and expectations in classrooms that are structured around developmentally appropriate activities

Portfolios

- To organise a collection of children's works in a continuous record of children's progress throughout the year
- To reflect multiple voices and perspectives: those of children, parents and teachers
- To include writing samples, artwork, audio tapes of children's oral reading and speaking, photographs, self-portraits, teacher and parent reflections, summaries of progress and children's self-reflective comments about their works

Summary reports

- To outline children's progress through narrative reports by teachers