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**GUJARAT TET-1**
ENGLISH MEDIUM SERIES

BOOK 01

# Child Development & Pedagogy

Development, inclusion and learning in the primary classroom

01 **Child Development**

02 **Inclusive Education and Learning Needs**

03 **Learning and Pedagogy**

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**Illustrated Concepts · Chapter Practice · Solved Past Questions**

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CHAPTER 1

# Development, Growth and Learning

## The whole child

**Growth** refers mainly to measurable changes such as height, weight and physical size. Development includes changes in what a child can do and how the child thinks, communicates and participates. A child who grows taller has grown physically. A child who moves from grasping a thick pencil with the whole hand to writing with controlled finger movements has developed a motor skill. Learning is a relatively lasting change in knowledge, skill or understanding through experience and practice. A temporary performance change caused by fatigue is different from learning.

## Principles and patterns

Development is continuous but its pace varies. Many abilities follow a broad sequence, although children reach particular milestones at different times. Early physical control usually develops from head towards feet and from the centre of the body towards fingers and toes. A broad movement often precedes a precise one. These tendencies describe common sequences. A teacher uses observations across time and activities before drawing a conclusion about a particular learner.

Physical, cognitive, language, social and emotional development influence one another. A child with limited hand control may explain a story clearly but struggle to write it. An oral response can reveal understanding while the teacher supports handwriting separately. Readiness is specific to the task. A learner who counts objects

accurately may still need help understanding why five remains five when the objects are rearranged.

| Concept | What to look for |
|---|---|
| Growth | A measurable change such as increased height. |
| Development | A change in functioning, skill or behaviour. |
| Maturation | Changes in readiness associated with biological development. |

## Heredity, environment and experience

Heredity contributes biological characteristics and predispositions. Development also reflects nutrition, health, sleep, relationships, opportunities to play, language exposure and instruction. These influences interact. A hearing difficulty can restrict access to classroom talk, while appropriate seating, visual support and specialist input can change the opportunities available to the learner.

## Fluency and comprehension can differ

Two children read the same passage. One reads slowly and explains it well. The other reads fluently but misses the main idea. Compare decoding and comprehension separately. Give the first child short supported fluency practice and the second child opportunities to summarise, infer and cite clues. Check both again with a fresh passage.

> Recall • How would you tell a measurable change in size from a change in what a child can do?

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## Growth, maturation and learning in one observation

A child's hand span increases over a year. That is measurable growth. As control of the hand improves with maturation, some movements become easier. Using scissors safely after repeated guided practice is learning. One task may depend on all three. To see what teaching contributed, look for improvement after instruction and for transfer to a new task.

When a pupil who can order objects by length explains the rule and uses it on different objects, the change extends from performance to reasoning. Development includes qualitative changes of this kind. Compare evidence over time and across tasks.

## Past Exam Questions

The following questions on the topics covered above were asked in previous TET-1 exams.

TET-1 · 2023 · Gujarati medium · Set A · Q1 · Reworded

**1. Which view of childhood is rejected by modern developmental psychology?**

A. Heredity can influence development
B. A child is a miniature adult
C. Children differ in their educational needs
D. Children’s abilities can be studied

**Correct answer · B.** A child is a miniature adult

**Explanation.** Children’s thinking and development differ qualitatively from those of adults.

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TET-1 · 2023 · Gujarati medium · Set A · Q8 · Reworded

**2. A child changes qualitatively and gains greater capacity to speak and think. What process does this describe?**

A. Acquisition of an isolated skill
B. Acquisition of information
C. Aptitude
D. Development

**Correct answer · D.** Development

**Explanation.** Speaking and thinking abilities change qualitatively as a child develops.

TET-1 · 2025 · English medium · Set A · Q1 · Reworded

**3. Which example shows a qualitative change in a child's functioning?**

A. A child gains two kilograms
B. Greater hand control allows a child to fasten a button
C. A child's height increases by two centimetres
D. A child's foot length increases

**Correct answer · B.** Greater hand control allows a child to fasten a button

**Explanation.** Buttoning shows a new ability. A change in height, weight or length measures physical growth.

## Chapter Practice

**1. Which observation gives the clearest evidence of learning?**

A. A child reads faster only while a timer is running.
B. A child applies a newly taught grouping strategy to an unfamiliar set.
C. A child becomes taller over a term.
D. A child completes work faster after a short rest.

**2. A pupil explains a diagram orally but cannot copy it accurately. What should the teacher assess first?**

A. Overall intelligence from the copying task

B. Memorisation of all labels

C. Conceptual understanding and fine-motor performance separately

D. Both skills as one combined mark only

**3. Which statement best describes development?**

A. Its domains interact and its pace can differ across children.

B. It proceeds at a uniform rate.

C. It is controlled entirely by heredity.

D. It can be measured fully through height and weight.

**4. A pupil's height rises and she begins to explain why her prediction failed. Which interpretation is strongest?**

A. Neither can indicate development without a class average.

B. Height shows maturation, while explaining shows growth.

C. Height shows growth, while explaining a failed prediction shows development in reasoning.

D. Both changes show physical growth.

**5. Which record is most useful for checking progress in explaining a process?**

A. One end-of-term rank

B. A count of completed pages

C. A list of classmates who answer more quickly

D. Two dated explanations of comparable processes with the support recorded

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**6. A child reads an unfamiliar word by applying a sound pattern learned last week. What is the strongest evidence of learning?**

A. The pupil read after the teacher.

B. The reading took place one week later.

C. The child transferred a previously taught pattern to a new word.

D. The word had more letters than earlier words.

**7. Which observation is the clearest evidence of development in language and thought?**

A. A child can now explain two reasons for a character's choice.

B. A child's shoe size has increased.

C. A child's schoolbag weighs more in June.

D. A child is taller than last term.

**8. A pupil gains leg strength and learns to coordinate pedalling and balancing on a bicycle. What shows development in motor functioning?**

A. The change in body weight alone

B. The increase in bone length alone

C. The length of the bicycle

D. The newly coordinated use of strength and balance

## Answers and Explanations

**1. B.** Transfer of the grouping strategy to a new task indicates that the learner acquired a usable method.

**2. C.** Oral explanation and copying require different skills, so separate evidence supports a more precise teaching decision.

**3. A.** Development includes several interdependent domains and follows variable rates.

**4. C.** Height is a measurable physical change. A new reasoning ability reflects a change in functioning.

**5. D.** Comparable samples show change over time and identify what the pupil did independently.

**6. C.** Successful use on an unfamiliar item shows transfer beyond repeating the original example.

**7. A.** Explaining reasons shows a qualitative change in ability.

**8. D.** The pupil uses physical changes to perform a more complex action.

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