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**Observing children’s growth and development with the aim of assessing their learning capabilities has always been an essential role of working as early childhood teachers. Child observation and assessment remain integral components of ECE curriculum planning, implementation and evaluation. As such, knowledge, skills and understandings about child observation and assessment have been firmly embedded within initial teacher education programs. The study of child development, and the influence of theorists such as Jean Piaget, Lev Vygotsky and Urie Bronfenbrenner have had long lasting impacts on the ECE sector globally.**

**1. Nature of child observation: What skills and knowledge do ECE teachers need when observing and assessing young children’s growth and development? Discuss what is considered as essential skills and understandings; and the theories underpinning the various observation methods used by EC staff in your country.**

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**2. Observation methods and purposes: ECE staff collect and analyze observations of children for the purposes of tracking their growth and development as well as assessing outcomes of learning. In connection with the national curriculum in your country, there may be specific milestones that children are expected to achieve at specific ages. What are these and what happens when a child does not reach these milestones in a timely manner, and what happens to those who demonstrate excellence or acceleration in their rates of development during early childhood? Indicate if certain methods and instruments of child observation such as the use of learning stories, portfolios, check lists, or time-based observations are preferred, and the reasons for this. Discuss the use of child observations in pedagogical documentation to facilitate ECE program planning, assess children’s learning outcomes and sharing these with their families.**

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**3. Universal frameworks and local systems: The pervasive way developmental perspectives have been absorbed into ECE practice world-wide, also makes it difficult to initiate changes in practice or consideration of alternatives. The push for assessment of children’s learning during early childhood has also been fueled by productivity agendas seeking evidence to justify why government funding of EC services is worthy of public investment. The proposed implementation of the ‘Preschool PISA’ – the OECD’s Program for International Student Assessment (PISA), with young children prior to starting school, questions the purposes of government involvement in monitoring children’s growth and development. It also illustrates the dilemmas of applying universal frameworks with global standards to measure children’s learning that cuts across local contexts of each country. How do these global standards compare with local systems that provides more adequate and meaningful ways of observing and assessing both developmental progress and learning outcomes of young children in your country?**

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**4. Key challenges: What are the key challenges of observing and assessing children in ECE settings being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.**

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