



**National Competency Standards for**  
***Early Childhood***  
***Care and Education (ECCE)***  
**(ECCE Teacher/Educator)**  
**LEVEL-3**



**National Vocational and  
Technical Training Commission (NAVTTTC)  
Government of Pakistan**



## ACKNOWLEDGEMENT

National Vocational and Technical Training Commission (NAVTTTC) extends its gratitude and appreciation to many representatives of business, industry, academia, government agencies, Provincial TEVTAs, Sector Skill Councils and trade associations who spared their time and expertise to the development and validation of National Vocational Qualifications (Competency Standards, Assessments Packs and related material) for the trade of Early Childhood Care and Education. This work would not have been possible without the technical support of the personnel of the above said organizations, the core team for Qualification Development and Skill Standard Wing of NAVTTTC.

NAVTTTC initiated development of CBT&A based qualifications for 200 traditional / hi-tech trades under the Prime Minister's Hunarmand Pakistan Program, focusing on Development & Standardization of 200 Technical & Vocational Education & Training (TVET) Qualifications. NAVTTTC efforts have received full support from the Ministry of Federal Education and Professional Training, which highly facilitated progress under this initiative.

It may not be out of place to mention here that all the experts of Industry, Academia and TVET experts of TEVTAs, BTEs and VTC work diligently for making this qualification worthy and error free for which all credit goes to them. However, NAVTTTC accepts the responsibility of all the errors and omissions still prevailing in the Qualification document.

It is also noteworthy that development of Skill Standards is a dynamic and ongoing process, and the developed skill standards needs periodic review and updating owing to the constant technological advancements, development in scientific knowledge, and growing experience of implementation at the grass root level as well as the demand of industry. NAVTTTC will ensure to keep the qualifications abreast with the changing demands of both national and international job markets.

**Engr. Sajid Balouch**  
**Executive Director,**  
**NAVTTTC**



## (NAVTTTC) Government of Pakistan

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## INTRODUCTION

Early childhood, defined as the years between birth and the age of eight, is a period of rapid development, with brain development at its apex. Children are heavily influenced by their environment and the people around them throughout this era. Early childhood care and education (ECCE) is more than just a way to get kids ready for kindergarten. It seeks to meet a child's social, emotional, cognitive, and physical requirements holistically in order to lay a strong and comprehensive foundation for lifetime learning and happiness. ECCE has the potential to raise future citizens who are compassionate, capable, and responsible. ECCE is thus one of the best investments a government can make to enhance human resource development, gender equality, and social cohesion while also lowering the costs of later remedial programs. According to UNESCO, ECCE plays an important role in compensating for parental disadvantages and reducing educational inequities for disadvantaged children. Learning basic skills is not the main goal of early childhood education. It's a period during which children develop crucial social and emotional skills and a partnership between the child, their parents, and the instructor is formed. When this is done well, the foundation is laid for it to continue throughout the child's schooling.

The Education for All proclamation, as well as subsequent reiterations at World Education Conferences, has elevated Early Childhood Care and Education (ECCE) to the forefront of policy debate in over 180 nations. Pakistan, as a signatory party to the framework, has also pledged to fund ECCE activities in the country. Pakistan is also a signatory to the Education 2030 vision, which was approved in the Incheon Declaration at the World Education Forum 2015 (WEF 2015) in South Korea on May 21, 2015. The Incheon Declaration represents the education community's commitment to Education 2030 and the 2030 Agenda for Sustainable Development (SDG), which recognizes education's critical role as a main engine of development. The provision of quality Early Childhood Care and Education or pre-primary education, regardless of gender or location, is closely linked to SDG target 4.2.

Despite the fact that little has been accomplished under the EFA motto and attempts to develop and execute at least one year of pre-primary education across the country, much remains to be done to ensure quality ECCE in Pakistan. Recognizing the significance of the early years and agreeing that every "child should have the opportunity to grow in an atmosphere that cherishes children, provides for a safe and secure environment, and respects diversity," The government expanded the scope of the program to cover children aged 0 to 8. The Policy reaffirms that the government would work beyond Early Childhood



Education, and that the concept of "Care" will take center stage. As a result, for children and their families, Early Childhood Care and Education would consequently include a synergy of health, nourishment, safety, learning, culture, creativity, arts, musical appreciation, and technology.

Keeping in view the importance of Early Childhood Care and Education, the government supported the development of Competency Standards. These competency standards have been developed by the Qualification Development Committee (QDC) and validated by the Qualification Validation Committee (QVC) with representation from the country's leading departments such as the Institute of Early Childhood Education, Federal Urdu University Karachi, Poverty Eradication Initiatives, Technical Boards and TEVTAs.

## PURPOSE OF THE QUALIFICATION

The competency based NVQ has been developed to train the unskilled men and women of Pakistan on the technical and entrepreneurial skills to be employed / self-employed and inevitably set sustainable impact on their lives by increase in their livelihood income generation.

The purpose of these qualifications is to set professional standards for ECCE, who will serve as key elements enhancing quality of Education Sector. The specific objectives of developing these qualifications are as under:

- Improve the professional competence of Early Childhood Care and Education (ECCE)
- Capacitate the local community and trainers in modern CBT trainings, methodologies and processes as envisaged under NVQF
- Provide flexible pathways and progressions in Early Childhood Care and Education (ECCE)
- Enable the trainees to perform their duties in efficient manner
- Establish a standardised and sustainable system of training in Early Childhood Care and Education (ECCE) in Pakistan Prepare skilled Early Childhood workforce (workers) by developing work related skills, mastery of underlying knowledge and scientific principles of Early Childhood Care & Education



- Provide continuous professional development to meet the rapid changes in knowledge, attitude, and skills required for an ECCE worker
- Help teachers The early childhood educator professional preparation standards herein are aligned with the five broad categories of educators' decision-making described in depth in the developmentally appropriate practice position statement:
- Help Early Childhood Teachers to use knowledge of child development and learning in context to create a caring community of learners
- Engage teachers in reciprocal partnerships with families and fostering community connections
- Provide guidelines how to observe, document, and assess children's development and learning
- Provide opportunities for teaching to enhance each child's development and learning
- Provide awareness on how to utilize content areas to plan and implement an engaging curriculum designed to meet goals that are important and meaningful for children, families, and the community in the present as well as the future
- Provide the knowledge, skills, and dispositions that early childhood educators need in order to make decisions that exemplify ethical, intentional, and reflective professional judgment and practice.
- Support self-employment.
- Establish a mechanism for recognition of qualification for early childhood workforce

## DATE OF VALIDATION

The level 3 of National qualification on ECCE has been validated by the Qualifications Validation Committee (QVC) members on Dec 12, 2022 to Dec 16, 2022 at PC Hotel Karachi and will remain valid for three years i.e. Dec 17, 2025.



## DATE OF REVIEW

The level 3 of National qualification on ECCE has been validated by the Qualifications Validation Committee (QVC) members on Dec 12, 2022 to Dec 16, 2022 at PC Hotel Karachi and shall be reviewed after three years i.e. Dec 17, 2025.

## CODE OF QUALIFICATIONS

| Qualification Title  | Code              |
|--|-------------------|
| National Vocational Certificate Level 5, in Early Childhood Care and Education (ECCE Teacher/Educator) | <b>0112ECCE02</b> |

## ENTRY REQUIREMENTS

- For National Vocational Certificate Level-3 in Early Childhood Care and Education, the entry requirement is Intermediate or equivalent to Intermediate and National Vocational Certificate in Early Childhood Care and Education - Assistant Teacher/Educator Level-2.



## QUALIFICATIONS DEVELOPMENT COMMITTEE

The following members participated in the qualification development of this qualification:

| Sr. No. | Name                         | Designation                            | Organization   |
|---------|------------------------------|--|--|
| 1.      | Mr. Liaqat Ali Jamro         | Director Academics                     | S-TEVTA  |
| 2.      | Mr. Mushtaq Ahmed            | Director M&E                           | P-TEVTA  |
| 3.      | Engr. Syed Qasim Shah        | V.P GCT Peshawar,                      | KP-TEVTA   |
| 4.      | Mr. Shaukat Ali Rana         | Deputy Controller Examination          | PBTE, Lahore   |
| 5.      | Ms. Naheed Wasi              | Lead Consultant, Founding Director     | Institute of Early Childhood Education & Development Karachi                     |
| 6.      | Ms. Salimah Al Nassar Surani | Head of Degree Programs & Research     | IECED Karachi  |
| 7.      | Ms. Asma Nayeem              | Consultant                             | British Council Karachi  |
| 8.      | Ms. Itrat Fatima             | Trainer                                | (Shah Wilayat Public School) (London Montessori Teacher Training Centre) Karachi |
| 9.      | Ms. Rehana Haider            | Educator                               | (Poverty Eradication Initiatives) Karachi  |
| 10.     | Ms. Shaila Mehfooz           | Educator                               | (Poverty Eradication Initiatives) Karachi  |
| 11.     | Ms. Kiran Javaid Hajani      | Head of Certificate & Diploma Programs | IECED Karachi  |
| 12.     | Ms. Mahera Shoaib            | Lecturer                               | Federal Urdu University Karachi  |
| 13.     | Mr. Masroor Shaikh           | Chairman                               | SBTE Karachi   |
| 14.     | Mr. Ghulam Raza              | Representative                         | B-TEVTA  |
| 15.     | Engr. Danish Khan            | DACUM Facilitator                      |  |
| 16.     | Ms. Ambrina Bakhtiar         | Director                               | SS&C (NAVTTTC)   |
| 17.     | Mr. Muhammad Aasim           | Assistant Director                     | SS&C (NAVTTTC)   |



## QUALIFICATIONS REVIEW AND VALIDATION COMMITTEE

The following members participated in the qualification review and validation of this qualification:

| Sr. No. | Name                            | Designation                           | Organization   |
|---------|---------------------------------|---------------------------------------|--|
| 1.      | Mr. Liaqat Ali Jamro            | Director Academics                    | S-TEVTA  |
| 2.      | Ms. Shahna Jabeen               | Secretary                             | TTB Sindh  |
| 3.      | Mr. Muhammad Aasim              | Assistant Director                    | SS&C (NAVTTC)  |
| 4.      | Ms. Naheed Wasi                 | Lead Consultant,<br>Founding Director | Institute of Early Childhood<br>Education & Development<br>Karachi |
| 5.      | Ms. Rehana Haider               | Educator                              | (Poverty Eradication Initiatives)<br>Karachi                       |
| 6.      | Ms. Shaila Mehfooz              | Educator                              | (Poverty Eradication Initiatives)<br>Karachi                       |
| 7.      | Ms. Salimah Al Nassar<br>Surani | Head of Degree Programs<br>& Research | IECED Karachi  |
| 8.      | Ms. Asma Nayeem                 | Consultant                            | British Council Karachi  |
| 9.      | Ms. Nusrat Wasi                 | Educator                              | Poverty Eradication Initiatives,<br>Karachi                        |
| 10.     | Ms. Syeda Sana Zaidi            | Trainer                               | Institute of Early Childhood<br>Education & Development<br>Karachi |
| 11.     | Ms. Mahera Shoaib               | Lecturer                              | Federal Urdu University<br>Karachi                                 |
| 12.     | Ms. Asma Rehman                 | Principal                             | Al-Rehman Iqra School  |
| 13.     | Ms. Sara Parveen                | Research Officer                      | Social Welfare Department,<br>GOS                                  |
| 14.     | Ms. Nida Nazeer                 | Lecturer                              | IBA, Sukkur  |
| 15.     | Mr. Shaikh Asim<br>Qamar        | DACUM Expert                          | UNDP   |



## SUMMARY OF COMPETENCY STANDARDS

| <b>“ECCE Teacher/Educator”</b><br><b>(6 Months)</b> |  |               |       |        |     |           |     |       |     |
|---|--|---------------|-------|--------|-----|-----------|-----|-------|-----|
| Code  | Competency Standards   | Category      | Level | Theory |     | Practical |     | Total |     |
|   |  |               |       | C      | Hr. | C         | Hr. | C     | Hr. |
| 041700840   | Identify and implement Workplace Policies and Procedures                               | Generic       | 3     | 1      | 10  | 1         | 10  | 2     | 20  |
| 102200846   | Apply work health and safety practices (WHS)   | Generic       | 3     | 2      | 20  | 1         | 10  | 3     | 30  |
| 0112ECCE02A   | Develop Layout Plan (Manually and Digitally) for ECCE Setting                          | Digital Skill | 3     | 1      | 10  | 5         | 50  | 6     | 60  |
| 0112ECCE02B   | Practice professional ethics as an Early Childhood educator                            | Technical     | 3     | 1      | 10  | 3         | 30  | 4     | 40  |
| 0112ECCE02C   | Play and learn   | Technical     | 3     | 1      | 10  | 3         | 30  | 4     | 40  |
| 0112ECCE02D   | Use Child Developmental Theories, Observation Methods, and Assessment Techniques       | Technical     | 3     | 1      | 10  | 4         | 40  | 5     | 50  |
| 0112ECCE02E   | Strengthen Positive Behaviour in Young Children through Yoga & Physical Education (PE) | Technical     | 3     | 1      | 10  | 4         | 40  | 5     | 50  |
| 0112ECCE02F   | Identify Foundation of ECCE  | Technical     | 3     | 1      | 10  | 3         | 30  | 4     | 40  |
| 0112ECCE02G   | Promote Health,  | Technical     | 3     | 1      | 10  | 3         | 30  | 4     | 40  |



|              |  |           |   |    |     |    |     |    |     |
|--------------|--|-----------|---|----|-----|----|-----|----|-----|
|              | Safety & Nutrition in early years  |           |   |    |     |    |     |    |     |
| 0112ECCE02H  | Interact with Music and Movement   | Technical | 3 | 1  | 10  | 3  | 30  | 4  | 40  |
| 0112ECCE02I  | Design early years learning environment  | Technical | 3 | 1  | 10  | 6  | 60  | 7  | 70  |
| 0112ECCE02J  | Teach Young Children Basic Numeracy, Literacy & World Around Us -II (English & Urdu) | Technical | 3 | 2  | 20  | 5  | 50  | 7  | 70  |
| 0112ECCE02K  | Implement classroom observation and teaching practice                                | Technical | 3 | 1  | 10  | 4  | 40  | 5  | 50  |
| <b>Total</b> |  |           |   | 15 | 150 | 45 | 450 | 60 | 600 |



## 041700840 - Competency Standard A: Identify and Implement Workplace policies and Procedures

**Overview:** This unit describes the skills and knowledge required to develop and implement a workplace policy & procedures and to modify the policy to suit changed circumstances. It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

| Competency Units                                      | Performance Criteria   |
|---|--|
| <b>CU1.</b> Identify workplace policy & procedures    | <p><b>You must be able to:</b></p> <p><b>P1.</b> Identify the workplace policy &amp; procedures</p> <p><b>P2.</b> Apply appropriate strategies that can be used to measure whether your workplace health and safety obligations are being met.</p> <p><b>P3.</b> Assure the policies are realistic, resources and personnel to implement</p> <p><b>P4.</b> Implement the policy &amp; procedures that reflects the organizations commitments</p> <p><b>P5.</b> Ensure the appropriate methods of implementation, outcomes and performance indicators</p> |
| <b>CU2.</b> Implement workplace policy & procedures   | <p><b>You must be able to:</b></p> <p><b>P1.</b> Apply and assign responsibility for recording systems to track continuous improvements in policy &amp; procedures</p> <p><b>P2.</b> Implement strategies for continuous improvement in effective and efficient information</p>  |
| <b>CU3.</b> Communicate workplace policy & procedures | <p><b>You must be able to:</b></p> <p><b>P1.</b> Communicate procedures to help implement workplace policy</p> <p><b>P2.</b> Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities</p>   |



|  |  |
|--|--|
| <b>CU4.</b> Review the implementation of workplace policy & procedures | <b><i>You must be able to</i></b><br><b>P1.</b> Identify the trends that may require remedial actions<br><b>P2.</b> Record the trends that may require remedial actions.<br><b>P3.</b> Ensure policy and procedures as required are made for continuous improvement of performance |
|--|--|

### Knowledge & Understanding:

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- K1.** Legislation, regulations and codes of practice applicable to the organization
- K2.** internal and external sources of information and organizational policy & procedures
- K3.** Typical barriers to implementing policies and procedures in an organization.

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- 1.** Identify evidences of the ability to implement work place policy and procedures. Briefly identify work place procedures to avoid incident.



## 102200846 - Competency Standard B: Apply Work Health and Safety Practices (WHS)

**Overview:** This unit describes the skills to work with safety and participate in hazard assessment activities, follow emergency procedures and participate in OHS practices in process.

| Competency Units  | Performance Criteria   |
|---|--|
| <b>CU1.</b> Implement safe work practices at work place                 | <p><b>You must be able to</b></p> <p><b>P1.</b> Implement relevant rules and procedures of WHS at work place.</p> <p><b>P2.</b> Comply with duty of care requirements</p> <p><b>P3.</b> Use personal protective equipment according to safe work practices</p> <p><b>P4.</b> Contribute to WHS consultative activities</p> <p><b>P5.</b> Raise WHS issues with relevant personnel</p>              |
| <b>CU2.</b> Participate in hazard assessment activities at a work place | <p><b>You must be able to</b></p> <p><b>P1.</b> Identify hazards or WHS issues in the workplace to relevant personnel</p> <p><b>P2.</b> Assess and control risks according to own level of responsibility, in line with workplace procedures</p> <p><b>P3.</b> Report hazards or WHS issues in the workplace to relevant personnel</p> <p><b>P4.</b> Document risk control actions as required</p> |
| <b>CU3.</b> Follow emergency procedures at workplace                    | <p><b>You must be able to</b></p> <p><b>P1.</b> Report emergencies or incidents promptly to relevant personnel</p> <p><b>P2.</b> Deal with emergencies in line with own level of responsibility</p> <p><b>P3.</b> Implement evacuation procedures as required</p>  |
| <b>CU4.</b> Participate in OHS consultative processes                   | <p><b>You must be able to</b></p> <p><b>P1.</b> Contribute to workplace meetings, inspections or other consultative activities</p>   |



|  |   |
|--|---|
|  | <p><b>P2.</b> Raise OHS (Occupational Health and Safety) issues with designated persons in accordance with organizational procedures</p> <p><b>P3.</b> Take actions to eliminate workplace hazards or to reduce risks</p> |
|--|---|

## Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- K1.** Outline the WHS rights and responsibilities that apply to own role
- K2.** Explain the term duty of care
- K3.** Describe typical health and safety roles in the workplace
- K4.** List and describe common safety signs and symbols
- K5.** Explain procedures for reporting hazards, risks, incidents and accidents
- K6.** Identify and describe common hazards and major causes of accidents relevant to the workplace
- K7.** Explain what the term risk control means
- K8.** List and describe potential emergency situations and how to respond to them

## Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- 1.** Demonstrate evidences of the Health and safety Processes to avoid any incident.



## 0112ECCE02A Competency Standard C: Develop Layout Plan (Manually and Digitally) for ECCE Setting

**Overview:** This competency standard will provide skills and knowledge related to Develop Layout Plan (Manually and Digitally). You will be able to demonstrate your skills in drawing Lettering, Lines and symbols manually and digitally to develop Layout Plans for ECCE Setting. Your underpinning knowledge will be sufficient to provide you the basis for your work.

| Competency Units   | Performance Criteria   |
|--|--|
| <b>CU1.</b> Develop Layout Plan for ECCE Setting Manually    | <b><i>You must be able to:</i></b><br><b>P1.</b> Take measurements of required room/space<br><b>P2.</b> Draw different types of lettering/text<br><b>P3.</b> Draw different types of lines<br><b>P4.</b> Draw different drawing symbols<br><b>P5.</b> Draw Layout Plan of required ECCE Setting to scale with a Scale Ruler or Graph Paper   |
| <b>CU2.</b> Develop Layout Plan for ECCE Setting (Digitally) | <b><i>You must be able to:</i></b><br><b>P1.</b> Compose Setup user interface settings for required drawing<br><b>P2.</b> Create different 2D shapes with given measurements<br><b>P3.</b> Edit different 2D shapes as per requirement.<br><b>P4.</b> Insert dimensions and symbols on template as per requirement<br><b>P5.</b> Create Layout Plan of required ECCE Setting to scale using software<br><b>P6.</b> Save the file in different drawing formats<br><b>P7.</b> Print drawing on scale |



## Knowledge & Understanding

This competency standard will provide knowledge related to:

- K1.** Operating systems
- K2.** Hardware and Software
- K3.** Dimensioning Principles
- K4.** Geometrical tolerance
- K5.** Online Layout Plan creators (Smartdraw, Roomle, PlanningWiz, Room Sketcher, SketchUp, Floor Planner, etc.)
- K6.** Software Interface Settings
- K7.** Templates
- K8.** Types of lines
- K9.** Lettering style/text
- K10.** Symbols used in technical drawings
- K11.** Scales
- K12.** Types of drawing pencils (Clutch pencil Mechanical pencils, etc.)
- K13.** Types of drawing sheets (scholar sheet, chart paper, Canson Sheet, etc.), Graph papers, etc.
- K14.** Purpose of making Floor Plan

## Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- 1.** Draw 2D layout drawings with given specification and measurements.



## 0112ECCE02B - Competency Standard D: Practice Professional Ethics as an Early Childhood Educator

**Overview:** This competency standard covers the skills, knowledge and attitude required to Practice professional ethics as an Early Childhood educator to understand the listening and speaking skills.

| Competency Units   | Performance Criteria   |
|--|--|
| <b>CU1.</b> Organise the Elements of Teacher Development                     | <p><b>You must be able to:</b></p> <p><b>P1.</b> Apply ethics of teaching profession.</p> <p><b>P2.</b> Identify the significance of professionalism and Teacher development</p> <p><b>P3.</b> Analyse the models of Teacher Professional Development</p> <p><b>P4.</b> Recognise the relationship between ethics and professionalism</p> <p><b>P5.</b> Develop professional Development Portfolio by effective process.</p> <p><b>P6.</b> Evaluate various components of professional Portfolio</p> |
| <b>CU2.</b> Explore NAEYC Learning Opportunities in Professional Development | <p><b>You must be able to:</b></p> <p><b>P1.</b> Identify standards of professionalism and ethical behaviour to apply successfully to ethical dilemmas;</p> <p><b>P2.</b> Implement steps to identify core values and responsibilities to children, families, colleagues, employers and community</p> <p><b>P3.</b> Analyse the impact of decision on multiple dimensions of diversity.</p> <p><b>P4.</b> Design learning material for teachers, school children and community members</p>           |
| <b>CU3.</b> Synthesise The   | <p><b>You must be able to:</b></p>   |



|   |   |
|---|---|
| <p>Universal Needs And Potential of Children Under UNCRC.</p>               | <p><b>P1.</b> Explore the cultural diversity of Childhood</p> <p><b>P2.</b> Enlist the importance of Child Rights and four aspects.</p> <p><b>P3.</b> Use child rights standards and principles from the CRC and other international human rights instruments to guide behaviour, actions, policies and programme.</p> <p><b>P4.</b> Compare international &amp; national commitments on Child Rights</p>   |
| <p><b>CU4.</b> Practice Professional Ethics as an Early Years Educators</p> | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Write the moral obligation that leads to become a part of the profession.</p> <p><b>P2.</b> Write a personal statement to join ECCE teaching profession</p> <p><b>P3.</b> Suggest ideas to overcome matters related to Early Years code of ethical conduct</p> <p><b>P4.</b> Perform Reflective practices in the context of ECCE</p> <p><b>P5.</b> Plan a lesson for ECCE class by Integrating NAYEC code of ethical conduct later to be implemented in classroom teaching.</p> |

## Knowledge & Understanding

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Scope of teaching profession and Teacher Development.
- K2.** Statement of commitment as an ECCE teacher.
- K3.** Professional Teaching standards in Pakistan
- K4.** Moral obligation of teaching profession.
- K5.** Elements of professional Development Portfolio
- K6.** Children's rights in the curriculum
- K7.** Components of Child Rights



- K8.** Connecting Research, policies and practices
- K9.** Professional Ethics in Early Childhood
- K10.** Protecting and empowering children
- K11.** Child Right practices in the context of ECCE.
- K12.** Analyse and Address Workplace Issues: A Framework
- K13.** Implement Resolution and Reflect

## Critical Evidence(s) Required

**The candidate needs to produce any or all of the following documents/evidences:**

1. Portfolio
2. Assignment(s)/Project(s)

**Furthermore, the candidate must execute demonstration(s) which may include the following:**

1. Develop a Professional Portfolio
2. Debate on critical reflection on one of the NAYEC ethical Code conduct in order to resolve dilemmas of practical life.
3. Make a pictorial story cards/book on Child rights as a resource for children.



## 0112ECCE02C - Competency Standard E: Play and Learn

**Overview:** This competency standard deal with learning the competencies needed to Play and Learn. That includes psychosocial development through play, cognitive development through play, etc. Your underpinning knowledge will be sufficient to provide you the basis for your work.

| Competency Units   | Performance Criteria  |
|--|---|
| <b>CU1.</b> Recognise The Value of Early Years' Experience For Brain Development | <p><b>You must be able to:</b></p> <p><b>P1.</b> Understand development process of child's brain</p> <p><b>P2.</b> Recognize the stages of child' brain development</p> <p><b>P3.</b> Relate the impact of early experiences on child's brain</p> <p><b>P4.</b> Apply play to improve memory and stimulates the growth of cerebral cortex</p> <p><b>P5.</b> Employ the practice of responsive relationship to support brain development</p> |
| <b>CU2.</b> Interpret and Enhance Psychosocial Development Through Play          | <p><b>You must be able to:</b></p> <p><b>P1.</b> Schedule play activities strengthening values such as sharing, caring and empathy</p> <p><b>P2.</b> Design the play activities to promote acceptance, respect, and patience</p> <p><b>P3.</b> Dramatize appropriate play activities to improve self-control and exhibit emotions</p> <p><b>P4.</b> Respond as a play partner to inculcate good habits in children</p>                      |
| <b>CU3.</b> Initiate Play for Physical Development                               | <p><b>You must be able to:</b></p> <p><b>P1.</b> Consider the physical development as generalise part of play</p> <p><b>P2.</b> Design and implement play to improve fine and gross motor skills</p>  |



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|---|---|
|   | <b>P3.</b> Plan activities for children to learn to move, balance, run and lift the things during play  |
| <b>CU4.</b> Appraise Cognitive Development Through Play | <p><b>You must be able to:</b></p> <p><b>P1.</b> Identify different types of play for different age groups to exercise critical thinking</p> <p><b>P2.</b> Interpret and understand cause and effect during play activities</p> <p><b>P3.</b> Apply different play activities to raise the problem-solving skills of young children</p> <p><b>P4.</b> Achieve the developmental milestones with learning and play</p> |
| <b>CU5.</b> Correlate Academic Achievement With Play    | <p><b>You must be able to:</b></p> <p><b>P1.</b> Use play to lead towards academic success</p> <p><b>P2.</b> Identify different types of play to motivate children for academic achievements</p> <p><b>P3.</b> Interpret and relate the learnt skills to strengthening academic achievements</p> <p><b>P4.</b> Apply play activities to improve children's IQ, creativity, and socialisation.</p>                     |

## Knowledge & Understanding

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** ECCE Curriculum
- K2.** Interactive circle time
- K3.** the developmental process of human brain
- K4.** Need of responsive relationship
- K5.** Value of early experiences in designing brain architecture and memory
- K6.** Holistic development and milestones
- K7.** role of play in psychosocial development
- K8.** Importance of play for physical development



- K9.** Plan play activities for cognitive development
- K10.** Play as a key factor for academic achievements
- K11.** Resource and material development for Ghoshas and routine plans
- K12.** Developmentally appropriate materials/manipulative for basic literacy and numeracy
- K13.** Pedagogical knowledge, skills, and attitudes for early childhood age groups
- K14.** Co-teaching & cooperative teaching skills
- K15.** Appropriate adult-child interaction
- K16.** Observation skills

## Critical Evidence(s) Required

**The candidate needs to produce any or all of the following documents/evidences:**

1. Portfolio
2. Assignment(s)/Project(s)

**Furthermore, the candidate must execute demonstration(s) which may include the following:**

1. Planning and designing age-appropriate play-based activities and material for the age group 3 ½ and 4 ½ years (10 Plans for each) old children to develop or enhance Psychosocial/ Physical/ cognitive
2. Design and share above play activities with parents / guardians to practice them in reinforce school activities.



## 0112ECCE02D- Competency Standard F: Use Child Developmental Theories, Observation Methods, and Assessment Techniques

**Overview:** This competency standard deal with learning the competencies to use Child Developmental Theories, Observation Methods, and Assessment Techniques. Your underpinning knowledge will be sufficient to provide you the basis for your work.

| Competency Units   | Performance Criteria  |
|--|---|
| <b>CU1.</b> Apply Developmental Theories to Track Child Development                | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Compare the characteristics of various developmental stages according to different theorists</p> <p><b>P2.</b> Analyse developmental domains and their interrelationship</p> <p><b>P3.</b> Design age-appropriate teaching methods based on developmental theory</p> <p><b>P4.</b> Reflect on their conceptions about child development and its implications for teaching and learning.</p>   |
| <b>CU2.</b> Practice Child Observation and Assessment                              | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Identify various kinds of child observation/ assessment techniques</p> <p><b>P2.</b> Enlist strategies to record objective observation</p> <p><b>P3.</b> Select &amp; adapt appropriate observation tools (running records, checklists, anecdotal records and Sociograms, etc.)</p> <p><b>P4.</b> Analyse child observation record &amp; assessments in light of latest developmental theories</p> <p><b>P5.</b> Develop appropriate strategies to support child development and learning</p> |
| <b>CU3.</b> Practice Ethical Protocols to Observe a Child/Assess Child Competence. | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Outline the ethics related to observing, recording, and reporting information about a child development &amp; learning.</p>   |



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|   | <p><b>P2.</b> Design and develop informed consent letters to parents seeking their approval and also informing them therein of the importance of ongoing assessments</p> <p><b>P3.</b> Utilise descriptive &amp; positive writing skills to avoid recording bias observations</p> <p><b>P4.</b> Create secure strategies to protect the confidentiality of child observation record and assessment.</p> <p><b>P5.</b> Utilise child observation records &amp; assessment only for child development and learning purpose.</p>               |
| <p><b>CU4.</b> Communicate the Findings from Child Observation Record and Assessment with Relevant Stakeholders</p> | <p><b>You must be able to:</b></p> <p><b>P1.</b> Use various respectful and positive modes of communication to share information about child competencies and learning experiences</p> <p><b>P2.</b> Utilise child's positive traits and suggest activities to support child development and learning</p> <p><b>P3.</b> Organise meetings with parents and other relevant stakeholders to communicate about child development and learning</p> <p><b>P4.</b> Listen patiently to parents' concerns/ feedback and respond professionally</p> |

## Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Developmental Theories
- K2.** Developmental milestones
- K3.** Nurturing Care Framework for Early Childhood Development
- K4.** Reflection framework
- K5.** Child Observation & Assessment Techniques
- K6.** Observation Tools
- K7.** Child Observation Record Interpretation & Analysis



- K8.** Developmentally Appropriate Practices (DAP) for supporting child development and learning
- K9.** Informed consent to seek permission for child observation
- K10.** Ethical protocols for child observation
- K11.** Appropriate Communication Skills to communicate child observation record/assessment with parents, teachers, & relevant stakeholders (such as curriculum leaders, school managers, leadership, and policy makers).

### **Critical Evidence (s) required:**

**The candidate needs to produce any or all of the following documents/evidences:**

1. Portfolio
2. Assignment(s)/Project(s)

**Furthermore, the candidate must execute demonstration(s) which may include the following:**

1. Restate child developmental theories & developmental milestones
2. Enlist core values of Nurturing Care Framework
3. List down observation tools
4. Conduct child observations using observation tools
5. Record Child observations
6. List down ethically appropriate behaviours and attitudes to record child observation
7. Perform role play focusing communication skills to communicate child observation record with relevant stakeholders



## 0112ECCE02E - Competency Standard G: Strengthen Positive Behaviour in Young Children through Yoga and Physical Education (PE)

**Overview:** This competency standard deal with learning the competencies needed to Strengthen Positive Behaviour in Young Children through Yoga &Physical Education (PE). Your underpinning knowledge will be sufficient to provide you the basis for your work.

| Competency Units  | Performance Criteria   |
|---|--|
| <b>CU1.</b> Enable the ECCE Teacher to Understand the Importance of their own Psychological Wellbeing | <p><b>You must be able to:</b></p> <p><b>P1.</b> Observe positive and negative behaviours</p> <p><b>P2.</b> Recognize the link between their behaviour and their attitudes</p> <p><b>P3.</b> Relate the impact of past experiences to their present attitudes and behaviours</p> <p><b>P4.</b> Identify their present status of well being</p> <p><b>P5.</b> Apply activities to control negative emotions</p> <p><b>P6.</b> Realize and practice positive behaviours to maintain Strong responsive relationship with young children</p> <p><b>P7.</b> Realise the link between teachers' wellbeing to students' wellbeing</p> |
| <b>CU2.</b> Recognise the Process of Behaviours and Attitude Formation                                | <p><b>You must be able to:</b></p> <p><b>P1.</b> Differentiate between attitude and behaviour</p> <p><b>P2.</b> Understand that attitudes are the result of experiences and upbringing</p> <p><b>P3.</b> Enlist the components of attitude formation</p> <p><b>P4.</b> Understand and interpret effective component to understand emotions and feelings</p> <p><b>P5.</b> Understand and interpret behavioural component to understand human acts and behaviour</p>  |



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|  | <p><b>P6.</b> Understand cognitive component to interpret persons beliefs</p> <p><b>P7.</b> Understand the role of internal dialogue, biological reasons (genetics) and environmental stimulations in the formation of behaviours</p> <p><b>P8.</b> Respond as a person who understands the reasons of negative attitudes or behaviours of young children</p>   |
| <p><b>CU3.</b> Understanding Yoga and Physical Education</p>                   | <p><b>You must be able to:</b></p> <p><b>P1.</b> Define Yoga</p> <p><b>P2.</b> Explain Physical education</p> <p><b>P3.</b> List and explain four main types of physical activities i.e, aerobic, muscle strengthening, bone strengthening and stretching.</p> <p><b>P4.</b> Classify the yoga postures for inner piece, self-control, patience development, improvement in concentration span and focus</p> <p><b>P5.</b> State the possible positive impact on child's physical health and emotional wellbeing through physical education</p> <p><b>P6.</b> Enlist age-appropriate yoga asana and Physical Education activities for young children</p> <p><b>P7.</b> State expected outcomes of all enlisted activities</p> |
| <p><b>CU4.</b> Explore Factors Trigger Negative Emotions in Young Children</p> | <p><b>You must be able to:</b></p> <p><b>P1.</b> Make a list of minimum ten possible negative emotions of young children including anger, fear, resentment, frustration, tantrum, sadness, and anxiety</p> <p><b>P2.</b> Enlist the symptoms to Identify each listed emotions through their attitude and behaviour</p> <p><b>P3.</b> Realize that meeting child's basic physiological need, of and is important to avoid developments of negative emotions</p>  |



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|  | <p><b>P4.</b> Understand that children grow better and have positive emotions when they have the right to play and opportunities to explore indoor and outdoor environment</p> <p><b>P5.</b> Realize that required quality sleep is important for young children</p> <p><b>P6.</b> Identify some factors trigger negative emotions in young children</p> <p><b>P7.</b> Recognise and list the factors behind each listed negative emotion</p>                         |
| <b>CU5.</b> Apply Theory of Emotional Intelligence   | <p><b>You must be able to:</b></p> <p><b>P1.</b> Understand theory of emotional intelligence</p> <p><b>P2.</b> Interpret link basic components of the theory to routine practices</p> <p><b>P3.</b> Link the theory with Early Childhood Development process</p> <p><b>P4.</b> Design the activities to support and strengthen basic competencies of the theory</p>   |
| <b>CU6.</b> Apply Yoga and Physical Education( PE) to Strengthen Positive Behaviours in Young Children | <p><b>You must be able to:</b></p> <p><b>P1.</b> Use Physical activities to improve memory, focus and self-esteem, balancing, strength, endurance, and aerobic capacity in young children</p> <p><b>P2.</b> List PE activities and Yoga posture to control all negative emotions listed in previous CUs and improve to improve academic performance and overall classroom behaviours.</p> <p><b>P3.</b> Connect PE activities and yoga posture to ECCE curriculum</p> |

## Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Teacher psychological wellbeing, its scope and importance



- K2. Strategies to control negative emotions, attitude and behaviours
- K3. Understand Attitude and Behaviour
- K4. Process of formation of Attitude and behaviour
- K5. Negative behaviours in young children
- K6. Factors behind negative behaviours
- K7. Significances of positive behaviours in human life
- K8. Describe Yoga and Physical Education
- K9. Understand the importance of Yoga & Physical Education in strengthening positive behaviours
- K10. Theory of Emotional intelligence
- K11. Perform basic yoga postures
- K12. Plan and participate in age PE activities to implement ECCE classroom

### **Critical Evidence(s) Required**

**The candidate needs to produce any or all of the following documents/evidences:**

1. Portfolio
2. Assignment(s)/Project(s)

**Furthermore, the candidate must execute demonstration(s) which may include the following:**

1. Arrange a workshop for ECCE teachers and children on yoga and Physical education and explain importance for each posture and PE activities
2. Interview yoga instructors, Physical Education instructor and young children to explore their understanding of strengthening positive behaviours in young children
3. Creating a pictorial yoga /PE booklet focusing personal images of yoga and PE exercises with brief descriptions
4. Integrating yoga and physical exercises into ECCE curriculum by planning and executing age appropriate yoga and PE for daily routine plans.



## 0112ECCE02F - Competency Standard H: Identify Foundations of ECCE

**Overview:** This competency standard deal with learning the competencies needed Identify Foundations of ECCE. That includes comprehensive knowledge of historical Foundations of ECCE, psychological foundations of ECCE and the status of ECCE in Pakistan. Your underpinning knowledge will be sufficient to provide you the basis for your work.

| Competency Units  | Performance Criteria   |
|---|--|
| <b>CU1.</b> Summarise understanding about Historical Foundations of ECCE    | <p><b>You must be able to:</b></p> <p><b>P1.</b> Identify the beginning of the Early Childhood Education</p> <p><b>P2.</b> Understand the historical foundations of ECCE by knowing the work of Rousseau, Pestalozzi, Froebel, Montessori, Steiner, and Mc Millan Sisters</p> <p><b>P3.</b> Distinguish the process of evolution and continuation of thoughts among all philosophies</p> <p><b>P4.</b> Understand the sensory perception approach given by Dr. Maria Montessori</p> <p><b>P5.</b> Recognise the contribution of each philosopher in the development of the recent practices</p> <p><b>P6.</b> Relate the impact of different philosophies in our educational system at ECCE level</p> <p><b>P7.</b> Perceive and state their own philosophy and understanding for ECCE</p> |
| <b>CU2.</b> Summarise Understanding about Psychological Foundations of ECCE | <p><b>You must be able to:</b></p> <p><b>P1.</b> Understand the psychological foundations of ECCE by knowing the work of Vygotsky, John Dewey, Erik Erickson, and Piaget</p> <p><b>P2.</b> Realize the role of society and culture and adult intervention in the process of child development</p> <p><b>P3.</b> Respond to the need of the child on the moment of ZPD,</p>   |



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|  | <p>being a more knowledgeable adult</p> <p><b>P4.</b> Implement the philosophy of John Dewey by designing activity-based learning opportunities for children</p> <p><b>P5.</b> Enhance the positive impact of social experiences with reference to the theory of Erickson by designing relevant activities</p> <p><b>P6.</b> Interpret initial stages specially first 3 by designing activities to provide strong foundations for child development</p> <p><b>P7.</b> Understand the concept of cognition and cognitive development in the light of Piaget's work</p> <p><b>P8.</b> Schedule play activities strengthening the first two stages of cognitive development</p> |
| <p><b>CU3.</b> Practice</p> <p>Understanding about Philosophical Foundations of ECCE</p> | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Interpret the philosophy given by David Weikart to High Scope Approach</p> <p><b>P2.</b> Demonstrate role play to interpret Plan do Review (PDR)</p> <p><b>P3.</b> Enlist Key learning Areas with all key development indicators</p> <p><b>P4.</b> Design and execute activities as per the need of each key development area</p> <p><b>P5.</b> Discuss the approach adopted by the people of Italy and the work of Loris Malaguzzi</p> <p><b>P6.</b> Understand and respond hundred languages of children</p>   |
| <p><b>CU4.</b> Understand and Implement the Philosophical Foundation of ECCE</p>         | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Interpret the philosophy and values mentioned in National/Provincial ECCE Curriculum</p> <p><b>P2.</b> Format a no discrimination policy in the school environment to ensure child's best interest</p> <p><b>P3.</b> Design and execute activities for the optimal development</p>   |



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|  | <p>with a blend of all key learning areas and competencies mentioned in ECCE curriculum</p> <p><b>P4.</b> Design and maintain conducive learning environment</p>  |
| <p><b>CU5.</b> Review the Status of ECCE in Pakistan</p> | <p><b>You must be able to:</b></p> <p><b>P1.</b> Develop a timeline to mention present status of ECCE in Pakistan</p> <p><b>P2.</b> Identify National and International Institutions working on ECCE in Pakistan</p> <p><b>P3.</b> Interpret and evaluate the effectiveness of policies of ECCE in Pakistan</p> <p><b>P4.</b> . Develop a table to present the current situation of ECCE in each province</p> <p><b>P5.</b> Highlight the challenges faced in the field of early childhood education in Pakistan.</p> <p><b>P6.</b> Recommend practical solutions for the development of early childhood education in Pakistan.</p> |

## Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Philosophy of Rousseau,
- K2.** Philosophy of Pestalozzi
- K3.** Kindergarten by Froebel
- K4.** Montessori Method of Education
- K5.** Steiner and Bank Street Approach
- K6.** Nursery Schools by Mc Millan Sisters
- K7.** Reggio Emilia Approach
- K8.** High Scope Approach
- K9.** Status of ECCE in Pakistan
- K10.** ECCE Curriculum National/ Provincial



- K11. Vygotsky's theory Role of adult
- K12. Piaget's Theory and cognitive development
- K13. Theory of Psychosocial development by Erickson
- K14. Theory of Dewey

### **Critical Evidence(s) Required**

**The candidate needs to produce any or all of the following documents/evidences:**

1. Portfolio
2. Assignment(s)/Project(s)

**Furthermore, the candidate must execute demonstration(s) which may include the following:**

1. Conduct a Gallery Presentation on historical, psychological, and philosophical foundation of ECCE to highlight the process of evolution.
2. Design a graphical timeline of theories and interpret those through interactive presentation
3. Draw a chart by mentioning Name of the philosopher, Philosophy/motto, Aims, curriculum, method of teaching and role of teacher.
4. Create a poster presentation under the theme of ECCE in SDGS for all stake holders to achieve SDGs



## 0112ECCE02G- Competency Standard I: Promote Health, Safety & Nutrition in Early Years

**Overview:** This competency standard deal with learning the competencies needed to Promote Health, Safety & Nutrition in Early Years. That includes comprehensive knowledge of child's wellbeing, healthy lifestyle of child, Nutrition Goals and Evidence-Based Practices to Plan Healthful Meals development. Your underpinning knowledge will be sufficient to provide you the basis for your work.

| Competency Units   | Performance Criteria  |
|--|---|
| <b>CU1.</b> Ensure Child's Safety in Early Years Setting                   | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Create Safe Indoor Environment in early childhood setting</p> <p><b>P2.</b> Create Safe Outdoor Environment in early childhood setting</p> <p><b>P3.</b> Practice safe behaviours through daily routines and activities.</p> <p><b>P4.</b> Identify the causes, symptoms and prevention methods for Maltreatment in children</p> <p><b>P5.</b> Find ways to prevent Injuries by protecting Children's Safety</p> <p><b>P6.</b> Care for Minor Injuries and prepare for and managing Emergencies</p> |
| <b>CU2.</b> Promoting and sustaining Child's Health in Early Years setting | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Determine the health status of a child using assessment Tools.</p> <p><b>P2.</b> Use screening and referral procedures to assess children's development and health status.</p> <p><b>P3.</b> Perform prevention of Illness by following preventive health measures</p> <p><b>P4.</b> Identify Children with Special Health Care Needs</p>   |



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|  | <b>P5.</b>   |
| <b>CU3.</b> Understanding<br>Basic Concept of<br>Nutrition and Planning<br>Healthful meals | <b><i>You must be able to:</i></b><br><br><b>P1.</b> Classify foods according to the Food Guide Pyramid and identify the nutrient strengths of each major food group.<br><br><b>P2.</b> Identify health problems related to food safety during early childhood.<br><br><b>P3.</b> Identify strategies supportive of collaboration with families and health professionals in meeting children's individual health and nutritional needs.<br><br><b>P4.</b> Use Recommended Standards to Guide Healthy Eating Implementing Nutrition by Planning Healthful Diets.<br><br><b>P5.</b> Create menu that support healthy diet of a child.<br><br><b>P6.</b> Debate on the role of family involvement in Nutrition education. |

## Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** An interdependent relationship: Health Safety and Nutrition
- K2.** The preventive health concept
- K3.** Children's Growth and Development
- K4.** Promoting a Healthy Lifestyle
- K5.** Observation as screening tool
- K6.** Daily Health check
- K7.** Family Involvement
- K8.** Health Record and Screening Procedure
- K9.** Components and purpose of health Appraisal and Assessment
- K10.** Managing injuries and acute illness
- K11.** Features of High Quality Program
- K12.** Guidelines for safe environment



- K13. Implementing safety practices
- K14. Recognizing and reporting abuse and neglect
- K15. Risk factors for Maltreatment
- K16. Protective measures and role of care givers
- K17. Minimizing the risk of Maltreatment in ECCE Program
- K18. Basic concept of Nutrition Education
- K19. Family Involvement in Nutrition Education
- K20. Feeding infant, Toddler and Young Children
- K21. Planning and serving nutritious meal
- K22. Guidelines and Safety Considerations for Nutrition Education Activities
- K23. Food labels and processing

### Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Conduct an awareness session about preventive health concept for parents and teachers.
2. Create a Balance diet plan (age appropriate) for ECCE Children
3. Draft Policy for ECCE Settings related to communicable illnesses
4. Role play to administer and minimize safety hazards in environment
5. Compose guidelines for health profile and assessment



## 0112ECCE02H- Competency Standard J: Interact with Music and Movement

**Overview:** This competency standard deal with learning the competencies needed to Interact with Music and Movement. That includes comprehensive knowledge of building partnership, strategies planning, and challenging conversation with families. Your underpinning knowledge will be sufficient to provide you the basis for your work.

| Competency Units  | Performance Criteria   |
|---|--|
| <b>CU1.</b> Discuss the terms of Music and creative movements in early years          | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Define both terms music and creative movement briefly</p> <p><b>P2.</b> Recognize the difference between both the terms</p> <p><b>P3.</b> Understand the language of expression through creative movement</p> <p><b>P4.</b> Enlist the elements of music</p>   |
| <b>CU2.</b> Recognise the value of Music in early childhood Education and development | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Realise the importance of Music and movement in Early Childhood Education and development</p> <p><b>P2.</b> Plan the activities to improve social interaction by engaging children in groups during musical sessions</p> <p><b>P3.</b> Compile a list of possible material to create music</p> <p><b>P4.</b> Select age-appropriate poems, rhymes, and songs to broaden the scope of holistic development</p> <p><b>P5.</b> Allow the children to sing in their own natural manner</p> |
| <b>CU3.</b> Recognise the value of Creative Movement in early childhood Education     | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Incorporate Creative movement to enhance Physical skills like hand and eye coordination, spatial awareness, and balancing,</p> <p><b>P2.</b> Design, invent and list the material can be used for</p>  |



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|   | <p>creative movement as prop</p> <p><b>P3.</b> Invent age-appropriate meaningful creative movement in combination of poems, rhymes, songs etc.</p> <p><b>P4.</b> Maintain an environment which allows children to use their body to express their feelings and emotions.</p>   |
| <p><b>CU4.</b> Explore Beat, rhythm, melody, and harmony (English &amp; Urdu Poems/rhymes/National &amp; Local Songs)</p> | <p><b>You must be able to:</b></p> <p><b>P1.</b> Define each element of music separately</p> <p><b>P2.</b> Recognize the elements of music in a piece of music</p> <p><b>P3.</b> Try to distinguish each element in English &amp; Urdu Poems/rhymes/National &amp; Local Songs</p> <p><b>P4.</b> Design own age-appropriate rhythm, beats, melody, and creative movements</p> <p><b>P5.</b> Sing and perform with children</p>   |
| <p><b>CU5.</b> Justify the role of teachers to promote music and movement activities</p>                                  | <p><b>You must be able to:</b></p> <p><b>P1.</b> Interpret learning occur through Music and creative movement</p> <p><b>P2.</b> Incorporate ECCE curriculum components like Mathematical mind, language, and psychosocial development,</p> <p><b>P3.</b> Provide logic reasoning and sequencing in music and movement activities</p> <p><b>P4.</b> Apply activities to regulate child's emotions by learning to calm down, relax and wait for their turn.</p> <p><b>P5.</b> Design musical instrument with low or no cost waste material</p> <p><b>P6.</b> Allow them to play a musical instrument</p> <p><b>P7.</b> Make music and movement to create a pleasant learning environment</p> <p><b>P8.</b> Transmit cultural and moral values through poems,</p> |



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|  | rhymes, and songs/ national songs<br><b>P9.</b> Incorporate poems, songs, and stories in play activities |
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### Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** The term Music and creative Movement
- K2.** Importance of Music and creative Movement in Early Childhood Education
- K3.** Element of Music
- K4.** Creating music through different unique material
- K5.** Designing environment for self-expression
- K6.** Role of Teacher in promoting Music and Movement
- K7.** English & Urdu Poems/rhymes/National & Local Songs)
- K8.** Relationship between Music and Creative movement and competencies mentioned in National/ provincial ECCE curriculum

### Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Prepare a list of unique material (10 items minimum) to create music/ Creative Movement
2. Design a booklet focusing music & movement activities for children age group 3 ½ and 4 ½ years (10 Plans for each) old children preferably by using the above-mentioned material.
3. Develop six musical instruments through utilizing low-cost and no cost materials

### 0112ECCE02I Competency Standard K: Design Early Years



## Learning Environment

**Overview:** This competency standard deal with learning the competencies needed to Design Early Years Learning Environment. That includes comprehensive knowledge of significance & need of Creative Arts and Crafts in early childhood, purpose of Art and Crafts in Child's life, Arts & Crafts Routines/ Activities & Project, etc. Your underpinning knowledge will be sufficient to provide you the basis for your work.

| Competency Units  | Performance Criteria  |
|---|---|
| <b>CU1.</b> Plan Physical, Temporal and Psychosocial Environment      | <p><b>You must be able to:</b></p> <p><b>P1.</b> Design developmentally appropriate resources, guidelines, predictable routines, and effective transitions.</p> <p><b>P2.</b> Identify national and learning international guidelines to plan the physical, temporal, and psychosocial environment</p> <p><b>P3.</b> Arrange well designed physical spaces, relevant content, engaging interactions and intentional grouping.</p> <p><b>P4.</b> Identify observation &amp; reflective tools to track children's behaviour</p>   |
| <b>CU2.</b> Implement Physical, Temporal and Psychosocial Environment | <p><b>You must be able to:</b></p> <p><b>P1.</b> Implement developmentally appropriate resources, guidelines, predictable routines, effective transitions, and scaffolding strategies to generate engaging &amp; responsive interactions in classroom</p> <p><b>P2.</b> Utilize national and international guidelines to design the physical, temporal, and psychosocial environment</p> <p><b>P3.</b> Use observation &amp; reflective tools to track children's behaviour, acknowledge responsible behaviour, guide &amp; redirect children on their behaviour</p> <p><b>P4.</b> Use reflective practice and rating scales to assess/review the classroom environment and influence the upcoming daily routines</p> |



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| <p><b>CU3.</b> Measure Environment to maintain quality</p> | <p><b>You must be able to:</b></p> <p><b>P1.</b> Plan &amp; implement Arnett-Caregiver Interaction Scale to measure the emotional tone, discipline style, and responsiveness of early childhood educator/ adult care provider in the classroom.</p> <p><b>P2.</b> Plan &amp; utilize The Classroom Assessment Scoring System (The Class) tool for observing and assessing the qualities of interactions among teachers and children in classrooms.</p> <p><b>P3.</b> Use “Measure of Early Learning Environments -MELE tool” to measure seven key indicators play, pedagogy, interaction, environment, parent/community engagement, school personnel (teachers &amp; Staff) and inclusion.</p> <p><b>P4.</b> Analyse the findings of Environment rating scales and other assessment tools to recommend change in physical, temporal, and psychosocial Environment</p> |
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## Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Nurturing Care Framework for Early Childhood Development
- K2.** Reflection framework
- K3.** Child Observation tools
- K4.** Environment Rating Scales
- K5.** Observation record interpretation and analysis
- K6.** Developmentally Appropriate Practices (DAP)
- K7.** National & International Standards & guidelines for designing early years learning Environment
- K8.** Effective indicators for early years learning Environment
- K9.** Scaffolding strategies to design engaging and responsive interactions
- K10.** Learning Center (Goshay) resources
- K11.** Predictable routines & Effective transitions



- K12. Well-designed physical spaces
- K13. Relevant content writing
- K14. Intentional grouping & Intentional teaching
- K15. Child Behaviours Management
- K16. Critical thinking skills
- K17. ECERS-R
- K18. Arnett-Caregiver Interaction Scale.
- K19. The Classroom Assessment Scoring System (The Class)
- K20. Measure of Early Learning Environments -MELE
- K21. Other Environment measurement tools

### **Critical Evidence(s) Required**

**The candidate needs to produce any or all of the following documents/evidences:**

1. Portfolio
2. Assignment(s)/Project(s)

**Furthermore, the candidate must execute demonstration(s) which may include the following:**

1. Design & implement developmentally appropriate resources, guidelines, predictable routines, and effective transitions.
2. Utilize national and learning international guidelines to design the physical, temporal, and psychosocial environment
3. Design well designed physical spaces, relevant content, engaging interactions and intentional grouping.
4. Use observation & reflective tools to track children's behaviour.
5. Use reflective practice and rating scales to assess/review the classroom environment and influence the upcoming daily routines

**0112ECCE02J - Competency Standard L: Teach Young Children  
Basic Numeracy, Literacy & World Around Us -II (English & Urdu)**



**Overview:** This competency standard deal with learning the competencies needed to Teach Young Children Basic Numeracy, Literacy & World Around Us -II (English & Urdu). That includes comprehensive knowledge of Protocols and professional Ethics, mentainance of responsive & engaging environment, etc. Your underpinning knowledge will be sufficient to provide you the basis for your work.

| Competency Units                             | Performance Criteria  |
|--|---|
| <b>CU1.</b> Plan Routines for Literacy       | <p><b>You must be able to:</b></p> <p><b>P1.</b> Plan interactive circle time for children to share their knowledge, skills and attitudes using multi-layered methods (props, show and tell, storytelling, singing, dancing, and rhyming etc.)</p> <p><b>P2.</b> Prepare guidelines to introduce (English &amp; Urdu) in the programmes for all six areas of development as prescribed in the curriculum</p> <p><b>P3.</b> Use curriculum competencies and expected learning outcomes (ELOs) to design small and large group activities focusing basic literacy skills (pre-reading and writing skills).</p> <p><b>P4.</b> Prepare a plan to distribute responsibilities for co-teaching prewriting and reading skills</p> <p><b>P5.</b> Prepare a list and guideline for resources and activities to be used in learning centers (Ghoshas) during routine plan implementation, for children to manipulate materials to develop basic literacy skills</p> <p><b>P6.</b> Prepare appropriate child observation tools and guidelines to record/document child progression</p> <p><b>P7.</b> Plan strategies to incorporate reflection (before-in- after actions) in forward planning.</p> |
| <b>CU2.</b> Implement Literacy Routine Plans | <p><b>You must be able to:</b></p> <p><b>P1.</b> Conduct interactive circle time for children to share their</p>  |



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|  | <p>knowledge, skills and attitudes using multi-layered methods (props, show and tell, storytelling, singing, dancing, and rhyming etc.)</p> <p><b>P2.</b> Utilize guidelines to introduce (English &amp; Urdu) in the programmes for all six areas of development as prescribed in the curriculum</p> <p><b>P3.</b> Implement small and large group activities focusing basic literacy skills (pre-reading and writing skills) during small and large group segments</p> <p><b>P4.</b> Utilize guidelines for resources and activities in learning centers (Ghoshas) during routines and provide opportunities to the children to manipulate materials to develop basic literacy skills</p> <p><b>P5.</b> Use appropriate child observation tools and guidelines to record/document child progression</p> <p><b>P6.</b> Record &amp; incorporate reflection (before-in- after actions) in forward planning.</p> |
| <b>CU3.</b> Plan Routines for Numeracy | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Plan interactive circle time for children to share their knowledge, skills and attitudes using multilayered methods (props, show and tell, storytelling, singing, dancing, and rhyming etc.) focusing basic numeracy</p> <p><b>P2.</b> Design learning experiences for the children to explore, think, imagine, question, and experiment to develop basic numeracy by utilizing learning centers (Goshas)</p> <p><b>P3.</b> Prepare small and large group activities to match, sequence, sort and classify objects based on one /two attributes by using basic logical, critical, creative, and problem-solving skills</p> <p><b>P4.</b> Develop manipulative materials for counting up to 50 and simple number operations of 0-9, manipulate patterns,</p>   |



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|   | <p>relationships and recognize quantity</p> <p><b>P5.</b> Enlist activities to introduce appropriate numeracy words (vocabulary) to describe numbers, operations, shapes, and position of objects (as prescribed in the curriculum)</p> <p><b>P6.</b> Assemble or arrange concrete materials to identify and compare objects using length; weight, height, and temperature (hot &amp; cold) as measurement attributes during routine plans</p> <p><b>P7.</b> Prepare a list and guideline for resources and activities to be used in learning centers (Goshas)</p> <p><b>P8.</b> Prepare appropriate child observation tools and guidelines to record/document child progression</p> <p><b>P9.</b> Plan strategies to incorporate reflection (before-in- after actions) in forward planning.</p>  |
| <p><b>CU4.</b> Implement Numeracy Routine Plans</p> | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Conduct interactive circle time for children to share their knowledge, skills and attitudes using multi-layered methods (props, show and tell, storytelling, singing, dancing, and rhyming etc.) focusing basic numeracy</p> <p><b>P2.</b> Use designed learning experiences for the children to explore, think, imagine, question, and experiment to develop basic numeracy by utilizing learning centers (Goshas)</p> <p><b>P3.</b> Utilise small and large group activities to match, sequence, sort and classify objects based on one /two attributes by using basic logical, critical, creative, and problem-solving skills</p> <p><b>P4.</b> Use manipulative or concrete materials for counting up to 50 and simple number operations of 0-9, manipulate patterns, relationships and recognize quantity, to identify and compare objects using length; weight, height, and</p> |



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|  | <p>temperature (hot &amp; cold) as measurement attributes during routine plans.</p> <p><b>P5.</b> Practice appropriate numeracy words (vocabulary) to describe numbers, operations, shapes, and position of objects (as prescribed in the curriculum)</p> <p><b>P6.</b> Use prepared list and guideline for resources and activities in learning centers (Ghoshas)</p> <p><b>P7.</b> Implement appropriate child observation tools and guidelines to record/document child progression</p> <p><b>P8.</b> Record &amp; incorporate reflection (before-in- after actions) in forward planning.</p>   |
| <p><b>CU5.</b> Plan Routines for World Around Us</p> | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Prepare learning center (Ghoshas) resources for children to get actively engage with their environment and use all their senses to make meaning of the world and people.</p> <p><b>P2.</b> Create activities to develop basic scientific inquiry skills such as observation comparing, classification, prediction, and experimentation.</p> <p><b>P3.</b> Prepare activities for children to talk about families, their importance and identify various ways of showing love and respect for family members</p> <p><b>P4.</b> Create activities for children to develop an understanding of the people, places, plants, animals &amp; environment around them and explore their roles, through interactive discussions, storytelling, picture album reading, show and tell.</p> <p><b>P5.</b> Prepare activities for children to observe/record daily weather on a chart using symbols, describe key features of different sessions, changing season's effect on food, clothing, and lifestyle.</p> <p><b>P6.</b> Design role plays and storytelling sessions to develop a</p> |



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|  | <p>caring attitude towards environment by focusing air, water, and noise pollution and how to conserve resources.</p> <p><b>P7.</b> Formulate activities for children to explore a variety of digital devices under adult supervision for the purpose of learning new concepts &amp; ideas related to their competencies.</p>   |
| <p><b>CU6.</b> Implement World Around Us Routine Plans</p> | <p><b>You must be able to:</b></p> <p><b>P1.</b> Use learning center (Ghosha) resources for children to get actively engage with their environment and use all their senses to make meaning of the world and people.</p> <p><b>P2.</b> Implement activities to develop basic scientific inquiry skills such as observation comparing, classification, prediction, and experimentation.</p> <p><b>P3.</b> Provide chance to the children to talk about families, their importance and identify various ways of showing love and respect for family members, through daily routine small/large group activities and circle time discussion.</p> <p><b>P4.</b> Implement daily routine activities for children to develop an understanding of the people, places, plants, animals &amp; environment around them and explore their roles, through interactive discussions, storytelling, picture album reading, show and tell.</p> <p><b>P5.</b> Implement activities for children to observe/record daily weather on a chart using symbols; describe key features of different sessions, changing season's effect on food, clothing, and lifestyle.</p> <p><b>P6.</b> Perform role plays and conduct storytelling sessions for children to develop a caring attitude towards environment by focusing air, water, and noise pollution and how to conserve resources.</p> <p><b>P7.</b> Provide hands on activities to the children to use a variety</p> |



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|  | of digital devices under adult supervision for the purpose of learning new concepts & ideas related to their competencies. |
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## Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** ECCE Curriculum
- K2.** Daily routine plans
- K3.** High-scope approach
- K4.** Interactive circle time
- K5.** Small and Larger group activities
- K6.** Transitions
- K7.** Basic numeracy knowledge, Skills and Attitudes
- K8.** Basic literacy knowledge, skills, and attitude
- K9.** Developmentally appropriate practices “basic numeracy and literacy”
- K10.** Responsive and engaging Learning Centers (Ghoshas)
- K11.** Resource and material development for Ghoshas and Routine plans
- K12.** Developmentally appropriate materials/manipulative for basic literacy and numeracy
- K13.** Pedagogical knowledge, skills, and attitudes for early childhood age groups
- K14.** Co-teaching & Cooperative teaching skills
- K15.** Appropriate adult-child interaction
- K16.** Basic Scientific inquiry skills
- K17.** Observation skills
- K18.** Developmentally appropriate observation/assessment tools to record child observations
- K19.** Writing reflections
- K20.** Record Reflections (before- on & after action)

## Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio



## 2. Assignment(s)/Project(s)

**Furthermore, the candidate must execute demonstration(s) which may include the following:**

1. Design and align activities for routine plan
2. Create content rich learning environments and activities through preparing appropriate resources which are aligned with curriculum competencies for learning center (Ghosha) purpose
3. Role Play & Storytelling
4. Sing and Rhyme
5. Complete environmental puzzles
6. Draw and paint family tree
7. Age-appropriate digital devices
8. Produce teaching resources in alignment with curriculum competencies, expected learning outcomes (ELOs), activities and assessment
9. Teach and co teach daily routine plans
10. Conduct and supervise daily small and larger group activities
11. Observe and record child progression in various competencies
12. Record daily reflections “before action- in action & after action



## 0112ECCE02K - Competency Standard M: Implement classroom observation and teaching practice

**Overview:** This competency standard deal with learning the competencies needed to implement classroom observation and teaching practice. That includes comprehensive knowledge of classroom practices, responsive and engaging learning environment and daily routine plans. Your underpinning knowledge will be sufficient to provide you the basis for your work.

| Competency Units   | Performance Criteria  |
|--|---|
| <b>CU1.</b> Observe and record classroom practices and child progression | <p><b>You must be able to:</b></p> <p><b>P1.</b> Identify, modify &amp; test observation/ assessment tools according to the competencies and Expected Learning Outcomes (ELOs)</p> <p><b>P2.</b> Use observation/ assessment tools to record child progress</p> <p><b>P3.</b> Analyse child observation/assessment records &amp; prepare action plan for upcoming routine plans</p> <p><b>P4.</b> Modify environment/space, curriculum/ routines, materials/resources/activities, and interactions to track child progression</p> |
| <b>CU2.</b> Create responsive and engaging learning environment          | <p><b>You must be able to:</b></p> <p><b>P1.</b> Develop strong relationships with children through freedom of choice and participation in classroom decision making</p> <p><b>P2.</b> Make emotion booklet with children, which reflects acceptable emotions</p> <p><b>P3.</b> Manage and extend children's learning in culturally and linguistically responsive ways</p> <p><b>P4.</b> Create content rich learning environments and activities</p>   |



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|  | <p>that foster children's curiosity and extends their learning based upon their interests and development</p> <p><b>P5.</b> Prepare materials/ resources which respects diversity</p> <p><b>P6.</b> Apply frequent feedback to sustain respectful and engaging environment</p>  |
| <p><b>CU3.</b> Use curriculum to plan daily routines/experiences &amp; resources</p> | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Build professional relationship to mentor the assistant teacher during co-teaching in classroom setting</p> <p><b>P2.</b> Observe competencies to design and redesign subject wise expected learning outcomes and list minimum three (3) expected learning outcomes (ELOs) for each subject competency</p> <p><b>P3.</b> Design teaching activities, resources, materials &amp; assessments in alignment of competencies &amp; ELOs</p> <p><b>P4.</b> Produce plans for teaching and learning that reflect the use of appropriate diversified methods/strategies to meet the needs of all students.</p> <p><b>P5.</b> Utilize appropriate observation/assessment methods for informal and formal to assess children's learning their developmental needs.</p> <p><b>P6.</b> Reflect on and learn from connecting theory and their teaching practice</p> |
| <p><b>CU4.</b> Execute daily routine plans</p>                                       | <p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Develop and maintain collaborative relationships with co-workers and parents.</p> <p><b>P2.</b> Maintain an environment that ensures child safety and security during daily routines</p> <p><b>P3.</b> Use appropriate adult-child interactions to implement predictable daily routine plans</p> <p><b>P4.</b> Utilize learning centers to provide freedom of choice to the</p>   |



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|  | <p>children to plan-do-review their activity of the day</p> <p><b>P5.</b> Conduct and supervise daily small and larger group activities for all children</p> <p><b>P6.</b> Observe and record child progress as per developmental indicators during the execution of daily routine plans</p> <p><b>P7.</b> Record daily reflections “before action- in action &amp; after action</p> |
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## Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Observation/ assessment tools
- K2.** Responsive Relationships
- K3.** Responsive Environment
- K4.** ECCE Curriculum
- K5.** Key learning areas, Competencies, ELOs, & Activities
- K6.** Daily routine plans
- K7.** Responsive and engaging Learning Centers /resources/materials
- K8.** Co-teaching & Cooperative teaching skills
- K9.** Appropriate adult-child interaction
- K10.** Observe, record observations of children
- K11.** Record Reflections (before- on & after action)

## Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

- 3. Portfolio
- 4. Assignment(s)/Project(s)



**Furthermore, the candidate must execute demonstration(s) which may include the following:**

1. Maintain Classroom Observation Records
2. Observe and record child observation
3. Use Developmentally Appropriate Practices (DAP) to design routines
4. Make emotion booklet with children
5. Create content rich learning environments and activities
6. Produce teaching resources in alignment with curriculum competencies, expected learning outcomes (ELOs), activities and assessment
7. Teach and co teach daily routine plans
8. Conduct and supervise daily small and larger group activities
9. Observe and record progression in learning
10. Record daily reflections “before action- in action & after action



## COMPLETE LIST OF TOOLS AND EQUIPMENT

| SR# | Tools & Equipment                | Quantity |
|-----|----------------------------------|----------|
| 1.  | Computer Systems                 | 25       |
| 2.  | Scanner                          | 1        |
| 3.  | Printer                          | 1        |
| 4.  | Illustration of childhood rights | 01 Set   |
| 5.  | White board                      | 01 Nos.  |
| 6.  | Permanent Markers                | 25 Nos.  |
| 7.  | Presentations /lectures          | 25 Nos.  |
| 8.  | Sheet standees                   | 01 Nos.  |
| 9.  | Printer                          | 01Nos.   |
| 10. | Posters                          | 25 Nos.  |
| 11. | Colour Pencils                   | 25Set    |
| 12. | Crayons                          | 25 Sets  |
| 13. | Board Markers                    | 25 Nos.  |
| 14. | Empty cartons                    | 25 Nos.  |
| 15. | Block of different kind          | 05 Set   |
| 16. | Clay                             | 25 Nos.  |
| 17. | Sand                             | 05 Bags  |
| 18. | Stones                           | 05 Bags  |
| 19. | Safe waste material              | 05 Bags  |
| 20. | Toys                             | 25 Set   |
| 21. | Water                            | 25 Liter |
| 22. | Reading hand-outs                | 25 Set   |
| 23. | Virtual videos                   | 25 Nos.  |



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| 24. | Digital devices   | 01 Nos.                   |
| 25. | PowerPoint presentations  | 01 for each module        |
| 26. | PowerPoint presentations Board  | 01 Nos.                   |
| 27. | Chalk   | 25 Boxes                  |
| 28. | Chart papers  | 25Set (Different Colours) |
| 29. | White papers  | 10Rims.                   |
| 30. | Development milestone checklist   | 25 Nos.                   |
| 31. | Props for role play   | 02Set                     |
| 32. | Voice recorder  | 01 Nos.                   |
| 33. | Digital camera  | 01 Nos.                   |
| 34. | Child & teacher portfolios  | 25 Nos.                   |
| 35. | Observation tools   | 01 Nos.                   |
| 36. | NAEYC Code  | 01 Nos.                   |
| 37. | ECCE Policy Doc   | 01 Nos.                   |
| 38. | National ECCE Curriculum & Standards, Reflection framework                                  | 01 Nos.                   |
| 39. | Routine Plan Template   | 01 Nos.                   |
| 40. | Learning Centers& resources with guidelines   | 01 Nos.                   |
| 41. | Nurturing Care Framework for ECD  | 01 Nos.                   |
| 42. | Mentor and Mentee teacher guideline   | 01 Nos.                   |
| 43. | Teaching Professional Portfolio   | 02 Nos.                   |
| 44. | Loudspeakers  | 02 Nos.                   |
| 45. | Interactive board   | 01 Nos.                   |
| 46. | E-teaching tools such as Zoom, G Suite, LMS, Google cloud, social media, Gmail meet up etc. | 01 Nos.                   |
| 47. | Black board   | 01 Nos.                   |
| 48. | Planners  | 02 Nos.                   |



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| 49. | Daily routine segment chart | 01 Nos.  |
| 50. | Duster                      | 02 Nos.  |
| 51. | Chart Board                 | 01 Nos.  |
| 52. | Visual aids                 | 01 Nos.  |
| 53. | Concrete Material           | 02 Bags  |
| 54. | Basic Literacy resources    | 02 Set   |
| 55. | Story books                 | 25 Nos.  |
| 56. | Sandpaper Letters           | 25Set    |
| 57. | CVS words                   | 25 Set   |
| 58. | High Frequency Words        | 25 Set   |
| 59. | Hand and Finger Puppets     | 25 Nos.  |
| 60. | Moveable Alphabets          | 25 Nos.  |
| 61. | First aid box and kit       | 01 Nos.  |
| 62. | Bandages                    | 15 Boxes |
| 63. | Fire Extinguisher           | 01 Set   |
| 64. | Guaze pads                  | 25 Nos.  |
| 65. | Surgical tape               | 25 Nos.  |
| 66. | Small mirror                | 05Nos.   |
| 67. | Wipes                       | 10 Boxes |
| 68. | Hand sanitizer              | 10 Nos.  |
| 69. | Thermometer                 | 10 Nos.  |
| 70. | Flash cards                 | 25 Set.  |
| 71. | ECE related documents       | 01 Nos.  |
| 72. | Water Colour Brushes        | 25 Nos.  |
| 73. | Audio recordings            | 01Nos.   |
| 74. | Word vocabulary basket      | 02 Nos.  |



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| 75.  | Art and craft material                      | 25Set    |
| 76.  | Basic language related resources            | 02 Nos.  |
| 77.  | Template of observation                     | 25 Nos.  |
| 78.  | Reflective tools                            | 02 Nos.  |
| 79.  | Pen   | 25 Nos.  |
| 80.  | Pencils                                     | 25 Nos.  |
| 81.  | Erasers                                     | 25 Nos.  |
| 82.  | Sharpeners                                  | 25Nos.   |
| 83.  | Towel                                       | 25Nos.   |
| 84.  | Crayons                                     | 25 Set   |
| 85.  | Tongue Depressors, Paper                    | 25 Nos.  |
| 86.  | Poster sheets of different size and colours | 25 Nos.  |
| 87.  | Water Colours                               | 02 Nos.  |
| 88.  | Paint Brushes different sizes               | 25 Nos.  |
| 89.  | German Glue                                 | 25 Nos.  |
| 90.  | Sticko                                      | 25 Nos.  |
| 91.  | Paper Plate                                 | 50 Nos.  |
| 92.  | Colour Pallet                               | 25 Nos.  |
| 93.  | Bowls for Water                             | 25 Nos.  |
| 94.  | Bowls                                       | 25 Nos.  |
| 95.  | Glass/Cups                                  | 25 Nos.  |
| 96.  | Creep Paper of Different Colours            | 25 Set   |
| 97.  | Straw                                       | 10 Boxes |
| 98.  | Plastic fork                                | 50 Nos.  |
| 99.  | Scissors                                    | 02 Nos.  |
| 100. | Plastic Spoon                               | 50 Nos.  |



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| 101. | Napkins  | 50 Nos. |
| 102. | Classroom norm chart                                     | 04 Nos. |
| 103. | Cup Cake Liner   | 04Boxes |
| 104. | Coloured Card Sheet                                      | 100Nos. |
| 105. | Flashcards for caring dispositions                       | 25 Nos. |
| 106. | Empty Milk Carton  | 25 Nos. |
| 107. | Old CD   | 25 Nos. |
| 108. | Covers   | 25 Nos. |
| 109. | Plastic Bottles of any Size                              | 25 Nos. |
| 110. | Lace, Buttons  | 50 Nos. |
| 111. | All possible waste material available in the environment | 04 Nos. |
| 112. | Feeling vocabulary cards                                 | 02 Nos. |
| 113. | Reading hand outs  | 04 Nos. |
| 114. | Stories for nurturing caring dispositions in children    | 04 Nos. |
| 115. | Diversity images   | 25 Nos. |