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The latest news and updates from Dek Noi Pattana Foundation

BY ANUJE SIRIKIT



EARLY CHILDHOOD ASSESSMENTS AND AGE-SPECIFIC COMPETENCY DEVELOPMENT (CHILDREN 2-3 YEAR-OLD) IN DONRAED AND SALAKDAI ECD CENTERS

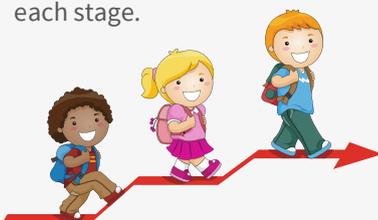
Dek Noi Pattana Foundation (DNPF) works on developing ECD centers into high-quality learning centers and develops monitoring mechanisms while also considering implementing guidelines. Additionally, DNPF develops guidelines for teachers to observe children's competencies in a systematic manner. This is because competencies are individualized guidelines with complete details for ECD following accurate principles.

Competencies are indicators that point to children's behaviors in each stage. They indicate what children can do and they are used as tools to help teachers and parents to know what abilities children should be able to do at each age. The objectives of competencies are to utilize the collected data in building and supporting the children's development. Teachers should not use the results to judge a child when they can and cannot do something. They may use them in cognitive development activities in daily life with children for quality ECD that Thailand needs.

Competencies are important for children to develop to their full potential and they help adults to understand children and the proper ways to care for children during each stage.



To support teachers at the ECD centers in effectively monitoring children's skills, DNPF has developed a teacher guide and toolkit for observing and monitoring the development of children skills for 2- and 3-year-old. DNPF team extracted relevant competency domains and indicators for 2-year-old and 3-year-old from the national guideline (the national guideline was introduced in 2019 by the National Education Council and Department of Local Administration (DLA), and the roll out of national guideline was in 2020).





The ECD competencies for 2-year-old has 4 domains including:

- Domain 1. Motor Development and Physical Well-Being
- Domain 2. Perception and Learning Development
- Domain 3. Language development and Comprehension
- Domain 4. Emotional and Social Development

The ECD competencies for 3-year-old has 7 domains including:

- Domain 1. Motor Development
- Domain 2. Social Development
- Domain 3. Emotional Development
- Domain 4. Cognitive Development
- Domain 5. Language Development
- Domain 6. Moral Development
- Domain 7. Creative Development



Tables below show comparison of the children’s skills 2-3 year-old of the 10 ECD centers in the first and in the second semester of the 2020 school year.

Table 1. Comparison of the children’s skills (2-year-old) of the 10 ECD centers in the first and in the second semester of the 2020/21 school year (percent of children able to independently perform skills)

ECD centers	Competencies for children 2-year-old							
	Domain 1		Domain 2		Domain 3		Domain 4	
	Before Nov 2020	After Mar 2021	Before Nov 2020	After Mar 2021	Before Nov 2020	After Mar 2021	Before Nov 2020	After Mar 2021
Average results for all centers	49	89	26	73	44	79	49	82
Range of results across centers	37-78	85-95	11-50	55-82	19-68	61-90	32-57	67-96

From Table 1, it was found that in the first semester, children demonstrated skills in domain 4 (emotional and social development) the most with an average of 49% followed by domain 1 (motor development and physical well-being) also with an average of 49% and domain 3 (language development and comprehension) with an average of 44%. The children struggle most with domain 2 (perception and learning development) with only 26% able to perform the skills. There was also a wide variation in results across centers from at the lowest end only 11% of children in one center being able to perform skills in domain 2 to at the highest end as many as 78% of children in one particular center being able to perform skills in domain 1.

In the second semester, the skills that the children demonstrated the most were in domain 1 (motor development and physical well-being) with an average of 89% followed by domain 4 (emotional and social development) with an average of 82% and domain 3 (language development and comprehension) with an average of 79%. The skills that the children demonstrated least were domain 2 (perception and learning development) with an average of 73%. In addition to the substantial improvement in skills across all domains between the first and second semester and at the lowest end of 55% of children in one center were able to perform skills in domain 2 and all at the highest end, 96% of children were able to perform skills in domain 4.



Table 2. Comparison of the children’s skill (3-years-old) in the 10 centers in the first semester and in the second semester of the 2020/21 school year (percent of children able to independently perform skills)

ECD center	Competencies for 3-year-old children													
	Domain 1		Domain 2		Domain 3		Domain 4		Domain 5		Domain 6		Domain 7	
	Before Nov 2020	After Mar 2021	Before Nov 2020	After Mar 2021	Before Nov 2020	After Mar 2021	Before Nov 2020	After Mar 2021	Before Nov 2020	After Mar 2021	Before Nov 2020	After Mar 2021	Before Nov 2020	After Mar 2021
Average results for all centers	75	92	73	93	74	95	61	90	68	93	73	92	75	96
Range of results across centers	60-83	84-99	52-92	84-89	63-90	85-99	44-82	77-99	47-80	77 -99	45-83	79-100	62-84	84-100

From table 2, it was found that in the first semester, children demonstrated skills in domain 1 (motor development and physical well-being) and domain 7 (creative development) the most with an average of 75% followed by domain 3 (language development and comprehension) with an average of 74% and domain 6 (moral development) with an average of 61%. There was also a significant variation in results across centers with at the lowest end of 43% of children in one center being able to perform skills in domain 5 and at the highest end of 84% of children in one center being able to perform skills in domain 7.



In the second semester, the skills that the children demonstrated the most were in (creative development) with an average of 96% followed by domain 3 (language development and comprehension) with an average of 95% and domain 2 (social development) with an average of 93%. The domain in which the children demonstrated least was domain 4 (cognitive development) but still with an average of 90%. In addition to the significant improvement in skills across all domains between the first and the second semesters, there was also a decrease in the variation in results across centers. In the second semester and at the lowest end 74% of children in one center were able to perform skills in domain 6 while at the highest end 100% of children in one center were able to perform skills in domain 6 and in another center 100% of children were able to perform skills in domain 7. It is also noticeable that at the end of the second semester the overall results for 3 years old are significantly better that for 2 years old. This is most likely to be further indication of the value added of the training and coaching that the teachers and caretakers have been receiving.

Recommendations

After the test run of the competencies for observing and developing the children’s skills in Salakdai and Donraed, the DNPf team recommendations for utilizing the competencies in the ECD centers and classroom as follows:

- 1) Information about ECD competencies should be communicated to teachers as well as the importance of competencies in ECD so teachers understand their value.
- 2) Teachers should use behavior indicators and design special activities and/or include the indicators in the daily activities.
- 3) As part of their plan, teachers should also include a detailed plan on how they are going to utilize the indicators in their activities.
- 4) Teachers must observe and take notes before and after lessons following each indicator and observing whether the children are able or unable to perform and the timing in which they are able to.
- 5) ECD center should inform parents about the activities that help support competency development which can be used at home as well as at school.
- 6) Each activity following the lesson plan must be documented by taking photographs. Teachers must continuously record their observations following each indicator and the children’s projects must be kept.
- 7) Teachers and caretakers should share their competency results of each center in their group every month to revise and exchange techniques on building competency skills, engaging with parents, and doing research in the classroom.
- 8) Teachers must record behavioral observations and the results of competency assessments for both before and after lessons and at the end of semester. There should also be a meeting to summarize the results of competency assessment and a report should be given to the center’s education committee.

THE ROLE OF TEACHERS IN EDUCATING PARENTS DURING COVID 19 PANDEMIC

DNPF together with Surin Rajabhat University (SRRU), Office of Local Administration (under the Department of Local Administration), and New International School (NIST) recently organized a training online for teachers of ECD centers from 17 districts in Surin. The topic included “the teacher’s role in informing parents to support Executive Functions development in Early Childhood. A learning package was prepared for parents about home-based learning and community-based learning activities. The package was designed by DNPF team and third year pre-service students of the Faculty of Education of SRRU. The workshop was very well organized with a combination of lectures in the main session, hands on practice with active learning activities at home in the breakout rooms and back to the plenary session for feedback and wrap up for each day. Teachers participated actively throughout sessions during the two days training. Participants were very satisfied with the training and would like to see a continuation of this kind of training in future.



The training provided teachers and care-takers the following:

- An opportunity to exchange ideas with assistant teachers from NIST on the teacher’s role in educating parents during COVID, NIST case study. A video from other assistant teachers from NIST giving their reflections and experience through teaching online were very helpful.
- Hands-on practice with active learning activities at home.
- A network of ECD teachers and sharing of teaching and learning materials.

“EARLY CHILDHOOD TEACHERS ARE KEY FIGURES IN LAYING THE FOUNDATION OF HUMAN DEVELOPMENT”



Teachers from Nadee and Nong Sanit ECD centers recently made a study visit to SRRU demonstration school. They were welcome by the Rector of SRRU. At the welcoming speech the rector said that “Early Childhood Teachers are key figures in laying the foundation of human development”.

DNPF team and SRRU team from the Faculty of Education has been supporting Faculty of Education’s own ECD center and coaching ECD teachers during the past ten months. Significant progress has been made in progressing towards a model center. Teachers have more confidence in presenting executive functions development activities. The study visit was also a good opportunity for information sharing session and sharing of experience among teachers of other ECD centers.



FOR MORE INFORMATION:
 Website: www.deknoipattana.org
 Email: info@deknoipattana.org