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By Salwan Education Trust

Vol. XV No. 1 August 2024 - November 2024



Nurturing Early Minds: On-the-Go Assessment at the Foundational Stage

- ❖ Going Beyond Conducting and Recording Assessment
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- Prospects of Artificial Intelligence in Early Childhood Education: Can We Expect Humanoid Teachers?

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Navtika is a journal that serves as a practical guide for teachers, parents and other caregivers who nurture and monitor children during the foundational years, i.e., three to eight years. It seeks to provide valuable information, deepen knowledge and address parental concerns, empowering teachers and parents to deliver better care. The journal publishes original work based on standards of excellence and expert views.

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FROM THE

EDITOR-IN-CHIEF'S DESK

Transforming Early Years Education and Assessment

Coordination, communication, and collaboration are the cornerstones of progress, not just for individuals, but for entire educational systems. In the foundational years, aligning these elements becomes even more critical to ensure holistic growth for our students. As emphasized in National Education Policy (NEP) 2020, education must be flexible and responsive to the needs of each child—recognizing that one size does not fit all. Every child comes with their own set of strengths, challenges, and unique potential, and it is up to educators to create learning environments that harness this diversity. Our role is to bring out the best in every child by assessing, evaluating, and providing the right interventions where improvement is needed. The key lies in customizing learning solutions, ensuring that assessments are not just tools for measurement, but pathways for enhancement.

Incorporating both traditional and contemporary educational approaches allows us to provide a balanced learning experience. We cannot dismiss the value of traditional methods; many schools continue to rely on these practices, particularly in the foundational years, because it is relevant and still serves a purpose. At the same time, contemporary methods bring innovation and adaptability, making education more relevant to today's dynamic environment. Striking the right balance between these approaches helps us assess a child's cognitive, emotional, social, and physical development more effectively. There are many ways to do this, and it is our job as educators to discover what works best for each student. We must move beyond rigid evaluation models and adopt culturally responsive assessments, especially in a multicultural society like ours. A key part of this shift involves continuous assessments that evolve over time, helping us understand a child's growth in a more nuanced way. Today, with the integration of technology, the process becomes even more efficient. Be it in formative assessments—as learning, of learning, or for learning—teachers must be equipped to apply the appropriate methods based on what the situation demands. Furthermore, gathering inputs from parents, peer groups, and fellow teachers enriches the assessment process. Peer learning, in particular, is an invaluable tool for fostering collaboration among students, and we must encourage it wherever possible.

Ultimately, the goal is to ensure that no child is left behind. Every child has something special to contribute, and it is the educator's responsibility to recognize, assess, and cultivate that potential. Each child is unique, learns at their own pace, and our job is to make the assessment process less burdensome for not only the students but also teachers and parents. It should be a supportive, non-threatening experience that fosters growth rather than instilling anxiety.

As we continue this transformative journey, we are committed to bringing about a paradigm shift in education. By personalizing learning and assessment processes, we can unlock the full potential of every child, adding value not just to their education, but to their life as a whole. Together, we can create an inclusive and dynamic system that nurtures the uniqueness of every child and ensures their growth into capable, confident individuals.

*All articles in this issue of Navtika have been peer-reviewed and critically assessed for academic authenticity and accuracy.

Dr. (Mrs.) Indu Khetarpal

Editor-in-Chief

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Transforming Early Childhood Assessment: A HOLISTIC APPROACH

Priyanka Barara

In the years to come, the landscape of assessment for young children, particularly those aged 3-6 years, is poised for significant transformation. As an educationist deeply invested in the holistic development of young learners, it is crucial to understand and adapt to these evolving methodologies. Future assessments will increasingly align with Developmentally Appropriate Practices (DAP), ensuring that the methods used are suitable for the child's age and individual learning pace. This approach will prioritize formative assessments, which focus on monitoring progress and providing ongoing feedback, also referred to as constructive and positive feedback over diagnostic assessments that evaluate learning at the end of a specified period.

The future will see a shift towards reflective assessment practices. Educators will engage in ongoing observation and documentation of children's activities, behaviours, and interactions. This continuous assessment will help in identifying learning patterns and tailoring educational strategies accordingly. Assessment practices will become more collaborative, involving not just educators but also parents and caregivers. This inclusive approach will ensure that assessments are non-threatening and a comprehensive analysis of a child's experience across different environments. Additionally, it will foster a supportive network around the child, enhancing their overall development. Technology will play a pivotal role in the assessment process. Digital tools and platforms will enable more dynamic and interactive assessments, allowing educators to capture real-time data on a child's progress. These tools will also facilitate personalized learning

experiences, catering to the unique needs of each child. As the focus shifts on the individual assessments, they will have to move beyond traditional academic metrics to encompass a broader range of developmental domains, including social-emotional, physical, and cognitive skills. This holistic approach will provide a more comprehensive understanding of a child's growth and development.

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It's not what you do for your children, but what you have taught them to do for themselves, that will make them successful human beings.

~Ann Landers

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