

Observation and Assessment in Early on Babyhood Education

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THEORETICAL INVESTIGATION

The purpose of observation and assessment in education

Observation is an act of noticing which involves paying attention and perceiving something. As Curtis and Carter (2000) mention, 'Observation inspires good teaching. 'In the early childhood context, it is a vital responsibility of a teacher to understand the children and their families, understanding their cultural influence and their unique background.

Observations can be produced in almost any situation since one can constantly see and hear things that can all be used as data for creating evidence to support further planning. It can emphasize the significant aspect of a child's individual characteristics such as their physical, social, emotional, personal, spiritual, creative, and linguistic aspects of learning. (EYLF p.9) Direct observations are the ways to find out if the play equipment and experiences provided by educators are relevant. It highlights the child's learning style and behaviors.

Observations may allow information sharing with other parties; reflection on the appropriateness of provision; informed planning; informed understanding of a child's present competency levels; assessment of children, groups, interactions, and the learning environment. The essay will also emphasize the importance of acting in the 'best interests of the child (Article 3 of the United Nations Convention on the Rights of the Child) at all times.

Each child's learning and development are assessed as part of an ongoing cycle of planning, documenting, and evaluation. (Australian Children's Education and Care Quality Authority (ACECQA). (2020b). National Quality Standard 1.2.1) In this report, I will attempt to outline and provide different types of observational techniques, and the primary and secondary sources of information that can be used to gather information about the children. I have highlighted a brief explanation of the different observation types e.g., summative, formative, and diagnostic methods, and finally an understanding of how to interpret and use this information for further programming and planning to correlate observation and assessment of a child's holistic development and learning. When researching children, it's important to use a range of recording techniques, such as running records, learning stories, photographs, portfolios, and checklists (which are especially useful when there are developmental concerns for children and should be completed with the assistance of a trained expert like an inclusion support facilitator), discussions with families—anecdotal information, discussions with colleagues (for example, visiting professionals), conversations with children and many more

Its purpose in education

Observations can clarify a child's current levels of performance and skills mastered, but it is important to keep in mind that if interventions and provisions are to be changed considering the observations, practitioners should not assume that if a child has not mastered a skill, he or she is unable to do so. Our teaching practice should be guided by the five principles in Belonging, Being, and Becoming: The Early Years Learning Framework for Australia (2009).

The Child Development Inventories and Teacher's Observation Guide were created by Ireton, who also recommended that: The greatest way to understand how young children develop is to watch them in action as they go about their daily lives at home and in preschool. Teachers must take a methodical approach to watch what each child is doing to get the most out of their observations. Teachers can benefit from using observation sheets, child development charts, and summary sheets. The National Quality Standard claims that: Each child's current knowledge, ideas, culture, abilities, and interests are the foundation of the program. (NQS1.1.2). It is now possible to offer a variety of experiences that will advance the child's learning and development using the knowledge obtained from observations and other sources. It aims for early identification, diagnosis of specific challenges, and the adoption of effective intervention options for children who are having difficulty. Without a thorough evaluation of the current circumstances and earlier observation, none of these are possible.

Teaching and learning evaluation techniques are of various types and it depends on the objective of the learning outcome which technique takes precedence through professional judgment. To create a picture of a child's development throughout time in care and complete the jigsaw puzzle of the learning journey, a summative assessment will compile all the individual observations, analyses, and extensions the practitioner has already recorded. It helps educators set new goals and consider how they may assist the kid in achieving those goals, it can help parents understand how their child is learning and progressing, identify gaps, appreciate strengths and interests, and flag the need for early intervention in a summary format.

Formative - It is the process by which a teacher evaluates the learning of children and creates new learning opportunities and strategies to further encourage and/or extend learning. Children can actively control and modify their learning through formative evaluations, and they can also keep track of their learning objectives.

Diagnostic tests are designed to assist teachers in determining what knowledge and skills students possess in many domains to promote their students' learning. To build on the student's strengths and meet their individual needs, teachers may find it useful to use these types of exams to find out what the kids understand.

Conclusion:

Effective observations include the goals and values of tracking each child's development in a way that is understandable to parents, children, and other professionals. To ensure that the plans and interventions that come next have been informed through an examination of a range of information relating to the child's current levels of performance and considering all factors that may compound or enhance future progress, a variety of observational methods must be applied with clear

guidelines as to the practical and ethical issues. It will greatly inform practice and ultimately benefit the child. Evidence of observations and assessments will be used to support any discussions with parents or referrals to outside professionals that a practitioner may need to make regarding a child's progress. It should be stressed that observations must be based around the child, within the child's world, and consider all possible influencing factors on the child's progress and development. The more natural the observational setting, the more natural the responses of the child are likely to be. Effective observations and assessments should continue as an ongoing, cyclical process to ensure the most appropriate provision is made available to our youngest, and perhaps most vulnerable, children. If early identification is viewed as essential, then observations and assessments should be deemed equally essential.

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