



وزارة التربية والتعليم
MINISTRY OF EDUCATION



ترخيص المهن التعليمية
Educational Professions Licensure

Early Childhood Pedagogy Test

Study Guide

(KG1 – Grade 2) Teachers

Year 2021

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Educational Professions Licensure

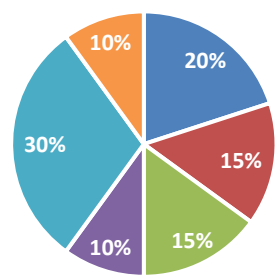
Early Childhood Pedagogy Test Study Guide

The Teacher Licensing System in the Ministry of Education of the United Arab Emirates is one of the educational priorities that aim at optimizing investment in teachers in order to help them to achieve the objectives of the ministry and to improve educational outcomes. The Pedagogy Test for Early Childhood teachers is one of the teacher's license requirements.

The test is computerized and includes 100 multiple-choice questions, which should be answered within a maximum of two hours and a half. Examinees are expected to choose the most correct answer from the four listed choices in the question.

Test Overview

Test Name	Pedagogy Test
Number of questions	100
Test Duration	2.5 hours
Format of questions	Multiple Choice questions
Test Delivery	Computer based test

Content Domain	Approximate Percentage of Test	Approximate Number of Questions	<p>Approximate Percentage of Test Domains</p>  <ul style="list-style-type: none"> I. Child Development II. Observation, Documentation and Assessment III. Developmentally Appropriate Practices IV. Family, Professionals and Community V. Learning across the curriculum
I. Child Development	%20	20	
II. Observation, Documentation and Assessment	%15	15	
III. Developmentally Appropriate Practices	%15	15	
IV. Family, Professionals and Community	%10	10	
V. Learning across the curriculum	%30	30	
VI. Ethical and Professional Conduct	%10	10	

Test specifications

Standard 1: Child Development

Early childhood teachers have sufficient knowledge about children developmental features and characteristics that start from birth until the age of eight, they can use this knowledge for organizing a caring learning environment for children in an atmosphere of respect and justice , they can also use this knowledge for designing and implementing educational experiences and related educational activities, this is in addition to their knowledge of early childhood development theories and how to apply them.

Domain 01: Early childhood development knowledge is critical for those involved in the education of children from birth to 8 years. The knowledge of physical, cognitive, social, emotional and language development, as well as the influence of development on learning must form the foundation of teaching and learning experiences for young children.

It includes the following performance criterias:

- 1- Demonstrate Understanding of child development theories and children's developmental characteristics.
 - Demonstrate understanding of physical, social, emotional, and cognitive development milestones in early childhood.
 - Demonstrate understanding of children's developmental characteristics from birth to 8 years.
 - Demonstrate understanding of development theories in early childhood.
- 2- Demonstrate understanding of child development and its influence on young children's learning.
 - Apply early childhood development knowledge to organize care and learning environment.
 - Integrate knowledge of stages of children personal development into teaching and learning experiences and related activities.
 - Integrate knowledge of stages of cognitive development into teaching and learning experiences and related activities.
 - Integrate knowledge of learning differences between genders into teaching and learning experiences and related activities.

- Integrate knowledge of cognitive differences between children into teaching and learning experiences and related activities.
 - Foster the language development of children.
 - Foster the social development of children.
 - Foster the emotional development of children.
 - Foster the cognitive development of children.
 - Nurture the physical development of children.
 - Demonstrate understanding of children's developmental characteristics for gifted children and children with special educational needs.
- 3- Know how to apply developmental knowledge to create a respectful, safe and secure environment for learning and teaching experiences.
- Apply knowledge of children's developmental characteristics for the purpose of organizing facilities for childcare and learning and related resources to ensure the physical safety, comfort, and emotional security of children.
 - Promote responsible and safe technology use by children.

Standard 02: Observation, Documentation and Assessment

Early childhood teachers demonstrate sufficient knowledge of appropriate strategies and tools to observe assess and document different aspects of children developmental stages to allow all concerned parties to benefit from this process. Teachers of this stage can also use the results of various assessments for continuous development and improvement. In addition the records of early childhood teachers help in identifying outstanding children and those with learning difficulties.

Domain 01: Early childhood teachers understand the variety of assessment tools and their purposes in order to align assessment with teaching goals activities and curriculum.

It includes the following performance criterias:

- 1- Demonstrate understanding of different assessment tools and their use to guide curriculum instruction and teaching and learning experiences.
 - Demonstrate knowledge of theories, approaches of observation, evaluation, and recording techniques.
 - Collect information from parents' observations of their children.
 - Use non-biased language in reporting observations.
 - Record observations using a range of methods.
 - Use a variety of assessment strategies (observation, performance-based evaluation, written tests, oral tests etc.).

- Design various assessment tools to assess children's learning and progress
 - Use a set of classroom questions (clarifying, probing, converging, diverging etc.) to check children's learning.
 - Modify plans based on the results of children's continuous formative assessment.
 - Adjust planning based on the results of the implemented formative assessment.
 - Plan to analyze and present assessment data objectively.
 - Analyze and understands children's assessment data for the purpose of development and improvement.
- 2- Has adequate assessment knowledge to address the different educational needs of children.
- Provide a range of diagnostic formative and summative assessments for children.
 - Respect the cultural diversity of children when designing assessment tasks.
 - Respect children's developmental characteristics when designing assessment tasks.
 - Use appropriate tools and strategies to assess the academic progress and personal development of children with special educational needs.
 - Use children's demographic data and other data related to their cultural and social backgrounds in designing assessment tasks.
 - Provide various opportunities for children to show their learning and progress (through drawing, storytelling, playing songs etc.).
 - Take into consideration, when designing assessment, providing opportunities for gifted children and children with special education needs to determine their learning and progress.
 - Follow up with the support teachers on the assessment and progress of children with special education needs.
 - Use assessment of prior learning to establish individual starting points.
 - Use assessment information to adjust teaching to meet the needs of all children.
 - Use assessment information to review and modify the curriculum.
 - Continuously document individual assessment results that show children's strengths and areas for development.
 - Continuously document all non-academic factors that affect children's progress.

3- Recognize appropriate methods of screening, referral, and evaluation to assist in the identification of children with additional needs.

- Use results of assessment tasks to detect health conditions that hinders children development, such as: weak vision and hearing impairment.
- Record and retain individual documentation of each child's Development.

Domain 02: Early childhood teachers are effective in conveying information concerning assessment to families and other professionals.

It includes the following performance criteria:

1- Undertake a family-centered approach in the screening and assessment of young children.

- Engage children and parents in setting assessment criteria and indicators.
- Share regularly with parents the criteria and indicators for assessing children's performance and their development progress.
- Document the feedback that parents share with the teacher, such as: the child's habits, hobbies, interests, parents' notes, etc.
- Use approved methods to inform parents about children's academic progress, personal development, and next learning milestones.
- Provide children and parents with continuous oral or written feedback on children's academic progress and development.

2. Demonstrates soft interpersonal skills that promote team building opportunities, open communication skills, and transparent reporting with families and professional colleagues to establish shared responsibility for children's wellbeing.

- Provide parents with timely information about any urgent matters regarding their children.
- Use assessment information to provide ongoing diagnostic feedback -written and oral - to parents to help children make progress and provide them with appropriate support.

Standard 03: Developmentally Appropriate Practices

Early childhood teachers have a set of educational and teaching practices that are consistent with the developmental characteristics of the stage they are taking care of or teaching, they demonstrate a deep understanding of how to develop literacy and numeracy skills, this is in addition to their understanding of how to teach different school subjects by linking them to real-life experiences.

Domain 01: Early childhood teachers adapt developmentally appropriate practices and promote developmentally appropriate learning environment

It includes the following performance criteria:

- 1- Knows how to apply flexible research-based teaching and learning experiences that scaffold the diverse developmental needs of young children.
 - Analyze the curriculum and make appropriate adjustments including enrichment and alignment.
 - Develop integration methods among subjects according to the educational policy endorsed by the country.
 - Develop and apply inclusion practices underpinned by inclusion policy.
 - Develop and apply a multi-age Program.
 - Demonstrate a repertoire of teaching approaches, strategies, and methods appropriate for an early childhood level setting.
 - Evaluate both the program and personal teaching effectiveness.

Domain 02: Early childhood teachers provide literacy and numeracy rich environments where children are allowed to play, discover and develop practical knowledge.

It includes the following performance criteria:

- 1- Demonstrate effective instructional practices.
 - Construct teaching and learning that aligns to the child's individual learning and development.
 - Identify and broaden learning opportunities to create effective teachable moments.
 - When planning and implementing lessons, ensure learning and teaching experiences that are inclusive for all children within classroom activities.
 - When planning and implementing lessons, make sure that children are encouraged to perform to the best of their abilities.
 - Diversify teaching strategies to ensure that children have equal opportunities to develop, improve and grow.
 - Diversify learning and teaching experiences to ensure that different levels of knowledge are provided according to Bloom's taxonomy.
 - Develop lesson plans that link different subjects (language, mathematics, science, etc.)
 - When planning and implementing lessons, provide learning and teaching experiences as well as assignments that take into account individual differences among children.

- Incorporate interactive media in designing lessons.

Domain 03: Early childhood teachers are able to organize the indoor and outdoor environments with care, taking into consideration children's physical and emotional wellbeing

It includes the following performance criteria:

- 1- Demonstrates knowledge of how to structure the classroom environment to facilitate children's learning experiences.
 - When preparing and organizing the physical (internal and external) and social-emotional environments, consider the provision of safety and security for children (both physically and emotionally).
 - Employ knowledge of the developmental characteristics of children when creating and organizing the educational learning environment.
 - Organize the furniture and equipment effectively in a way that takes into account the children's developmental characteristics to facilitate the learning process and foster children's abilities.
 - Enrich the learning environment with educational aids that support the learning process.
 - Organize the physical environment in a way to allow children easy access to educational aids and materials and promote their autonomy.

Standard 04: Family, Professionals and Community

Early childhood teachers have positive and professional relationships with children, parents, colleagues, and members of the local community, which allows enhancing children learning, and development and engaging all stakeholders in their learning.

Domain 01: Early childhood teachers are held accountable for communicating information concerning the learning process to the family and the community.

It includes the following performance criteria:

- 1- Identify respectful reciprocal communication strategies to engage and support families and communities in young children's learning and development.
 - Develop and share a survey with the children's families to determine the best and most suitable communication strategies to be used with them.
 - Design different activities successfully and appropriately to engage families in their children's learning.
 - Use means of communication that are appropriate and highly sensitive to the children's families' cultural norms.

- Report information regularly with regard to instructional programs available with children's families.
- Send weekly newsletters to families that describe current class activities, school projects, field trips, etc.
- Inform families about their child's progress through parent-teacher meetings prior to issuing the report card.
- Document correspondence and reports on actions with sensitivity and fairness regarding the rights and privacy of families.
- Design different activities successfully and appropriately to engage the community in children's learning.

Domain 02: Early childhood teachers mirror a high level of professionalism, as well as the ability to self-reflect, in order to sustain a positive relationship with families and communities

It includes the following performance criterias:

- 1- Understand the importance of continuous collaborative relationships in shaping learning and teaching practices.
 - Build trusting relationships with children, families, and colleagues.
 - Work collaboratively with parents to develop individual children pre-primary school Year 01 and 02 program plans.
 - Integrate parents' suggestions and acknowledges their expectations for their child.
- 2- Understand the role of colleagues and other experts in supporting children's development and education.
 - Reflect regularly on the effectiveness of lessons, units, and interactions with learners and colleagues.
 - Plan meetings with psychologists and counselors to reflect on some documented aspects of children's behaviors.
 - Use and share insights gained with colleagues to improve instructional practices and students learning.
 - Propose and monitor with colleagues challenges, measurable goals that are based on thorough self-assessment, and data analysis related to student learning.
 - Collaborate with colleagues on a wide range of tasks such as (implementing standard -based units and well-structured lessons, examining students' work, analyzing student performance, and planning appropriate interventions).

- 3- Utilize appropriate technology platforms to communicate with families and professionals.
 - Conduct briefings with families and professionals to introduce the educational platform adopted by the school and explain its features.
 - Prepare with colleagues a guidance framework to be shared with parents on how to communicate effectively using specific platforms to support their children's learning.
 - Conduct regular online community of practice meetings with colleagues and professionals to discuss (lessons plans, analyze students' work, any academic or behavioral challenges, and share best practices).

Standard 05: Learning across the curriculum

Early childhood teachers have a variety of age-appropriate and suitable teaching methods and strategies required for the skills they plan to develop in children. They also demonstrate knowledge of curriculum sequence and development according to the developmental characteristics of children in early childhood stage.

Domain 01: Early childhood teachers know the national learning outcomes and international benchmarks and utilize innovative research-based practices that guide meaningful implementation of curriculum for children birth to 08.

It includes the following performance criterias:

- 1- Understand language development in children birth to 08 and ways to provide learning and teaching experiences that encourage children's development of language and emergent literacy.

Listening:

- Distinguish between listening skills which are (listening comprehension, extracting the main idea, classification, deductive thinking, judging the content's validity and content evaluation).
- Apply a variety of strategies to teach the listening skill.
- Design activities to develop children's listening skills such as: learning new vocabulary, figuring out the meaning of the new vocabulary, linking audio text to expressive pictures, arranging events within a logical sequence, and employing vocabulary in meaningful sentences).
- Plan practical listening lessons including (warm up activity, strategies, assessment)

Conversation:

- Employ the skills of speaking to children; to develop certain aspects such as: the intellectual, linguistic, phonological, gestural, and interactive aspects.
- Design educational activities to apply the strategies of the speaking process such as: provoking interest, thinking, phrasing, and pronunciation.
- Plan to apply strategies of teaching conversational skills such as: discussion, debate, roleplaying, description of specific events, discussing a picture, telling a story, asking questions, free conversations, giving a speech for a specific occasion, using imagination, etc.
- Plan practical listening and conversation sessions including (warm up strategies and assessment)

General learning outcomes of reading skills:

- Explore methods of teaching reading to children which are the bottom-up approach including: the phonics method and the spelling method; the top-down method and the analytical method which includes: the word method and the sentence method.
- Design activities that raise children's readiness to learn the skill of reading in various aspects such as: cognitive, physical, social, emotional and linguistic aspects.
- Distinguish the procedures to teach reading by their two types; Read Aloud and Silent Reading for children and the skills associated with their teaching.
- Distinguish between types of reading in terms of reading purpose (tracer reading, expository reading, distributed reading), and the skills and strategies associated with each.
- Explore various strategies used in teaching the reading skill.

Components of reading: 01 - Phonemic Awareness:

- Plan to teach the phonemic rhythm of speech recognition skill, employing appropriate strategies and activities.
- Plan to teach the skill of distinguishing sounds / syllables that make up words phonically (first syllable, last syllable, middle syllable), employing the most appropriate strategies and activities in teaching them.
- Plan to teach the skill of phonetically analyzing words, identifying strategies and activities that are best suited for the skill.
- Plan to teach the skill of combining sounds and syllables to form words, using strategies and activities best suited for the skill.
- Plan to teach the skill of manipulating sounds (delete, add, substitute) to form new vocabulary.

Reading components 02- Phonics:

- Plan to teach the skill of pronouncing letters correctly from their phonic expression, employing the most appropriate teaching strategies and activities.
- Plan to teach the skill of linking letter sounds, its shapes and names, employing the most appropriate teaching strategies and activities.
- Plan to teach the skill of identifying sounds (the first sound, the last sound), segmenting the word into its component sounds, employing the most appropriate strategies and activities.
- Plan to teach the skill of breaking a word into syllables, employing the most appropriate strategies and activities.
- Plan to teach the skill of synthesizing or blending sounds and syllables to decode the words, employing the most appropriate strategies and activities.
- Employ methods to train children to read a full text consisting of proper number of words appropriate to the group age, loudly, coupled with the right intonation and punctuation marks.

Reading components 03- Vocabulary:

- Plan to interpret specific vocabulary and sentences in audio and read-aloud texts.
- Employ teaching strategies to help children utilize acquired vocabulary in written and oral discourse.
- Use teaching strategies to help children find word meaning (e.g, context clues, word families, semantic field, etc.).
- Design methods for children to use their word knowledge in oral expression.
- Employ appropriate strategies to teach children morphological awareness skills (concerned with word structure, word stem derivation) to develop vocabulary.

04 Reading comprehension:

- Employ the most appropriate strategies for reading comprehension at the pre-reading stage.
- Employ reading comprehension strategies appropriate for the stage during reading.
- Employ appropriate strategies to assess reading comprehension in the post-reading stage.
- Plan to link language with its communities; with the aim of promoting its use in real-life contexts that make the speaker a local and global influencer.

05 Writing:

- Employ the most appropriate methods for training children to correctly encode letters in their various shapes.
- Use appropriate teaching methods to train children to write syllables of words correctly.
- Create ways to train children to distinguish between letters that are both visually and phonetically similar.
- Employ the most appropriate methods to train children to write words and sentences correctly.
- Use teaching strategies and methods to teach children the correct spelling according to the spelling rules taught in the preprimary cycle (or early cycle).
- Train children to employ appropriate punctuation marks while writing in ways that suit their developmental stage.
- Set a practical plan for developing children's functional writing skills.
- Set a practical plan for developing children's expressive writing skills.
- Plan to train children on the stages of the writing process (idea generation, planning, review, revise, publication) using the strategies most appropriate for each stage.
- Design a plan for teaching writing using different types of texts (story, diary, description, invitation, advertisement).
- Employ technology to teach writing to children to help them produce and share their writing with others.

06 Language patterns and structures:

- Use appropriate strategies to teach children to distinguish among speech components (noun, verb, letter).
- Train children to use interrogative words correctly in various ways.
- Use a variety of techniques to help children recognize verb tense (past, present, and imperative).
- Use multiple ways to differentiate the singular, the dual (in Arabic only) and the plural (past tense, present tense, imperative).
- Design activities to help children employ language patterns in speaking and writing.

- 2- Understand mathematical concepts, processes, and skills and how to facilitate children's mathematical learning experiences.

Knowledge of how children learn mathematics:

- Plan math lessons based on students' previous knowledge and skills.

- Use different teaching strategies that influence the conceptual understanding of all math concepts (numbers, time, data ...)
- Encourage children to share their solutions and select the most effective one.
- Allow children to see the relationships among math concepts in a way that facilitates understanding such relationships and connects them to real life situations.
- Structure teaching activities using research about how children learn math concepts.
- Set high expectations of children's ability to learn mathematics by allowing them to use different approaches to solve math problems.
- Give children the chance to explore the resources and use them effectively such as geometric shapes and solids, fractions bars, unifix cubes ...etc.
- Identify children's misconceptions and common errors and use them to adjust instructions and improve activities.
- Encourage children to use mathematical language in their discussions and solutions.
- Support children's learning and understanding of mathematical concepts through different play activities.

Knowledge of how children learn mathematics:

- Support children to recognize and name colors.
- Support children in understanding pattern concepts starting from simple to complex and from concrete to abstract.
- Support children to identify and create different patterns.
- Support children to understand place value for numbers.
- Analyze math content at the beginning of the year considering the scope and sequence of curriculum topics (numbers and operations, Algebra, geometry, measurement, and statistics).
- Teach counting skills in the following order:
 - Rote Counting (Counting in Ones, Counting Rhymes and Songs, Counting in Steps)
 - Rational Counting (Counting Small Sets of Counters, Estimating and Counting Large Sets of Counters, Counting in Groups, Counting Large Sets of Counters in Groups, Number Cards, Counting Using Body Parts)
- Use manipulating numbers skills in teaching arithmetic operations such as (Single-Digit Arithmetic, Arithmetic with Multiples of (010, 0100, and 01000), Completing (010, 0100 and 01000, Bridging (010, 0100, 01000), Doubling and Halving, Multiplication Facts).
- Collect and organize data related to real life situations and those that are of interest to children to show similarities and differences in certain concepts.
- Analyze and interpret collected data with the participations of children.

- Use scales and balances to teach the concept of equivalence as a relationship between two quantities.
- Use graphs and groups to teach concepts of (more, less, and equal).
- Prepare appropriate concrete materials and resources to support the development of mathematical concepts.
- Ask appropriate questions that promote understanding among children.
- Plan for various activities and real-life situations for different mathematics concepts.
- Employ non-standardized and standardize tools for measurement.
- Encourage children to use appropriate measurement units.
- Create activities with children that enable them to understand time concept such as time spent on daily chores.
- Support children's understanding of time concepts using the clock and connecting it to time spent on activities.
- Design activities to support children's understanding of spatial relationships such as (in front, behind, over, under, etc.)

Knowledge of how to support children doing mathematics with fluency, flexibility and understanding:

- Encourage students to think about their thinking and demonstrate their strategies of proof.
- Use patterns in teaching (addition, subtraction, multiplication) to enhance Children's mental math.
- Use multiples and halves to help students understand and memorize multiplication facts.
- Put children in situations that encourage creative and critical thinking such as using Tangrams and Pentominoes, etc.
- Employ different online math applications and tools to support children learning.

Understanding that Mathematics is a tool for solving problems and a way to support the learning of mathematics:

- Demonstrate understanding of the concept of Addition and subtraction taking into consideration the following:
 - Change problems
 - Combine problems
 - Compare problems
- Teach math problems that focus on two kinds of Division:
 - Sharing

- Grouping
 - Teach Multiplication problems taking into considerations the following:
 - Repeated addition
 - Rows and columns
 - Use problem solving to teach fractions concepts and encourage students to solve them using drawings (draw fraction bars).
- 3- Understand science concepts and skills and how to facilitate children's learning in science.
- Demonstrate understanding of central concepts, skills, and tools of inquiry in science.
 - Demonstrate understanding of the structure of the content areas of science.
 - Demonstrate understanding of ways in which science is integrated across the content areas.
 - Demonstrate understanding of ways to make real-life connections to science.
 - Apply the brainstorming strategy to generate knowledge about a specific concept.
 - Help children develop scientific inquiry skills.
 - Encourage children to rationalize the use of various resources in their lives.
- 4- Understand social studies concepts and skills and how to facilitate children's learning in social studies.
- Demonstrate understanding of ways in which social studies and social skills integrated across the content areas.
 - Demonstrate understanding of ways to make real-life connections to social studies.
 - Demonstrate understanding of concepts, skills, and tools of inquiry in social studies.
 - Apply knowledge in the context of children's learning, and social and emotional development.
 - Demonstrate understanding of the structure of the content areas of social studies.
- 5- Understand health and physical activity and how to facilitate children's learning about health and physical activities.
- Demonstrate understanding of central concepts, skills, and tools of inquiry in health education and physical education.
 - Demonstrate understanding of the structure of the content areas of health education and physical education.
 - Apply knowledge in the context of children's learning, and social and emotional development.
 - Demonstrate understanding of ways in which health education and physical education integrated across the content areas.

6. Understand music, drama, creative movement, dance, and visual arts and how to facilitate arts learning for children.
 - Demonstrate understanding of central concepts, skills, and tools of inquiry in music, art, drama.
 - Demonstrate understanding of the structure of the content areas of music, art, drama.
 - Demonstrate understanding of ways in which music, art, drama integrated across the content areas.

Standard 06: Ethical and Professional Conduct

Early Childhood Teachers demonstrate a commitment to the UAE heritage and cultural values; personal and professional ethics, exemplified by integrity, respect, fairness, and commitment. They promote relationships with children that are responsive, respectful, and promote children's sense of security and belonging. Relationships of this kind free early childhood children to explore the environment and engage in play and learning. Early Childhood Teachers collaborate and communicate professionally with stakeholders to promote and support learning. Comply with legislative and organizational requirements in their educational entities.

Domain 01: Respect and promote UAE values.

It includes the following performance criterias:

- 1- Respect and promote UAE heritage and culture, including Islamic values.
 - Integrate the heritage and culture of the UAE into teaching and learning experiences and related activities.
 - Implement school policies and procedures that promote appreciation for the heritage and culture of the UAE.
 - Integrate knowledge of and respect for Islamic values and how they influence UAE society into teaching and learning experiences and related activities.
- 2- Promote and implement the national educational vision and direction.
 - Align planning and teaching with the educational vision and aspirations of UAE.
- 3- Promote multi-cultural awareness and global citizenship.
 - Demonstrate respect for cultural and other diversities within the school community.
 - Encourage children to respect and accept diversity and multiculturalism in society.

Domain 02: Demonstrate personal and professional ethics.

It includes the following performance criterias:

1. Demonstrate integrity.
 - Act honestly in professional relationships with individuals and organizations.
 - Follow "The UAE National Code of Ethics".
 - Follow the organizational Code of Conduct.
2. Demonstrate respect and fairness.
 - Listen to and consider the perspectives of colleagues.
 - Ensure that all children have equal opportunities.
 - Provide equal opportunities for all children and parents.
3. Model a positive work ethic.
 - Demonstrate high levels of attendance and punctuality.
 - Demonstrate high standards of work quality.

Domain 03: Be accountable for and to children.

It includes the following performance criterias:

1. Ensure physical, emotional and psychological wellbeing of children.
 - Implement school policies and procedures that safeguard children physical, emotional, and psychological wellbeing.
 - Create a learning environment that promotes children optimal performance.
2. Promote children achievement and their interest.
 - Work collaboratively with colleagues and parents, having the children's best interest at heart.
 - Contribute to innovative approaches to optimize children's achievements.
 - Contribute to purposeful developments across school that fulfil children's talents, interests, capabilities and aspirations.
3. Set high expectation for children.
 - Set high expectations of children in terms of commitment to schoolwork and behavior.
 - Design learning experiences that foster entrepreneurial spirit and innovation to suit all children.

Domain 04: Comply with national and organizational expectations.

It includes the following performance criterias:

1. Comply with legislative requirements.
 - Follow the Emirate's and the national laws and regulations.
2. Comply with organizational requirements.
 - Follow school regulations.

Domain 05: Establish communication and collaboration.

1. Establish and maintain positive professional relationships with children.
 - Establish classroom routines that facilitate efficient and effective teaching and learning.
 - Create a supportive, respectful and purposeful learning environment.
2. Establish and maintain positive professional relationships with colleagues.
 - Work collaboratively with colleagues.
 - Extend collaboration through relevant national and international network as well as at the level of the Emirate.
 - Work respectfully with school leadership.
 - Share ideas and opinions constructively.
3. Establish and maintain positive professional relationships with parents and the wider community.
 - Utilize relationships with the wider community to enhance children's experiences.



Sample questions

السؤال 1	Question 1
متى يبدأ مفهوم ثبات الشيء لدى الأطفال؟	When will the "Object Permanence" concept start to develop in the child?
من عمر ثلاثة أشهر إلى ستة أشهر.	A. From the age of 3 months to 6 months.
من عمر ستة أشهر إلى تسعة أشهر.	B. From the age of 6 months to 9 months.
من عمر تسعة أشهر إلى اثني عشر شهراً.	C. From the age of 9 months to 12 months.
من عمر اثني عشر شهراً إلى ثمانية عشر شهراً.	D. From the age of 12 months to 18 months.

السؤال 2	Question 2
لماذا يعد أطفال الثلاث سنوات أقل احتمالاً للتعرض للغضب من أطفال السنتين؟	Why are 3-year-old children less likely to have tantrums than 2-year-olds?
لأنّ المواقف التي تثير غضبهم تقلّ بالنسبة للمواقف التي يمر بها أطفال السنتين.	A. The situations that provoke their anger decrease comparing to the situations witnessed by 2-year old children.
لأنّ الكبار يقومون بالاستماع لهم أكثر؛ فيقل إحباطهم وغضبهم خاصة أن لغتهم التعبيرية تساعدهم على ذلك.	B. Adults start to listen more, which reduces their frustration and anger especially that their language ability starts to help them.
لأنهم يتعلمون، عبر المقارنة من رفاقهم، كيف يتحكمون أكثر بمشاعرهم.	C. Because they learn through comparison with their friends how to control their feelings.
لأنهم يبدوون بفهم أن هناك طرائق مناسبة للتعبير عن مشاعرهم، ويطوّرون قدرتهم على التحكم بمشاعرهم العنيفة.	D. Because they start to realize that there are more ways to express their feelings and develop an ability to control their violent emotions.



السؤال 3	Question 3
قام معلّم بعرض مجموعة من الأشياء الّتي يجذبها المغناطيس، ومجموعة من الأشياء الّتي لا يجذبها، وطلب إلى الطلبة المقارنة بينها للتوصل إلى القاعدة العامة. ما طريقة التّدريس الّتي اتّبعتها؟	A teacher presented a set of examples of things that are attracted by magnets and things that are not and asked students to compare them to reach a general rule. Which teaching method did the teacher apply?
الاستقرائية	A. Inductive
الاستنتاجية	B. Deductive
الاستقصاء	C. Inquiry based learning
التفكير الناقد	D. Critical thinking

السؤال 4	Question 4
كيف يظهر تطوّر المهارات الحركية الدقيقة بشكل واضح في مرحلة الطّفولة المتوسطة؟	How does the development of accurate motor skills appear clearly in the Middle Childhood stage?
يتحسن تمييز الاختلاف في الحجم والشكل والميلان.	A. Improvement in telling the difference in sizes, shapes and Inclination
تتحسن السيطرة على حركة الرسغ.	B. Better control over wrist movement
تتحسن السيطرة على العضلات الصغيرة في الأصابع والأيدي.	C. Better control over small muscles in fingers and hands
يتحسن تقدير المسافات عند الكتابة.	D. Improvement in estimating spaces in writing



السؤال 5	Question 5
الهدف بعيد المدى لمجتمعات التعلُّم الفاعلة بين المعلمين هو:	The long-term goal of effective learning communities among teachers is:
تحسين أداء الطلبة وتعلُّمهم.	A. Improving the performance and learning of students
تخفيف أعباء العمل.	B. Reducing the burden of the work
توزيع المهام بين المعلمين.	C. Distributing the tasks between the teachers
حل تحديات العمل الطارئة.	D. Resolving the urgent challenges faced on at work

السؤال 6	Question 6
يمكن للمعلم إشراك أولياء الأمور في تعلُّم أبنائهم عن طريق:	A teacher can engage the parents in the teaching process of the children through:
مشاركتهم مؤشرات أداء تعلُّم أبنائهم.	A. Sharing with them the indicators of the children's learning performance
إشراكهم تحضير المنهج الدراسي والدروس الصفِّية.	B. Allowing their participation in preparing the curriculum and classroom lessons
تكليفهم بمساعدة أبنائهم أثناء القيام بالواجبات المنزلية.	C. Asking them to assist their children while doing their homework
إشراكهم في تحليل نتائج أبنائهم.	D. Asking them to participate in analyzing the tests results of their children



السؤال 7	Question 7
من المهارات التي يدرب المعلم الطلبة عليها في مرحلة المراجعة	What skills must the teacher focus on when teaching the students during the reviewing stage?
مراجعة صياغة الأفكار الواردة في النص	A. Reviewing the drafting of the ideas included in the text.
مراجعة صحة علامات الترقيم	B. Reviewing the accuracy of the punctuation.
مراجعة النص إملائيًا	C. Reviewing the text for spelling mistakes.
مراجعة النص نحويًا	D. Reviewing the text for grammatical mistakes.

السؤال 8	Question 8
أي من أدوات التقويم أكثر فاعلية لتسجيل وجود سلوكيات معينة أو غيابها:	Which appraisal tool is most effective to record the presence of certain behaviors, or lack thereof?
السجل السردى	A. Anecdotal record
سلم التقدير العددي	B. Numerical rating scale
قوائم الرصد	C. Checklist
سلم التقدير اللفظي	D. Narrative rating scale



السؤال 9	Question 9
من الطرائق التي تساعد المعلم على الكشف عن نقاط القوة، والمجالات التي تحتاج إلى تطوير في تعلّم الأطفال:	Of the methods that could help the teacher determine the strengths and areas that need development in children's learning is:
ربط نتائج تعلّم كل طفل بنتائج أقرانه.	A. Linking each child's learning outcomes with their peers
ربط نتائج تعلّم كل طفل بمؤشرات أداء محدّدة مسبقاً.	B. Linking each child's learning outcomes with predefined performance indicators
ربط نتائج تعلّم كل طفل بتوقعات المعلم المسبقة.	C. Linking each child's learning outcomes with the teacher's prior expectations
ربط نتائج تعلّم كل طفل بالأطفال الأكثر تفوقاً.	D. Linking each child's learning outcomes with the highest achieving children

السؤال 10	Question 10
ما خطوات إستراتيجية الاستماع الفاعل؟	What steps are included in an effective listening strategy?
عرض مجموعة كلمات على الطلبة مستوحاة من مضمون النصّ.	A. Presenting a group of words to students inspired by the content of the text.
عرض الصور على الطلبة، وسؤالهم عن توقعاتهم حول نص الاستماع.	B. Showing pictures to the students and asking them about their expectations regarding the audio text.
إسماع الطلبة النصّ من البداية.	C. Playing the text from the beginning for the students to listen to.
مناقشة الطلبة باستراتيجية التّمييز السّمي، وأهمّيّتها في التّعلّم.	D. Discussing with students the strategy of auditory distinctions and its importance in learning.



السؤال 11	Question 11
أولى مهارات التمييز السمعي لدى الطلبة:	Among the first skills gained by the students in auditory distinctions:
استكمال الفراغات في الجمل المنطوقة بكلمات ملائمة.	A. Filling in the blanks in spoken sentences with the appropriate words.
تكوين كلمة من مجموعة أصوات مختلفة من الحروف.	B. Creating a word from a series of various phonemes.
تمييز الكلمات التي تبدأ بالحروف نفسها من مجموعة كلمات منطوقة.	C. Distinguishing words starting with the same letter from a series of spoken words.
تسمية كلمات تعبر عنها صور معينة من خلال الاستماع إليها.	D. Naming words expressed by specific pictures by listening to them.

السؤال 12	Question 12
يهدف المعلم في حصة القراءة التفسيرية بشكل أساسي إلى:	In an interpretive reading class, the teacher aims mainly to:
استنباط الأفكار والتنبؤ	A. Extract ideas and predict
تدريب الطلبة على الطلاقة القرائية.	B. Train students to read fluently
تعريف الطلبة بالفكرة العامة للنص.	C. Introduce students to the general idea of the text
تعرف المفردات في سياق النص	D. Learn new vocabulary within the context of a text



السؤال 13	Question 13
قامت معلمة بعرض المسألة الآتية على طلبتها: "مع شهم 6 دراهم، وأعطاه أبوه 4 دراهم أخرى، كم درهماً أصبح مع شهم؟ تصنّف المسألة السابقة على أنها مسألة	A teacher gave her students the following equation: Chahem has 6 Dirhams; his father gave him 4 other Dirhams. How many Dirhams does Chahem have? The above equation is categorized as
دمج	A. Merge
تغيير	B. Change
مقارنة	C. Comparison
عدّ	D. Counting

السؤال 14	Question 14
أي من الإجراءات الآتية تعد الأنسب في حال تعرّض معلّم لنقد من زملائه في المهنة؟ الحزم لتهذيب تلك المواقف، ومنع تكرارها. تجاهل النقد كونه من الزملاء، وليس من الإدارة. الطلب إلى الناقدين توثيق النقد لأجل المحافظة على المهنية. المرونة في تعامله وفق السلوك.	Which of the following measures is most appropriate in case a teacher is criticized by colleagues? A. Assertiveness to rectify these situations and prevent recurrence B. Ignoring the criticism since it's coming from colleagues not management C. Requesting the critics to document the comment to maintain professionalism D. Flexibility and proper behavioral conduct



السؤال 15	Question 15
كيف يمكن تطبيق مبدأ الفروق الفردية تطبيقاً عملياً، فاعلاً وسريعاً؟	How can the principle of individual differences be applied practically, effectively and quickly?
تنويع الأنشطة ومستوياتها.	A. Diversifying activities and their levels
إعداد أنشطة فردية لكل طفل.	B. Preparing individual activities for each child
تحديد المهمات النمائية لكل مرحلة دراسية.	C. Determining developmental assignments for each education cycle
وضع منهاج لكل طفل حسب مستواه.	D. Setting up a curriculum for each child depending on their level



Answer Key

Question	Answer
Question 1	B
Question 2	D
Question 3	A
Question 4	C
Question 5	A
Question 6	A
Question 7	A
Question 8	C
Question 9	B
Question 10	B
Question 11	C
Question 12	A
Question 13	B
Question 14	D
Question15	A