


Chapter 4

Impact of Assessment on Childhood Education Theories and Practice

Sanjeev Kumar

 <https://orcid.org/0000-0002-7375-7341>
Lovely Professional University, India

ABSTRACT

Different modern early childhood teacher education techniques can be used for a child's development, skills, abilities, and overall well-being. It involves observing, testing, and using various assessment tools to comprehensively understand a child's strengths, weaknesses, and areas needing further support or intervention. This book chapter provides comprehensive overviews of the children's assessments are typically conducted by professionals such as psychologists, educators, or other specialists trained in child development and assessment. Assessments help identify any delays or difficulties in a child's development, such as language delays, motor skill deficits, or cognitive impairments. Assessments provide valuable information that helps professionals develop individualized intervention plans to support a child's needs. These plans may involve therapies, educational programs, or other interventions. Assessments can measure a child's academic skills and progress in various subjects, helping educators determine appropriate educational goals.

INTRODUCTION

Child education refers to facilitating Learning, development, and growth in children. It encompasses various formal and informal activities, strategies, and techniques to nurture a child's intellectual, emotional, social, and physical abilities (Haslip &

DOI: 10.4018/979-8-3693-0956-8.ch004

Gullo, 2018). The primary goal of child education is to provide children with the knowledge, skills, values, and attitudes necessary to succeed in life and become responsible, well-rounded individuals. Child education typically begins in early childhood and continues through the adolescent years. It includes formal education, such as attending preschools, elementary, middle, and high schools, and informal education, which involves learning experiences outside the traditional classroom setting (Keengwe & Onchwari, 2009).

Cognitive development techniques should be applied to promote intellectual growth by stimulating critical thinking, problem-solving skills, creativity, and logical reasoning. They foster healthy relationships, empathy, self-awareness, emotional regulation, and social skills to enable children to interact effectively with others (Bredekamp & Joseph, 2011). The growth child's physical development must encourage, which includes; physical fitness, motor skills, coordination, and overall well-being through activities like sports, exercise, and outdoor play. During the age of childhood, the knowledge of different languages and literacy should be developed, which will support their careers and make the habits of reading, writing, and communication skills to enhance children's ability to express themselves and understand the world around them. Moral and ethical values should be developed in society, which helps children become responsible, compassionate individuals (Morrison et al., 2009). Cultural and Global awareness should also include understanding and appreciating diverse cultures, traditions, and perspectives to foster tolerance, respect, and global citizenship. Child education is typically guided by educational frameworks, curricula, and pedagogical approaches that vary across countries and educational systems. It involves the collaborative efforts of parents, teachers, caregivers, and educational institutions to create a supportive and conducive learning environment for children.

FEATURE OF CHILD EDUCATION AND THEIR ASSESSMENT

Child education incorporates several vital features contributing to its effectiveness and holistic development. Child education places the child at the centre of the learning process. It recognizes and respects each child's unique abilities, interests, and needs, allowing for personalized and differentiated instruction (Gullo, 2005). Play-based Learning is essential to child education as it promotes active engagement, exploration, creativity, and problem-solving skills. Play-based Learning encourages children to learn through hands-on experiences and fosters socio-emotional development. Child education emphasizes active learning methods encouraging children to participate and construct knowledge actively. It includes interactive discussions, group projects,

16 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/impact-of-assessment-on-childhood-education-theories-and-practice/337479

Related Content

Embracing Teaching as Social Activism: Rejecting Colorblindness through Cultural Inclusion during Study Abroad

James A. Gambrell (2017). *Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers* (pp. 322-340).

www.irma-international.org/chapter/embracing-teaching-as-social-activism/171790

Reflective Teachers: A Probe Into 21st Century Skills Among Indian Trainee Teachers

Arnab Kundu and Tripti Bej (2022). *International Journal of Teacher Education and Professional Development* (pp. 1-20).

www.irma-international.org/article/reflective-teachers/284486

A Head-Start to Teaching: Exploring the Early Field Experiences in Pre-service EFL Education in Turkey

Rabia Hos, Halil Ibrahim Cinarbasand Hatice Yagci (2019). *International Journal of Teacher Education and Professional Development* (pp. 68-84).

www.irma-international.org/article/a-head-start-to-teaching/233503

Blended Learning Strategies for Engaging Diverse Student Cohorts in Higher Education

Josh McCarthy (2018). *International Journal of Teacher Education and Professional Development* (pp. 29-45).

www.irma-international.org/article/blended-learning-strategies-for-engaging-diverse-student-cohorts-in-higher-education/204532

On Returning to Pakistan after Studying in the UK: The Life Stories of Three Teachers

Ambreen Shahriar (2014). *Cases on Teacher Identity, Diversity, and Cognition in Higher Education* (pp. 171-191).

www.irma-international.org/chapter/on-returning-to-pakistan-after-studying-in-the-uk/107877