



A Caring Institution

Early Childhood Care and
Education Authority

Developmental Learner Profile (Themed)



Early Childhood Care and Education Authority
in collaboration with the
Mauritius Institute of Education

BACKGROUND INFORMATION

Name of school: _____

Name of teacher (Year 1): _____

Name of child:

Gender: Boy Girl:

Date of birth:

Date of admission:

Any specific need (*any specific problem reported by parents*)

Name of teacher (Year 2): _____

Remarks:

MY BODY

The child is able to:	Emerging (Trying)	Expected (Can do)	Excelling (Can do well/repeatedly)
➤ Identify and names main parts of the body			
➤ Count fingers on 1 hand or toes on 1 foot			
➤ Engage in activities individually and as part of a group			
➤ Get along easily with others			
➤ Walk, run and balance appropriately			
➤ Demonstrate appropriate posture			
➤ Differentiate between boy and girl			
➤ Use his/her senses appropriately			

COMMENTS

Next steps
Need Special/ additional support:

Name of teacher:

Date:

MY BODY: SELF- CARE

The child is able to:	Emerging (Trying)	Expected (Can do)	Excelling (Can do well/repeatedly)
<u>Fine Motor Skills</u>			
➤ Screw and unscrew bottle cap			
➤ Use scissors			
➤ Hold and use pens, pencils, paint brushes			
➤ Hold and drink from a cup/glass			
<u>Awareness and skills for self-care</u>			
➤ Use toilet without assistance			
➤ Wash and dry hands after toilet			
➤ Use napkins and dustbins			
➤ Wash hands before and after eating			
<u>Safety measures at school</u>			
➤ Walk on stairs and even surfaces			
➤ Handle any equipment indoor and outdoor appropriately			
<u>Dressing</u>			
➤ Dress/undress without assistance			
➤ Put on or remove shoes/socks/apron			

Next steps
Need Special/ additional support:

Name of teacher

Date:

MY BODY: SELF-AWARENESS

The child is able to:	Emerging (Trying)	Expected (Can do)	Excelling (Can do well/repeatedly)
➤ Express emotions and feelings			
➤ Show honesty			
➤ Show respect			
➤ Show love through storytelling/painting			
➤ Show initiative to lead an activity			
➤ Differentiate between right and wrong (Use a dustbin to throw litter, do not push your friends when standing in a line)			

COMMENTS

Need Special/ additional support:

Name of teacher:.....

Date:

MY ENVIRONMENT

(MY HOUSE/ MY FAMILY/ MY NEIGHBOURHOOD/ MY SCHOOL)

The child is able to:	Emerging (Trying)	Expected (Can do)	Excelling (Can do well/repeatedly)
➤ Identify any family members (mother, father, grandmother & siblings and others)			
➤ Show love, care and respect for teachers			
➤ Show love, care and respect for caregivers			
➤ Show love, care and respect for peers			
➤ Show love, care and respect for family members			
➤ Identify, name and count objects found in his/her environment			
➤ Engage in conversation on his or her family, relatives, house, neighbourhood and school			
➤ Use simple structured sentences to talk on his or her house , family, relatives, neighbourhood and school			
➤ Demonstrate care for the environment for e.g., the importance of picking up litter			

COMMENTS

Need Special/ additional support:

Name of teacher

Date:

MOTHERLAND

The child is able to:	Emerging (Trying)	Expected (Can do)	Excelling (Can do well/repeatedly)
➤ Name his/her country			
➤ Name some towns/ villages in his/her country			
➤ Use creative arts to represent Mauritius			
➤ Identify parts of Mauritius on a map ➤ Identify his or her own locality on a map			
➤ Use basic vocabulary to build simple structured sentences on Mauritius			
➤ Represent aspects of Mauritius through art, music and poetry			

COMMENTS

Need Special/ additional support:

Name of teacher

Date:

UNITY IN DIVERSITY

The child is able to:	Emerging (Trying)	Expected (Can do)	Excelling (Can do well/repeatedly)
➤ Name some important personalities of Mauritius, for e.g. the President, the Prime Minister.			
➤ Name some special events such as Independence Day			
➤ Participate in different cultural activities			
➤ Recognize the colour sequence of the Mauritian Flag			

COMMENTS

Need Special/ additional support:

Name of teacher:

Date:

FOOD AND NUTRITION

The child is able to:	Emerging (Trying)	Expected (Can do)	Excelling (Can do well/repeatedly)
➤ Name the different meals taken during the day			
➤ Eat together during snack and lunch time			
➤ Talk about balanced meals			
➤ Enumerate importance of drinking water regularly			
➤ Recognize and name familiar and seasonal fruits and vegetables.			
➤ Participate in creative printing activities using vegetables			

COMMENTS

Need Special/ additional support:

Name of teacher:

Date:

PLANTS

The child is able to:	Emerging (Trying)	Expected (Can do)	Excelling (Can do well/repeatedly)
➤ Identify and name the different parts of a plant			
➤ Show care and respect for plants at school, at home and in the environment			
➤ Interpret observation skills through experiments			
➤ Use leaves and flowers for creative activities			

COMMENTS

Need Special/ additional support:

Name of teacher:

Date:

ANIMALS

The child is able to:	Emerging (Trying)	Expected (Can do)	Excelling (Can do well/repeatedly)
➤ Identify and name some familiar animals and their habitats			
➤ Draw familiar animals			
➤ Sort and classify animals according to size, height and other features			
➤ Show care and respect for animals ➤ List some safety measures with regard to wild and domestic animals			

COMMENTS

Need Special/ additional support:

Name of teacher:

Date:

WATER

The child is able to:	Emerging (Trying)	Expected (Can do)	Excelling (Can do well/repeatedly)
➤ Explain the importance of water			
➤ Differentiate between drinkable /non drinkable sources of water			
➤ Explain through drawing how water is collected and distributed			
➤ Give examples of how to use water wisely and prevent wastage			
➤ Observe and describe simple experiments using water to explore the properties, importance and uses of water. Example: floating and sinking,			
➤ Use water within creative activities and notice its properties e.g mixing with paint/food colouring, warm/cold/ice			

COMMENTS

Need Special/ additional support:

Name of teacher

Date:

TRANSPORT

The child is able to:	Emerging (Trying)	Expected (Can do)	Excelling (Can do well/repeatedly)
➤ Name and describe different modes of transport			
➤ Show an awareness of road safety measures and traffic signs			
➤ Name different occupations related to the transport sector			
➤ Engage in art activities such as drama, songs and role play			

COMMENTS

Need Special/ additional support:

Name of teacher:

Date:

General Notes/Comments/Examples of development demonstrated across the themes including parental involvement or interest.

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Need Special/ additional support:

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Name of teacher:

Signature of teacher:.....

Date:

Theme Guidance

- Recognizing and using the child's interests throughout each theme
- Identification of words, letters and sounds in association with each theme
- Introduce letters and the concept of mark making and early writing skills leader to development of competency
- Concepts of number, counting, shape and measure to be extended according to child's ability
- Recognizing the characteristics of effective learning through levels of enjoyment and involvement : playing, exploring and interacting as a mechanism for learning and development
- Using a range of literacy such as poems, nursery rhymes and songs throughout each theme
- Use of games to support development
- Creative activities used as a method of expression and representation of feelings and knowledge
- Observing children's play, participation and engagement whether it is alone or in groups and identifying what they 'can do' more than what they cannot do. Use this knowledge to plan their next steps.
- Document children's learning i.e. make notes which provide examples of where they have succeeded/achieved. These can be brief or detailed but should be saved in a folder or portfolio i.e. examples of what they were actually doing and what you 'noticed'.
- Where there are multiple skills e.g. fine motor skills it is important to identify the skill and the method in which it was demonstrated – they may not demonstrate them all at once. E.g. they might be able to use scissors before they can unscrew a bottle
- Children's daily activities often provide opportunities for them to experience a range of concepts – these should be easily identified by teachers as they begin to make sense of these e.g. concepts of past, present and future might come out during a conversation; recognition of concepts of size through planned and unplanned activities – these are small areas of development which have significant meaning over time.
- Teachers should respond to and note down involvement from the home learning environment e.g. where parents report activities at home which demonstrate learning from school.
- Teachers should think of ways parents can extend or support the current theme.
- Each theme is a mechanism for learning. Depending on which point in the year this takes place will depend on some of the areas of development demonstrated by the children. E.g. talking, counting and mark making/writing should be seen to improve. Therefore if spoken language is weak at the start of the year it would be described as 'emerging' whereas during or towards the end of the year it might reach an 'expected' level for the age group. 'Excelling' would be where a child exceeds expectations for the age group.

Note: excelling in year 1 could be judged as 'expected' at the start of year 2