

Assessment Evidence Guide
For
“ECCE Teacher Trainer”
Level-4
Use Critical Thinking and Reflective Practice
(Formative Assessment)



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level:4	Version:01
Competency Standard Title: Use Critical Thinking & Reflective Practice	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to justify the importance of critical thinking and reflective practice in teaching as per instructions given by assessor.</p> <p>Assessment Task 2: Candidate is required to implement critical thinking and reflective practice in daily classroom routines as per instructions given by assessor.</p> <p>Assessment Task 3: Candidate is required to use critical thinking and reflective practice as professional development tools as per instructions given by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1: Recognize the value of critical thinking and reflection in teaching children</p> <p>Performance Criteria 2: Analyze theories, & models of reflective practice and examine the reflective practice cycle for classroom practice</p> <p>Performance Criteria 3: Practice reflective planning for differentiated instruction & examine the essential principles involved in the practice of reasoned decision making</p> <p>Performance Criteria 4: Categorize inquiry-based curriculum as an essential component of reflective practice</p> <p>Performance Criteria 5: Plan strategies to analyze and make judgements about a task, a position, a process, a performance or another product or act.</p> <p>Performance Criteria 6: Schedule activities for children to analyze and critique through engagement in formal tasks, informal tasks, and ongoing activities</p> <p>Performance Criteria 7: Plan to integrate revised blooms taxonomy in daily</p>

	routine plans
	<p>Assessment Task 2</p> <p>Performance Criteria 1: Use critical thinking and critical pedagogy to design and implement routines in early childhood classrooms</p> <p>Performance Criteria 2: Integrate any two models of reflective practice and frame them in reflective practice cycle for classroom teaching</p> <p>Performance Criteria 3: Use the essential principles of critical thinking and reflective practice to make rational decisions in early childhood settings</p> <p>Performance Criteria 4: Use inquiry-based curriculum for daily reflective practices</p> <p>Performance Criteria 5: Implement activities to analyze and make judgements about a task, a position, a process, a performance or another product or act.</p> <p>Performance Criteria 6: Use activities for children to analyze and critique through engagement in formal tasks, informal tasks, and ongoing activities.</p> <p>Performance Criteria 7: Integrate bloom's taxonomy in daily routine plans</p> <p>Performance Criteria 8: Review and reflect upon their own teaching practices for further improvement</p>
	<p>Assessment Task 3</p> <p>Performance Criteria 1: Distinguish various tools for self-reflection</p> <p>Performance Criteria 2: Utilize critical thinking and reflective practice to examine own thinking and that of others by making judgments based on reasoning, analyzing options using specific criteria, and draw conclusions.</p> <p>Performance Criteria 3: Record critical reflections following Gibb's Reflective Cycle</p> <p>Performance Criteria 4: Analyze bloom's taxonomy to develop higher order critical thinking</p> <p>Performance Criteria 5: Review ideas for collaborative reflective practice</p> <p>Performance Criteria 6: Reflect to consider purpose and perspective, pinpoint evidence, use explicit and implicit criteria, make defensible judgements or assessments, and draw conclusions</p> <p>Performance Criteria 7: Design and maintain professional portfolio</p>

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 justify the importance of critical thinking and reflective practice in teaching as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Recognize the value of critical thinking and reflection in teaching children			
2.	Analyze theories, & models of reflective practice and examine the reflective practice cycle for classroom practice			
3.	Practice reflective planning for differentiated instruction & examine the essential principles involved in the practice of reasoned decision making			
4.	Categorize inquiry-based curriculum as an essential component of reflective practice			
5.	Plan strategies to analyze and make judgements about a task, a position, a process, a performance or another product or act.			
6.	Schedule activities for children to analyze and critique through engagement in formal tasks, informal tasks, and ongoing activities			
7.	Plan to integrate revised blooms taxonomy in daily routine plans			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 2		Description of assessment task 2 implement critical thinking and reflective practice in daily classroom routines as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Use critical thinking and critical pedagogy to design and implement routines in early childhood classrooms			
2.	Integrate any two models of reflective practice and frame them in reflective practice cycle for classroom teaching			
3.	Use the essential principles of critical thinking and reflective practice to make rational decisions in early childhood settings			
4.	Use inquiry-based curriculum for daily reflective practices			
5.	Implement activities to analyze and make judgements about a task, a position, a process, a performance or another product or act.			
6.	Use activities for children to analyze and critique through engagement in formal tasks, informal tasks, and ongoing activities.			
7.	Integrate bloom's taxonomy in daily routine plans			
8.	Review and reflect upon their own teaching practices for further improvement			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 3		Description of assessment task 3 use critical thinking and reflective practice as professional development tools as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Distinguish various tools for self-reflection			
2.	Utilize critical thinking and reflective practice to examine own thinking and that of others by making judgments based on reasoning, analyzing options using specific criteria, and draw conclusions.			
3.	Record critical reflections following Gibb's Reflective Cycle			
4.	Analyze bloom's taxonomy to develop higher order critical thinking			
5.	Review ideas for collaborative reflective practice			
6.	Reflect to consider purpose and perspective, pinpoint evidence, use explicit and implicit criteria, make defensible judgements or assessments, and draw conclusions			
7.	Design and maintain professional portfolio			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level: 4	Version: 01
Competency Standard Title: Use Critical Thinking & Reflective Practice.	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
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Assessors Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. Define critical thinking and reflective practice with their significance.	
2. How do you apply Gibb's reflective cycle?	
3. How does reflective practice guide decision-making?	
4. What is critical pedagogy and what are the principles of critical pedagogy?	
5. What are the 5 principles of differentiated instruction?	
6. What are the elements of inquiry-based learning and how to integrate this early childhood curriculum?	
7. What is the Bloom's taxonomy and why is it important to use bloom's taxonomy in the classroom?	
8. How to apply Bloom's Taxonomy in your classroom	
9. What is a teacher professional portfolio & how to create an e-portfolio using google site?	

ANSWER KEY

Sr.	Answers
1.	<p>Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. The main difference between critical thinking and reflective thinking is that critical thinking is the ability to think in an organized and rational manner, understanding the logical connection between ideas or facts, whereas reflective thinking is the process of reflecting on one's emotions, feelings, experiences.</p> <p>In order to help their students to develop critical-thinking skills and to take critical action, teachers need to encourage students to question and challenge existing beliefs, structures, and practices. avoid offering 'how to do it' approaches. encourage students to be sensitive to the feelings of others.</p>
2.	<p>It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience, it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalizations or concepts can be generated, and it is generalizations that allow new situations to be tackled effectively.' (Gibbs 1988).</p> <div data-bbox="337 919 841 1381" data-label="Diagram"> </div> <p>Using this 6-step model should help to identify your strengths, areas for development and actions you can take to enhance your professional skills. Steps 1 - 3 relate to what happened during the experience and steps 4 - 6 focus on how you could improve on the experience and outcome in the future.</p> <p>Step 1 – Description This should be a brief description of the experience or event to set the scene and give context.</p> <p>Step 2 – Feelings Consider what you were thinking and how you felt before the experience. How did you feel during the experience? How did you feel after the experience? This is another short descriptive step, rather than being analytical. Description Feeling Analysis Evaluation Conclusion Action Plan</p> <p>Step 3 – Evaluation Evaluation looks objectively at both positive and negative aspects of the experience. Describe key elements that went particularly well. Was there anything that did not go well or did not work? If appropriate, you can include what others did or did not do well.</p> <p>Step 4 – Analysis</p>

	<p>Analysis attempts to explain why the experience was positive or negative and should form the largest section of your reflection. Take into account points made in the previous steps and identify any factors which helped you e.g. previous experiences, carrying out research or consulting with others. Consider your role in the experience and how you contributed to the success of this experience? If things did not go to plan, why do you think this was e.g. lack of preparation or external factors beyond your control? It can be useful to consider other people who were involved in the experience. Did they have similar views or reactions to you? If not, why do you think that was the case?</p> <p>Step 5 – Conclusion</p> <p>Focus on what you have learned. Are there any skills you developed as a result of the experience? If so, how would you apply them in future experiences or situations? Are there areas of knowledge or particular skills you now need to develop? Is there anything you would do differently in the future? Try to give specific examples.</p> <p>Step 6 – Action Plan</p> <p>What specific actions can you now take to build on your knowledge or skills? You could include any training that would benefit you (formal or otherwise), as well as identifying sources of information or support (people or resources)</p>
3.	<p>It's about reflecting not only about what happened but why. It also guides our decision making. It forces us to analyse different aspects of experiences we offer to make judgements in what should be repeated, extended, or changed.</p> <p>Reflection promotes mindfulness and self-awareness, both of which form the basis of effective teacher- child interactions, especially with children having challenging behaviors</p>
4.	<p>Paulo Freire (1921–1997) was a champion of what's known today as critical pedagogy: the belief that teaching should challenge learners to examine power structures and patterns of inequality within the status quo.</p> <p>Critical pedagogy is a teaching philosophy that invites educators to encourage students to critique structures of power and oppression. ... In critical pedagogy, a teacher uses his or her own enlightenment to encourage students to question and challenge inequalities that exist in families, schools, and societies.</p> <p>The three critical pedagogy principles used in this study were dialogic education, democratic classroom, and reading the world and the word. Critical thinking skills and dispositions expected to be performed by the participants were analysis and evaluation skills, open-mindedness, and making reasoned decision.</p>
5.	<ul style="list-style-type: none"> • Understand student learning strengths and weaknesses. • Get to know student interests. • Identify student readiness for a particular concept, skill, or task. • Develop respectful tasks. • Use flexible grouping. • Embed ongoing assessment and adjustment
6.	<p>There are five elements of inquiry-based learning. The five components include: Essential Questions, Student Engagement, Cooperative Interaction, Performance Evaluation, and Variety of Responses.</p> <p>In early childhood settings, Inquiry-based learning begins with a question, problem or idea. It involves children in planning and carrying out investigations, proposing explanations and solutions, and communicating their understanding of concepts in a variety of ways</p> <p>General steps for executing inquiry-based learning in early childhood:</p> <ol style="list-style-type: none"> 1. Begin with provocations to inspire, provoke, and challenge student learners. 2. Observe, record, and note student learner interest, discussions, and play. 3. Compile non-fiction resources for book look. 4. Invite student learners to look and learn from the non-fiction texts. 5. Share thoughts, observations, and areas of interest. This usually takes form in mind-map or

	<p>whole group Padlet or Popplet web activity.</p> <ol style="list-style-type: none"> Learners choose a topic they are passionate about, that interests them, or they have a question about. They usually form small expert groups, typically maxing out 4 learners in a group. Share wonders. This might be in form of a reflection, illustration, journal entry, audio recording. Each child comes up with a question or wonder, something they wish to discover about their topic. Use a research book template <i>collaboratively developed in team</i>. Everyone is researching using their specific texts, iPads or videos to find information, but we all should be working on the same page in the research book. For instance, we are all researching about a topic habitat. Or, we are all looking at environmental concerns or impact of our topic. Depending on the readiness of the student learners, some may be labeling illustrations whilst others may be writing simple words or sentences. Research booklet is effective approach as it is open ended and each learner feels successful while using it as a guide for recording their research. Having small expert groups is great for support during research time. When there is only one of me, it is nice to have young learners collaborating in small groups it opens up discussion, sharing of facts and found ideas and support when illustrating and recording research. Each step you have to model the research activity or learning using your inquiry topic as an example. This has worked really well so far with young learners. Depending on if there is an overarching theme or topic, we may do some group learning as well. This might be whole group experiments, building challenges, art activities, watching of video clips, etc. <p>Show what you know. In early childhood setting, this step does require some educator guidance and support. Set up many open-ended opportunities to show what you know. Some activities everyone participates in, others are during free exploration time, others are invitations and optional... and the best is when expert groups have their own plan and ideas on how they will show what they know. This really gets student learners thinking about audience, others' opinions, and perspectives, presenting their learning and takes their research and learning even deeper and further! YES!</p>
7.	<p>Benjamin Bloom (1931–1999) was an American educational psychologist. By focusing on the mastery of learning, his ideas developed into what is known as Bloom's Taxonomy. Bloom's Taxonomy is a hierarchy of learning objectives. It's original purpose was to give educators a common language to talk about curriculum design and assessment. Today, it's used by teachers all around the world.</p> <p>Bloom's Taxonomy consists of three domains that reflect the types of learning we all do. Each domain has different levels of learning, ordered from the simplest to the most complex and associated with relevant action verbs.</p> <ul style="list-style-type: none"> The cognitive domain: thinking and experiencing The affective domain: emotion and feeling The psychomotor domain: practical and physical <p>There are six levels of cognitive learning according to the revised version of Bloom's Taxonomy. Each level is conceptually different. The six levels are remembering, understanding, applying, analysing, evaluating, and creating. Bloom's Taxonomy is a useful tool for teachers in the planning process. Basically, Bloom's taxonomy helps encourage and teach students to make their own decisions just in a classroom setting but also helps promote a life skill.</p>
8.	<ol style="list-style-type: none"> Use the action verbs to inform your learning intentions. There are lots of different graphics that combine all the domains and action verbs into one visual prompt. Use Bloom-style questions to prompt deeper thinking. Use Bloom's Taxonomy to differentiate your lessons. <p>Bloom's three domains remind us that learning isn't a detached intellectual process but the sum of what we are understanding, feeling, and actively practicing. Think about which of your current learners are struggling emotionally and can only passively receive what you are teaching? Who could do with some critical, thought-provoking questions to encourage their enthusiasm for</p>

	learning? Which questions could promote cognitive development in your struggling learners?
9.	<p>A teaching portfolio is a collection of artifacts, such as student learning data, reflections of thinking, and professional development experiences, which provide evidence of a person's teaching accomplishments</p> <p>What is Google Sites?</p> <p>Step 1: Getting Started: Creating Your Own ePortfolio</p> <ol style="list-style-type: none"> 1) Go to sites.google.com 2) If you already have a Google Account (gmail, blogger, etc.), use it to log in 3) If you do not have a Google Account, click on Sign Up to create a new account and follow the setup steps 4) Click Create 5) Follow the steps to create a new page. <ul style="list-style-type: none"> • Click on a Template • Enter a name for your site under Name Your Site. The Site location will automatically populate as the site name removing the spaces and any special characters. Remember that your site URL MUST be unique. If you will be sharing your URL with others, shorter is often easier; you can override the default and enter a URL of your choosing. • Select a theme and More options will be discussed later. • Enter the code and click Create <p>Step 2: Editing Pages</p> <ol style="list-style-type: none"> 1) Click on the pencil icon to edit a page <p>The page editor screen allows you to add content to your page. The interface is similar to a document editor allowing you to change the font, add links, create lists, create bullet lists, etc</p> <p>To Insert an Image:</p> <ol style="list-style-type: none"> 2) Click on Insert 3) Select Image <p>The pop-up box gives you the option to upload an image from your computer</p> <ol style="list-style-type: none"> 4) Select Uploaded images 5) Click Browse to find the image on your hard drive and click OK OR 5) Select Web address (URL) 6) Insert the URL of the web image and click OK <p>To Insert a Link:</p> <ol style="list-style-type: none"> 6) Highlight the text you want to become a link 7) Click on Insert and select Link 8) In the Create Link pop-up box, determine whether you want to use an existing page in your site (Sites page), a Web Address or an Apps Script 9) Click on the appropriate option 10) Enter the URL or select the correct page (if using an existing page in your site) and click OK <p>To Insert a Video:</p> <ol style="list-style-type: none"> 11) Click on Insert and select Video 12) Choose either Google Video, YouTube or Google Docs Video 13) Enter the URL of the Google Video or YouTube clip you want to use and click Save <p>Step 3: Adding Pages</p> <ol style="list-style-type: none"> 1) Click on the New Page button to create a new page 2) Enter a name for the page under Name your page: 3) Click on Web Page to select a template 4) Select a location: <ul style="list-style-type: none"> • Select Put page at the top level to make the page at the same level as the home page • Select Put the page under. (one of your page names) to make it a sub-page to one of your pages • Click on Create <p>Step 4: Formatting</p> <p>Formatting Defaults: The default setting for pages in Google Sites is to allow others to add Attachments and/or Comments which appear as links at the bottom of the page.</p> <ol style="list-style-type: none"> 13) If you don't want these options to appear on your page, click the More button in the top right

	<p>corner and click Page Settings</p> <p>14) Uncheck the boxes for Allow attachments and Allow comments to remove the links and click Save</p> <p>Additional Formatting Options:</p> <p>1) Click on the More button in the top right corner and select Manage site from the drop-down list from this menu, you can opt to change the colors, fonts and theme of your site.</p> <p>Step 5: Editing the Sidebar</p> <p>The Sidebar helps site visitors find what they are looking for and stays with the user while navigating the site.</p> <p>1) Click on the More button in the top right corner and select Edit slide layout</p> <p>2) Click on Sidebar</p> <p>A Sidebar button appears to the left</p> <p>3) Click the +</p> <p>4) Scroll down the list and click Add under Navigation</p> <p>5) Click on Navigation</p> <p>4) In the Configure Navigation window, uncheck the Automatically organize my navigation box</p> <p>5) Click Add page</p> <p>6) You will see a list of your available pages. Select the pages you want to display on the sidebar and click OK. You will need to do this step for every page you want displayed on your sidebar.</p> <p>7) You can then arrange the pages in the order of your choosing by using the arrow buttons</p> <p>8) Click OK when the order is correct and save your changes</p>
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Assessment Evidence Guide

For

“ECCE Teacher Trainer”

Level-4

Manage and Administer School Organization

(Formative Assessment)



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level:4	Version:01
Competency Standard Title: Manage and Administer School Organization	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to prepare plan management, school organization tools checklist, performance evaluation sheet including personnel, co-curriculum activities, monitoring & evaluation tools and methodology use for effective management, organization and administration, design managerial tools, human resources evaluations, materials to management school organization in early year childhood care as per instructions given by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1. List down things to do list, mentioning maximum possible activities, in the light of principles and scope of school organisation and administration</p> <p>Performance Criteria 2. Respond to the expectations of School principal, children, and parents</p> <p>Performance Criteria 3. Enlist age/class wise basic requirement of children to have a supportive learning environment</p> <p>Performance Criteria 4. Create and maintain outdoor environment for recreational activities</p> <p>Performance Criteria 5. Make a list of all available stock (dead and live) in school</p> <p>Performance Criteria 6. Develop future plan to incorporate the findings of child observation record & feedback of meeting in upcoming daily routines.</p>

	Performance Criteria 7.	Design some important registers to maintain school record
	Performance Criteria 8.	Enlist different co-curricular activities (minimum 8)
	Performance Criteria 9.	Describe some curricular activities (minimum 4)
	Performance Criteria 10.	Design guidelines to execute above-mentioned co-curricular activities
	Performance Criteria 11.	Identify some activities for the children of ECE classes
	Performance Criteria 12.	Plan a sample timetable for a primary school
	Performance Criteria 13.	Define daily routine for early years classroom
	Performance Criteria 14.	Design a daily routine plan for Early years classroom
	Performance Criteria 15.	Enlist strategies to achieve and maintain good, disciplined environment.
	Performance Criteria 16.	Interpret causes of growing indiscipline and suggest remedies
	Performance Criteria 17.	Interpret the basic required disciplined behaviour early years classroom.
	Performance Criteria 18.	Plan activities to practice and implement above mentioned behaviours

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 prepare plan management, school organization tools checklist, performance evaluation sheet including personnel, co-curriculum activities, monitoring & evaluation tools and methodology use for effective management, organization and administration, design managerial tools, human resources evaluations, materials to management school organization in early year childhood care as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	List down things to do list, mentioning maximum possible activities, in the light of principles and scope of school organisation and administration			
2.	Respond to the expectations of School principal, children, and parents			
3.	Enlist age/class wise basic requirement of children to have a supportive learning environment			
4.	Create and maintain outdoor environment for recreational activities			
5.	Make a list of all available stock (dead and live) in school			
6.	Develop future plan to incorporate the findings of child observation record & feedback of meeting in upcoming daily routines.			
7.	Design some important registers to maintain school record			
8.	Enlist different co-curricular activities (minimum 8)			
9.	Describe some curricular activities (minimum 4)			
10.	Design guidelines to execute above-mentioned co-curricular activities			
11.	Identify some activities for the children of ECE classes			
12.	Plan a sample timetable for a primary school			
13.	Define daily routine for early years classroom			
14.	Design a daily routine plan for Early years classroom			
15.	Enlist strategies to achieve and maintain good, disciplined environment.			
16.	Interpret causes of growing indiscipline and suggest remedies			

17.	Interpret the basic required disciplined behaviour early years classroom.			
18.	Plan activities to practice and implement above mentioned behaviours			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level: 4	Version: 01
Competency Standard Title: Manage and Administer School Organization	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
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Assessors Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. Define aims, objectives of school administration, organization	
2. Describe Nature, principals of school administration.	
3. Explain role responsibilities, and quality of principal and Teacher	
4. Define school records, timetable, discipline, and co-curriculum activities.	

ANSWER KEY

Sr.	Answers
1.	<p>School Administration</p> <ul style="list-style-type: none"> • The word 'administration' has been derived from the Latin word 'minister' which means, 'service rendered to others for their welfare'. • In modern literature administration refers to "the act or process of administering, especially the management of a government or large institution". • Dictionary of Education by Good defines educational administration as "All those techniques and procedures employed in operating the educational organization in accordance with established policies is defined as administration." • Administration is a process of systematically arranging and coordinating the human and material resources available to any organization for the main purpose of achieving stipulated goals of that organization. <p>Aims and Objectives of School Administration</p> <ul style="list-style-type: none"> • The basic aim of educational administration is the need to get things done for defined objectives to be accomplished. • The focus of educational administration is the enhancement of teaching and learning. <p>School Organization</p> <ul style="list-style-type: none"> • An organization or organisation is an entity comprising multiple people, such as an institution or an association that has a particular purpose. • It provides well defined policies and programs, favorable teaching learning situation, growth and development of human beings, make use of appropriate materials, effective development of human qualities, execution of the programs, arrangement of the activities, efforts for attainment of the objectives etc. <p>Aims and Objectives of School Organization</p> <ul style="list-style-type: none"> • The basic aim is that schools are the betterment of societies. • To provide efficient life of the school children and prepare them for the art of learning together. • To bring school and community close to each- other. • To prepare the students for some particular type of education which is in the interest and ability of the students? • To help die students to unfold their personality (mental development) inner part. • To enable the students to have the right type of psychology of life. <p>To conserve all the group practical values, heredity and culture of our society.</p>
2.	<p>Nature & Scope: Educational administration does not relate to a single procedure, but rather to a collection of processes or features. These are the accompanying: planning,</p>

	<p>organising, directing, coordinating, and evaluating. Educational administration is a non-profit activity, is mainly a social business since it focuses on human resources rather than material resources, is an art more than a science.</p> <p>Functions of School Administration:</p> <ul style="list-style-type: none"> • Planning. • Organizing. • Staffing. • Directing. • Coordinating. • Reporting. • Budgeting. <p>Principles of School Administration:</p> <ul style="list-style-type: none"> • must be democratic • must be cooperative in character • to be effective ... must be scientific • must be based on accepted educational philosophy • must be creative • must evaluate in the light of results • must run parallel throughout the system • must be preventive and constructive • must be centered on child growth & development • must be flexible
3.	<p>Role of a Principal: The role of a Principal is to provide leadership, direction and co-ordination within the school. The Principal's main focus should be to develop and maintain effective educational programs within his/her school and to promote the improvement of teaching and learning with his/her school.</p> <p>Responsibilities of a principal:</p> <p>The Principal's main focus should be to develop and maintain effective educational programs within his/her school and to promote the improvement of teaching and learning with his/her school. The Principal should strive to create an organization and or climate which fosters student and teacher growth.</p> <ul style="list-style-type: none"> • Cultivating Leadership and Climate • A Profile in Leadership: Dewey Hensley • Improving School Leadership • Shaping a vision of academic success for all students • Programming • School Organization and Staffing • Professional development • Staff Supervision and Evaluation • Student Control and Supervision • Student Evaluation and Reporting

	<ul style="list-style-type: none"> • Communication and Public Relations • Budgeting and Buying • Health, Safety, Plant Supervision • Creating a climate hospitable to education • Managing people, data and processes • Setting performance objectives for students and teachers • Implementing and monitoring school policies and safety protocols • Over viewing administrative tasks (e.g. updating employee records) <p>Qualities of a Principal:</p> <p>It's easy to focus on career goals, day to day responsibilities, school budgets, and much, much more. As a principal, you are responsible for many things but don't forget, you are an educator first. Successful principals keep their focus on their student success. Students depend on you, their parents depend on you, and the community (both inside and outside the school) depend on you. You cannot grow into a strong principal if you do not keep your focus on your students.</p> <p>When you develop these skills on a daily basis, you will not only become an effective end-user of School principal skills but more than likely, a successful one as well.</p> <ul style="list-style-type: none"> • Educator First / Administrator Second • Promote Your Vision • Communicate Clearly • Motivate Change • Act Decisively • Delegate More Tasks • Empower Others • Priority Management • Active Listening • Managing Risk <p>Role of a Teacher:</p> <p>Teachers play an essential role in education, most especially in the lives of the students they teach in the classroom. What defines a teacher is his/her ability to teach students and a positive influence on them.</p> <p>Generally, the role of a teacher in education goes beyond teaching. In today's world, teaching has different faces, and a teacher has to carry out the part of being an external parent, counselor, mentor, role model, and so on.</p> <p>Responsibilities of a Teacher:</p> <p>Teacher's most important responsibility is to search out and construct meaningful educational experiences that allow students to solve real-world problem.</p>
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	<ul style="list-style-type: none"> • Planning • Coordinating • Managing/ classroom management • Result making • Record keeping • Maintain Discipline • Observation and assessment • Monitoring and evaluation • Effective Communication <p>Qualities of a Teacher:</p> <p>Some qualities of a good teacher include skills in communication, listening, collaboration, adaptability, empathy and patience. Other characteristics of effective teaching include an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning</p> <ul style="list-style-type: none"> • Sharing Knowledge • Role Modeling • Making Learning A Fun Activity • Encouraging Students • Provide guidance • Problem solver • Effective communication skills • Listening skills • Facilitator
4.	
5.	

Assessment Evidence Guide

For

“ECCE Teacher Trainer”

Level-4

**Maintain Relationship with Family, School &
Community**

(Formative Assessment)



National Vocational & Technical



Training Commission

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level:4	Version:01
Competency Standard Title: Maintain Relationship with Family School & Community	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name:									
	Registration/Roll Number:.....									
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to Measure the role of the teacher as an integral part of the community assigned by assessor.</p> <p>Assessment Task 2: Candidate is required to highlight the social responsibilities of partnership with schools, families, and communities assigned by assessor.</p> <p>Assessment Task 3: Candidate is required to explore various ways to reach out to families and communities assigned by assessor.</p> <p>Assessment Task 4: Candidate is required to evaluate the types of parental involvement and social responsibilities assigned by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none">1. Knowledge assessment test (Written or Oral)2. Portfolios at the time of assessment (if any)									
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1:</p> <table><tr><td>Performance Criteria 1.</td><td>Share information about the Child make checklists</td></tr><tr><td>Performance Criteria 2.</td><td>Arrange PTM's to Parents are encouraged</td></tr><tr><td>Performance Criteria 3.</td><td>Enlist Six Types of School-Family-Community Involvement</td></tr></table>		Performance Criteria 1.	Share information about the Child make checklists	Performance Criteria 2.	Arrange PTM's to Parents are encouraged	Performance Criteria 3.	Enlist Six Types of School-Family-Community Involvement		
Performance Criteria 1.	Share information about the Child make checklists									
Performance Criteria 2.	Arrange PTM's to Parents are encouraged									
Performance Criteria 3.	Enlist Six Types of School-Family-Community Involvement									
	<p>Assessment Task 2</p> <table><tr><td>Performance Criteria 1.</td><td>List down the community education principles</td></tr><tr><td>Performance Criteria 2.</td><td>Support Learning at Home Ideas for Parents</td></tr><tr><td>Performance Criteria 3.</td><td>Enlist the community education goal</td></tr><tr><td>Performance Criteria 4.</td><td>Effective partnerships provide a variety of opportunities</td></tr></table>		Performance Criteria 1.	List down the community education principles	Performance Criteria 2.	Support Learning at Home Ideas for Parents	Performance Criteria 3.	Enlist the community education goal	Performance Criteria 4.	Effective partnerships provide a variety of opportunities
Performance Criteria 1.	List down the community education principles									
Performance Criteria 2.	Support Learning at Home Ideas for Parents									
Performance Criteria 3.	Enlist the community education goal									
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	<p>Assessment Task 3</p> <table><tr><td>Performance Criteria 1.</td><td>Follow up with families.</td></tr><tr><td>Performance Criteria 2.</td><td>Arrange field trips</td></tr></table>		Performance Criteria 1.	Follow up with families.	Performance Criteria 2.	Arrange field trips				
Performance Criteria 1.	Follow up with families.									
Performance Criteria 2.	Arrange field trips									

	Performance Criteria 3. Make checklists for communities & families Performance Criteria 4. Organize sessions for kids and invite guest speakers
	Assessment Task 4 Performance Criteria 1. Take Actions that Encourage Parent Involvement Performance Criteria 2. Analyze the effectiveness of the Decision-making strategy Performance Criteria 3. Apply strength-based-approach.

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 Measure the role of the teacher as an integral part of the community assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Share information about the Child make checklists			
2.	Arrange PTM's to Parents are encouraged			
3.	Enlist Six Types of School-Family-Community Involvement			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 2		Description of assessment task 2 highlight the social responsibilities of partnership with schools, families, and communities assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	List down the community education principles			
2.	Support Learning at Home Ideas for Parents			
3.	Enlist the community education goal			
4.	Effective partnerships provide a variety of opportunities			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 3		Description of assessment task 3 explore various ways to reach out to families and communities assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Follow up with families.			
2.	Arrange field trips			
3.	Make checklists for communities & families			
4.	Organize sessions for kids and invite guest speakers			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 4		Description of assessment task 4 evaluate the types of parental involvement and social responsibilities assigned by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Take Actions that Encourage Parent Involvement			
2.	Analyze the effectiveness of the Decision-making strategy			
3.	Apply strength-based-approach.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level: 4	Version: 01
Competency Standard Title: Maintain Relationship with Family School & Community	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
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Assessors Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. Describe the concept of school, society & community	
2. Explore the types of social responsibilities and explore their role in the community	
3. Justify the role of the teacher as an integral part of the community	
4. Defend & the purpose of building effective and highlight the challenges of partnership with schools, families, and communities	
5. Explore various ways to reach out to families and communities	
6. Evaluate the types of parental involvement	

ANSWER KEY

Sr.	Answers
1.	<p>contexts, the term encompasses the school administrators, teachers, and staff members who work in a school; the students who attend the school and their parents and families; and local residents and organizations that have a stake in the school's success, such as school-board members, city officials, and elected representatives; businesses, organizations, and cultural institutions; and related organizations and groups such as parent-teacher associations, "booster clubs," charitable foundations, and volunteer school-improvement committees (to name just a few). In other settings, however, educators may use the term when referring, more specifically, to the sense of "community" experienced by those working, teaching, and learning in a school—i.e., the administrators, faculty, staff, and students. In this case, educators may also be actively working to improve the culture of a school, strengthen relationships between teachers and students, and foster feelings of inclusion, caring, shared purpose, and collective investment.</p> <p>The term school community also implicitly recognizes the social and emotional attachments that community members may have to a school, whether those attachments are familial (the parents and relatives of students, for example), experiential (alumni and alumnae), professional (those who work in and derive an income from the school), civic (those who are elected to oversee a school or who volunteer time and services), or socioeconomic (interested taxpayers and the local businesses who may employ graduates and therefore desire more educated, skilled, and qualified workers). Depending on the specific context in which the term is used, school community may have more or less inclusive—or more or less precise—connotations.</p>
2.	<p>Social responsibility means that businesses, in addition to maximizing shareholder value, must act in a manner that benefits society. Social responsibility has become increasingly important to investors and consumers who seek investments that are not just profitable but also contribute to the welfare of society and the environment. However, critics argue that the basic nature of business does not consider society as a stakeholder.</p> <ul style="list-style-type: none"> ✓ Environmental Responsibility ✓ Ethical Responsibility ✓ Philanthropic Responsibility ✓ Economic Responsibility ✓ The Benefits of CSR
3.	<p>The teacher is the one who plans the learning process, he/she manages, partners in his educational work, and values of skills and knowledge of students. The teacher education work is based on sincerity, passion, love to students but also in practicing the profession</p> <p>Teachers simplify the complex and make abstract concepts accessible to students. Teachers also expose children to ideas and topics that they might otherwise not have come into contact with. They</p>

	<p>can expand on interests and push their students to do better.</p> <p>Teachers don't accept failure, and therefore, students are more likely to succeed. Teachers know when to push students, when to give a gentle nudge in the right direction, and when to let students figure it out on their own. But they won't let a student give up.</p> <p>Teachers of all walks of life and subjects have the ability to shape opinions and help form ideas about society, life and personal goals. Teachers can also expand students' limits and push their creativity.</p> <p>Teachers have the ability to shape leaders of the future in the best way for society to build positive and inspired future generations and therefore design society, both on a local and global scale. In reality, teachers have the most important job in the world. Those who have an impact on the children of society have the power to change lives. Not just for those children themselves, but for the lives of all.</p>
4.	<p>Family-school-community partnerships are a shared responsibility and reciprocal process whereby schools and other community agencies and organizations engage families in meaningful and culturally appropriate ways, and families take initiative to actively supporting their children's development and learning. Schools and community organizations also make efforts to listen to parents, support them, and ensure that they have the tools to be active partners in their children's school experience.</p> <p>Partnerships are essential for helping students achieve at their maximum potential and, while parent and community involvement has always been a cornerstone of public schools, greater recognition and support of the importance of these collaborative efforts is needed.</p>
5.	<p>Move Out into the Community</p> <p>Begin by volunteering and supporting specific projects that correspond with your philosophy or goals. Ask families for suggestions and bring the list to a parent support group meeting. Thank everyone for their input and then take the suggestions to others in the school to develop consensus. Start by asking these questions:</p> <ul style="list-style-type: none"> • Does this group complement our program, our goals, or our families? • Does this community organization stand for something that benefits our children and their families? • What will the children learn? • Will the community see us in a new and positive way because of our work? • Will the children in the program benefit from an association with this group? • Will the children gain a better understanding of special needs and difficulties others experience? • Will their self-confidence grow as they see that they can make a difference by working with this group? <p>Choose one project and ask for a committee to help. If you have chosen a project that is interesting to many, you should have an immediate response from several people. Suggest that they gather</p>

	<p>others to help and then begin to plan your actions.</p> <ul style="list-style-type: none"> • Communicate with families often. • Communicate the positive and the negative. • Foster two-way communication • Use multiple modes communication. ... • Understand each family's expectations and views about their involvement. ... • Approach the relationship with respect.
6.	<p>Clearly, promoting parent involvement is a good teaching strategy. But how can you encourage and help parents and families to be more involved in their children's education? Education expert Joyce Epstein, a professor at the Johns Hopkins School of Education, has developed a framework you can follow She divides types of parent involvement into six categories.</p> <p>Parenting</p> <p>The first way parents can support their children's education is by providing a healthy home environment. As an educator, you can help parents by offering parenting workshops, helping their families find needed to support programs and government assistance programs, and encouraging them to model pro-education behavior, such as reading to and in front of their children.</p> <p>Communicating</p> <p>Keeping parents informed and making it easy for them to ask questions or express concerns is vital to parent involvement. You want to make sure you're holding parent-teacher conferences (with language translators, if needed), sending student work home with explanations of their grades, sending out regular e-mails or memos describing the work you're doing in the classroom, and making yourself available to take parent calls and parent-teacher meetings (with an administrator present, if needed).</p> <p>Volunteering</p> <p>One of the most direct ways for parents to involve themselves in their children's education is to volunteer in the classroom and/or school. You should invite parents to help out in the classroom and make sure they are aware of volunteer opportunities within the school, such as helping out with office work, aiding safety patrols, running concessions at games, etc.</p> <p>Learning at Home</p> <p>Parents and other family members can be great educational resources for students. To help parents provide at-home learning, you should keep them informed about homework assignments and projects. You can also provide resources designed to help them understand the subject matter you're teaching. Additionally, sending home lists of voluntary reading and other activities can help parents ensure their children have ways to learn outside of the classroom.</p> <p>Decision-Making</p> <p>Good schools and districts run as a partnership between parents and educators. You should encourage parents to join the PTA/PTO and participate in local advocacy and support groups focused on education. Likewise, you should make sure parents know about local school board elections.</p> <p>Collaborating With the Community</p>

	<p>Parents who are involved in the community are typically going to be involved in the school system, too. To help them connect, you can provide information on community activities at local museums and parks; develop community service projects that bring together parents, teachers, and administrators; and invite community leaders to speak in the classroom and at parent events.</p>
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Assessment Evidence Guide **For** **“ECCE Teacher/Educator”** **Level-4** **Apply Assessment & Evaluation Techniques** **(Formative Assessment)**



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level:4	Version:01
Competency Standard Title: Apply assessment & Evaluation Techniques	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name:												
	Registration/Roll Number:.....												
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to perform assessment to support learning as per instructions given by assessor.</p> <p>Assessment Task 2: Candidate is required to apply formative, summative and diagnostic assessment strategies as per instructions given by assessor.</p> <p>Assessment Task 3: Candidate is required to use different tools for assessment & evaluation as per instructions given by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none">1. Knowledge assessment test (Written or Oral)2. Portfolios at the time of assessment (if any)												
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <table><tr><td>Performance Criteria 1.</td><td>Identify different child assessment methods</td></tr><tr><td>Performance Criteria 2.</td><td>Practice different child assessment methods</td></tr><tr><td>Performance Criteria 3.</td><td>Perform formative assessment.</td></tr><tr><td>Performance Criteria 4.</td><td>Develop feedback process to enhance children learning and development</td></tr></table>			Performance Criteria 1.	Identify different child assessment methods	Performance Criteria 2.	Practice different child assessment methods	Performance Criteria 3.	Perform formative assessment.	Performance Criteria 4.	Develop feedback process to enhance children learning and development		
Performance Criteria 1.	Identify different child assessment methods												
Performance Criteria 2.	Practice different child assessment methods												
Performance Criteria 3.	Perform formative assessment.												
Performance Criteria 4.	Develop feedback process to enhance children learning and development												
	<p>Assessment Task 2</p> <table><tr><td>Performance Criteria 1.</td><td>Use quizzes, hand signals, response card and four corners.</td></tr><tr><td>Performance Criteria 2.</td><td>Prepare report cards.</td></tr><tr><td>Performance Criteria 3.</td><td>Record the pre-assessment</td></tr><tr><td>Performance Criteria 4.</td><td>Identify formal and informal assessment</td></tr><tr><td>Performance Criteria 5.</td><td>Identify children who need additional support</td></tr></table>			Performance Criteria 1.	Use quizzes, hand signals, response card and four corners.	Performance Criteria 2.	Prepare report cards.	Performance Criteria 3.	Record the pre-assessment	Performance Criteria 4.	Identify formal and informal assessment	Performance Criteria 5.	Identify children who need additional support
Performance Criteria 1.	Use quizzes, hand signals, response card and four corners.												
Performance Criteria 2.	Prepare report cards.												
Performance Criteria 3.	Record the pre-assessment												
Performance Criteria 4.	Identify formal and informal assessment												
Performance Criteria 5.	Identify children who need additional support												
	<p>Assessment Task 3</p> <p>Performance Criteria 1. Design high scope COR (child observation record)</p> <p>Performance Criteria 2. Make a checklists & rating scales</p> <p>Performance Criteria 3. Develop portfolios</p>												

	<p>Performance Criteria 4. Evaluate record of children drawings and arts</p> <p>Performance Criteria 5. Evaluate on basis of learning notes and stories</p> <p>Performance Criteria 6. Evaluate children photographs and dictations.</p>
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Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 perform assessment to support learning as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Identify different child assessment methods			
2.	Practice different child assessment methods			
3.	Perform formative assessment.			
4.	Develop feedback process to enhance children learning and development			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Each Assessment Task (with performance criteria)				
Assessment Task 2		Description of assessment task 2 apply formative, summative and diagnostic assessment strategies as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Use quizzes, hand signals, response card and four corners.			
2.	Prepare report cards.			
3.	Record the pre-assessment			
4.	Identify formal and informal assessment			
5.	Identify children who need additional support			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 3		Description of assessment task 3 use different tools for assessment & evaluation as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Design high scope COR (child observation record)			
2.	Make a checklists & rating scales Develop portfolios			
3.	Evaluate record of children drawings and arts			
4.	Evaluate on basis of learning notes and stories			
5.	Evaluate children photographs and dictations.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level: 4	Version: 01
Competency Standard Title: Apply assessment & Evaluation Techniques	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
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Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. What is assessment and what is the importance of assessment in early childhood setting?	
2. How many types of assessment are there in early years setting?	
3. How to determine which early childhood assessment is appropriate for which child?	
4. What are the tools of assessment?	
5. What is the importance of observation tools are important?	
6. How to analyze and child assessment?	

ANSWER KEY

Sr.	Answers
1.	Assessment and evaluation in early childhood education are means of collecting information about a child's development and learning. This information helps caregivers to design developmentally appropriate teaching and learning pedagogies for children.
2.	<ul style="list-style-type: none"> • Pre-assessment /Diagnostic assessment • Formal and informal assessment • Formative and summative assessment • Norm referenced and criterion referenced • Developmental screenings • Developmental assessments • Functional assessments • Curriculum based assessment
3.	<ul style="list-style-type: none"> • See what your child's needs are • Determine the purpose of the assessment • Choose an assessment that is appropriate for your child's age and level of development
4.	<ul style="list-style-type: none"> • Observation tools such as • Running Record • Checklist • Anecdotal record • Rating scale • Time sample • Event sample • Frequency count • Learning journey • Narrative stories
5.	Observations are important tool to early childhood setting as it lets you identify any milestones that haven't been achieved that the child at the specific age should be meeting.
6.	<ul style="list-style-type: none"> • Look at the assessment information as a whole. Does it come from a variety of sources over a period of time? • Examine the data and try to find out if it tells you about children's development. Look for patterns in a group of children • Make instructional decisions for the group and children based on multiple sources of information and thoughtful reflection. • Use your knowledge about current development of the group and individuals to identify developmental goals and plan instruction.

Assessment Evidence Guide
For
“ECCE Teacher Trainer”
Level-4

**Integrate Inclusion and Diversity Education in Early
Childhood Care and Education
(Formative Assessment)**



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level:4	Version:01
Competency Standard Title: Integrate Inclusion and Diversity Education in Early Childhood Care and Education	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to develop the characteristics of an effective teacher as per instructions given by assessor.</p> <p>Assessment Task 2: Candidate is required to practice basic professional skills as per instructions given by assessor.</p> <p>Assessment Task 3: Candidate is required to design a class for inclusion and diversity as per instructions given by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria1: Understanding of how the dynamics of differences affect the process of learning.</p> <p>Performance Criteria2: Plan a variety of instructional strategies conducive to diverse needs of the children.</p> <p>Performance Criteria3: Plan, control and facilitate active learning in the classroom that caters to the different needs and abilities of the students.</p> <p>Performance Criteria4: Assess through a checklist to determine whether students are achieving academic goals.</p>
	<p>Assessment Task 2</p> <p>Performance Criteria1: Recognize the parental role in Inclusive education.</p> <p>Performance Criteria2: Practice collaboration with families in inclusive classroom setting.</p> <p>Performance Criteria3: Develop relationship with community as a part of Inclusive education</p>

	<p>Assessment Task 3</p> <p>Performance Creteria1. Differentiate Plan developmentally appropriate arrangements and adaptations of classroom physical environment.</p> <p>Performance Creteria2. Identifying students at risk in terms of biological and environmental conditions.</p> <p>Performance Creteria3. Initiate a positive attitude / relationship among all children in the classroom.</p> <p>Performance Creteria4. Recognise conflicts that may develop when dealing with differences.</p> <p>Performance Creteria5. Identify their own role of Special Education Teacher in a diverse classroom setting.</p> <p>Performance Creteria6. Create high expectations for every child to reach his or her full potential</p>
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Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 develop the characteristics of an effective teacher as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Understanding of how the dynamics of differences affect the process of learning.			
2.	Plan a variety of instructional strategies conducive to diverse needs of the children.			
3.	Plan, control and facilitate active learning in the classroom that caters to the different needs and abilities of the students.			
4.	Assess through a checklist to determine whether students are achieving academic goals.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 2		Description of assessment task 2 practice basic professional skills as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Recognize the parental role in Inclusive education.			
2.	Practice collaboration with families in inclusive classroom setting.			
3.	Develop relationship with community as a part of Inclusive education			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 3		Description of assessment task 3 design a class for inclusion and diversity as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Differentiate Plan developmentally appropriate arrangements and adaptations of classroom physical environment.			
2.	Identifying students at risk in terms of biological and environmental conditions.			
3.	Initiate a positive attitude / relationship among all children in the classroom.			
4.	Recognise conflicts that may develop when dealing with differences.			
5.	Identify their own role of Special Education Teacher in a diverse classroom setting.			
6.	Create high expectations for every child to reach his or her full potential			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level: 4	Version: 01
Competency Standard Title: Integrate Inclusion and Diversity in Early Childhood Care and Education	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
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Assessors Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. What is diversity and inclusion?	
2. Why is observation an integral part that involves teaching young children?	
3. What are some learning disorders?	
4. What are some common learning disorders in early years?	
5. Develop a scaffolding approach to learning.	
6. What are some specific characteristics of an effective teacher?	
7. What is empathy?	
8. What are the four stages of peace taught in early years?	
9. What is environmental awareness?	
10. What is SEN stands for?	

ANSWER KEY

Sr.	Answers
1.	Diversity and inclusion are interconnected concepts that refer to the variety of unique individual that make up a group of people and environment that allows them to work together as equally valued contributor.
2.	Observation is a way to connect with children, to discover their connections to others and to their environment.
3.	Dyslexia- difficulty with reading Dyscalculia- difficulty with math Dysgraphia- difficulty with writing
4.	The purpose of the IEP is to address the specific areas where there is a gap between the student ability and student performance as indicated by the testing done by the school psychologist.
5.	Process through which a teacher adds supports students in order to enhance learning and aid in the mastery of tasks.
6.	Some specific characteristics of an effective teacher include skills in communication, listening, collaboration, adaptability, empathy and patience.
7.	Empathy is the capacity to understand or feel what another person is experiencing that is the capacity to place oneself in another's positions.
8.	Self-awareness Community awareness Cultural awareness Environmental awareness
9.	Environmental awareness is having an understanding of the environment, the impacts of human behaviours on it, and the importance of its protection.
10.	SEN: special education needs

Assessment Evidence Guide
For
“ECCE Teacher Trainer”
Level-4
Setting and Managing Daycare Center
(Formative Assessment)



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level:4	Version:01
Competency Standard Title: Setting and Managing Daycare Center	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to understand the term daycare and its importance as per instructions as per given by assessor.</p> <p>Assessment Task 2: Candidate is required to practice professional ethics in a daycare setting as per instructions as per given by assessor.</p> <p>Assessment Task 3: Candidate is required to value the guidelines and standards for daycare centers in Pakistan as per instructions as per given by assessor.</p> <p>Assessment Task 4: Candidate is required to establish a daycare center as per instructions as per given by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1: Identify the purpose and scope of a daycare setup</p> <p>Performance Criteria 2: Distinguish between different types of childcare/ daycare services</p> <p>Performance Criteria 3: Establish an understanding of the historical background of daycare/childcare services</p> <p>Performance Criteria 4: Appraise the qualities /characteristics of good childcare/ day care service</p>
	<p>Assessment Task 2</p> <p>Performance Criteria 1: Understand the role of a childcare provider</p> <p>Performance Criteria 2: Realize the scope and nature of work in a childcare / daycare setting</p> <p>Performance Criteria 3: Demonstrate responsibilities as per the set standards of NAEYC</p> <p>Performance Criteria 4: Categorize the different age group in daycare environment</p>
	<p>Assessment Task 3</p> <p>Performance Criteria 1. Describe the term and the purpose of these</p>

	<p>guidelines and standards</p> <p>Performance Criteria 2. Enlist the factors related to building and space requirements.</p> <p>Performance Criteria 3. Identify the child -adult ratio in a daycare setting</p> <p>Performance Criteria 4. Design a check list to ensure hygienic and safe environment.</p> <p>Performance Criteria 5. Demonstrate effective professional partnership with parents</p> <p>Performance Criteria 6. Maintain child's record as per the given guideline</p> <p>Performance Criteria 7. Realise procedure and scope of staff record keeping</p> <p>Performance Criteria 8. Plan age-appropriate diet chart as per the provided guild lines</p> <p>Performance Criteria 9. Prepare a list of required material to set a daycare.</p>
	<p>Assessment Task 4</p> <p>Performance Criteria 1. Conduct a need assessment survey of the targeted community to set priorities</p> <p>Performance Criteria 2. Draw a vision statement</p> <p>Performance Criteria 3. Construct a set of principles for daycare setup</p> <p>Performance Criteria 4. Make a list of required resources (Human, Equipment and Financial)</p> <p>Performance Criteria 5. Identify a suitable location</p> <p>Performance Criteria 6. Shop the required material/ equipment's</p> <p>Performance Criteria 7. Choose appropriate human resource</p> <p>Performance Criteria 8. Operationalize effectively the daycare services</p>

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 understand the term daycare and its importance as per instructions as per given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Identify the purpose and scope of a daycare setup			
2.	Distinguish between different types of childcare/ daycare services			
3.	Establish an understanding of the historical background of daycare/childcare services			
4.	Appraise the qualities /characteristics of good childcare/ day care service			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 2		Description of assessment task 2 practice professional ethics in a daycare setting as per instructions as per given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Understand the role of a childcare provider			
2.	Realize the scope and nature of work in a childcare / daycare setting			
3.	Demonstrate responsibilities as per the set standards of NAEYC			
4.	Categorize the different age group in daycare environment			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 3		Description of assessment task 3 value the guidelines and standards for daycare centers in Pakistan as per instructions as per given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Describe the term and the purpose of these guidelines and standards			
2.	Enlist the factors related to building and space requirements.			
3.	Identify the child -adult ratio in a daycare setting			
4.	Design a check list to ensure hygienic and safe environment.			
5.	Demonstrate effective professional partnership with parents			
6.	Maintain child's record as per the given guideline			
7.	Realise procedure and scope of staff record keeping			
8.	Plan age-appropriate diet chart as per the provided guild lines			
9.	Prepare a list of required material to set a daycare.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 4		Description of assessment task 4 establish a daycare center as per instructions as per given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Conduct a need assessment survey of the targeted community to set priorities			
2.	Draw a vision statement			
3.	Construct a set of principles for daycare setup			
4.	Make a list of required resources (Human, Equipment and Financial)			
5.	Identify a suitable location			
6.	Shop the required material/ equipment's			
7.	Choose appropriate human resource			
8.	Operationalize effectively the daycare services			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level: 4	Version: 01
Competency Standard Title: Set and Manage Daycare Center	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
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Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. What is the Meaning of daycare and explain its Purpose	
2. Write some characteristics of a day care.	
3. What is the importance of record keeping in day care?	
4. Determine the role and responsibilities of daycare professionals	
5. Enlist the Steps to create a day care service	
6. Explain ECCE standards set by NAEYC	

ANSWER KEY

Sr.	Answers
1.	Day-care center, also called day nursery, nursery school, or is the institution that provides supervision and care of infants and young children during the day time, particularly for working parents.
2.	<p>A caring, stimulating environment with happy children</p> <p>Interesting & varied schedule or curriculum</p> <p>Establish policies and consistent rules</p> <p>Qualified caregivers</p> <p>Safety</p> <p>Low child-to-caregivers ratio</p>
3.	<p>The role of day-care professional is more of a custodian who's primary responsibilities are to:</p> <ul style="list-style-type: none"> • Nurture and care for children • Supervise older children before and after school • Provide nutritious meals • Organize activities and implement curricula that stimulate children's physical, emotional, intellectual, and social growth.
4.	A good record keeping practice helps to maintain ongoing compliance with a national law and national regulations and supports delivery of high quality education and care for the children attended with day-care.
5.	<p>The steps to create a day-care service are:</p> <ul style="list-style-type: none"> • Get educated • Day-care licensing requirements • Create a day-care business • Get insurance • Seek out grants and funds • Prepare your day-care center <p>Draft up a contract</p>
6.	<p>NAEYC has set 10 standards for ECCE are:</p> <ol style="list-style-type: none"> 1. Relationships 2. Curriculum 3. Teaching 4. Assessment of child progress 5. Health 6. Staff competencies, preparation & support 7. Families 8. Community relationships 9. Physical environment 10. Leadership & management

Assessment Evidence Guide
For
“ECCE Teacher Trainer”
Level-4
Practice Positive Parenting
(Formative Assessment)



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level:4	Version:01
Competency Standard Title: Practice Positive Parenting	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1. Candidate is required to understand Parenting and positive parenting as per instructions given by assessor.</p> <p>Assessment Task 2. Candidate is required to practice parental attachment and its styles as per instructions given by assessor.</p> <p>Assessment Task 3. Candidate is required to respond to the developmental need of children as per instructions given by assessor.</p> <p>Assessment Task 4. Candidate is required to recognize the difference between punishment, reward and discipline as per instructions given by assessor.</p> <p>Assessment Task 5. Candidate is required to communicate young children as per instructions given by assessor.</p> <p>Assessment Task 6. Candidate is required to improve parents` skills for better cooperation with and motivation of the child as per instructions given by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1. Create design understand what it meant to be a parent</p> <p>Performance Criteria 2. Distinguish between different four parenting styles</p> <p>Performance Criteria 3. Identify the meaning of Positive Parenting</p> <p>Performance Criteria 4. Recognize the Principles and elements of positive parenting</p> <p>Performance Criteria 5. Relate the impact of different parenting styles by observing young children</p> <p>Performance Criteria 6. Establish an understanding of positive parenting style</p> <p>Performance Criteria 7. Perceive and apply the required behavior to practice positive parenting</p> <p>Performance Criteria 8. List challenges of positive/ parenting</p>

	Performance Criteria 9. Enlist the possible strategies to handle challenges and practice positive parenting
	Assessment Task 2 Performance Criteria 1. Understand the concept of attachment and parental attachment Performance Criteria 2. Learn attachment styles and patterns Performance Criteria 3. Demonstrate Therapeutic parenting through practical approach Performance Criteria 4. Realize parental attachment issues and recommendations to dealt with them. Performance Criteria 5. Describe parental practices and interventions Performance Criteria 6. Interpret different attachment styles, patterns, and their impact on children Performance Criteria 7. Explore different parenting interventions Performance Criteria 8. Restate the important factors of positive parenting
	Assessment Task 3 Performance Criteria 1. Interpret the development milestones Performance Criteria 2. Demonstrate activities to response the specific need of the child for different age group Performance Criteria 3. Enlist Key development indicators specially for physical, psychosocial, emotional and brain development Performance Criteria 4. Design a check list to observe development process Performance Criteria 5. Plan strategies to support development process Performance Criteria 6. Understand the need of positive responsive relationship Performance Criteria 7. Built connection the child development to the interaction with environment and adults (parents specially)
	Assessment Task 4 Performance Criteria 1. Describe the expected behavior of young children Performance Criteria 2. Understand discipline and its key factors Performance Criteria 3. Discuss punishment and its characteristics Performance Criteria 4. Design activities to support young children to display positive behavior and emotions Performance Criteria 5. Realize the negative impact of punishment Performance Criteria 6. Demonstrate the role of adult in developing a disciplined child Performance Criteria 7. Acknowledges the role of reward by designing activities to promote disciplined behavior of young children Performance Criteria 8. Provide guideline for parents to control their temperament
	Assessment Task 5 Performance Criteria 1. Define communication skills and its types Performance Criteria 2. Describe parents` communication skills in

	<p>Performance Criteria 3. relation to the child development and care</p> <p>Performance Criteria 4. Understand the patterns of nonverbal communication</p> <p>Performance Criteria 5. Recognize the characteristics of verbal communication by recognizing pitch, tone, pronunciation, and content</p> <p>Performance Criteria 6. Interpret the communication skills for positive impact</p> <p>Enlist the skills to improve child parent communication skills</p>
	<p>Assessment Task 6</p> <p>Performance Criteria 1. Understand motivational skills for positive parenting</p> <p>Performance Criteria 2. List down the strategies to practice motivational skills</p> <p>Performance Criteria 3. Design motivational family rules</p> <p>Performance Criteria 4. Draw parenting pyramid</p> <p>Performance Criteria 5. Explain parenting pyramid with context base examples.</p>

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 understand Parenting and positive parenting as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Create design understand what it meant to be a parent			
2.	Distinguish between different four parenting styles			
3.	Identify the meaning of Positive Parenting			
4.	Recognize the Principles and elements of positive parenting			
5.	Relate the impact of different parenting styles by observing young children			
6.	Establish an understanding of positive parenting style			
7.	Perceive and apply the required behavior to practice positive parenting			
8.	List challenges of positive/ parenting			
9.	Enlist the possible strategies to handle challenges and practice positive parenting			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 2		Description of assessment task 2 understand Parenting and positive parenting as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Understand the concept of attachment and parental attachment			
2.	Learn attachment styles and patterns			
3.	Demonstrate Therapeutic parenting through practical approach			
4.	Realize parental attachment issues and recommendations to dealt with them.			
5.	Describe parental practices and interventions			
6.	Interpret different attachment styles, patterns, and their impact on children			
7.	Explore different parenting interventions			
8.	Restate the important factors of positive parenting			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 3		Description of assessment task 3 respond to the developmental need of children as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Interpret the development milestones			
2.	Demonstrate activities to response the specific need of the child for different age group			
3.	Enlist Key development indicators specially for physical, psychosocial, emotional and brain development			
4.	Design a check list to observe development process			
5.	Plan strategies to support development process			
6.	Understand the need of positive responsive relationship			
7.	Built connection the child development to the interaction with environment and adults (parents specially)			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 4		Description of assessment task 4 recognize the difference between punishment, reward and discipline as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Describe the expected behavior of young children			
2.	Understand discipline and its key factors			
3.	Discuss punishment and its characteristics			
4.	Design activities to support young children to display positive behavior and emotions			
5.	Realize the negative impact of punishment			
6.	Demonstrate the role of adult in developing a disciplined child			
7.	Acknowledges the role of reward by designing activities to promote disciplined behavior of young children			
8.	Provide guideline for parents to control their temperament			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 5		Description of assessment task 5 communicate young children as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Define communication skills and its types			
2.	Describe parents' communication skills in relation to the child development and care			
3.	Understand the patterns of nonverbal communication			
4.	Recognize the characteristics of verbal communication by recognizing pitch, tone, pronunciation, and content			
5.	Interpret the communication skills for positive impact			
6.	Enlist the skills to improve child parent communication skills			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 6		Description of assessment task 6 improve parents' skills for better cooperation with and motivation of the child as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Understand motivational skills for positive parenting			
2.	List down the strategies to practice motivational skills			
3.	Design motivational family rules			
4.	Draw parenting pyramid			
5.	Explain parenting pyramid with context base examples.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level: 4	Version: 01
Competency Standard Title: Practice Positive Parenting	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
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Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. Explain parenting and Four parenting styles	
2. Differentiate between negative and positive parenting	
3. Explain Attachment and parental attachment (therapeutic parenting)	
4. What are the four core principles of the Convention on the rights of the child?	
5. Describe the Principles of positive parenting.	
6. Distinguish between Punishment & Discipline.	
7. Enlist activities for parents to protect the child from the pressure of environment.	
8. Describe the five skills for improvement of parent-child communication.	
9. What are the improving skills of parents for better cooperation with and motivation of the child?	
10. What are the challenges of positive parenting?	

Question	Candidate's answer
11. What is Parenting pyramid	

ANSWER KEY

Sr.	Answers
1.	<p>Parenting is the process of raising children and providing them with protection and care in order to ensure their healthy development into adulthood.</p> <p>1-Permissive Parent 2-Un involved Parent 3-Authoritarian Parent 4-Authoritative Parent</p>
2.	<p>Positive parenting is the continual relationship of a parent(s) and a child or children that includes caring, teaching, leading, communicating, and providing for the needs of a child consistently and unconditionally where as in negative parenting, parents expressed negative emotions toward their children, handled them roughly.</p>
3.	<p>Attachment theory is a psychological, evolutionary and ethological theory concerning relationships between humans</p> <p>Parental Attachment is one specific aspect of the relationship between a child and a parent with its purpose being to make a child safe, secure and protected. Attachment is distinguished from other aspects of parenting, such as disciplining, entertaining and teaching.</p>
4.	<p>1-Non-Discrimination. 2-Best interests of the child Children. ... 3-The right to survival and development. ... 4-The views of the child.</p>
5.	<p>1-Attachment 2. Respect 3. Proactive parenting 4. Empathic leadership 5. Positive discipline</p>
6.	<p>Discipline is a way to teach kids to follow rules or correct misbehavior where as Punishment is a form of negative discipline. It's often used to get rid of or end a behavior.</p>
7.	<p>1-Spending time together 2-Building & strengthening the child's self confidence 3-Involvement in the child's education 4-Meeting the child's friends 5-Building closeness, but from a safe distance</p>
8.	<p>1-Active listening 2-Reflective listening 3-Useful comments used by parents 4-Promises</p>

	<p>5-Use humour and jokes</p> <p>6-Parents should not use conditioning threats & accusation</p> <p>7-Parents speech should be clear & understandable for the child</p>
9.	<p>1-Understanding the child's emotions</p> <p>2-Privilege, encouragement & Praise</p> <p>3-Choice</p> <p>4-No to labelling and comparisons</p> <p>5-Yes as opposed to No</p> <p>6-Time-In as opposed to Time-Out</p>
10.	<p>1-Family cohesion (attachment among family members)</p> <p>2-Parents belief system</p> <p>3-Strategies for handling crises and stress</p> <p>4-Elasticity in poverty-Parenting as a protection factor</p> <p>5-Communication</p>
11.	
12.	

Assessment Evidence Guide

For

“ECCE Teacher Trainer”

Level-4

Execute Pedagogical Leadership

(Formative Assessment)



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level:4	Version:01
Competency Standard Title: Execute Pedagogical Leadership	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1: Candidate is required to create common goals, plan, and coordinate the curriculum with teachers as per instructions given by assessor</p> <p>Assessment Task 2: Candidate is required to build a collegial work environment for teachers and other stakeholders as per instructions given by assessor</p> <p>Assessment Task 3: Candidate is required to evaluate children's learning outcomes and teaching practices as per instructions given by assessor</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1: Develop a curriculum vision</p> <p>Performance Criteria 2: Translate the vision into curriculum goals/outcomes by setting and communicating learning goals/outcomes with staff and other stakeholders</p> <p>Performance Criteria 3: Match learning experiences to learning goals/outcomes</p> <p>Performance Criteria 4: Realize Experiment with espoused curriculum to meet national requirements and children's needs and interests</p> <p>Performance Criteria 5: Examine the alignment of teaching strategies and assessment to teaching and learning principles</p> <p>Performance Criteria 6: Monitor the implementation of curriculum and</p>

	<p>review the curriculum with teachers</p> <p>Performance Criteria 7: Measure teachers' strengths, need areas, beliefs, and personal philosophy of teaching through direct and indirect observations</p> <p>Performance Criteria 8: Design strategies to unlearn the rigid beliefs and philosophy of teaching and learning</p>
	<p>Assessment Task 2</p> <p>Performance Criteria 1: Create a physical environment /climate that provides opportunity to allow more interaction among teachers in order to encourage collegiality, group & pair work</p> <p>Performance Criteria 2: Arrange structured activities to bring teaches together to achieve the common goals</p> <p>Performance Criteria 3: Create leadership positions by delegating roles and responsibilities as coordinators, subject coordinators, discipline in charges and curricular coordinators.</p> <p>Performance Criteria 4: Arrange professional development sessions for teachers to gain knowledge, skills, and attitudes to effectively plan and execute daily routines and design environment to support curriculum</p> <p>Performance Criteria 5: Apply reflective practice, peer coaching, mentoring and concept of critical friends for teachers</p> <p>Performance Criteria 6: Create guidelines to distribute responsibilities for pedagogical leadership & clarify power relationships between stakeholders</p>
	<p>Assessment Task 3</p> <p>Performance Criteria 1: Define Observe, Record & Analyze children's learning outcomes, using appropriate observation tools</p> <p>Performance Criteria 2: Create environment to initiate dialogue with teachers on teaching practices by using reflective & self-appraisal tool</p> <p>Performance Criteria 3: Use self-appraisal tool to evaluate own curriculum & train teachers and other related staff to use the tool as well</p> <p>Performance Criteria 4: Conduct frequent classroom observation to determine the quality of teaching and learning</p> <p>Performance Criteria 5: Generate post observation discussion with the teacher to provide constructive feedback and recommend PD sessions as per the need</p>

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 create common goals, plan, and coordinate the curriculum with teachers as per instructions given by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Develop a curriculum vision			
2.	Translate the vision into curriculum goals/outcomes by setting and communicating learning goals/outcomes with staff and other stakeholders			
3.	Match learning experiences to learning goals/outcomes			
4.	Realize Experiment with espoused curriculum to meet national requirements and children's needs and interests			
5.	Examine the alignment of teaching strategies and assessment to teaching and learning principles			
6.	Monitor the implementation of curriculum and review the curriculum with teachers			
7.	Measure teachers' strengths, need areas, beliefs, and personal philosophy of teaching through direct and indirect observations			
8.	Design strategies to unlearn the rigid beliefs and philosophy of teaching and learning			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 2		Description of assessment task 2 build a collegial work environment for teachers and other stakeholders as per instructions given by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Create a physical environment /climate that provides opportunity to allow more interaction among teachers in order to encourage collegiality, group & pair work			
2.	Arrange structured activities to bring teaches together to achieve the common goals			
3.	Create leadership positions by delegating roles and responsibilities as coordinators, subject coordinators, discipline in charges and curricular coordinators.			
4.	Arrange professional development sessions for teachers to gain knowledge, skills, and attitudes to effectively plan and execute daily routines and design environment to support curriculum			
5.	Apply reflective practice, peer coaching, mentoring and concept of critical friends for teachers			
6.	Create guidelines to distribute responsibilities for pedagogical leadership & clarify power relationships between stakeholders			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 3		Description of assessment task 3 evaluate children's learning outcomes and teaching practices as per instructions given by assessor		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Define Observe, Record & Analyze children's learning outcomes, using appropriate observation tools			
2.	Create environment to initiate dialogue with teachers on teaching practices by using reflective & self-appraisal tool			
3.	Use self-appraisal tool to evaluate own curriculum & train teachers and other related staff to use the tool as well			
4.	Conduct frequent classroom observation to determine the quality of teaching and learning			
5.	Generate post observation discussion with the teacher to provide constructive feedback and recommend PD sessions as per the need			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level: 4	Version: 01
Competency Standard Title: Execute Pedagogical Leadership	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
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Assessors Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. What is a pedagogical leadership?	
2. What is pedagogical leadership in early childhood setting?	
3. What is the difference between instructional and pedagogical leadership?	
4. What does it mean to be a pedagogical leader?	
5. How can we empower teachers to review and make changes in the curriculum?	
6. Why is it important to examine teachers' beliefs and attitudes to unlearn the rigid practices?	
7. Why is self-assessment important for teachers?	
8. What steps should pedagogical leaders follow to observe teacher classroom practices?	
9. What is the purpose of post observation discussion and how to conduct it?	

ANSWER KEY

Sr.	Answers
1.	Pedagogical leadership is about supporting teaching and learning. It includes instructional leadership—supporting classroom teachers in their key role of implementing curriculum. But, pedagogical leadership is a broader term that encompasses many roles and functions in learning organizations
2.	<p>Pedagogical leaders influence what happens in the classroom by fostering an organizational climate where teachers and other staff members optimize learning opportunities for children and strive to improve their own practice.</p> <p>Pedagogical leadership can apply to infant/toddler classrooms and Kindergarten classrooms alike. Pedagogical leaders keep the collective focus of the teachers and families on whole child development and protect against mission drift.</p>
3.	While instructional leadership is classroom-centered and driven by a mandated curriculum, pedagogical leadership is determined by the needs of students and supports learning and is facilitative in nature.
4.	<ul style="list-style-type: none"> • Build leadership • Innovate • Self-reflection • Set goals • Discipline • Capacity building
5.	<p>Voice – Make sure each teacher has a voice. Not only should teachers feel confident that they have a say, but they should also have confidence that their voice is heard.</p> <p>Development – Although teachers are intricately involved in helping students develop academic abilities, they are often given relatively little say in how this occurs. Be sure to include teacher feedback when making changes to rules, regulations, and curriculum.</p> <p>Celebrate – Despite changing many lives, teachers typically don't receive enough recognition for their work. To empower teachers, be sure to celebrate those who are successful and be candid about what is working and what isn't.</p> <p>Workload – A teacher's workload can sorely limit their ability to be innovative. Be sure to evaluate your teachers' workloads on a regular basis and find a way to lessen them as necessary.</p> <p>Vulnerability, Risk Taking, and Failure – Lastly, being vulnerable is the key to creating open and honest dialogue, which is imperative for innovation. Take risks and encourage that among your teaching staff, and embrace failure as a part of success rather than the antithesis of innovation.</p>
6.	Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement therefore it is important to examine teachers' beliefs and attitudes to unlearn rigid practices?
7.	To understand ones strength and weaknesses so those strengths can be utilized to change the weaknesses into opportunities.
8.	<ul style="list-style-type: none"> • Seek consent and develop rapport with the teacher to eliminate the fear factor • Conduct pre-observation meeting to set targeted goals for observation so the teacher can

	<p>prepare her session accordingly</p> <ul style="list-style-type: none"> • Silently observe the session without giving the impression of a police
9.	<ul style="list-style-type: none"> • To listen to teachers self-reflection on their teaching • Highlight the strengths of teaching • Highlight the areas of improvement in teaching • To discuss the way forward by setting goals for upcoming sessions <p>Co-planning for next teaching cycle</p>

Assessment Evidence Guide

For

“ECCE Teacher Trainer”

Level-4

Practice ICT in Early Years

(Formative Assessment)



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level:4	Version:01
Competency Standard Title: Practice ICT in Early Years	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:.....
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>Assessment Task 1. Candidate is required to use ICT with and by children as per instructions given by assessor.</p> <p>Assessment Task 2. Candidate is required to ensure ICT in whole child development as per instructions given by assessor.</p> <p>Assessment Task 3. Candidate is required to Integrate ICT competence and standards for teaching as per instructions given by assessor.</p> <p>Assessment Task 4. Candidate is required to adapt ICT for teaching and learning as per instructions given by assessor.</p> <p>Assessment Task 5. Candidate is required to contribute to establishing digital safe environment as per instructions given by assessor.</p> <p>Assessment Task 6. Candidate is required to examine ICT for children with special education need as per instructions given by assessor.</p> <p>and complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1. Create the various views on technology for teaching and learning to create an argument to outline the strengths and weaknesses of using educational technology.</p> <p>Performance Criteria 2. Describe the ways in which various technologies support different kinds of student learning</p> <p>Performance Criteria 3. Select appropriate Apps to support's children learning.</p> <p>Performance Criteria 4. List down developmentally appropriate practice of ICT for infant, toddler, young children.</p> <p>Performance Criteria 5. Practice STEM with Young Children: Simple Robotics and Programming as Catalysts for Early Learning</p>

	Performance Criteria 6. Create ICT resources according to the curriculum
	Assessment Task 2 Performance Criteria 1. Use ICT to support physical development of a child. Performance Criteria 2. Use ICT to support social development of a child Performance Criteria 3. Use ICT to support emotional development of a child Performance Criteria 4. Use ICT to support cognitive development of a child
	Assessment Task 3 Performance Criteria 1. Understand how teachers can begin to integrate technology into classroom activities in order to promote learning that is active, collaborative, constructive, authentic, and goal directed Performance Criteria 2. Identify the strategies for professional development of teachers (ICT Competence framework UNESCO) Performance Criteria 3. Analyze ISTE Standards for teachers and educators.
	Assessment Task 4 Performance Criteria 1. Review the national and international curriculum for early year's education with respect to children's use of technologies and development of digital literacy Performance Criteria 2. Integrate ICT in ECCE Curriculum Performance Criteria 3. Identify the issues and trends in the use of computers in classroom teaching. Performance Criteria 4. List out various ways in which different types of technology assess different types of student learning
	Assessment Task 5 Performance Criteria 1. Examine the importance of staying healthy and safe in digital world Performance Criteria 2. Differentiate the useful and harmful effect of technology. Performance Criteria 3. Explore ways that can involve family in using technology
	Assessment Task 6 Performance Criteria 1. Develop, implement and reflect on lesson plans integrating ICT to facilitate children's learning. Performance Criteria 2. Incorporate ICT for children with special educational needs Performance Criteria 3. Use accessible ICTs for Inclusive Education. Performance Criteria 4. Suggest research evidences that support ICT with special education needs.

Continued on following page

Assessors Judgment Guide

Assessors Judgment Guide (to be completed by the Assessor and signed both by the assessor and the candidate after the assessment)

Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code:..... Signature of the Assessor:

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist				
Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1 use ICT with and by children as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Create the various views on technology for teaching and learning to create an argument to outline the strengths and weaknesses of using educational technology.			
2.	Describe the ways in which various technologies support different kinds of student learning			
3.	Select appropriate Apps to support's children learning.			
4.	List down developmentally appropriate practice of ICT for infant, toddler, young children.			
5.	Practice STEM with Young Children: Simple Robotics and Programming as Catalysts for Early Learning			
6.	Create ICT resources according to the curriculum			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 2		Description of assessment task 2 ensure ICT in whole child development as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Use ICT to support physical development of a child.			
2.	Use ICT to support social development of a child			
3.	Use ICT to support emotional development of a child			
4.	Use ICT to support cognitive development of a child			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 3		Description of assessment task 3 Integrate ICT competence and standards for teaching as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Understand how teachers can begin to integrate technology into classroom activities in order to promote learning that is active, collaborative, constructive, authentic, and goal directed			
2.	Identify the strategies for professional development of teachers (ICT Competence framework UNESCO)			
3.	Analyze ISTE Standards for teachers and educators.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 4		Description of assessment task 4 adapt ICT for teaching and learning as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Review the national and international curriculum for early year's education with respect to children's use of technologies and development of digital literacy			
2.	Integrate ICT in ECCE Curriculum			
3.	Identify the issues and trends in the use of computers in classroom teaching.			
4.	List out various ways in which different types of technology assess different types of student learning			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 5		Description of assessment task 5 contribute to establishing digital safe environment as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Examine the importance of staying healthy and safe in digital world			
2.	Differentiate the useful and harmful effect of technology.			
3.	Explore ways that can involve family in using technology			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Assessment Task 6		Description of assessment task 6 examine ICT for children with special education need as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Develop, implement and reflect on lesson plans integrating ICT to facilitate children's learning.			
2.	Incorporate ICT for children with special educational needs			
3.	Use accessible ICTs for Inclusive Education.			
4.	Suggest research evidences that support ICT with special education needs.			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Knowledge Assessment			
Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level: 4	Version: 01
Competency Standard Title: Practice ICT in Early Years	Assessment Date (DD/MM/YY): Assessment Time: 30 min		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
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Candidate Details	Name: Registration/Roll Number: Candidate Signature:
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor:..... Assessor's code: Signature of the Assessor:

Question	Candidate's answer
1. What are the uses of ICT?	
2. Define Scope and essentials of ICT	
3. Explain the History and background of ICT	
4. What are the Categories of ICT	
5. What are the Emerging trends of ICT?	
6. Define STEM	
7. Explain the role of ICT in ECCE/	
8. What are the 7 domains of ICT Competency standards for Teachers?	
9. How will you Integrate ICT in ECCE Curriculum?	
10. What is the importance of the UNESCO ICTs competency framework for teachers?	
11. What does ISTE stands for?	
12. What is the importance of staying safe in digital world?	
13. What is the role of ICT for inclusive education?	

ANSWER KEY

Sr.	Answers
1.	ICT is the use of digital technology, communication tools, and network to access, manage, integrate, evaluate, creates and communicate information to function in a knowledgeable society
2.	<i>ICT has a vast scope in the field of education at all levels. It has promising results which encompass</i>

	<i>the areas such as teaching learning in outside the classroom face-to-face setup or distance mode.</i>
3.	ICT is an acronym that stands for Information and Communications Technology. The first commercial computer was the UNIVAC I, developed by John Eckert and John W. Mauchly in 1951. It was used by the Census Bureau to predict the outcome of the 1952 presidential election.
4.	ICTs fall into four main categories: computing and information technology, broadcasting, telecommunications and internet.
5.	Automation, artificial intelligence, and machine learning are one of the most advanced emerging technologies impacting the information technology sector as a whole. Automation is the simulation of human intelligence tasks through machines and computer systems.
6.	It is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics. Through STEM, students develop key skills including: problem solving creativity.
7.	ICT matters in early childhood education. First, ICT already has an effect on the people and environments that surround young children's learning. Second, these technologies offer new opportunities to strengthen many aspects of early childhood education practice. Third, there is support and interest across the whole education sector for the development and integration of ICT into education policy, curriculum, and practice. There is a growing recognition of the many different ways that ICT can contribute to, or transform, the activities, roles, and relationships experienced by children and adults in early childhood education settings.
8.	Understanding ICT in education, curriculum and assessment, pedagogy, technology tools, organization and administration, teacher professional learning and the teacher dispositions.
9.	<p>We can integrate ICTs in ECCE curriculum in the following ways;</p> <ol style="list-style-type: none"> 1. Plan for the progression of ICTs capabilities; 2. Plan for continuity in ICTs capabilities; 3. Plan for outcomes; 4. Plan for personalized learning 5. Plan for ICTs resources 6. Plan for the next session 7. Plan appropriate ICTs activities
10.	Staying safe in digital world refers to the act of staying safe online which means individuals are protecting themselves and others from online harms and risks which may jeopardize their personal information, lead to unsafe communications or even affect their mental health and well-being.
11.	Information and communication technology (ICT) supports the inclusion in education of children with disabilities by enabling them to overcome some of the barriers causing their exclusion. ICT complements other face-to-face method and tools, such as teacher training and inclusive pedagogy.

Assessment Evidence Guide For “ECCE Teacher Trainer”

Level-4

**Perform Practicum III (Seminars/Workshops/Symposium)
(Formative Assessment)**



**National Vocational & Technical
Training Commission**

Instruction Sheet for the Candidate

Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level: 4	Version: 01
Competency Standard Title: Perform Practicum III(Seminar/Workshop/Symposium)	Assessment Date (DD/MM/YY): Assessment Time:		

Candidate Details	Name: Registration/Roll Number:
Guidance for Candidate	<p>To meet this standard, you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <p>AssessmentTask1: Candidate is required to outline practicum III (seminar/workshop/symposium) as per instructions given by assessor.</p> <p>Assessment Task 2: Candidate is required to candidate is required to perform practicum III instructions given by assessor.</p> <p>Assessment Task 3: Candidate is required to evaluate practicum III and write a detailed report instructions given by assessor.</p> <p>And complete:</p> <ol style="list-style-type: none"> 1. Knowledge assessment test (Written or Oral) 2. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete:</p> <p>Assessment Task 1</p> <p>Performance Criteria 1: Identify target audience and speakers</p> <p>Performance Criteria 2: Create title, goals, objectives, format, and theme</p> <p>Performance Criteria 3: Choose the materials/content needed for seminar, workshop, and symposium</p> <p>Performance Criteria 4: Plan the event logistics & effective team management</p> <hr/> <p>Assessment Task 2</p> <p>Performance Criteria 1: Apply the 7Rs of logistics to ensure effective implementation of Practicum III</p> <p>Performance Criteria 2: Create & finalize the content/material by focusing the title, goals, objectives, format, and theme</p> <p>Performance Criteria 3: Use any one of these formats workshop, seminar, or symposium to implement the practicum III</p> <hr/> <p>Assessment Task 3</p> <p>Performance Criteria 1: Use assessment tools (rating scale, checklists, and semi structure interviews) to record the evidence for interpretation and analysis.</p> <p>Performance Criteria 2: Interpret and analyze the assessment evidence to suggest changes in practices</p> <p>Performance Criteria 3: Compose a comprehensive report highlighting the planning phase, execution phase, feedback of targeted audience & the self-assessed reflections</p>

Assessors Judgment Guide

Candidate Details	Name: Registration/Roll Number: Candidate Signature:.....
Assessment Outcome	<div style="display: flex; justify-content: space-between;"> COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> </div> Name of the Assessor: Assessor's code: Signature of the Assessor:.....

Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration			✓				
Knowledge Assessment	✓	✓					
Other Requirement							

Observation Checklist

Assessment Task 1	Description of Assessment Task: 1 outline practicum III (seminar/workshop/symposium) as per instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:	Yes	No	Remarks
1. Identify target audience and speakers			
2. Create title, goals, objectives, format, and theme			
3. Choose the materials/content needed for seminar, workshop, and symposium			
4. Plan the event logistics & effective team management			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>	
Each Assessment Task (with performance criteria)			

Assessment Task 2	Description of Assessment Task: 2 perform practicum III instructions given by assessor.		
During the practical assessment, candidate demonstrated the following:	Yes	No	Remarks
1. Apply the 7Rs of logistics to ensure effective implementation of Practicum III			
2. Create & finalize the content/material by focusing the title, goals, objectives, format, and theme			
3. Use any one of these formats workshop, seminar, or symposium to implement the practicum III			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>	
Each Assessment Task (with performance criteria)			

Assessment Task 3		Description of Assessment Task: 3 evaluate practicum III and write a detailed report instructions given by		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1.	Use assessment tools (rating scale, checklists, and semi structure interviews) to record the evidence for interpretation and analysis.			
2.	Interpret and analyze the assessment evidence to suggest changes in practices			
3.	Compose a comprehensive report highlighting the planning phase, execution phase, feedback of targeted audience & the self-assessed reflections			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		
Each Assessment Task (with performance criteria)				

Knowledge Assessment

Title of Qualification: National Vocational Certificate Level 4 in Early Childhood Care and Education (ECCE Teacher Trainer)	CS Code:	Level:4	Version: 01
Competency Standard Title: Perform Practicum III(Seminar/Workshop/Symposium)	Assessment Date (DD/MM/YY): Assessment Time:		

Guidance for Candidate	To complete your assessment for this Competency Standard, you need to answer the questions on the following pages successfully.
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Candidate Details	Name: Registration/Roll Number: Candidate Signature:.....
Written Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor: Assessor's code: Signature of the Assessor:.....

Questions (Candidate confidently answered questions correctly and demonstrated understanding of the topics and their application)	
1. How do we distinguish seminar from symposium, workshop, and the like?	
2. What are the four 4 keyways to identify a target audience and speakers?	
3. Explain the steps to create a title, goals, objectives, format, and theme	
4. How to choose appropriate materials/content needed for workshop?	
5. How to choose appropriate materials/content needed for seminar?	
6. How to choose appropriate materials/content needed for symposium?	

Questions (Candidate confidently answered questions correctly and demonstrated understanding of the topics and their application)	
7. How to manage team effectively?	
8. Define 7Rs of event logistic	
9. How do you evaluate the workshop, seminar, and symposium?	
10. What is analysis interpretation?	
11. Highlight the basic steps of report writing	

ANSWER KEY

Sr.	Answers
1.	The main difference between workshop seminar and symposium is their unique characteristics: Workshops are more practical in nature; seminars are more academic in nature, while symposiums and conferences tend to be more formal in nature.
2.	<p>Geographic, demographic, psychographic and behavioral are the four levels of segmentation that can help define the target audience and speakers. However good guest or keynote speaker needs be able to do at least some of the following:</p> <ul style="list-style-type: none"> • Attract attendees • Engage an audience • Reinforce key event themes • Entertain an audience • Educate audiences • Inspire audiences and drive positive change • Provide fresh insight and perspective on event related topics • Provide actions and motivational takeaways
3.	<p>Title can be created by using the Four “US” approach to writing titles.</p> <ul style="list-style-type: none"> • Be USEFUL to the reader • Provide the reader with a sense of URGENCY • Convey the idea that the main benefit is somehow UNIQUE • Do all of the above in an ULTRA-SPECIFIC way • Goals and Objectives should be specific, measurable, achievable, relevant, and time bound. • Format and theme should be created in alignment with the title, goals, objectives, and targeted audience
4.	<ul style="list-style-type: none"> • Draw a workshop planner • Decide what you want your participants to learn • Be clear who your audience is • Bullet point three things they need to know to reach the learning outcomes

	<ul style="list-style-type: none"> • Decide how you want to teach each section • Add the finer details • Add timings • List the material you need • Review • Write the content • Conclusion
5.	<ul style="list-style-type: none"> • Your Introduction • Share the topic of presentation • Rationalize why this topic is important • Narrate the story • Make an interesting statement • Ask for audience participation <p>Paper Content</p> <ul style="list-style-type: none"> • Introduction • Background • Analysis • Conclusion
6.	<ul style="list-style-type: none"> • Call for papers • Title • Names • Background • Aim • Methods • Ethics • Results • Discussion
7.	<p>Effective Team Management</p> <ul style="list-style-type: none"> • Be Consistent in Your Actions • Encourage Clear Communication • Set Clear and Achievable Goals • Recognize Contributions Publicly • Lead by Example • Avoid Micromanaging Others • Listen and Ask Questions
8.	<p>The 7Rs</p> <p>The Chartered Institute of Logistics UK (2019) defines them as: Getting the Right product, in the Right quantity, in the Right condition, at the Right place, at the Right time, to the Right customer, at the Right price</p>
9.	<p>By using a combination of these methods:</p> <ul style="list-style-type: none"> • Self-assessment questionnaires. • Informal feedback from peers and managers. • Checklist & rating scales • Focus groups. • On-the-job observation. • Actual job performance key performance indicators (KPIs)
10.	<p>Data analysis and interpretation is the process of assigning meaning to the collected information and determining the conclusions, significance, and implications of the findings.</p>
11.	<ul style="list-style-type: none"> • Identify the Event. • Highlight Purpose. • Provide Descriptive Data & evidence • Emphasize Highlights. • Acknowledge Challenges.

	<ul style="list-style-type: none"> • Present opportunities and future learning <p>In addition:</p> <ul style="list-style-type: none"> • Beginning: Get Organized. Organizing the report with a logical structure helps readers quickly determine what ideas it will include and makes connections among ideas clearer. • The Basics: Just the Facts. ... • Getting Specific: Round Out the Details. ... • Wrapping Up: Feedback and Recommendations
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