

LAOS

education

early

childhood

ECCE SERIES 7

HANDBOOK

for preschool teachers in Lao PDR



ECCE SERIES

Covering children from birth to 8 years old, Early Childhood Care and Education, also known as ECCE, “aims at the holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing” (UNESCO). It is not only at this stage of life that the development of individuals is the most crucial, but also that the environment around them is the most influential. It is therefore necessary to be able to guarantee each and every child a quality and equity access to education, care, health, nutrition and protection.

In line with target 4.2 of the Sustainable Development Goal 4 which stipulates that ‘by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education’, IBE-UNESCO, mandated to support Member States in the curriculum development, has elaborated the “ECCE Series”. These publications are an agile collection of tools, policies and good practices in ECCE as well as the result of IBE’s activities in the field. Thus, the purpose of these series is to share practices as a way to contribute to a thriving environment for children’s development while providing them with the necessary tools in becoming good and responsible citizens in the future.

The issues of this ECCE Series are to be considered as working instruments, alive, open, everchanging documents aimed at inspiring policy-makers and professionals of the Early Childhood community, in creating better and better curricula and enabler (tools, curricula, policy documents and training processes) with the final goal of giving children the better opportunities in their early years.

Director
Mr Yao Ydo
y.ydo@unesco.org

Coordinator of the project
Mr Cristian Fabbi
c.fabbi@unesco.org

Consulting group
Mr Panya Chanthavong, MoES, Lao PDR
Mr Davee Vue, Lao PDR ECD
Ms Soutsaychai Douangsavanh, Lao PDR ECD
Ms Saameh Solaimani,
Ms Eloise Drure,
Ms Kosala Karunakaran

Quote as:
UNESCO-IBE (2021),
Handbook for preschool teachers in Lao PDR,
Geneva, UNESCO-IBE

Graphic
Mr Fabio Lucenti

February 2021, Version 1



Supported by
دبي العطاء
Dubai Cares

LAOS

ECCE SERIES 7

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Introduction by IBE

It is during their early years that children receive the educational keys necessary for the acquisition of skills that will impact their future lives. This is why the development and education of the earliest is at the heart of IBE's concerns. The development of the Handbook for preschool teachers reflects the common values of IBE and Lao People's Democratic Republic, which are the respect of the rights of the child and his or her global development from birth. The translation into action of these universally recognized values can be promoted by respecting certain social-cultural assets of children in the teaching-learning process, such as the use of the mother tongue in the teaching of curricula.

Of these universally recognized values, some are essential and inform our actions. These include the use of the mother tongue as the language of learning, a challenge for IBE, which is working to translate this richness through a curriculum that reflects the expectations of Laotian society.

One of the priority areas of intervention of IBE is to support States in the implementation of a culturally adapted and relevant curriculum at all levels of education. In line with the quality control tools of the education and curriculum systems, this document is a Handbook for Preschool teachers, in accordance with Laotian and international standards in the field of early childhood education and care. The result of a successful collaboration between IBE and the Ministry of education, this Handbook is also a set of specifications whose use will contribute to the achievement of Sustainable Development Goals 4 by 2030 for quality education for all.

While warmly congratulating myself on the exemplary cooperation between UNESCO and Ministry of Education of Lao People's Democratic Republic, I would like to wish all users good use of this Handbook.

Mr. **Yao Ydo**
Director of IBE

Introduction by Dubai Cares

Early Childhood Care and Education (ECCE) has been an integral part of Dubai Cares' mandate to ensure underserved children and youth have equitable access to quality education and learning opportunities. We strongly believe in the role that ECCE plays in fostering children's holistic social, emotional, physical, and cognitive development. Through our strong programmatic partnerships, support to research, advocacy, and global platforms, we aim to build resilient and sustainable education systems through evidence-based interventions focused on capacity building and systems strengthening.

We are pleased to see the strong and solid outputs produced through our partnership with UNESCO International Bureau of Education (IBE-UNESCO). The significant support that they have extended to the four countries under this partnership (Laos, Rwanda, Cameroon and Eswatini) for over four years, has resulted in developing strong and replicable prototypes, guidelines, M&E tools, and delivery mechanisms for ECCE. Additionally, one of the key milestones of this initiative was the development of the Holistic Early Childhood Development Index (HECDI) framework, which provides indicators and targets for more comprehensive monitoring of the child's development, which can be implemented at both country and international levels.

We strongly believe that these series and the tools that were developed would greatly contribute to the existing body of knowledge for ECCE and better inform both practitioners and policy makers; not just in specific countries included in this partnership, but also for countries that are looking to strengthen its existing ECCE frameworks and modalities. We also hope that this initiative will create a space for much needed dialogue, complementarity and collaborations to take place both on the national and international levels and for more partners to converge and work together in ensuring that ECCE is appropriately positioned within policy and practice.

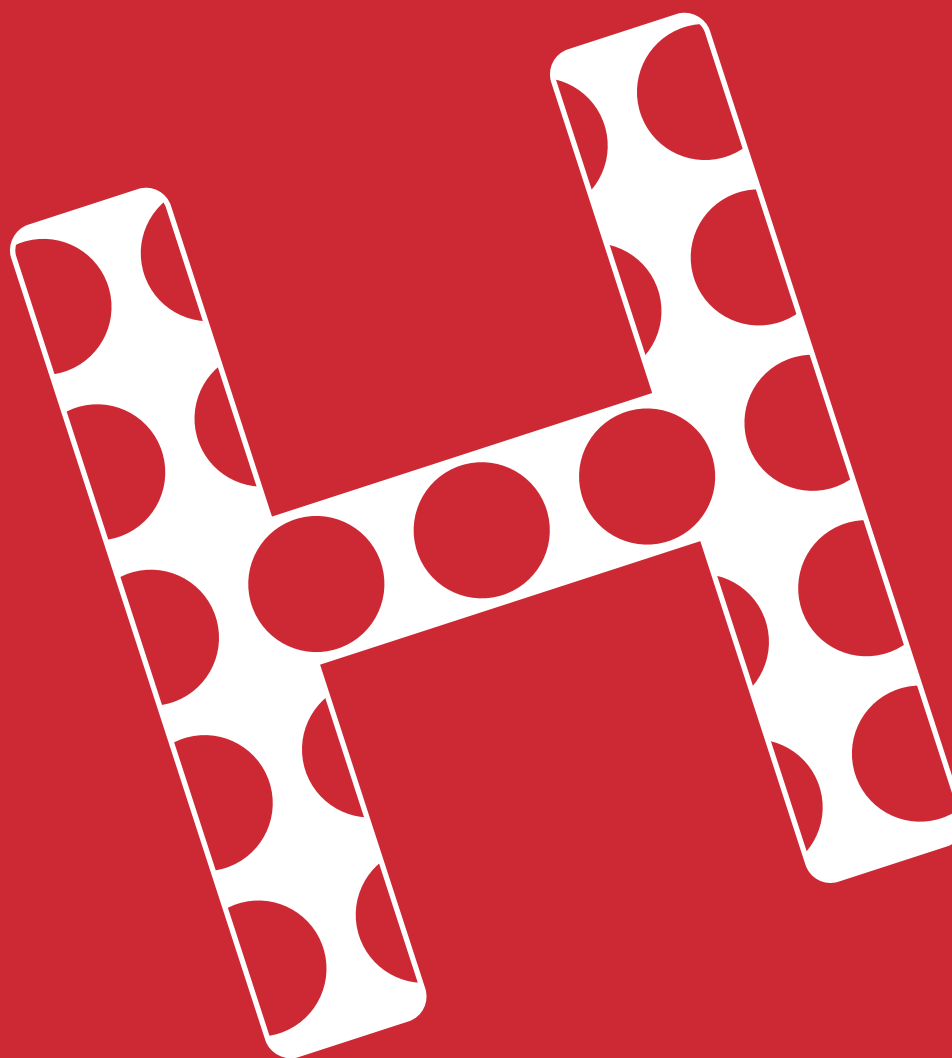
His Excellency Dr. **Tariq Al Gurg**,
Chief Executive Officer at Dubai Cares
and Member of its Board of Directors

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THE HANDBOOK



1. The Handbook

Early childhood education includes children 0 through 6 years of age and is a critical period during the human life-span across all areas of development; physical, cognitive, social-emotional, language and literacy, science, mathematics, and the arts. Quality early childhood education improves caregiving, nurture, health, hygiene and nutrition to ensure children are ready to enter primary education with a healthy foundation. Based on this, the government of Lao PDR proactively pays attention to the implementation of quality and research informed early childhood education practices for caregivers, teachers, parents and community members.

1.1 Rationales for the Creation of this Handbook

This handbook serves as:

- » A reference for early childhood educators in the implementation and facilitation of teaching and learning with young children.
- » An evaluation tool to support the instruction of young children.
- » A resource to support and encourage the participation of parents and communities in the education, care, health, nutrition, and protection of young children.
- » A tool to ensure the protection and safety of young children.

This manual is created by the Pre-Primary Education Enhancement Team which is comprised of the following entities:

- » Ministry of Education and Sports
- » Pre-primary Education Department
- » Teacher Training Department
- » Education Quality Center
- » Research Institute of Educational Sciences
- » Inclusive Education Center
- » Finance Department
- » Lao National Commission for UNESCO
- » Ministry of Public Health Hygiene and Health Promotion Department)
- » Ministry of Labor and Social Welfare (Department of Social Work)
- » Lao National Commission for the Advancement of Women and Mother-Child (Lao National Commission for the Advancement of Mothers and Children)

1.2 The Development Process of this Handbook

With the support of UNESCO's International Bureau of Education (IBE), funded by the Green Leaves Foundation and based on the analysis of the quality of the early childhood education system in Lao PDR under a project on the general and early childhood education system quality analysis, several challenges were identified. Discussion during the Early Childhood Education Quality Enhancement Consultation Workshop¹, on 4-5 September 2019, resulted in the creation of a list of the following challenges:

- » A handbook for preschool teachers
- » Quality criteria for preschools
- » A parents' book for the first 1000 days of life
- » A new early childhood curriculum.

Based on circumstance, capability and preparation of the team, two topics were identified as top priorities:

- » The development of this teachers' manual.
- » A set of basic criteria for early childhood education settings.

Following priority setting, a meeting was organized to ensure the development and assembly of the contents fit the context of Lao PDR.

¹ Early Childhood Education Quality Enhancement Consultation Workshop

ECCE
EARLY CHILDHOOD
CARE AND EDUCATION



2. ECCE: Early Childhood Care and Education

The definition of Early Childhood Care and Education (ECCE) adopted in this document, refers to The UNESCO Moscow Framework of Action and Cooperation², signed by member states on the 29th of September 2010 at The Moscow World Conference on ECCE³:

Early Childhood Care and Education (ECCE) is the provision of care, education, health, nutrition and protection of children from zero to eight years of age

Policies supporting children's cognitive, socio-emotional and physical development are defined in various ways, by international organizations and scholars.

The term «Early Childhood Education and Care» refers to the provision of care and early learning in centres (e.g. day care centres, preschools etc.) or community/home-based settings (e.g. child minding, community preschools etc.). «Early Child Development» refers to a much larger array of services, as well as programmes that promote or support the development of young children.

Although definitions might differ, policies adopted by agencies share a number of common features:

- » They all target children aged zero to eight years old, including the prenatal period.
- » They promote a holistic approach to the children's development, including four key components: education, care, health and nutrition, and protection.

The Moscow World Conference on ECCE³ included the participation of 193 member states of UNESCO, sixty-five ministers, representatives of UN agencies, NGOs, and early childhood development experts from various disciplines.

The Moscow Framework of Action and Cooperation² pledges

that governments, NGOs, and donors make further efforts to promote holistic and broad interventions, starting from early care and education, including:

- » Healthy birth outcomes.
- » Neonatal health and nutrition.
- » Protection and well-being for children from zero to eight years of age.

Governments are required to mobilize resources and develop legislation, policies and strategies, in order to increase expansion, accessibility, and quality of ECCE with a focus on particularly vulnerable groups.

The Convention on the Rights of Children (UN, 1989)⁴ recognizes the rights of children to: their right to survival and development, their right to be heard and participate in decisions affecting them in accordance with their evolving capacities and best interests, and their right to not be discriminated against, entails basic elements of ECCE. By obliging State Parties to fulfill their commitments vis-à-vis the above-mentioned treaty, it legitimizes and incentivizes countries to promote legislative acts implementing means towards ensuring equal access to quality ECCE.

²The UNESCO Moscow Framework of Action and Cooperation

³The Moscow World Conference on ECCE

⁴The Convention on the Rights of Children (UN, 1989)

2.1 What Constitutes ECCE?

ECCE is implemented and facilitated through a number of services and programmes in education, care, health, and protection and is comprised of the three following levels:

- 1 Nurseries and Home Daycare
- 2 Preschool
- 3 Kindergarten

2.1.1 Nurseries and Home Daycare

Nurseries and Home Daycares are early learning programmes for children between three months and three years of age, focused on play, songs, storytelling, experiential learning opportunities and exploration of the environment.

Nurseries and Home Daycares aim to support children in:

- » Early development of language and literacy.
- » Scaffolding children's development of social and emotional skills.
- » Initial development of logical and reasoning skills (which is the basis for critical thinking skills).
- » Encouraging exploration of the world and environment.
- » Development of gross motor skills through supervised games and other physical activities.
- » Providing opportunities for social interactions with peers.
- » Autonomy.
- » School Readiness.

2.1.2 Preschool

Preschool includes early learning programmes for children ages three to five/six years of age, developed through play-based, experiential learning opportunities, with the objective of:

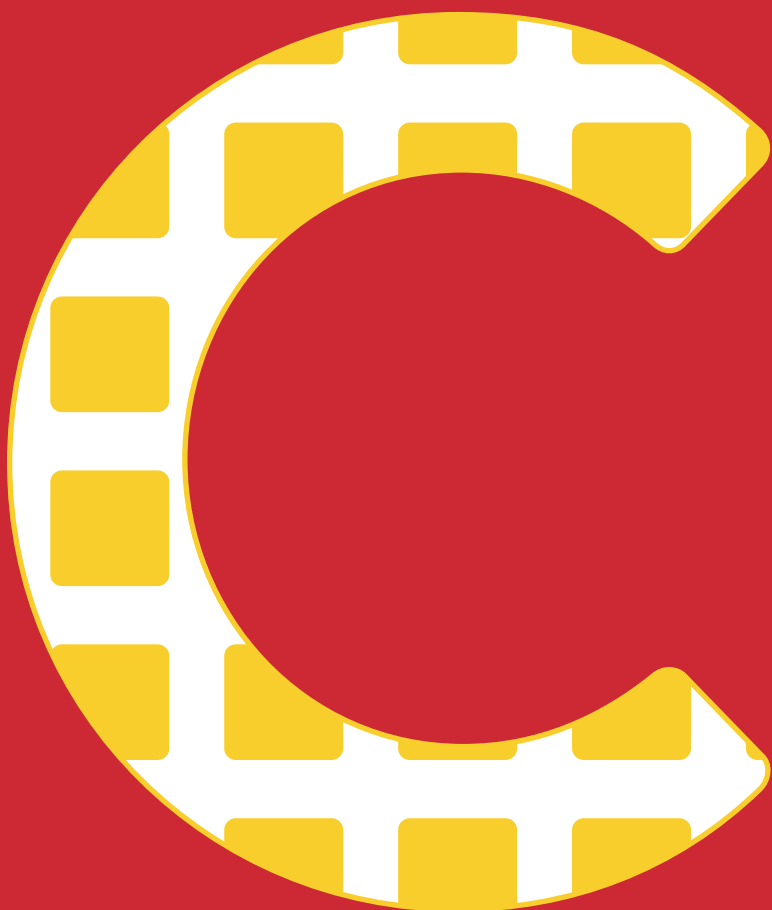
- » Improving children's use of language and social skills.
- » Refining and contextualizing the development of logical and reasoning skills supporting children's capacities of expression and creativity.
- » Introducing alphabetical and mathematical concepts and codes.
- » Encouraging children to explore their surrounding world and environment through a variety of modalities.
- » Supporting exploration of scientific curiosities.
- » Encouraging creative expression through dramatic play and the arts.
- » Supervising gross motor skills through games and other activities.
- » Providing opportunities for social interactions, social skills and collaboration with peers.
- » Autonomy.
- » School readiness.

2.1.3 Kindergarten

Kindergarten programmes for children from five to six years of age focus on experiential, project-based, interactive, and competency-based teaching and learning to provide opportunities for the development of:

- » Critical thinking skills.
- » Familiarization with themes and basic symbols.
- » Reading and writing skills.
- » Mathematical thinking skills.
- » Social and emotional skills.

CURRICULUM



3. Curriculum

3.1 Learning Scopes in Early Childhood

Early childhood is a foundational and critical time in human development. Nurturing and quality education is necessary for supporting children's healthy development across four key areas:

- 1 Physical Development, health (hygiene) and safety
- 2 Emotional Development is to nurture children's social and emotional skills to learn to be and play with friends and teachers
- 3 Linguistic Development looks at creating an environment which motivates children to think and use language as a mode of communication with friends and teachers based on their ability and stage of development
- 4 Competencies and Themes Based on Curriculum

Curriculum for children in early childhood education settings consists of:

- » Nursery curriculum
- » Preschool curriculum
- » Early Primary curriculum
- » Curriculum for Learning Through Playing in Communities

3.2 Scopes and Content of Learning

3.2.1 Nursery Curriculum

At the **Nursery level** (three months to three years of age), teachers facilitate children's learning through curriculum development around: exploration of a variety of materials, connection with and investigation of nature and the environment, observations of and practice with spoken language, poetry, singing, dancing, storytelling, exploring the basic concepts of mathematics and providing opportunities for creativity and artistic expression through activities.

3.2.2 Preschool Curriculum

At the **Preschool level** (three years of age up to five years of age) teachers facilitate children's learning through curriculum development around the concepts of: self, family, occupation, roles, culture, nature and their surrounding environment.

Organize the curriculum into six teaching units. Focus on each teaching unit for one month. Within that month plan six activities that are directly related to that specific teaching unit in order to give ample opportunities for exploration and learning of that unit. The teaching units for preschool are comprised of the following:

- » My self
- » My family
- » My school
- » My village
- » Nature & Environment around us
- » Transportation and Communications

Each day, teachers allocate a learning session through a variety of modalities including: music and movement, group activities, creative art activities, outdoor activities, educational games and activities and exploring materials at different areas throughout the classroom.

3.2.3 Kindergarten Curriculum

At **Kindergarten** level (five and six years of age), preparation consists of stories about children, family, school, village, nature, transportation and other things in the children's environment. The topics for teaching and learning can be divided into two categories: main activities and supplementary activities:

A. Main Activities

It's important that the main activities include a variety of modalities in order to provide well-rounded learning experiences and opportunities across areas such as:

- » Music and movement
- » Group activities
- » Creative art activities
- » Educational games
- » Exploring materials at different areas throughout the classroom
- » Outdoor activities

B. Supplementary Activities

Supplementary activities support children's understanding of classroom rules including:

- » How to line up
- » Saluting the flag
- » Participating in the daily schedule and routine
- » Cleaning up and taking care of the environment and materials
- » Handwashing and self-care
- » Helping the teacher in planning daily activities

3.2.4 Curriculum for Groups Learning Through Playing in Communities

The activity promotes the skills for learning the Lao language, being familiar with print media, and organizes the learning activities for children by gathering the children (custom playing activities, registration and singing songs), listening to-telling stories, role-playing, playing games, reading books, producing and using teaching media.

Early childhood education and activities are planned so that learning opportunities are aligned with the children's developmental level in an integrated form. Families, communities, and societies are encouraged to participate and promote children's healthy development across all developmental areas.

At the **Nursery** level:

A. Activities for the development of children aged 3-12 months:

- » Physical exercise
- » Play
- » Language

B. Activities for the development of children aged 12-24 months:

- » Physical exercises
- » Play
- » Listening to stories
- » Practicing speaking through songs & poetry

C. Activities for the development of children aged 24-36 months:

- » Art activities
- » Observation of conversations
- » Music & Movement
- » Basic knowledge of mathematics and number sense

- » Play
- » Physical exercises
- » Poetry & storytelling

3.3 Examples of Daily Schedules for Different Levels

3.3.1 Schedule for Nursery Level

Teachers should follow the daily schedule of children for every age-group appropriately and be able to use the schedule in accordance with the context of each locality. A daily schedule will support children’s focus and sense of orientation. Schedules for young children should be written simply with one or two clearly printed words accompanied by a simple visual representation for each activity.

Daily activities schedule for children aged 3-12 months:

Time	Activity
7:30-8:00	Welcoming children
8:00-9:30	Morning Play and Practice
9:30-10:00	Morning Snack
10:00-11:00	Morning Play and Practice/ Outdoor Play
11:00-11:30	Lunch
11:30-14:00	Naptime
14:00-15:00	Afternoon Play and Practice
15:00-15:30	Afternoon Snack
15:30-16:30	Afternoon Play and Practice/Outdoor Play
16:30-17:00	Send children home

Daily activities schedule for children ages 12-24 months:

Time	Activity
7:30-8:30	Welcoming Children & Free Play
8:30-10:00	Morning Play & Practice
10:00-10:30	Morning Snack
10:30-11:30	Play & Practice
11:30-12:30	Lunch
12:30-14:30	Naptime
14:30-15:00	Afternoon Snack
15:00-16:30	Afternoon Play & Practice/ Outdoor Play
16:30-17:00	Send Children Home

Daily activities schedule for children aged 24-36 months:

Time	Activity
7:30-8:30	Welcoming children and free play
8:30-9:00	Salute the national flag and exercise
9:00-10:00	Play & Practice
10:00-10:30	Snack Time
10:30-11:00	Group Time
11:00-12:00	Lunchtime
12:00-13:30	Naptime
13:30-15:00	Play & Practice
15:00-15:30	Afternoon Snack
15:30-16:30	Poems and Storytelling

16:30-17:00	Clean up and prepare to send the children home
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The following basic guidelines/definitions can support teachers in setting up of daily routines & schedules:

Welcoming Children into classroom environment:

- » A few simple activities/games/books should be set up to support children easing into classroom

Play & Practice

- » Exploring activities in different areas
 - › Activities should be set up intentionally by teachers
 - › Exploration is supported by teacher open-ended questions and guidance

Group Time:

- » Storytelling
 - › Children take turns to share thoughts/questions

3.3.2 Schedule for Preschool and Kindergarten

Time	Activity
8:00-8:30	Welcoming the Children: <ul style="list-style-type: none"> » Greeting children and caregivers » Children put their things away » Explore materials and play

8:30-9:00	<p>Morning activities:</p> <ul style="list-style-type: none"> » Line up » Salute the flag in the morning » Mark the calendar » Observe the weather
9:00-9:30	Movement, Music and Rhythm activity
9:30-10:00	Circle activity
10:00-10:15	Rest (free play, toilet time, teachers prepare the instruction)
10:15-10:45	Art Activities (writing alphabets, numbers, painting the pictures in the exercise books), Small Blackboard
10:45-11:15	Outdoor activities
11:15-11:20	Handwashing
11:20-12:20	Lunch/handwashing, cleaning up/brushing teeth
12:20-12:50	Rest (Quiet Activity- i.e.- coloring or looking at a book)
12:50-13:20	Educational Activities
13:20-13:35	Rest (Quiet Activity- i.e.- coloring or looking at a book, toilet time, teachers prepare the instruction)
13:35-14:05	Activities in different areas
14:05-14:30	Reading activity
14:30-14:50	Snacktime Free Play
14:50-15:20	Closing Meeting: Teachers wrap up for the day
15:20-16:30	Clean up and prepare to send the children home

*While structure and routine are important for young children, it's important that teachers should remain flexible depending on individual children's needs.

3.3.3 Schedule for groups learning through playing in communities

Teachers should follow the daily schedule of children for every age-group appropriately and be able to use the schedule in accordance with the context of each locality. A daily schedule will support children's focus and sense of orientation. Schedules for young children should be written simply with one or two clearly printed words accompanied by a simple visual representation for each activity.

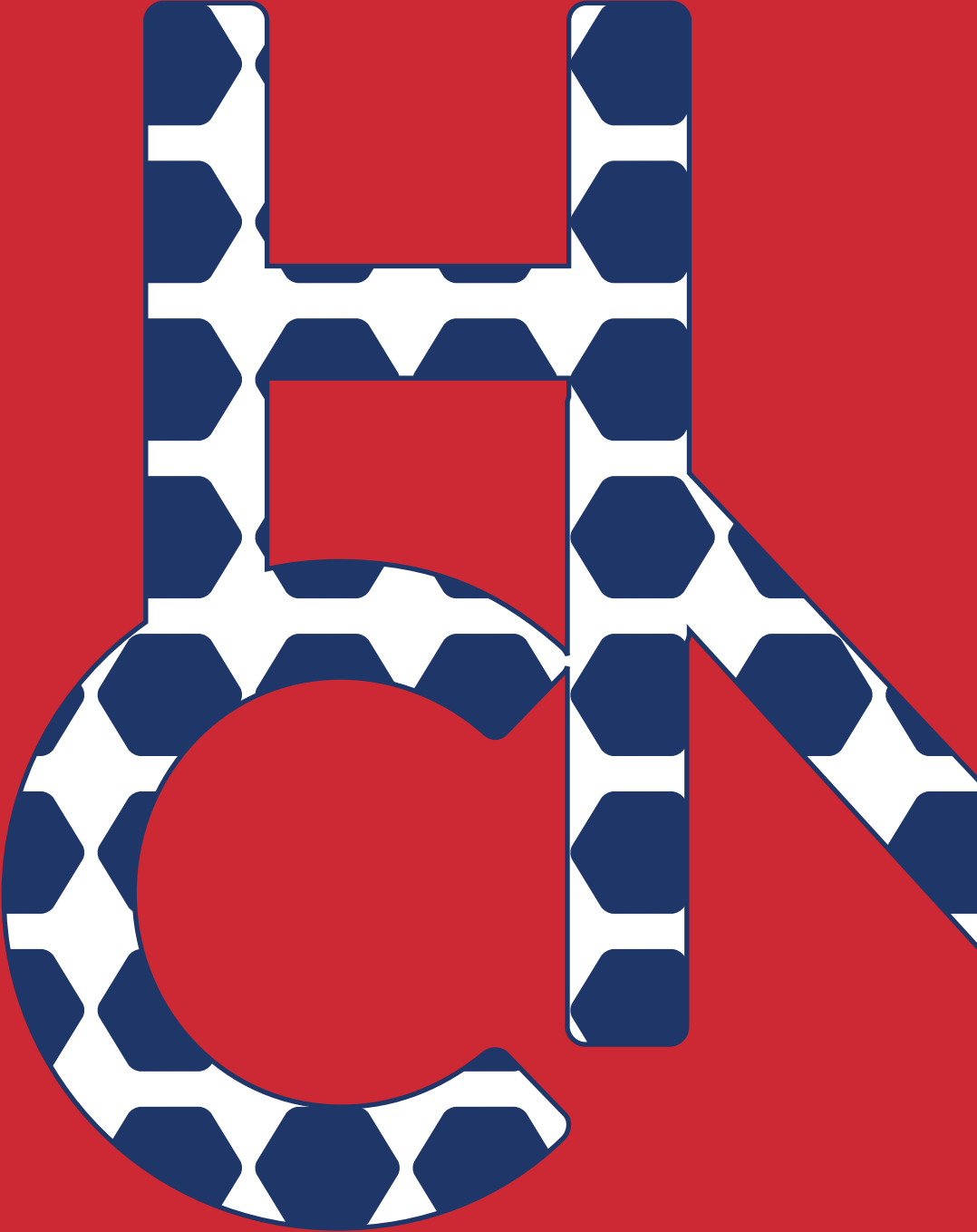
3.4 Monitoring & Evaluation

The following principles ensure that evaluation & assessment are authentic and supportive of children's healthy development and successful learning outcomes:

- 1 Evaluate based on observations of children's daily play and activities.
- 2 Evaluate on the individual basis and children's individual needs.
- 3 Evaluated regularly throughout the phase of instruction.
- 4 Evaluate based on realities using multiple methods as appropriate such as:
 - » Observation & notes of children during the practices of self-help skills in cleaning up, daily activities, playing and learning in the movement and rhythm activities, outdoor activities, area activities, creative art, and educational games.
- 5 The evaluation of behaviors must be carried throughout every day by keeping daily observation notes including: children's words, description of children's interactions with peers, caregivers, and activities.
 - » Using their daily observation notes, teachers encourage children through sharing positive feedback, what they noticed about the child and guidance at the end of each school day.
- 6 Provide a progress report at the end of each phase of instruction in order to support:
 - » Children's Learning & Healthy Development
 - › Collect and share documentation/data of how children are developing across all areas of development.

- » Family Engagement & Participation
 - › Provide families with concrete examples of how their children are developing through use of dated notes, work samples (drawings, photos, etc), and children's words
- » Intentional Curriculum Development
 - › Understanding where the child is developmentally can support teachers and caregivers to provide future learning experiences that fit the individual needs of that child.
 - › Supports teachers in understanding where to go next with their curriculum.

HEALTH, NUTRITION & CARE



4. Health, Nutrition & Care

4.1 Health

- » Every child is vaccinated to avoid preventable diseases at every stage of development
- » Every six months:
 - › Children from six months of age to five years of age receive Vitamin A
 - › Children from one to five years of age receive Anthelmintics
- » Children's development and milestones are observed, monitored, and recorded throughout each stage of development
- » Children have ample opportunities to move their bodies and exercise throughout each day
- » Children wash their hands with soap regularly
- » Children brush their teeth regularly

4.2 Child Protection

- » Every child is enrolled in an inclusive, safe, and developmentally appropriate early childhood education setting
- » Every early childhood education setting should have a nursing room
- » Childcare workers are able to recognize when children present dangerous symptoms
- » Children are protected from the second-hand and third-hand cigarette smoke across settings in order to prevent and reduce children's chances of becoming ill with non-communicable disease (e.g. - heart disease, stroke and lung cancer).

4.3 Nutrition

- » Children are exclusively breastfed for up to six months of age.
- » At the age of six months and above children should be fed a variety of soft foods in addition to breastfeeding.
- » Every three months, children below five years of age are tracked on their growth.

4.4 Inclusive Learning

- » Every child has an equal right to an accessible and inclusive learning environment.
- » Every child has an equal opportunity for access to services without being discriminated against on the basis of gender, ethnicity, disability, and/or socio-economic status.
- » Facilities are accessible for all children of all abilities.

ENVIRONMENT



5. Environment

5.1 Setting up the Learning Environment

A. The Classroom Learning Environment

Organization of Classroom Walls:

- » Schedule of the day at children's level with a simple graphic next to each schedule item.
 - › Including graphics ensures children have the opportunity to follow along with the schedule and understand where they are in their daily schedule, which supports their overall healthy development across all areas.
- » Lesson plans are posted clearly for parents to see.
- » Pictures of children engaged in activities with descriptions of what's happening.
- » Children's drawings and words about their drawings.
- » Posters.
- » Pictures positioned at children's height.
- » Designated space for children's belongings and toothbrushes which are marked with their names.

Organization of Distinct Learning Areas:

- » **Dramatic Play Area:** The Dramatic Play area supports children's ability to form deeper understanding of and connection with the teaching units through opportunities to explore role play and the dramatic arts.

- › Children are able to express their thoughts and emotions freely through role playing. For instance, children can play the role of a doctor, a teacher, a police officer
- » **Reading Area:** The Reading Area supports children’s ability to form deeper understanding of and connections with the teaching units through opportunities to explore language, literacy, and storytelling.
 - › Children have access to a variety of developmentally appropriate books.
 - › Children have the opportunity to touch and look at books.
 - › Children are encouraged to explore and discuss books with their peers.
 - › Books include a variety of topics for different interests of children.
- » **Science and Nature Area:** The Science and Nature Area supports children’s ability to form deeper understanding of and connections with the teaching units through opportunities to explore their natural environment, both living (e.g.-animals, insects, plants, human bodies) and non-living (e.g.- stones, sand, water, wind).
 - › Children have access to the environment in their surroundings such as stones, animals, plants, posters about the human body, and the life cycle.
- » **Play Equipment Area:** The Play Equipment Area supports children’s ability to form deeper understanding of and connections with the teaching units through opportunities to explore materials which can be found easily in local communities such as sand tubs, pipes, and stones.
- » **Art Area:** The Art Area supports children’s ability to form deeper understanding of and connections with the teaching units through the opportunity to explore a variety of artistic mediums and materials.
 - › Children are provided with the opportunities to artistically express themselves, through exploration and development of skills in: drawing, painting, printing photos, molding, cutting, pasting, tearing, sticking, stringing, etc.
 - › Children are provided with developmentally appropriate opportunities to explore art materials freely to encourage originality and authentic expression.
 - › Materials should be accessible and organized in order to encourage children’s independent choice, accessing and utilization of materials as they explore and practice artistic expression in the Art Area.
- » **Educational Games Area:** The Art Area supports children’s ability to form deeper

understanding of and connections with the teaching units through the opportunity to explore educational games and materials which support opportunities for learning and growth across a variety of developmental areas.

› Children are able to access and develop a basic knowledge of languages, mathematics, sciences, emotions, and societies through play which consists of pairing games, jigsaw games, limbo, alphabet flashcards, and picture cards.

All Learning Areas should be:

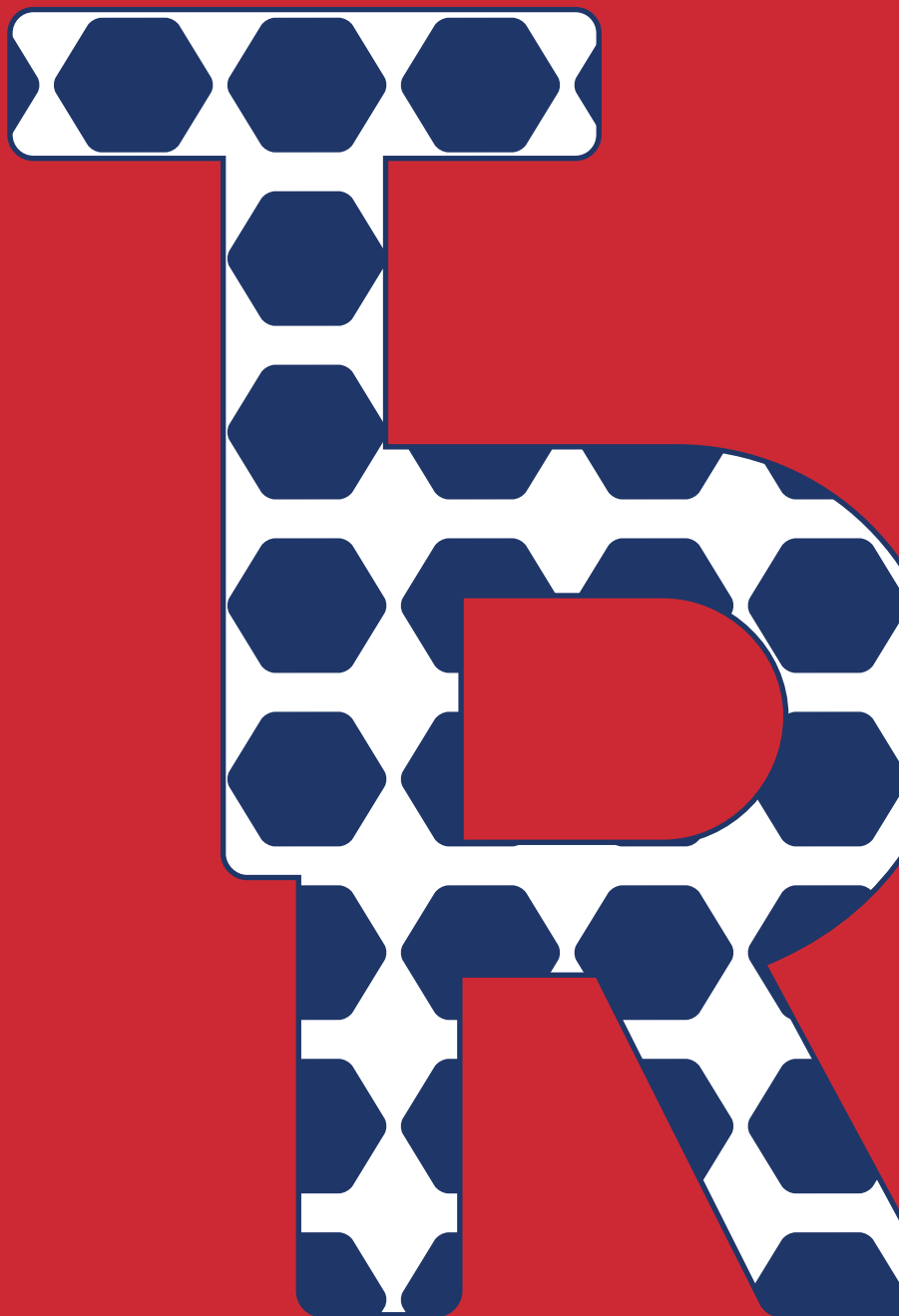
- » Well lit
- » Clean
- » Developmentally appropriate
- » Supportive of children's comfortable and safe exploration of area

B. The Learning Environment Outside the Classroom

The environment outside the classroom is a fundamental factor in children's learning and development. Outdoor play and ample opportunities for exploration of and learning from their surrounding environment are essential components for children's healthy development and growth:

- » The playground should be clean and safe.
- » Outdoor play equipment includes sheltered areas to sit and play, slides, swings, see-saws, sand tubs, etc.
- » There are clean toilet and diaper changing facilities.
- » Toilets are accessible for people with disabilities.
- » There are basins/tubs for handwashing.
- » There is a place for trash disposal.

TIME ALLOCATION, ROUTINES & TRANSITIONS



6. Time Allocation, Routines & Transitions

6.1. Time Allocation

Time allocation for children's engagement with activities and exploration of the Learning Areas is typically 25-30 minutes, but is flexible depending on children's level of interest/engagement. It's important that children have the opportunity and time to revisit activities that they are still exploring or projects they are still working on. Children's critical exploration of fundamental concepts happens through their engagement in play, interactions and collaborations with their peers and environment, and their extended thinking supported by their teacher/care givers intentional guidance and support.

6.2 Importance of Routines & Daily Schedules

A daily routine will support children's focus and sense of orientation. Schedules for young children should be written simply (one or two clearly printed words for each schedule item accompanied by a simple visual. Once an item is complete the teacher can put a check-mark next to the item supporting the children's understanding of what's happening, where they are in their daily routine, and what they can expect next.

6.3 Transitions

Give a five -minute warning before transitioning between activities. Choose a transition method (i.e- a bell or turn lights on off) for when it's time to clean up and move to the next item on the schedule- ideally a calming sound or visual to signal moving on to the next step on the schedule. Let children know that, "in five minutes we will be cleaning up and moving to the next schedule item." After five minutes use the same transition method to announce clean up and transition. Transition warnings are critical for children to both mentally and physically finish up what they're exploring and/or working on before moving to something else. Allowing children transition time supports their healthy development and successful learning outcomes across all areas of development.

FAMILY & COMMUNITY PARTICIPATION



7. Family & Community Participation

Dialogue with families is foundational in quality early childhood education settings and successful outcomes for young children, where the relationship between children, parents and teachers are developed and strengthened through exchange, dialogue, partnership and sharing ideas and resources. The ECCE classroom is, in fact, a place of collective evolution and communication between individuals, groups and society. Nurseries and Preschools are communities of people living together for a significant number of hours a week, sharing a process of personal and mutual growth between children, parents and professionals.

Early Childhood Education should be viewed as a system and a network in which communication and exchange between children, teachers and parents becomes deep, generating co-construction of knowledge and co-education.

The ECCE environment should be seen as an educational place based on the relationship of co-responsibility in the scaffolding of children's growth, enabled by recognizing the active role and responsibility of each family in the education of their children.

The school must recognize the parent as an “expert” of childhood. Especially during the initial period, when children start to attend preschool, relating to parents as “experts” means to assign them the role of those in charge of accompanying and reassuring their children. Parents play a critical role in supporting their children's independence, self-help skills and healthy emotional development.

Sharing and co-building between parents and teachers means giving value to everyone's point of view, even in the face of possible conflicts that may generate from different viewpoints and ideas. The early childhood education environment should encourage and welcome different ideas, finding ways to learn from and work with one another through differences.

Listening to the difference to construct and share a joint project is not easy and requires everyone's effort to understand and accept the

others' point of view and consider it a resource rather than a constraint.

Participation in school life expresses the concept of democracy as a way of life, as a fundamental act to build the future.

Collaboration with families is not frozen in time and is constantly evolving in relation with the changes in society.

7.1 Participation of Parents/Caregivers

It is important to remind parents to encourage children to come to school regularly and to pick up- drop off their children in a timely manner. This will create the conditions for a steady participation of children in educational activities.

Parents should coordinate with teachers in order to observe and document teaching and learning and practices of health care. Moreover, they should support teachers in developing a healthy attitude towards education and learning. Several key values parents can encourage in children are: hygiene, tidiness and organization, respect for elders, politeness in talking, having a spirit of solidarity and love for elder brothers, elder sisters, younger siblings and friends.

The contribution of parents can also be of support to the nursery or the preschool. Parents can participate in and contribute to the development of education work within the schools. In some cases, parents can regularly attend the activities on important occasions following the invitation from schools.

7.2 Communication with Parents

1. Meet and engage to convey information on:

- » Aspects of the development of children
- » Commute
- » Absences
- » Including absences due to sickness

2. Create a channel for communicating with parents in a timely and clear manner

7.3 Supporting the School

Contribution from parents to the schools (materials, funds...)

- » Contribute funds based on the ability in the protection and maintenance of schools
- » Bring materials and equipment available in the area to contribute to and support teaching & learning activities
- » Bring used equipment to give to teachers to improve and produce teaching & learning media

7.4 Parenting Education

1. For childcare, parents/caregivers should adhere to the following:

- » Offer love and warmth by hugging, consoling children, complementing children, speak well, speak softly with children
- » Advise, educate, give opportunities to children to express through speaking, playing and practices of the right things
- » Advise how to clean the body and clothes
- » Encourage children to eat, have enough sleep and look after the health when getting sick
- » Parents are important bearers in rearing, taking care and educating, advising in the future

2. Outcomes (well-being)

a. For children

- » Children grow up based on age stages and have good health. Children are able to play with peers freely

- » Children are proactive in communicating with peers and adults
- » Children have opportunities to explore and learn about surrounding environment
- » Children are encouraged and supported to build their self-esteem and love themselves
- » Children are encouraged to love their families and birthplaces

b. For Parents/Caregivers and Communities

- » Receive information and understand the implementation of early childhood education in order to support children’s healthy development and successful learning outcomes.
- » Able to use the information received from the dissemination to nurture and educate children in the families and send children to school regularly.

7.5 Community Participation (Village Education Development Committee)

- » Encourage parents/caregivers to send their children to early childhood education settings
- » Observe and support teachers in the implementation of teaching-learning including taking care of the livelihood of the teachers
- » Encourage schools to designate and maintain safe settings and facilities for the implementation of teaching and learning and the organization of activities, taking the school and classroom environment into consideration.
 - › The school area must be surrounded with fences
- » Mobilize labor in the village for constructing, repairing, and maintaining the outdoor play equipment as a safe play space for children at school.
- » Protect and observe the condition of children at the school and, in particular, in the village, protecting children from violence and ensuring children’s rights are upheld.

ECCE SERIES



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