



4. Assessment and Planning

Quality pedagogy recognizes the roles of assessment and planning in promoting learning that enables every child to succeed. The educator combines developmentally appropriate expectations, national requirements, freedom for creativity and exploration, and the interests and needs of individual children and groups of children into a cohesive framework. The assessment-planning cycle supports each child's development and learning, building upon children's natural curiosity, previous knowledge and skills, interests, and experiences.

It is important that the process promotes the development of self-assessment and lifelong learning skills and dispositions. By systematically observing children and using other appropriate strategies, educators create educational long-term and short-term plans centered around the interests and needs of individual children and groups, providing both scaffolding and challenges for future achievement.

The educator develops plans based on what children already do, know, and understand, and identifies what is needed to support each child to reach his or her full potential. Plans accommodate the diversity of learning styles and abilities of individual children and are modified when necessary. Children, families, and relevant professionals are included in the assessment and planning cycle. The process is both focused and flexible, taking into account how learning is progressing and what is happening in the life of the child, the community, and the world, determining where improvements can be made and identifying the next steps.

PRINCIPLES

4.1

The educator regularly and systematically monitors each child's progress, learning processes, and achievements.

4.2

The educator plans for teaching and learning based on information about children and national requirements.

INDICATORS OF QUALITY

1. The educator uses systematic observation and other diverse and developmentally appropriate formative assessment tools that reflect on the process and outcomes of learning and development.
 2. The educator assesses the level of children's involvement necessary for meaningful learning and participation and makes adjustments in activities accordingly.
 3. The educator ensures that the assessment process takes into account and builds upon children's strengths, individual needs, and interests.
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1. The educator plans activities that are based on the developmental levels and interests of the children to enable them to acquire relevant competences.
 2. The educator balances planned activities with child-initiated activities and choices, including finding ways to support children's individual learning styles and paces.
 3. The educator uses a comprehensive planning approach that provides for a balance of individual, small group, and whole group learning experiences.
 4. The educator plans for a sufficient variation of activities to keep children engaged and to provide new challenges for them.
 5. The educator's plans and actions are flexible enough to acknowledge and incorporate changing conditions and children's needs and interests.

4.3

The educator includes children, families, and relevant professionals in the assessment and planning process.

1. The educator assists children in becoming skillful at self-assessment and making decisions about their own learning and behavior based on clear and consistent criteria.
2. The educator guides children on how to evaluate others' behaviors and work.
3. The educator and family members share information regarding children's progress and interests and together create short-term and long-term individual goals.
4. The educator includes relevant professionals in the assessment and planning process where appropriate.



Between the extremes of abstract and over-simplifying universalism and relativism which makes no higher demand beyond the horizon of each particular culture, one needs to assert both the right to be different and receptiveness to universal values.

—UNESCO, Jacques Delors,
Learning: The Treasure Within

