



EARLY LEARNING DEVELOPMENT STANDARDS FOR CHILDREN AGE 0 TO 6



REPUBLIC OF KOSOVO
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

EARLY LEARNING DEVELOPMENT STANDARDS FOR CHILDREN AGE 0 - 6

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Preface

Dear all,



In the frame of its development priorities, the Ministry of Education, Science and Technology has paid particular attention to early childhood education. Being convinced that the care of and investment in this age group and in this area of education system is a guaranteed investment and success for the entire education system, the drafting of the document on early learning and development standards is an indicator of the ongoing efforts to increase the quality of preschool education.

The early learning and development standards have been designed for all children of the Republic of Kosovo, regardless of their gender, ethnicity, socio-economic status, cultural diversities or their skills and specific needs. These standards aim to encourage support and create opportunities and a stimulating environment for the optimal development of children and their learning. Given its comprehensive character, we consider that through this document, the early childhood education, in terms of its content, became part of Kosovo's education system.

The content of this document helps to better understand the children's potential and readiness to develop and learn.

By implementing these standards, by creating a suitable socio-emotional environment, by creating physical and content wise conditions to carry out various activities, by stimulating learning through play and interaction among children, we strive to further increase the quality of education activities no matter where these activities are carried out, in a family, in a preschool institution, community based centers, daily care centers or school institutions.

These standards can be used by anyone who is interested in early childhood, i.e. by parents, guardians, educators, pediatricians, experts of various development fields, policy makers and implementers of education policies, as well as, by other actors involved in early childhood education.

The multiple use of these standards, not only as guidance for the optimal development and learning of children, but, at the same time, as a solid basis for curriculum design, for improvement and assessment of programs which are offered for early childhood education, for improving and increasing educators' performance and capacities, designing various programs for parents, for national monitoring or for raising public awareness and knowledge about importance of early childhood development, makes it as one of the most important and useful document.

Convinced that with this document we have filled in a gap concerning relevant documentation for early childhood education, at the same time expressing that the implementation of this document will have a direct impact in increasing the quality of work with children by getting them prepared and ready for school and their life.

Prof. Dr. Ramë Buja
Minister of Education, Science and Technology

Introduction

Kosovo has developed an integrated approach to early childhood education, combining the processes of upbringing, health-care, education, play and professional care in children's development. In this context, important steps have been made on preschool education such as drafting of the Law on Preschool Education (2006), development of general standards of preschool education in Kosovo – children 3-6years old (2006), and preschool curriculum in Kosovo – children 3-6 years old (2006).

This comprehensive approach to early education, has also taken quite an important place in the five-year strategic plan 2011-2016, in which the Ministry of Education has set clear goals and expectations to enhance and further develop the integral components of this education. Ensuring that all children are provided with equal access to services, encouragement and promotion of alternative forms of preschool education, a focus on growth and controlling the quality of educational work with children, and awareness raising of parents as well as the national awareness of the significance of greater investment in early childhood, occupies an important place in this strategic plan.

This document on early learning development standards is expected to have a very positive effect on all its users. Child-centered and designed for children, this document presents the expected achievements of children at certain ages in various areas of development, and also provides models and incentives on how to support and encourage children to achieve these standards. Considering that this is a document that refers to all children of Kosovo, each of us may use it to support the main goal which is the best development for our children.



WHAT ARE THE EARLY LEARNING DEVELOPMENT STANDARDS IN EARLY CHILDHOOD 0-6 YEARS OF AGE (ELDS)

Early learning development standards in early childhood mean statements describing the expectations for children's behavior and their performance in various areas of development and learning, reflecting on *"what children should know and be able to do."* These standards constitute the main objectives to stimulate optimal development of children regardless of gender, individual characteristics, social, economic level of their families, affinity or skill level. Development and learning standards in early childhood are child-centered and designed for children, thus their accomplishment should be considered only as support for children's development.

VALUES AND PRINCIPLES SUPPORTING ELDS

The values and principles supporting early learning development standards in early childhood (0-6 years of age) include

Individualism. Every child is unique. Differences among children should be recognized, understood and respected.

Autonomy. Child's autonomy and accountability should be promoted, respected and acknowledged. Self-confidence, positive concept about themselves, and inner motivation of the child helps him/her to successfully cope with life's challenges.

Holistic child development. Maximum development quality for all existing potential.

Communication. This is a basic value that other values may build upon.

Creativity. Every child has potential in itself, thus it is the duty of adults to inquire, promote and develop the child's potential.

Respect and love for his/her country/identity. Each individual is a citizen of a country and respective culture, which s/he must recognize and be proud of.

Social competence (responsibility). As a social being, every child should be familiar with the right social norms and his/her responsibilities.

The basic principles supporting implementation of the content of development and learning standards include -



Equity: Early learning development standards in early childhood are designed for all the children of Kosovo, so based on this principle, children are treated equally, regardless of gender, socio-economic differences, religion, ethnicity, and their different needs. Gender equality means equal treatment and inclusion of children in the realization of these standards without gender-based distinctions or discrimination (male/female). Gender equality should be reflected in relationships between children, relations of the others with children, while performing activities, involvement in play, involvement in learning by encouraging children (girls and boys) in freedom of choice, equal opportunities and equal inclusion. All children are entitled to access to the document content and services provided through this document.

Overall development of child's personality: The standards' main objective is the holistic development of the child's personality, which is built best when the child is offered endless development opportunities. The comprehensive approach of the standards is harmonized with overall child development.

Cooperation between educational factors: Implementation of the document's content is successful only if the family, preschool institution, school, and all other local or central stakeholders are considered a part of the puzzle. Cooperation between them is a must because it has a positive effect on child development and education.

Interactive playing and learning: Play is considered one of the main instruments for promoting child development. The game for the child is his/her life, growth and enjoyment thus playing should be encouraged, directed, urged and supported, because only then does it achieve its full meaning and significance.

Every child is willing to learn from birth: Early incentives and interventions are very important and irreplaceable, and their effect is reflected strongly in later developmental periods. All children have the potential to reach most of the standards for a certain age, through stimulation, encouragement, support and relevant guidance.

Child as active participant: The child develops and learns best when facing challenges with an adult guide, who does not hinder the child's initiatives and creativity, but rather encourages them consistently in this regard and creates a more motivating environment. It is suggested that challenges are spontaneous and natural since learning stems from the child's own life experiences.

DEVELOPMENT AREAS, DETERMINATION OF AGE AND AGE GROUPS INCLUDED IN ELDS

The child develops as a whole, in all developmental areas. Overestimation or underestimation of any area is wrong because the child does not develop separately, i.e. first physically, then emotionally, intellectually, etc. Therefore, break-up into different areas is mainly formal. As the child's development is holistic, specific development areas should be also viewed as part of a whole, the effectiveness of which largely depends on the level of integration between them. Early learning development standards in this basic document treat the following development areas:

- **Physical health and motor development**
- **The development of language and communication**
- **Emotional and social development**
- **Cognitive and general knowledge development**
- **Development of access to learning**

Any expectation and achievement of children must keep pace with his/her age, thus determining the age and age groups, according to standards introduced for implementation, is a crucial element of this document.

Determination of age:

- A child who is 11 months and 29 days is considered as 1 year old
- A child who is 23 months and 29 days is considered as 2 years old
- A child who is 35 months and 29 days is considered as 3 years old
- A child who is 47 months and 29 days is considered as 4 years old
- A child who is 59 months and 29 days is considered as 5 years old
- A child who is 71 months and 29 days is considered as 6 years old

Determination of age groups:

Age groups presented in the document have the following designation, based on legislation in our country -

- 0-2 years [0-6 months; 6-18 months; 18-24 months]
- 2-3 years
- 3-4 years
- 4-5 years
- 5-6 years

Clarity on the achievement or realization of standards by children is very important for all users of the document. Children can and should demonstrate the implementation of standards in the last quarter of the target age, i.e. the realization of standards for the age of 4 starts at the age of 4 years minus 3 months up to 4 years. If the child has not reached the appropriate age indicator, the parent or guardian or educator should stimulate the child to develop the activities of a younger age.



WHO CAN USE ELDS, WHAT IS ELDS USED AND NOT USED FOR

Standards are established to enhance the overall quality of educational activities with children. Development of standards is of multi-national significance because they -

- *help us clarify what we want to achieve*
- *establish the basis for measuring and assessing programmes*
- *may produce more direct and impartial outcomes*
- *provide the possibility for reaching agreements*
- *help us set realistic expected outcomes for children*
- *help us improve professional training programmes for educators*
- *help us promote cooperation programmes with families*

For these reasons, these standards may be used by all individuals who have a stake in early childhood education, i.e. parents and other relatives caring for children, guardians or primary caregivers, educators, students, professors and experts from various development areas, central or local government policy-makers, organizations implementing various programmes derived from this document, or others.

Development and learning standards in early childhood may be used for:

1. Curriculum development or review
2. Programme advancement or review
3. Inclusion of family in the programme
4. Training improvement for nursery teachers and preschool educators
5. National monitoring
6. Enhancing instructions
7. Raising awareness and public knowledge for early childhood development and learning

Early learning development standards in early childhood may NOT be used for:

- *assessing or diagnosing children's development stages*
- *appraising the educator's performance*
- *amending the curriculum*
- *removing or rejecting the admission of any child in an institution*
- *establishing, punishing or rewarding systems for children or educators*

DRAFTING PROCESS OF EARLY LEARNING DEVELOPMENT STANDARDS IN EARLY CHILDHOOD, 0-6 YEARS OF AGE (ELDS)

The process of drafting the early learning development standards in early childhood began in 2008 at the initiative of the UNICEF office in Prishtina, in close cooperation with the Ministry of Education, Science and Technology (MEST). The main aim was the development of comprehensive standards stimulating the overall development of children, which would serve all stakeholders in early childhood, and which are child-centred.

The process was implemented in several stages -

1. Deciding on drafting early childhood development and learning standards:

At this stage two early childhood experts participated in five-day orientation and validation workshops organized by the Regional UNICEF Office for CEE/CIS. Later MEST established the expert group on early childhood comprised of representatives of key sectors, as well as parents who held two workshops on drafting ELDS. Workshops were facilitated by international experts. At these workshops, participants identified key values and principles of the document, as well as development areas and age groups to be covered by this document.

2. Developing the first draft of the early learning development standards in early childhood:

The first draft of the early learning development standards in early childhood was developed by experts from the working group who worked in smaller groups, with the participation of parents. The recommendations of international experts were observed throughout the drafting process, and a range of international literature was consulted. The first draft of the document was developed within a four month period.

3. International review of the first draft of the early learning development standards in early childhood:

Në këtë fazë, drafti i dokumentit u redaktua nga ana e ekspertëve ndërkombëtarë, si rrjedhim i së cilës u ofruan disa sugjerime për plotësim dhe përmirësim të dokumentit. Rishikimi i draftit u fokusua në:

- a. qartësimin e vendosjes së standardeve të ngjashme në disa fusha zhvillimore
- b. ndarje në nënfusha të fushës emocionale dhe sociale me qëllim qartësimin e saj
- c. riformulim të disa treguesve me qëllim të vlerësimit të arritshmërisë së tyre
- d. qartësimet në aspektin gjuhësor
- e. konkretizimin sa më të madh të treguesve përmes aktiviteteve të ofruara

Grupi punues mori në konsideratë sugjerimet e dhëna të cilat në shumicën e tyre u përfshinë në dokument.

4. **Validation of the early learning development standards in early childhood:**

The validation process was considered essential for practical implementation of the scientific concept of children's development. Throughout the process the methodology recommended from international experts was adapted to our context. Various individuals were engaged in this core working group. Validation process ensured clarity and fine tuning of the document. The validation process methodology was carried out in two stages:

- a- Validation of standards' content** - scientific methodology was used to assess whether the contents reflect our standards for what our children should be able to know and do?

This process was conducted with experts in various developmental areas, such as paediatricians, psychologists, psychiatrists, pedagogues, principals of preschool institutions, as well as economists, physicians, etc. The second group that participated in the validation of content comprised educators who work with children from 9 months to 6 years of age. Focus groups were held with parents from different municipalities of Kosovo to obtain their opinions about the content of the document.

- b- Validation of age** - evidence was obtained through a scientific methodology to match quantitative indicators with a given age, i.e. indicators that demonstrate what children should and can do at a certain age.

Parents and preschool educators engaged directly in the process provided very valuable input through observation of about 700 children and interviewing the parents.

The validation process took place over 14 months.

5. **Developing the final draft of the early learning development standards in early childhood:**

Following the results obtained from the two validation processes, the working group organized two workshops to include the results and comments made on the first draft on standards. After that, with the support of UNICEF, the document was reviewed in terms of gender equality. Only then was the document finalized.

EXPLANATION OF TERMS

In all its contents, the document conveys the meaning of specific terms as the development area, sub-area development, standard, indicator and learning activities.

Development area:

Development areas are different aspects of the holistic child's development. These areas should be seen in close mutual connection, namely they condition, and are conditioned by, the holistic child's development. In our document, development areas include: the area of physical health and motor development; language and communication development; emotional and social development; cognitive and general knowledge development; and developing access to learning.

Development sub-area:

Development sub-areas are considered particular development areas of a given development area. The content of sub-areas is focused only on the peculiarities of the development area, eg. physical health and motor development area developmental sub-areas include: development of basic motor skills (large muscles); development of fine motor skills (small muscles); sensory-motor skills; and development of physical health and care for themselves.

Standard:

'Standards' means statements about the expected results for the behaviour of children and their achievement in various development and learning areas by reflecting what children should know and be able to do. These standards are set for various development sub-areas which are the same for the whole age-group of 0-6 years of age.



Indicators:

Indicators are tightly connected with the standards and present manifestations of visible and measurable actions for children. Indicators are concrete examples of knowledge or skills of children set for specific age-groups (24 months, three years, four years old, etc.) and ensure implementation of the relevant standard for the entire age-group 0-6 years.

Learning activity:

Means examples of simple activities that can be performed by all individuals who are close to the child. Their development and implementation promotes and ensures the achievement of indicators. The examples given in the learning activities can serve as guidelines or templates for other examples of activities that serve the same purpose.

PHYSICAL HEALTH AND MOTOR DEVELOPMENT

Physical and motor development is a very important factor in the early period of a child's development. Child growth and development is particularly rapid in the first period of early childhood, while it suffers a drop during the preschool age. Although often used interchangeably, growth and development do not have the same meaning. **Child growth refers to specific changes in body structure**, changes that have to do mainly with the growth in child's weight or height, growth of arms or legs, etc. **Development refers to changes in functional level and the level of complexity of these changes.** Complexity follows the rule from simple to more complicated. Physical development refers to changes in functional level of physical structure over time, while maturity is scheduled in genetically and occurs naturally overtime, where the environment has a very small impact. Maturity is closely linked with growth.

Physical and motor development is quite rapid in the first three years of the child's life, during which the child's bones and muscles develop rapidly. Also, their coordination and balance skills and force are developed rapidly, enabling them to perform their daily activities with more energy. Between 3-6 years, due to the strengthening and maturation of the skeletal system, the bodies of preschool children get a regular shape, with an athletic appearance, which is characteristic of children. Their motor skills become more refined, the movements are more coordinated and balance skills are developed significantly. All children enter preschool age with a variety of motor skills acquired and fine-tuned during their early childhood, which include proper sitting and walking straight. During the first years of life, children refine their motor skills and their manipulative skills thus becoming able to find their way in their environment. The general structure of the movements starts to develop over time, which includes already learned dancing, jumping, holding, running.



The regularity of the physical and motor development follows two basic models: cephalo-caudal model (from head to toe) and proximo-distal model (from the centre of the body toward the edges). In the cephalo-caudal model, the head is developed more quickly than the lower parts of the body; while in the proximo-distal model, growth occurs earlier and faster in the centre of the body than at the limbs. Another characteristic of development is that the child is developed from generally less specific reactions to more specific and controlled reactions, through a process called differentiation. Physical and motor development supports the development of other areas such as the social area when the child plays, and interacts, with other children; the cognitive area when the child explores buildings, requisites, environment; as well as the new motor structure.

The process of child development in the physical and motor area is described below according to the following sub-areas –

Development of sense-movement skills: where children acquire the skills to control their body movements, balance skills, coordination of their movements (walking, running, dancing, jumping, walking up or down stairs, etc).

Development of fine motor skills: where children acquire skills to control hands and fingers, skills to coordinate hands with eyes, skills to handle various objects of daily use (catching, gripping or unbuttoning, tying shoe, zipping up clothes, drawing, writing, creating different shapes with plasticine or dough, etc.)

The development of sensory-motor skills: where children acquire skills to adjust and fine-tune their movements through the development and use of senses.

Physical health care for themselves: where children show skills in meeting a daily routine in the dressing and feeding, ability to meet the personal hygiene and selection/elimination of dangerous activities and situations that may cause injury to them.

❖ **Sub-area 1. Development of basic motor skills (large muscles)**

Standard 1: Children show skills in controlling body movements

Standard 2: Children show skills in developing balance

Standard 3: Children show skills in coordinating their movements

❖ **Sub-area 2. Development of fine motor skills (small muscles)**

Standard 1: Children show skills in using hands and fingers

Standard 2: Children show eye-hand coordination skills

Standard 3: Children show skills in handling toys or other items in daily use

❖ **Sub-area 3. Development of sense-movement skills**

Standard 1: Children use their senses to regulate movements

❖ **Sub-area 4. Physical health and self-care**

Standard 1: Children show skills in accomplishing daily routine of dressing and feeding

Standard 2: Children show skills in maintaining personal hygiene

Standard 3: Children show skills in avoiding dangerous activities and situations that may injure them.



Sub-area 1. Development of basic motor skills.

Standard 1: Children show skills in controlling body movements

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child moves his/her head from one side to the other while laying on the stomach</p> <p><i>Shake a buzz toy from different parts of the room</i></p> <p>Child folds and extends his legs while laying on back</p> <p>Responds to tickling with different movements</p> <p><i>Fondle and tickle your child starting from the back</i></p>	<p>Child rolls the body while sitting to find items behind</p> <p><i>Place items behind the child and let him know that items are there</i></p> <p>Child bends to find a toy under the table</p> <p><i>Place items under the table and ask the child to find them</i></p>	<p>Child walks towards the item or the person that calls him</p> <p><i>Organize various toys and the child should exercise walking towards them, indoors or outdoors</i></p> <p>Child walks up and down the stairs holding the rails</p> <p><i>Let the child accompany you while walking up or down the stairs but always keep an eye on him or hold his hand</i></p>	<p>Child jumps on two feet</p> <p><i>Organize various toys that simulate jumping on two feet and ask the child to imitate the animals that jump on two feet such as bunny, kangaroo</i></p> <p>Child runs changing directions or speeds</p> <p><i>Incite the child to run in the yard towards different targets</i></p>	<p>Child walks up and down the stairs without support</p> <p><i>Let the child walk up or down the stairs alone, to go out in the yard and come back</i></p>	<p>Child holds a big ball with both hands</p> <p><i>Develop different games that involve holding big balls</i></p> <p>Follows the instruction of an adult to bend his body; rolls or extends without falling</p> <p><i>Develop bending, rolling, extending the hands, etc. with the child</i></p>	<p>Easily moves around obstacles while bypassing or jumping over them</p> <p><i>Play with the child outdoors or indoors, while encouraging him to develop his movements</i></p>

EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 1. Development of basic motor skills

Standard 2: Children show skills in developing balance

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
Child keeps his head up straight while being held <i>Hold the child in upright position, helping him to hold his head upright</i>	Child sits without support, when placed on a chair or a seat <i>Establish safe positions where child can practise sitting</i>	Child walks forward and backward <i>Ask the child to move forward and backwards accompanied by the rhythm of music</i>	Child follows a line drawn on the floor <i>Draw on the floor various lines and walk on those with the child</i>	Child moves the ball around him while sitting and without falling <i>Provide the child with different sized balls and incite them to move them around without falling</i>	Stands on one foot for 10 or more seconds <i>Accompanied by music, conduct body movements with the child with small breaks including standing on one foot</i>	Child easily goes over low items (up to 20 cm) <i>Distribute items indoors or outdoors measuring up to 20 cm and incite the child to go over them</i>
Child rolls in both directions without support, from back to stomach and other way around <i>Place the child in different positions, on back, side ,etc and incite him to roll</i>	Walks around the room with no support <i>Encourage the child to run after you around the room while you're working</i>	Stands on top of the toes to reach up to a toy <i>Imitate fruit collection, or movement of hands in the air, with the child</i>	Child sits and stands up easily from a chair <i>Organize toys indoors or outdoors to incite the child to sit and stand up from a chair.</i>	Child stands on one foot for up to 5 seconds <i>Organize toys for the child to exercise standing on one foot (count to five)</i>	Child walks on a straight thin line (2-3 cm) maintaining his balance <i>Incite the child to walk on lines, such as the line between floor tiles</i>	Child hops on one foot without losing balance <i>Play with the child and hop on one foot</i>

Sub-area 1. Development of basic motor skills.

Standard 3: Children show skills in coordinating their movements

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child moves his head in all directions, responding to irritation (sound, light, touching, etc.)</p> <p><i>Sing and talk to the child while moving around the room</i></p> <p>May sit with no support for some seconds</p> <p><i>Try to place the child in sitting position with continuous supervision</i></p>	<p>Stands up from sitting position and vice versa</p> <p><i>Encourage the child to practice standing up from sitting position while pulling closer the toy he wants, or calling his name</i></p> <p>Walks towards the table or his/her toy corner</p> <p><i>Provide the possibility to freely move indoors or outdoors</i></p>	<p>Child walks up and down the stairs standing on one stair with both feet</p> <p><i>Let, and help, the child walk up the stairs</i></p>	<p>Child throws the ball with both hands</p> <p><i>Organize games which require the child to throw the ball with both hands</i></p> <p>Climb up and down from the bed with no help</p> <p><i>Let the child climb up and down from bed, under supervision</i></p>	<p>Child throws the ball in the right direction</p> <p><i>Place some baskets of quadrate or circular shape and ask the child to throw the ball in the target</i></p> <p>Squat and stand, holding body straight</p> <p><i>With music or as shown by the educator, parent involves the child in motor activities concentrated on up and down movements</i></p>	<p>Child runs according to given rhythm – faster, slower....</p> <p><i>With music sounds, child follows the instructions of the educator to run according to rhythm</i></p> <p>Child moves bike pedals in opposite direction</p> <p><i>Give the child the opportunity to ride a bike, forward and backward, or play in couple while moving legs in the bike rhythm</i></p>	<p>Child easily jumps on drawn areas</p> <p><i>Draw different shapes on the floor and ask the child to jump on them in given order by shapes. Incite the child to jump with a rope (individually or with other children turning)</i></p> <p>Child can easily imitate</p> <p><i>Ask the child to imitate jumping or walking or an animal or human</i></p>

EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 2. Development of fine motor skills.

Standard 1: Children show skills in using hands and fingers

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
Child grabs, holds and lets the toy go <i>Provide the child with soft and safe toys enabling him to grab them</i>	Child daubs various forms on paper <i>Let the child write, daub on paper using suitable pencils for his age,</i> Child drinks alone from a plastic cup with occasional spills <i>Give the child plastic cups and show him how to use them</i> Squeezes a wet sponge and enjoys playing with water <i>Allow the child to wash himself with his sponge and squeeze it</i>	Child divides big simple toys and puts them back together <i>Provide composite toys for the child to divide them, and show how to put them back together</i> Turns the pages of a book or magazine <i>While reading, ask the child to turn the pages</i>	Opens and closes drawers <i>Allow the child to take his clothes or items from a drawer</i> Opens or closes the bottle lid, box lid, etc. <i>Offer the child a bottle and ask him to open and close the lid (bottle, box)</i>	Makes shapes in dough, plasticine, clay (round, square, heart, etc.) <i>Encourage the child to place various shapes during cooking, or from mud</i> Use clips to hang drawings on the rope and imitate the action of hanging the clothes <i>Provide plastic clips and encourage the child to use them</i>	Button and unbutton clothes, zip and unzip jacket <i>Encourage the child to dress/undress, button/unbutton, zip/unzip himself</i> Gently place box lids (kinder eggs, jewellery lids or other toy boxes) <i>Ask the child to lid up small boxes</i>	Use glue to join parts of the same figure <i>Choose figures that assemble and instruct the child how to join them as he prefers</i> Child holds plastic scissors in one hand and cuts the paper in the drawn line (square, circle, etc.) <i>Ask the child to cut the paper in the shape as drawn</i>

Sub-area 2. Development of fine motor skills.

Standard 2: Children show eye-hand coordination skills

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child grabs the finger of his parents or nannies</p> <p><i>Stay close to the child and play with his/her hands</i></p> <p>Child extends his hands towards the approaching item</p> <p><i>Move soft coloured toys, buzz toys or different shaped toys towards the child to incite him grabbing them</i></p>	<p>Claps his/her hands</p> <p><i>Incite the child to clap his hands on various toys.</i></p> <p>Place 3-4 blocks (or suitable items) on top of each other and knock them down</p> <p><i>Provide blocks or other safe items for the child to play and place them on top of each other</i></p>	<p>Child fills and empties a cup of water, bucket with sand, toys from one basket to another</p> <p><i>Allow and encourage the child to play with harmless items indoors and outdoors</i></p> <p>Child turns the pages of the book or magazine with one hand</p> <p><i>While reading a story to the child, ask him to turn the pages</i></p>	<p>Build a tower with 8-10 blocks</p> <p><i>Ask the child (boy or girl) to build a tower with blocks or other items that he most likes</i></p> <p>Remove and replace parts of a puzzle until he finds exact position</p> <p><i>Provide puzzles to the child that show any figure (house, tree, flower, etc.)</i></p>	<p>Make necklace with big beads, macaroni, rings, etc.</p> <p><i>Provide the child with safe items to make necklace</i></p> <p>Create various composite figures (in given shapes)</p> <p><i>Give the child composite figures, disassemble and reshape them in front of the child, then ask the child to do it.</i></p> <p><i>Distribute parts of a large plastic/ paper toy outside and ask the child to find/ remake it.</i></p>	<p>Child cuts figures using scissors according to given shapes</p> <p><i>After drawing (house, animal) ask the child to cut the drawing and then stick the drawing on the place preferred by the child</i></p>	<p>Use various materials eg textile, paper glue, to create figures such as airplane, house, chair, dolls, etc.</p> <p><i>Provide safe material, opportunity and space for the child to work out his idea</i></p> <p><i>Together with the child, create such figures and make sure that the work is done by the child</i></p>

EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 2. Development of fine motor skills.

Standard 3: Children show skills in handling toys or other items in daily use

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
Slam toys <i>Provide the child with soft, safe and noisy toys that are easy to handle and incite him to slam them</i>	Passes the toy from one hand to the other <i>Provide the child with toys and ask him to pass from hand to hand</i> Child collects suitable items (spoon, cup, toys) using big and index finger <i>Supervise the child while grabbing items with small and index finger.</i>	Helps in collecting toys and placing them in the basket <i>After ending the game, together collect his/her toys or ask him to do it</i> Places items in right place (fruits in the fruit bowl plate, bread, etc.) <i>Encourage the child to place fruit in the fruit bowl</i> Cleans dirty toys <i>Incite the child to clean his toys (with water, small towel, napkins)</i>	Child holds the box with one hand and fills it with small items using other hand <i>Give a child a small basket or a box and ask him to fill it with small items</i> Attach parts of paper to make an ornamental ridge <i>Encourage the child to make their own ornamental ridges</i>	Fills in the bottle with water with no help <i>Allow and incite the child to try and fill the bottle with water, milk, juice, etc.</i>	Combs his/her own hair <i>Encourage the child to take care of his/her hair</i>	Child may tie shoe laces <i>Allow the child to tie his shoes</i>

Sub-area 3: Development of sense-movement skills.

Standard 1: Children use their senses to regulate their movements

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Follows with eyes objects moving up and down, left and right.</p> <p><i>Shake a buzz toy in front of the child and move it in different directions</i></p> <p>Call him with sweet voice while moving in the room</p>	<p>Walks towards an item with certain colour or shape.</p> <p><i>Showing an item (doll, ball, cube, etc.), ask the child to pick it up</i></p>	<p>Responds positively during routine, and signals agreement/disagreement</p> <p><i>During brushing teeth, pay attention to response of the child to toothpaste or brush hardness</i></p> <p><i>Provide children with food they like</i></p>	<p>Adapt movements to music rhythm</p> <p><i>With music sound, instruct the child to move by rhythm</i></p>	<p>Imitate movements or motions of other individuals or animals</p> <p><i>Read or tell a story about animals while imitating their voice and movements, and asking the child to imitate them</i></p>	<p>Colours within the lines</p> <p><i>Provide drawing paper with various blank shapes and ask the child to colour the blank area</i></p>	<p>Accurately draw various figures</p> <p><i>After a story, ask the child to draw their vision of a character from the story</i></p> <p>Easily develops moving games, adapting to climate conditions and given game instructions</p> <p><i>Allow the child to play outdoors, in the snow, rain, and other climate conditions, and provide respective instructions</i></p>



Sub-area 4 – Physical health and self-care.

Standard 1 – Children show skills in accomplishing daily routine of dressing and feeding

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child responds to food when he is hungry (breastfeeding, bottle with milk, food plate)</p> <p><i>Breastfeed or feed your child whenever he shows signs of hunger</i></p>	<p>Tries to put on a hat when going outside</p> <p><i>Allow the child to put on a hat when going outside</i></p> <p>Use a spoon although he may spill some food</p> <p><i>Incite the child to use a spoon while eating</i></p>	<p>Dresses with a little help from adults</p> <p><i>Allow the child to dress with little or no help</i></p>	<p>Helps in preparing the table for food</p> <p><i>Allow the child to help prepare the table for food by carrying safe items (napkins, spoons etc). Incite the child to get involved in same activities</i></p> <p>Child uses a fork and spoon to eat</p> <p><i>When eating, give the child a spoon or fork. Let them feed themselves. Place the spoon and fork close to child's plate</i></p>	<p>Applies marmalade or chocolate to bread using a spoon</p> <p><i>Allow the child to apply marmalade or chocolate to bread</i></p>	<p>Pour milk or other juice from bottle to glass</p> <p><i>While eating, allow the child to pour yoghurt, milk or other juice from bottle to glass</i></p>	<p>Child dresses with no help</p> <p><i>Allow children to dress and undress themselves</i></p> <p>Child participates in cooking food (desserts)</p> <p><i>Invite the child when cooking, or preparing the dough for dessert, pie etc.</i></p>

EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 4 – Physical health and self-care.

Standard 2 – Children show skills in maintaining personal hygiene

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
He likes relaxing while bathing <i>While bathing, allow children to play with water, while holding them carefully</i>	Shows dissatisfaction when diaper is wet or dirty <i>Incite children to tell you when diaper is dirty</i>	Child covers his mouth while coughing <i>When coughing or sneezing, remind the child to cover his mouth with hand or napkin</i> Washes his hands with some help <i>Allow children to wash their hands before eating; teach children to always wash their hands before eating and after going to toilet</i>	Child uses a toothbrush (suitable to his age) <i>Help the child to take care of his teeth while using the tooth brush and paste</i> Goes to toilet, meets his needs with some help <i>Allow children to go to toilet alone and provide help when needed</i>	Child washes his hands alone before and after eating <i>Remind the child to wash his hands before and after eating, and discuss with him the relevance of washing the hands</i> Wipes his nose alone, when needed <i>Remind and incite children to wipe their nose themselves, when needed</i>	Child takes care of daily hygiene (opens tap, washes hands, wipes his hands) <i>Allow children take care of themselves (pay attention when the child has diarrhoea, fever, etc.)</i>	Child takes care of his hygiene himself <i>Remind the child of basic hygiene rules, to wash hands, face, teeth and ears every morning and as necessary</i> Allow child to take a shower and explain the importance of washing especially some parts of the body <i>Child washes his mouth and lips after eating, with no help</i> <i>Encourage the child to wash his mouth and lips after every meal</i>



EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 4 – Physical health and self-care.

Standard 3: Children show skills in avoiding dangerous activities and situations that may injure them

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child cries, shows discomfort in case of sudden increase of noise volume</p> <p><i>Hold the child and try to calm him down</i></p>	<p>Child stops as requested by an adult, in dangerous situation</p> <p><i>Explain accurately and clearly about prohibited materials and situations (e.g. explain to the child that s/he may burn his hand because it is very hot)</i></p>	<p>Child recognizes the risk of heat (does not touch hot items)</p> <p><i>Talk to the child on possible risk in case of playing with heat sources (lighter, hot iron, stove)</i></p>	<p>Child holds the hand of an adult to avoid dangerous situations (stairs, crossing street)</p> <p><i>While walking with the child on the street, hold his hands and explain the road safety rules. Also explain safety rules at home, stairs, balcony, etc.)</i></p>	<p>Child shows the adult if he suffers from pain or discomfort</p> <p><i>Talk to the child on main signs of disease (pain, cough) and explain why it is important to inform you immediately in such a case</i></p>	<p>Child avoids risk on the street</p> <p><i>Help the child to avoid eventual risks on the street</i></p> <p>Child understands the meaning of traffic lights</p> <p><i>Explain the meaning and importance of traffic lights and practise with the child every time you cross the street together</i></p>	<p>Child recognizes dangerous behaviour</p> <p><i>Use photos and picture books to show dangerous behaviour (riding a bike without a helmet, smoking.) and talk to the child about these bad habits</i></p> <p>Seeks help in case of danger (phone parent, or dial 112 etc.)</p> <p><i>Practise with your child and encourage him to dial your number or 112 in case of emergency</i></p> <p>Child crosses the road carefully, watching in both directions (with the parent)</p> <p><i>While crossing the road, teach your child to carefully watch both sides of the road for safety</i></p>



LANGUAGE AND COMMUNICATION DEVELOPMENT

Learning a language and other forms of communication always presents a complex yet very important process for a human being. There is a range of factors that affect, but also condition in different ways, the development, acquisition and proper understanding of language and communication.

The acquisition of language and its correct use is tremendously important for successful communication for everyone but especially for newborn children, and respectively for children aged 0-6 years. This process begins with the birth of the child, who is immediately willing to communicate in various forms such as sound, gestures and later with oral speech as prerequisites for acquisition of other more advanced forms such as reading and writing.

Developing communication and language is affected by the communication patterns at home and in society, and in most cases these are not equal by gender (male/female). Children imitate and carry these patterns of communication in different environments and therefore the implementation of this standard should pay particular attention to equal treatment and involvement of both genders (boys and girls).

The importance and weight of the scope, language and communication is unique and specific because in this case, besides being a separate area of development, it is also a language of the other areas. Successful performance of an individual aged 0-6 in this area depends on their practical implementation of the following activities, namely communication sub-areas - listening, verbal speech, mimicing, reading and writing.

These standards affect the overall development of the complex personality of the child, especially:

- the development of active listening skills and understanding of what s/he hears,
- developing individual and group speaking skills
- developing speaking skills through facial expressions/ mimics,
- developing speaking skills within the group and among adults
- freedom of communications and expression regardless of gender
- difference between local spoken language and standard language,
- mastering the proper structure of standard language,
- developing a sense for literary and non-literary texts,
- mastering basic “reading” forms,
- mastering stance and movements (body, fingers, hand, pencil, etc) within a given space
- mastering basic “writing” forms,

These and other things related to the area of language and communication provide indicators that ensure the formation of an active, interactive, responsive and nimble individual with sufficient language skills for the realization of other areas of pre-school education.

❖ **Sub-area 1: Listening and speaking**

Standard 1: Child shows skills in attracting adults for communication through eye contact and body language

Standard 2: Child shows skills to listen and understand when others speak

Standard 3: Child shows skills to speak and communicate

Standard 4: Child indicates creative language skills (expressional, by words)

❖ **Sub-area 2. Reading basics**

Standard 1: Child develops skills in recognizing the forms of alphabet letters

Standard 2: Child understands the importance of reading

❖ **Sub-area 3. Writing basics**

Standard 1: Child shows skills to write different symbols

Standard 2: Child shows skills to understand the purpose of writing.

Sub-area 1: Listening and speaking.

Standard 1: Child shows skills in attracting adult for communication through eye contact and body language

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
Child releases sounds to attract the attention of adults <i>Respond to child's voice by showing attention</i>	Points with the hand as a sign to tell adults what they want <i>Respond to the child as many times as they point, express your readiness to collaborate with them</i>	Child uses gestures to show something, e.g. cat fell down 'bang' <i>Show interest and attention when child tells you of an event, by expressing it through body movements Urge the child to describe by gestures some event or situation</i>	Child plays a role during game e.g. he/she plays the airplane, train <i>Ask the child (boy or girl) to play different roles, praise the way he/she imitates things</i> <i>Try yourself to imitate things together with your child, this encourage child's creativity and affects closeness between one another</i>	Child associates speaking with gestures and mimics e.g. when angry, hits with feet, sings or dances when happy <i>Make it clear to a child that you understand them</i> <i>Express this in words, as well as by using gestures and mimics</i>	Child talks through eye contact and body language eg flatters, joins hands, pleads, raises voice <i>Talk to the child and explain that demands are not always met</i> <i>Be patient and listen to the child all the way through the end</i>	Child uses words and gestures harmonically e.g. when reciting poetry and mentions a butterfly, he/she spread arms <i>Urge the child to tell tales, other events or recite by associating words with gestures</i> <i>Urge the child to tell you things that he/she experienced during the day</i>

EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 1: Listening and speaking.

Standard 2: Child shows skills to listen and understand the spoken language

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child turns his/her head towards the voice or sound</p> <p><i>Talk to the child even when you are far from him/her, so that by listening he/she learns to determine your location</i></p> <p><i>Also talk to your child during the time you are feeding him/her, changing clothes, dressing up or holding him/her on your lap</i></p> <p><i>Allow others to communicate with the child</i></p>	<p>Child claps hands and makes sounds when others call him/her by name</p> <p><i>Talk to the child by calling his/her name</i></p> <p>Child understands simple expressions eg that's no good, there you go</p> <p><i>Communicate to child by using the spoken language properly</i></p> <p><i>Encourage child's activities by praising him/her on the skills they show</i></p>	<p>Child links words with certain objects</p> <p><i>Urge the child to show you the location of different things e.g. where is the moon, where are the toys</i></p>	<p>Child responds to a request to make certain action e.g. put a book on the shelf</p> <p><i>Encourage child to place books, clothes etc at their place and thank them after they have done a proper action</i></p> <p>Child listens when a short story or history is told to him/her</p> <p><i>Read short tales illustrated by an interpretation through different objects suitable for the tale and child's age</i></p>	<p>Child makes questions on the things he/she is interested in</p> <p><i>Talk to the child and tell them different things, and urge him/her to make questions</i></p>	<p>Child uses greeting words, good day, good bye etc.</p> <p><i>Use greeting words with the child e.g. good morning, good night</i></p> <p>During the conversation, child waits for his/her turn to say what they want</p> <p><i>Play games where child needs to wait for his turn e.g. play an event where child needs to take part as per their role</i></p>	<p>Child can retell in his/her words a story or some event</p> <p><i>Allow child to communicate to his/her friends and adults to show what he/she knows</i></p>



EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 1: Listening and speaking.

Standard 3: Child shows skills to speak and communicate

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child makes sounds (voices) during daily activity;</p> <p><i>Answer with a smile to the child, when s/he makes sounds</i></p> <p>Child babbles and uses sounds</p> <p><i>Speak and smile to the child when he/she babble and stutters</i></p>	<p>Child pronounces pa-pa ma-ma several times</p> <p><i>Listen carefully to the child when making sounds. Encourage him/her to pronounce by saying to them: "there you go."</i></p> <p>Child can use simple words (mother, father, grandmother)</p> <p><i>Speak to the child all the time and help him/her to express words properly</i></p>	<p>Child uses simple sentences and always pronounces properly</p> <p><i>Converse with the child and use words properly Avoid "baby language" (e.g. hand and not hald), Always read to the child before they go to sleep</i></p>	<p>Child can use negation sentences e.g. no sleep</p> <p><i>Urge your child to express him/herself freely</i></p> <p>Child starts to use plurals, but not properly e.g. says dogses not dogs</p> <p><i>Urge your child to use plurals properly</i></p> <p>Child speaks to him/herself, as if he/she is talking to another child.</p> <p><i>Do not disturb a child when talking to himself. Such conversations are essential for growth and development</i></p>	<p>Child imitates adult speaking</p> <p><i>Be cautious what you say in front of a child</i></p> <p>Child can describe house activities</p> <p><i>Encourage the child to accompany you during house work without differing between boy's and girl's duties. Ask both of them to help you in easy tasks and thus they start to learn names of items</i></p>	<p>Child shows rules of the game to run with other children</p> <p><i>Organize activities where child actively participates through communication</i></p> <p>Child uses different voice volume, when telling about something</p> <p><i>Ask your child to tell you about some story. Pay attention when listening</i></p>	<p>Child tells exactly about an event where he/she participated (birthday, at grandmother etc.)</p> <p><i>Organize activities whereby description of recalled situation comes in question.</i></p> <p>Child's speaking is much more accurate e.g. mom, when can we go to grandmother?</p> <p><i>Urge the child to talk to you</i></p>

Sub-area 1. Listening and speaking.

Standard 4: Child expressive creative linguistic skills (expressed by words)

2-3 years	3-4 years	4-5 years	5-6 years
<p>Child asks about the meaning of certain words or what is an item called</p> <p><i>Help your child to learn new words and their meaning through your answers</i></p>	<p>Child makes conversation with his/her peers during the game</p> <p><i>Enable the child to meet with his/her peers</i></p> <p>Child answers questions made by the adults or peers</p> <p><i>Question your child continuously on what he/she does</i></p> <p><i>Use open questions with the child ie the answer is not Yes or No. This will help the child to think of what he/she says in a critical way</i></p>	<p>Child can create from his/her imagination 3-4 short recitations</p> <p><i>Encourage the child in such activities e.g. when wanting to recite poetry even when it is senseless</i></p> <p>Child sings a song with the text that he/she makes up</p> <p><i>Provide the child with the opportunity to listen to music and sing the lyrics from his/her imagination</i></p>	<p>Child makes up different tales that have a good structured content and a good ending.</p> <p><i>Encourage your child to tell you about an event and help with questions about his/her narration</i></p> <p>Child finds answers to puzzles that he hears from others.</p> <p><i>Tell puzzles to a child and urge them to answer them.</i></p> <p>Child is in a position to make a story based on music and illustrations</p> <p><i>Urge the child to tell about what he/she has experienced during the day</i></p>



EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 2: Reading basics.

Standard 1: Child shows interest in printed materials

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child focuses observation on a picture or figure hanging on the wall, picture etc.</p> <p><i>Provide opportunities for the child to look at coloured materials (photos pictures illustrations etc)</i></p>	<p>Child looks at books or magazine illustrations</p> <p><i>Provide different books to a child with different figures and colours</i></p> <p>Child points to different photos that he/she likes</p> <p><i>Go through books with children, asking them to pronounce names and actions of book's figures</i></p>	<p>Child looks at the figures, drawings in the books and other printed materials</p> <p><i>Provide different printed material to the child and go through them together with him/her</i></p>	<p>Child shows on the book where the text is and where the photo is.</p> <p><i>Ask the child to try and give meaning to the word, describe what he sees in illustrations</i></p>	<p>Child pretends to “read” the book himself/herself.</p> <p><i>Read together with a child a book/magazine or any other text in the movies they like</i></p>	<p>Child tends to read the book while facing the book</p> <p><i>Provide the child with pictorial books that they want and read him/her chosen story</i></p>	<p>Child knows that a book has a title, author, text and illustrations</p> <p><i>Talk to the child to tell them the author makes the book, books can be with illustrations, photos but there are books with text only as well</i></p>

Sub-area 2: Reading basics.

Standard 2: Child understands the importance of reading

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
	<p>Child expresses the wish to listen to an adult, when reading different names of animals in illustrations</p> <p><i>Read properly and slowly short names that you can find in illustrated books</i></p> <p>Child tells in words several figures illustrated in the book</p> <p><i>Encourage your child to repeat the names that you read to them</i></p>	<p>Child wishes to listen to a reading of some short story by an adult</p> <p><i>Make a habit, of reading at least once a day some small and interesting thing to the child, especially before sleep</i></p>	<p>Child expresses interest to listen to the same story by an adult many times</p> <p><i>Show yourself always ready to read the child's preferred story, even if you have to read it several times</i></p> <p><i>Read the same story to a child, with as much interest as you have read the first time</i></p>	<p>Child can explain content of stories himself/herself from the tales read to him/her by an adult</p> <p><i>Read different and appropriate stories for their age, whenever you can or when the child asks you to</i></p>	<p>Child may notice different numbers and letters</p> <p><i>Place different numbers and letters in front of the child and make a game with it, where the child has to read out loud the number symbols and letters.</i></p> <p><i>Encourage the child to distinguish letters and numbers</i></p>	<p>Child shows affinity to read and follow carefully an adult when reading</p> <p><i>Urge the child to chose a book and ask them to talk to you about the illustrations presented there</i></p> <p><i>Don't obstruct the child when pretending to read</i></p>

EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 3: Writing basics.**Standard 1: Child shows skills for writing symbols and different**

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
	Child daubs everywhere <i>Provide the child with a corner where they can daub</i>	Child daubs on the paper and tends to show it to others <i>Provide them with papers or small tables to draw on</i>	Child draws crooked lines and circles <i>Make shapes and provide opportunities for the child to draw them</i>	Copies anything they like in a given shape (e.g. a figure some other sign) <i>Draw a simple shape and urge the child to copy the shape</i>	Child writes or draws different shapes <i>Provide opportunities and different materials for the child to write or draw different shapes of the surrounding environment</i>	Children can write symbols of number or letters of their name <i>Urge the child to count and write number symbols that they know</i>

Sub-area 3: Writing basics.

Standard 2: Child understands the purpose of writing

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
		<p>Child daubs with different paints and pencils</p> <p><i>Give children thicker pencils, child at this age daubs by holding the pencil with the whole hand</i></p>	<p>Child daubs with pencil on the paper pretending that they are writing</p> <p><i>Appreciate the work the child does with the pencil on the paper, and praise what they did</i></p> <p>Child wishes to have notebook or papers that can be considered his/her</p> <p><i>Give child the opportunity to have a notebook or paper. Do this by gathering several clean papers and clipping them</i></p>	<p>Child can understand that the written part shows something</p> <p><i>Every time you read to a child, try to tell them the importance of the meaning, by commenting on it together with them</i></p> <p>Child asks an adult to tell them what is written near an illustration or photo</p> <p><i>Answer child's request positively</i></p>	<p>Child writes a given symbol by copying it</p> <p><i>Provide different materials and symbols that the child can write on the paper</i></p> <p>Child can draw things s/he likes</p> <p><i>Encourage the child to draw a toy, animal or other surrounding items</i></p>	<p>Child understands the importance of his/her name being written on her drawings</p> <p><i>Show interest and praise every time the child writes his/her name. Encourage the child to distinguish his/her drawings from others by writing the name or a distinguishing sign</i></p> <p>Child claims to write a letter to Santa, grandmother, etc.</p> <p><i>Encourage the child to write a letter to someone far away, or make a wish list for the New Year, etc.</i></p>



SOCIAL AND EMOTIONAL DEVELOPMENT

Social and emotional development is a particular area of development and learning in early childhood, which along with other areas of development plays an important role in the process of forming the child's personality and preparing him/her for the education process. Social and emotional development of the child develops awareness of personal identity and increases responsibility for themselves and others.

Social development has to do with how the child interacts with other people (parents, primary caregivers, educators, family members, peers and other adults) and how interactions with other people influence his/her development. Social development helps the child to recognize the surrounding social environment, cultural environment and tradition, and to develop a sense of community. Early social behaviour is influenced significantly by parents' child-rearing practices, including how parents enforce rules, how they provide support and encouragement to their child.

Emotional development is concerned with aspects such as how the child feels about himself and the surrounding world, how s/he expresses feelings and emotions to himself and to others. The growth and education of the feeling of trust, friendship and cooperation is achieved through the child's emotional development. Emotional development is influenced by social environment and the way people respond to them.

Proper interaction of these two aspects of development results in a social and emotional competence in the child that is manifested through the ability to establish close and safe relationships with peers and adults by experiencing, knowing, understanding, expressing and controlling his/her own emotions and those of others around him. Since these two aspects or sub-areas, i.e. social development and emotional development are closely linked and interdependent, they are presented in this document as an integrated area, divided into two sub-areas: social sub-area and emotional sub-area. Substantive and practical integration of this area is also achieved through more general standards, through indicators and activities that specify their interdependency.

Gender stereotypes¹ greatly affect the emotional and social development of the child (boy and girl); so in order to fully realize the substantive content of this area, it is required to pay special comprehensive attention to children. The following activities should be conducted with a greater sensitivity towards gender differences taking into account the child's age. It should be noted that the child's social competence is influenced primarily by the individual temperament of the child, but also from his/her experience and the child's interactions with peers, parents and other relatives.

Why does the social and emotional development of the child need to be supported? When children feel good about themselves and develop positive relationships with others around them, they are better able to experience, understand,

¹ Gender stereotypes: Simple generalizations on attitudes, roles, beliefs and differences between individuals and/or groups (boy, girl, male, female, sister, brother) which are determined by the social aspect. Stereotypes, although portray these differences as social differences, they rarely provide accurate information for women, because the gathered information are always presented as a general stereotypes as part of traditional and cultural differentiation.

recognize and express emotions and to control them. Through proper social and emotional development, children are likely to:

- Be more successful in group situations, in the school and community
- Be more focused on learning
- Communicate their feelings more effectively
- Feel good and free, disregarding gender
- Have confidence and appreciate themselves
- Be able to create strong emotional connections with others

It is important to note especially attachment² as a specific form of strong emotional connection between the child and the principle significant person in his/her life, usually a parent (mother) or primary caregiver. This special connection allows the child to feel safe, to develop a sense of confidence, but the child gradually develops the ability to feel and act independently. Maximum effort by the parent/guardian to manage this relation by encouraging the child to interact with other relatives, especially with peers, forms the basis of the social and emotional development of healthy children.

Self-regulation (control) of emotions means the child's ability to control his emotions and impulses, especially when interacting with others. This ability is affected by the quality of attachment and the general level of his/her development. Children in the infancy stage have more need for adults to help them cope with powerful emotions, while in older age-groups they learn to control themselves. In preschool age they become aware of their emotions and understand the emotions of others around them.

Sub-area 1 social development around the child's interactions with his/her peers and adults, is put in concrete terms through the following standards:

Standard 1: Child can differentiate between known and unknown people

Standard 2: Child can interact with the persons around (adults and other children).

Sub-area 2 emotional development around how the child develops a positive concept of him/herself and their emotions are put in concrete terms through the following standards:

Standard 1. Child demonstrates that he/she knows the concept of him/herself.

Standard 2. Child experiences, recognizes and expresses emotions properly

Standard 3. Child may manifest the ability to self-regulate emotions

² Attachment is the process in which the individual displays behaviours that help set the proximity or contact with a specific person. Pettijon, Terry F. Psychology. Concise introduction. (2nd Edition). Lilo. (1996) p. 82. Quoted by Ainsworth M.D.S., 1979.

Sub-area 1 – Social development.

Standard 1: Child can differentiate between known and unknown people

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child starts to recognize and seek for close persons, such as father, mother or carer by clapping hands, making sounds etc.</p> <p><i>Respond to child's requests by staying beside them, speaking to them, smiling and tapping them etc.</i></p> <p>Child stops crying when known persons approach them (mother, father, guardian)</p> <p><i>Respond in an appropriate way to the child's need, embrace him/her when they cry, create suitable environment so that the child can feel secure</i></p>	<p>When child hears the voice of a known person responds with a smile, stretching hands and by walking towards a known person.</p> <p><i>Respond to child's responses by talking to them, smiling at them, walking towards them and playing together with them</i></p> <p>Child stays beside a known person in an unknown environment (holds by the hand, wishes to be taken on shoulders etc.).</p> <p><i>Speak to the child first about the environment you are going to. In an unknown environment, hold your child by their hand and stand beside them</i></p>	<p>Child observes and imitates actions of relatives (pretending to read or write like an adult etc)</p> <p><i>Allow the child to accompany you when you read, draw, write or when doing some daily activity in the house</i></p> <p>Child is close to the family members.</p> <p><i>Urge the child to make friends with close persons and talk to the child how to behave with family relatives</i></p>	<p>Child starts to interact with the relative through play and daily activities.</p> <p><i>Establish opportunity for the child to get to know you better. Stay beside the child while he/she plays with toys, play together with them, and provide things they need</i></p> <p>Child stays with family members and prefers playing with them (e.g. calls his/her mother, aunt, grandfather to come and play)</p> <p><i>Respond to child's call for play and joint activities appropriately. Provide child with frequent opportunities to meet family members (grandparents, aunts, uncles etc.) in order to get to know them and establish close relations with them</i></p>	<p>Child starts to seek and provide help to relatives during play and his/her activities.</p> <p><i>Help the child in his/her daily actions (to get dressed, to get fed, wash hands etc).</i></p> <p><i>Ask the child to bring you the newspaper, book or any other light item</i></p> <p><i>Support positive behaviours of the child</i></p> <p>Child wishes to get to know persons coming to the family.</p> <p><i>Respond to child's interest to get to know persons coming into the family circle. Help the child to understand relations with the persons coming to the family</i></p>	<p>Child identifies known persons in photographs, films etc</p> <p><i>Encourage child to look at photos or films of different celebrations</i></p> <p><i>Urge the child to name people they know and specify closeness with them</i></p> <p>Child speaks of the family members and the activities each of them do.</p> <p><i>Encourage the child to talk to you about the family members, their activities and his/her ties with each family member</i></p> <p><i>Encourage the child (boy or a girl) to talk free of gender stereotypes e.g. mom and dad drive the car, boy and girl both help to clean the living room</i></p>	<p>Child speaks freely with relatives about himself/herself, house and community.</p> <p><i>Urge the child to speak and listen to him/her carefully when they talk about themselves, house and community. Encourage the child to talk about the family and community and challenge him/her to talk free of gender stereotypes (dad's duties, mom's duties. girls and boys play together with cars, mom and dad together clean the table, etc.)</i></p> <p>Child asks a question about some person that they see for the first time and don't know them, with regards to their connection with him/her.</p> <p><i>Present to the child a person that they ask about and answer child's question with regards to the person</i></p>



Sub-area 1 – Social development.

Standard 2. Child can interact with the persons around (adults and other children).

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child exchanges eye contact with people around, especially mother.</p> <p><i>Respond to child's eye contact with eye contact, smile and mimic</i></p>	<p>Child offers his/her toy for adults to play with as well.</p> <p><i>Respond actively to interaction with the child and communicate in different ways to make the child feel good</i></p>	<p>Child shows interest to participate in joint activities with adults.</p> <p><i>Allow the child, with your help, to participate in joint activity during dressing, feeding, cleaning etc.</i></p>	<p>Child wants inclusion of adults in their game.</p> <p><i>Respond positively to child's initiative. Participate actively in the game; try to change roles during the game with children</i></p>	<p>Child wishes to help adults.</p> <p><i>Allow the child to make a game of fulfilling his desire to help in daily activities (tidying the room, cleaning the toys, water flowers etc).</i></p>	<p>Child cooperates with adults in problem solving.</p> <p><i>Talk to the child about the problem. Urge them to tell you the details, seek ideas to solve it and provide support in this process</i></p>	<p>Child greets known person when they meets in different environments by extending their hand or by saying good morning, good afternoon etc.</p> <p><i>Every time you meet a child, greet them. Ask the child to do the same thing to you and other persons whom he/she meets.</i></p>
<p>Child tries to touch the hair or face of a nearby child.</p> <p><i>Allow other children to get close to your child, but always under your supervision</i></p>	<p>Child interacts with other children and gives toy to them, but cries if other child takes it from him/her.</p> <p><i>Make opportunities for child to stay with other children. Urge the child to share toys</i></p>	<p>Child prefers to stay with peers and play with them for some time.</p> <p><i>Establish conditions where child can play with peers Urge the child to talk about the game with friends</i></p>	<p>Child stays with children, but prefers to play alone.</p> <p><i>Organize activities to urge the child to join the group of children</i></p>	<p>Child starts to interact with others during play – gives and takes toys.</p> <p><i>Establish children's play corners, where they can play their preferred games and share toys with each other</i></p>	<p>Child interacts with other children through team games and group activities.</p> <p><i>Provide activities in which children cooperate closely with each other. Talk about the importance of participating in team games and group activities regardless of gender</i></p>	<p>Child spends time with peers – neighbourhood friends, in kindergarten, school</p> <p><i>Establish opportunities for the child to hang out with his/her peers. Urge activities where the child (boy and girl) can participate in joint activities</i></p>



Sub-area 2 – Emotional development.

Standard 1. Child demonstrates that he/she knows the concept of himself/herself.³

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Children play with their hands.</p> <p><i>Place a child in a suitable environment where he/she can explore himself/herself</i></p>	<p>Child recognizes (can tell) some parts of his/her body when asked by the others e.g. head, mouth, nose, hand, leg.</p> <p><i>During the game and other activities with the child name parts of his/her body and ask them to touch them</i></p> <p>Child responds to his/her image in the mirror.</p> <p><i>Place the child in front of a mirror</i></p>	<p>Child tells his name and age.</p> <p><i>Urge a child to present him/herself by his/her name and tell the age</i></p> <p>Children responds when called by name.</p> <p><i>Address the child always by his/her name. Praise the child every time they turn when called by their name</i></p>	<p>Child uses most the word “it is mine” for toys, clothes etc.</p> <p><i>Talk to the children about their belongings and things belonging to the others; e.g. mother’s blouse, sister’s toy, father’s phone etc. Urge the child to use the word “it is mine” for his/her things</i></p> <p>Child imposes his choice by using words “I want that”, “I can/ have to”, etc.</p> <p><i>Talk to the child about the things they like; talk to them about their values. Respect their choices for as long as they do not represent threat to their security</i></p> <p>Child knows personal items and toys.</p> <p><i>Help child to tell about, name personal items and toys e.g. parts of clothes, preferred toys</i></p>	<p>Child recognizes some physical features and personal items e.g. hair colour, eye colour, bag, and jacket.</p> <p><i>Talk to the child about physical characteristics and his/her personal items, organize different games and activities whereby children are given the opportunity to tell specific physical features and his/her personal items</i></p> <p>Child presents him/herself in different situations through role play in games e.g. I am the teacher, doctor, parent.</p> <p><i>Organize different games and activities whereby children are given the opportunity to present themselves (e.g. doctor, chef, driver game)</i></p> <p>Child expresses interest in looking after things e.g. clothing, books and personal toys.</p> <p><i>Establish personal environment whereby a child can store his items. Try to set an example of this yourself</i></p>	<p>Child tells others about him/herself and his/her family.</p> <p><i>Encourage child to exchange information with others about themselves and their families. Listen carefully and actively when child expresses his/her opinion about himself/herself. Urge the child to think and talk free of gender stereotypes e.g. dad and mom cook lunch together</i></p> <p>Child knows who is boy and who is girl.</p> <p><i>Talk to the child about people’s gender. Help him /her to recognize main differentiating characteristics. Encourage the child to make physical and social distinction (e.g. boys have beard, girls don’t; mom and dad take care of the baby, mom and dad go to work) Urge them to talk free of gender stereotypes</i></p> <p>Child starts to act independently e.g. establishes toy corner</p> <p><i>Encourage child’s independence in daily activities</i></p>	<p>Child tells about his position in the family, in the kindergarten, school, he/she tells about the language spoken and themselves.</p> <p><i>Urge the child to speak about his/her position in the family, kindergarten etc. Listen carefully and actively when child expresses his/her opinion and express your interest when they do so. Urge the child to talk without gender distinction and free of gender stereotypes (e.g. boy/girl both help in house work).</i></p> <p>Child becomes aware of personal identity, speaks about him/her and his/her ideas.</p> <p><i>Provide opportunity for the child through conversation and/or play to express personal values and his/her ideas. Listen carefully and encourage the child (boy or girl) when expressing his/her opinion free of gender stereotypes e.g. boy is stronger, girl is weaker</i></p>

³ This standard can be accomplished by giving children basic knowledge of biological differences, but also by stimulating discussion challenging status, roles, behaviours by gender (social) (e.g., roles of family members, the role and the position of the child in family).

EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 2 – Emotional development.

Standard 2. Child feels, knows and expresses emotions

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child is happy on seeing a familiar face.</p> <p><i>Follow the smiles of the child and respond with smiles</i></p>	<p>Child expresses several emotions with facial expressions (joy, disgust, anger, spite)</p> <p><i>Reply in the most adequate way to the emotions of the child and the expressions on its face</i></p> <p>Child enjoys when you sing and play with it.</p> <p><i>Repeat activities that bring joy to the child (i.e. sing and play)</i></p>	<p>Child is happy when relatives come to visit</p> <p><i>Try to enable the child to maintain contact with relatives that make it happy</i></p> <p>Child interrupts games and other activities when another child starts crying.</p> <p><i>Try to calm the child crying and encourage it to resume the game or other activity</i></p>	<p>Child feels other emotions and can express them with facial movement: smiles when it's happy, cries when angry or agitated.</p> <p><i>Encourage the child to use words to express emotions</i></p> <p>Child does not want to share play and activities with peers.</p> <p><i>Organize activities to urge the child to join the group of peers. Praise the child whenever it plays with peers and does not show signs of jealousy towards peers</i></p> <p>Child is sensitive towards its peers e.g. when a child cries it tries to help it or make it smile</p> <p><i>Encourage by simulating different situations/ games, where the weakest ones (children, animals) always receive support from adults</i></p>	<p>Child uses mimicry and gestures to convey various emotions.</p> <p><i>Show the child photos of people with various facial expressions. Encourage the child to name the expressions and react to them</i></p> <p>Child still cannot tell reality from imagination, can express fear of the unknown and darkness, thunder etc.</p> <p><i>Help the child to accept the negative emotions such as: fear or anxiety, discuss and show the best way to overcome these</i></p> <p>Child is joyous when it can make another child stop crying.</p> <p><i>Support the child when it tries to comfort another child. Show joy for its success.</i></p>	<p>Child recognizes and names several emotions, giving reasons for specific feelings eg I am happy because we will play, I am sad because my toy is broken, I am afraid because I'm alone.</p> <p><i>Talk to the child (boy and girl) about emotions; name its emotions and the emotions of others, e.g. whether they look happy or sad!</i></p> <p>Child feels and expresses sympathy.</p> <p><i>Allow the child to feel as it does</i></p> <p>Child shows pity towards grown-ups eg when someone is hurt.</p> <p><i>Talk to him and help it overcome such situations.</i></p> <p>Child recognises danger and is afraid.</p> <p><i>Encourage the child to talk about his/her fear.</i></p>	<p>Child expresses emotions through play and triesto help a friend e.g. find a lost toy).).</p> <p><i>Enable the child to freely feel and express emotions free of gender differences</i></p> <p>Child speaks about daily events showing emotions, eg. I am happy to go visit somewhere, I am crying because I hurt my leg, I was afraid of the dog.</p> <p><i>Encourage the child to tell about the feelings associated with emotions</i></p>

Sub-area 2 – Emotional development.

Standard 3. Child may manifest ability to self-regulate emotions

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child calms down when it sees adult faces or hears their voices.</p> <p><i>Talk to the child while keeping it close to you</i></p>	<p>Child shows joy for its success in an activity by smiling, raising its hands or shouting for joy</p> <p><i>Follow the emotions of the child with similar ones of your own</i></p>	<p>Child shows joy when it is given love and attention (smiles, is active and joyous).</p> <p><i>Include the child in activities that need their participation and attention from you</i></p> <p>Child is no longer angry as soon as he/she receives back the toy, taken by another child when</p> <p><i>Organize various games and activities which give the child an opportunity to give the toy to the other child and offer alternative solutions, i.e. offer the child another toy - Lego, dolls, etc.</i></p>	<p>Child shows love for smaller children, smiles at them, caresses them etc.</p> <p><i>Allow the child to play with little children under your supervision and encourage it to show love and care to them</i></p> <p>Child overcomes anger in various situations when drawn attention.</p> <p><i>Talk to the child and ask it about the reasons for anger. Encourage the child to describe its anger</i></p>	<p>Child stops activity when told “NO”.</p> <p><i>Encourage the child to speak of its ties to the family members, friends, etc.</i></p> <p>Child has difficulties in controlling its crying and shouting in public places.</p> <p><i>Intervene with special care if this happens. Tell the child that you understand the reasons, but that this is not the way to act</i></p>	<p>Child shares emotions with others (when someone is hurt, happy etc.)</p> <p><i>Encourage the child to describe the emotions of others in such situations</i></p> <p>Child waits in line to perform a certain activity that it likes eg swing, or receive food or drink</p> <p><i>Encourage the child patiently to wait for an activity</i></p>	<p>Child shows considerable control over its emotions, joy, love, anger, sadness, fear, etc</p> <p><i>Allow the child to express its emotions and support it when it shows self-control i.e. praise it...</i></p> <p>Child understands right and wrong attitude and shows emotions accordingly.</p> <p><i>Praise the child and encourage it when it understands properly the wrong attitude and it seeks forgiveness. Talk to the child (boy and girl) about the effect of its attitude on others</i></p>



COGNITIVE AND GENERAL KNOWLEDGE DEVELOPMENT

All children regardless of gender, culture, ethnicity and race are born to learn and are ready at birth to experience the world around them. Since early childhood, children should be encouraged to participate equally in the process of recognition and general knowledge. When they are provided with incentive, food and a safe environment, they use all their senses to explore the surrounding. Children in the first year of birth touch and taste everything they come across and thus begin to learn about shapes, size, composition and operation of things. They see and hear around them and in particular they are attracted by the faces and voices.

Cognitive development is defined as thinking, problem solving, understanding concepts, information processing and general intelligence. Through the game and exploring the world, children begin the process of discovery. With any object they face with, they obtain information and while growing they learn to relate the information. With increasing cognitive skills, children acquire the ability to manage their actions.

Main points expected from a child 0-6 years of age in terms of cognitive development include: child's ability to think, collect and use information, the ability to solve problems in relation to the child's development level, the ability to think critically, develop creativity and initiative.

Cognitive processes elaborated in this development area include

Sub-area 1: Thinking and logic

Standard 1: Child demonstrates ability to search and discover the environment around it

Sub-area 2: Science (nature and society)

Standard 1: Child gathers info on the environment through observation and manipulation.

Standard 2: Child observes and describes the living world (plants and animals)

Standard 3: Child observes and describes the characteristics of the non-living world.

Standard 4: Child learns of humans as social beings

Sub-area 3: Expressing creativity.

Standard 1: Child demonstrates skills to distinguish different sounds

Standard 2: Child shows interest in taking active part in music activities.

Standard 3: Child shows interest in taking part in various visual activities.

Sub-area 4: Mathematical development

Standard 1: Children develop the understanding of numbers and counting

Standard 2: Child develops the understanding of space, basic geometrical shapes, basic geometrical figures and measurement

Standard 3: Child classifies, groups and compares objects

EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 1: Thinking and logic.

Standard 1: Child is capable of discovering new things.

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child reacts to strong stimulation with a special facial expression e.g. bad tastes</p> <p>Child often lets a toy slip to see what happens.</p> <p><i>Give it the toy and repeat the action often</i></p>	<p>Child repeats activity until it realizes that action causes reaction e.g. presses the TV or radio button</p> <p><i>Allow your child to explore its own environment. Allow it to use things such as TV remote control, under your supervision</i></p> <p>Child looks inside objects. Opens and closes drawers.</p> <p><i>Allow the child to do so, and ask it for the reasons why it is doing it</i></p>	<p>Child places two objects, toys, close to one another</p> <p><i>Enable the child to play with two objects that need to be put together, and talk about reasons to bring them together</i></p> <p>Child imitates actions of others eg feeds the doll with a spoon</p> <p><i>Offer the child toys that it can take care of e.g. dolls for boys and girls</i></p>	<p>Uses toys according to their function e.g. uses the truck to transport dirt</p> <p><i>Allow the child to have access to objects that can be used during play</i></p> <p>Child tries to open, close or even break toys in order to know them better.</p> <p><i>Allow the child access to safe objects and encourage them to explore and see how and why they're used</i></p>	<p>Child uses various materials in play e.g. wood, sticks, plastic glass, pots</p> <p>Child poses questions on what it hears and sees.</p> <p><i>Encourage the child to ask and respond with whatever info you have</i></p>	<p>Child dismantles and reassembles various toys</p> <p><i>Encourage the child (boy and girl) in such activities and help it in difficulties. Ask the child what it wants to do when it is putting together various objects</i></p> <p>Child replaces one object with another in play e.g. uses the remote as a microphone</p> <p><i>Join the child in small parts of play and you also use objects for other purposes</i></p>	<p>Child observes and discusses the differences it sees e.g. a new building where there used to be none</p> <p><i>Go out in nature as much as possible and discuss the changes you see in the environment</i></p>

Sub-area 2: Science (Nature and science).

Standard 1: Child gathers data on the environment through observation and manipulates it.

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child sees objects and reaches towards them</p> <p><i>Always allow the child to touch things so as to create an idea about them</i></p> <p><i>Ensure that the things offered to the child are not harmful if they stick them in their mouth</i></p>	<p>Child touches, smells and listens to various objects</p> <p><i>Give the child things they can smell, taste, etc.</i></p> <p>Child includes objects and people in play.</p> <p><i>Play with the child and include as many objects as you can in play</i></p>	<p>Child manipulates various objects trying to find what they have in common and where they differ</p> <p><i>During daily activities encourage the child to name the composition of objects (plastic cup, wooden toy, etc.).</i></p> <p>Child uses senses (seeing, hearing, touch etc.) to explore the world around it</p>	<p>Child names the traits of objects and phenomena eg big house, wooden house, rain, cold, snow etc)</p> <p><i>When reading stories stress facts, like “This house is big.” Allow the child to make comments</i></p> <p>Child shows interest in various activities e.g. when the mother is washing dishes, father is working around the house</p> <p><i>Encourage the child to take part in activities under your supervision. Describe what you do for the child to understand your actions. Urge the boy and the girl to take part in the same activity and switch places</i></p> <p>Child observes how certain objects are linked to natural phenomena.</p> <p><i>Encourage the child to observe and demonstrate the link between objects and phenomena, e.g. using an umbrella when it rains</i></p>	<p>Child begins to give explanations on the relations between two objects</p> <p><i>Encourage the child (boy and girl) to use objects linked to one another e.g. small objects that are a part of a larger one, like tires on cars</i></p> <p>Child understands that there are objects to observe the environment, i.e. magnet, glasses etc</p> <p><i>Encourage the child to describe what it observes and allow it to use non-standard tools in the experiment (proof)</i></p>	<p>Child begins to give explanations on things and phenomena surrounding it</p> <p><i>Help the child through activities that include the use of many objects that are linked to one another</i></p> <p>Child uses standard tools to observe the environment e.g. magnet, magnifying glass</p> <p><i>Allow the child to take different measurements together with you</i></p>	<p>Child identifies and describes things, phenomena and their meanings, especially from own experience.</p> <p><i>Talk to the child about their personal experiences.</i></p> <p>Child gathers info on the environment using senses through observation and conversation</p> <p><i>Encourage the child and listen carefully to its opinions in relation to how they understand the relation between various objects. Help the child to describe the findings from various phenomena or actions: drawings, planes etc.</i></p>



Sub-area 2: Science (nature and society).

Standard 2: Child observes and describes the living world (plants and animals)

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child observes living objects for a short time, if in line of their vision.</p> <p><i>Allow the child to observe plants and animals. (Toys will do if there are no living objects)</i></p>	<p>Child begins to imitate animals</p> <p><i>Allow the child to touch and smell plants and animals. Never allow the child near unsafe plants or animals</i></p>	<p>If asked, the child can name some plants or animals</p> <p><i>Encourage the child to name plants or animals and imitate them Allow the child to observe plants in various seasons and allow them to take care of animals under your supervision</i></p>	<p>Child describes the simple traits of plants and animals</p> <p><i>Give the child books and pictures of animals and plants that show how they look, act and so on</i></p> <p>Child can briefly describe how the living world grows and lives</p> <p><i>Visit places where you can observe plants and see various animals.</i></p>	<p>Child describes the traits of animals and plants eg trees grow high, cows give milk</p> <p><i>Expand the child's knowledge of the living world by enabling direct experiences with plants and animals</i></p> <p>Child knows that plants and animals need water and food.</p> <p><i>Allow the child to care for plants and animals under your supervision</i></p>	<p>Child may observe differences in the growth of plants and animals.</p> <p><i>Allow the child to take part in activities involving plants and animals e.g. visit the zoo, farms</i></p> <p>Child names and identifies weaknesses of plants and animals.</p> <p><i>Enable the child to know trees that bear fruit, domestic animals etc.</i></p> <p>Child understands the simple relations between plants, animals and the environment (e.g. cows eats grass).</p>	<p>Child is interested in how children are born, why humans die etc.</p> <p><i>Stimulate the child's curiosity by answering their questions. Use books or other materials) to tell them about human life. Incite the discussion without making gender distinction e.g. both parents should take care of the baby.</i></p> <p>Child shows interest in caring for e of plants and animals</p> <p><i>Involve the children in care (feeding, watering plants etc) in various places s, home, school etc</i></p>

EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 3: Science (nature and society)

Standard 3: Child observes and describes the traits of the non-living world around them

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
Child reacts to sun rays and the noise of rain, thunder, wind etc <i>Enable the child to observe the sun, moon, rain. Take the child out into the open</i>	Child interacts with non living materials around mud water, dirt etc <i>Allow the child touch the earth, play with mud, and observe the rain.</i> Child imitates sounds and noises coming from e.g. river, rain, wind <i>Imitate with the child.</i>	Child is surprised to see materials change during use eg water and dirt makes mud <i>Encourage the child to use various natural materials when playing so that it learns of their traits.</i> Child enjoys playing with water, mud and so on.	Child begins to distinguish that various natural materials are made of wood, stone, water, sand and so on. <i>Encourage the child to name the traits of various materials (wood, water, sand, air etc).</i> Child can distinguish day from night. <i>Ask the child to name activities performed during the day and those performed during the night.</i>	Child can describe the traits of various materials; stone is hard, water is wet etc. <i>Perform activities with the child using various materials. Support the child in learning by using all senses e.g. touch, smell, taste,</i> Child can describe traits of seasons by linking them to their clothes <i>Encourage the child to describe personal events linked to seasons and clothing.</i>	Child can name and distinguish parts of nature eg a wood, a river <i>Go out in nature as much as possible together with the child, for the child to walk in nature and observe it.</i> Child can name and distinguish various times of the day (day, night, morning, evening etc) <i>Encourage the child to link activities to time eg lunch time is mid day</i>	Child can distinguish natural and artificial sources of heat and knows their benefits. <i>In winter when the stove is on allow the child to go near it and ask what s/he feels, and explain why heat is useful.</i> <i>Take the child for a visit to fire department and talk about means they use for fire protection.</i> Child knows main features of seasons. <i>Encourage the child to draw seasons.</i> Child has basic knowledge to comment on weather changes e.g. there are clouds, means it can rain. <i>Together with the child, comment on the processes that happen in nature as regards weather. Prepare together a calendar on weather with the child.</i>

Sub-area 3: Science (nature and society).

Standard 4: Child learns about humans as social beings

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
Child distinguishes the voices of family members <i>Allow the child to create relationships with all family members</i>	Child interacts with family members <i>Allow the child to play with family members and respond to their requests</i>	Child knows some family members by name <i>Encourage your child to tell you about the family members. Give the child family photo albums</i> If asked, the child is able to name and show several body parts <i>Draw and encourage the child to name body parts</i> The child imitates the behavior of family members. <i>Encourage the child to imitate them</i>	Child begins to describe similarities between children and adults <i>Talk to the child about differences between it and you</i> Child shows body parts. <i>Give the child materials showing body parts. Allow the child to teach what various body parts can do</i> Child is able to tell risk and damage <i>Allow the child to see various films or events of possible risks and discuss them with the child</i>	Child can name some traits of humans eg we live with our parents . <i>Encourage the child to name human traits. Give him/her books, pictures or films regarding what humans can do and encourage discussion on gender aspect</i> Child can name several human organs. <i>Encourage the child to describe the organs and the senses Encourage the child to distinguish between men and women</i> Child describes other family members and his close environment e.g. Ben is my brother) <i>Encourage the child to be an active participant in traditional activities e.g. spring day</i>	Child understands the various relations in the family (sister, brother, mother, father, granddad). <i>Read or show to the child histories that tell how family members are related to each other</i> Child can perform several self care activities e.g. clean up, eat with a fork and knife <i>Enable the child to perform himself the activities on self-care</i> Child helps with house work. <i>Include the child in various home activities, allow it to be independent. Encourage the child to choose a house activity and encourage the child (boy and girl) to take part in all activities, regardless of gender. e.g. sister and brother make a cake, boy and girl fix the garden</i>	Child shows names and respects various rules of politeness. <i>Discuss unruly behaviour with the child and ask their opinion</i> Child creates preferences for healthy foods and takes part in physical activity. <i>Talk to the child on the importance of healthy food, exercise and rest</i> Child takes care of personal hygiene <i>Allow the child to comb its hair, get dressed, chose its own clothes and so on</i>

EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 4: Expressing creativity.

Standard 1: Child demonstrates skills to distinguish different sounds

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child moves towards toys and sounds. Child turns back when hearing a voice of some family member (mother, nanny, etc.)</p> <p><i>Allow the child to touch and observe noisy toys. Call your child and see the reaction</i></p>	<p>Imitates animal noises or noisy toys</p> <p><i>Encourage the child to move different items in order to discover different sounds</i></p>	<p>Child responds to music with different moves</p> <p><i>Organize activities that involve rhythmic music</i></p>	<p>Child makes a distinction when someone else is singing or reciting</p> <p><i>Allow the child to join singing with any adult, but explain that he/she should start after the adult</i></p>	<p>Child recognizes and imitates cat and dog noises</p> <p><i>Allow the child (boy or girl) to imitate different sounds</i></p>	<p>Child recognizes the type of music by rhythm (fast or slow).</p> <p><i>Allow the child to listen to the music he/she likes and encourage him/her to operate with music (TV, radio, tape recorder)</i></p> <p><i>Allow the child to take part in different games that require singing in different rhythms</i></p>	<p>May sing the lyrics he/she memorized.</p> <p><i>Encourage the child (boy and girl) to sing</i></p>



EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area 4: Expressing creativity.

Standard 2: Child shows interest in music and individual talent for various musical activities/events

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child responds with movement and facial expression to musical sounds.</p> <p><i>Allow the child to touch and observe noisy toys, hold music toys or tools and help him/her produce sounds</i></p>	<p>Child makes "music" with different toys.</p> <p><i>Encourage the child to play with different items in order to find out different sounds</i></p>	<p>Child uses objects to generate different sounds</p> <p><i>Organize activities where child listens to music and encourage him/her to move to the rhythm or music (fast, slow, etc.) Urge the child to move freely</i></p>	<p>Child sings his/her own way.</p> <p><i>Create opportunities for the child to listen mainly to children's music, but also folk etc suitable for his/her age</i></p>	<p>Child chooses the music he/she likes and selects the most favorable songs.</p> <p><i>Allow the child to use different sources of music such as TV, Radio, CD Player, etc.</i></p>	<p>Child makes meaningful movements (a type of dancing the music's rhythm).</p> <p><i>Allow the child to listen his/her preferred music and determine him/herself the way he/she wants to express him/herself with the music (may move, draw, move by the rhythm, etc.)</i></p> <p><i>Encourage the child to sing the song while accompanying it with body movements regardless of gender</i></p>	<p>Child shows interest in common song (ensemble, small bands) and interprets his/her parts while trying to coordinate with the melody.</p> <p><i>Encourage the child to sing and participate in musical activities, at his/her discretion. Organize activities where children sing together, help them coordinate from start to end, but let them perform freely. This gives them confidence to try their creative and interpretative talents</i></p>

Sub-area 4: Expressing creativity.**Standard 3: Child shows interest in taking part in various visual activities**

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
Focuses his/her sight on photo, drawing or mirror. <i>Allow the child to see him/herself in the mirror. Show child different photos</i>	Child experiments with different drawing materials. <i>Allow child access to different drawing material (pens, chalk, etc.).</i>	Child easily draws lines. <i>Provide the child with drawing paper and pencils, etc.</i>	Child draws connecting lines, e.g. a fence, <i>Encourage the child to draw on sand, dirt, etc. Encourage the child to draw specific shapes you ask for</i>	Child uses water colors and mixes them. <i>Provide child with different colours and let him/her mix them</i>	Child draws items without help. <i>Provide the child with different drawing material as per his/her choice</i>	Child is ready to produce different works on different material. <i>Child decorates different things during on the drawing.</i>



SUB-AREA: MATHEMATICAL DEVELOPMENT

In early childhood, children start exploring the world around them, a world which is related to mathematical concepts. Child development is closely linked to daily activities and games help them to understand space, and orientation in the space. They start comparing sizes, find different patterns in objects, move around the living environment and start thinking about solving problems. In early childhood, numbers comprise the basis of all activities related to counting. Children, regardless of gender (male or female) like practicing games with numbers and counting as soon as they start talking. They learn the meaning of numbers through daily experience and from adults. Early geographical concepts include figures, sizes, position, space, movement and orientation. At the same time, geometry helps children to describe and classify the physical world they live in. While building a knowledge based on figures and right use of their names, children discover the size, forms, position and displacement of objects in their physical environment.

Mathematical competences start when the child starts noticing surrounding objects. Mathematical thinking occurs when the child asks “one more”, or creates patterns according to rules s/he makes up. Comparing sizes and encouragement by adults to use mathematical expressions such as sum, deduct, smaller than, different from – all helps children to describe objects’ sizes and forms and

relationship among objects. Problem solving is focused on children's curiosity and their skill to obtain, organize and use the information. Learning to model, review and utilize the concept of summing and deduction in problematic situations, starts with the skill of children to count, group, compare objects, and describe their thinking in daily situations. To build the basis for calculation, children need to observe an adult and directly implement mathematical concepts during play and activities supported by adults.

The mathematics sub-area is presented through the following standards:

Standard 1: Child develops an understanding of numbers and counting

Standard 2: Child develops an understanding of basic geometrical figures, space and measurement

Standard 3: Child classifies, groups and compares things and objects

EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area: Mathematical development.

Standard 1: Child develops an understanding of numbers and counting

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
	<p>Child can show age by raising fingers.</p> <p><i>Ask the child to tell you it's age by raising its fingers</i></p>	<p>Child mentions numbers during play.</p> <p><i>Give the child attractive objects to count (soft balls, cars, cubes etc)</i></p>	<p>Child uses figures such as circle, square, triangle and their features</p> <p><i>Encourage the child to use numbers and count during daily activities e.g. child wants one or "more" candies, cake slices, etc.; counts items increasing by one</i></p>	<p>Child starts relating the number with different items.</p> <p><i>Encourage the child to accompany objects with numbers eg fingers; windows; flowers, colouring pencils</i></p>	<p>Child links the number to the corresponding symbol.</p> <p><i>Encourage the child to name numbers that it sees in books, papers, etc.</i></p> <p>Child may make a mistake in using numbers in play or other activities</p> <p><i>Encourage the child to regulate the calendar and to use special symbols for each day</i></p> <p>Child seeks to be the first, the second, the third and so on in play and daily activities.</p> <p><i>Encourage the child to list things according to their traits. Make sure that the child lists things from the smallest to the biggest number and vice versa during play or activity.</i></p>	<p>Child tells which number comes before or after number 6</p> <p><i>Encourage the child to tell you which number comes before or after a certain number during play or activity</i></p> <p>Child counts meaningfully up to 10</p> <p><i>Encourage the child to use numbers 0-10 in daily activities e.g. how many books are there on the shelf, how many glasses are needed</i></p> <p>Child begins to develop various ways for simple mathematical calculations</p> <p><i>Give the child the possibility to find answers to questions e.g. in problems with adding and subtracting ask the child: How much do you think we need to add In order to get ...?</i></p>

Sub-area: Mathematical development.

Standard 2: Child develops an understanding of basic geometrical figures, space and measurement

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
Child observes objects of various forms <i>Give the child soft non harmful objects, which it can touch and with which it can play</i>	Child observes basic figures (triangle, square, circle) <i>Give the child toys in the form of a triangle, square or circle so that it can observe them and play with them</i> Child tries to enter a box or a 'tunnel', make holes in sand with its fingers, fill up a bucket of toys etc <i>Allow the child to discover for itself the relationship between spaces during play</i> <i>Encourage the child to move around the space, inside and out (walk, crawl, jump)</i> Child uses the words 'big and 'small' <i>Give the child balls, toys of different sizes and encourage them to take the smallest or the biggest</i>	With adult help the child places simple figures in their places (puzzles or shaped toys) <i>Give the child toys in simple forms and encourage it to place them in relevant places for the triangle, quadrant or circle</i> Child spontaneously uses words like behind, in front, over, under, close etc <i>Encourage the child to place toys above or under the table, put the car in the garage etc.</i> With the help of the adult the child groups objects according to their size. <i>Give the child toys of various sizes and help it distinguish big ones from small ones.</i>	Child begins to identify objects according to form <i>Encourage the child to play with various geometrical shapes and ask it to name them and group them according to shape</i> Child begins to understand words like over, under, close, far, behind etc. <i>Encourage the child to hide toy behind it, show you where the ball is (under the table, on table or in the basket)</i> Child begins to identify objects according to form <i>Encourage the child to play with toys of various sizes and group them according to size (big, small)</i>	Child classifies things according to a specific shape <i>Allow the child to classify and name things according to various shapes and to name them</i> Child shows whether an object is in front of/ behind/ close/ far from him/her. <i>Encourage the child to observe the objects above, under and around them (toys, furniture, house, tree etc) and encourage it to say what is in front of him, behind him, close to him and far from him</i> Child shows interest in measuring. <i>Encourage the child to play with plastic containers, scales etc. Talk to the child during daily activities e.g. today is warmer than yesterday, is the box big enough to fit all the toys?</i>	Child uses figures such as circle, square, triangle and their features. <i>Encourage the child to create representations of figures while building models with drawings, building blocks, plasticine etc. Ask him to group figures by shape</i> Child shows objects in the room e.g. watch cabinet, chair when displaced from original position <i>Incite the child to show where the flowerpot was standing before, or the watch, chair, etc.</i> Child performs inaccurate measurements using non-standard means (palms, blocks footsteps etc.) <i>Encourage the child to measure and compare results e.g. how many footsteps is the corridor, how many palm lengths is the book</i>	Child describes basic geometric figures. <i>Incite the child to draw different figures, such as houses, gardens, schools, using basic geometric figures</i> Child recognizes the positions: in front, behind, left and right <i>Incite the child to play according to rules (in front, behind, left, right)</i> Child performs measurements using non-standard or standard means <i>Incite the child to perform measurements using palm-length, footstep, or using the ruler, meter, balance</i>

EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area: Mathematical development.

Standard 3: Child classifies, groups and compares things and objects

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
Child observes items in his/her surrounding <i>Place the child in an attractive environment where he may see items of various colors and sizes</i>	Child helps in ordering items starting from the biggest <i>Provide the child with items of different sizes (e.g. balloons, balls) and incite him to order them by size</i> Child with support, groups items by size <i>Help the child to place big cubes in one side and small cubes in the other side</i>	Child covers the small object with a bigger one <i>Give the child different sized cubes, and incite the child to cover the small cube with a bigger one</i> Child independently collates items by size <i>Provide the child with objects of different sizes (balls, cubes, dolls, etc.) and incite him to classify them by size</i>	Child classifies items and objects by colour <i>Provide the child with items and objects that differ by color (e.g. red, green and yellow boxes and balls). Incite the child to place red balls in the red box, yellow balls in the yellow box and green balls in the green box</i> Child groups objects by colour (red, yellow, blue, green) and places them in the right colour box <i>Place balls, cubes, dolls, balloons etc. of different colours in the area where the child is playing in order to incite the child to classify them by colour</i>	Child classifies items by length – shorter to longer and vice versa <i>Provide the child with sticks or pencils of different length and ask him to group long ones on one side and short ones on the other side</i> Child groups objects in pairs – by rules and characteristics <i>Give the child the opportunity to group items that respond to characteristics and rules (e.g. plate and spoon, stew-pot and lid, shoe and laces, flower and flowerpot)</i> Child compares objects by certain shape <i>Enable the child to compare and name objects by shapes e.g. table with corners, square paper)</i>	Child classifies items by number of signs or holes <i>Provide the child with button with different holes and incite him to group buttons by number of holes. Repeat this activity for dividing buttons with two holes, then buttons with four holes</i> Child describes differences and common features of grouped items and objects <i>Provide the child with objects with common features and differences e.g. sticks, cubes, blocks. Incite the child to describe distinguishing and common features</i> Child compares sizes <i>Incite the child to compare and present results in a table (I have 4 cubes, while you have one more; I am taller than you)</i>	Child classifies items and objects by features (colour, size, shape, etc.) <i>Provide the child with various objects that differ by colour, size, shape, etc. Incite the child to classify them and name the classification (e.g. coloured pencils, no colour pencils, square erasers, big balls, small balls.)</i> Child groups items and objects by common features e.g. flowers, leaves, children <i>Incite the child to independently group items by common features</i> Child uses creative rules to compare and present objects. <i>Incite the child to compare features of two or more objects eg two cars, two dolls. Ask the child how he compared? What were the noted differences? What are the common features?</i>

ACCESS TO LEARNING

Early childhood is the time when children learn how to learn, regardless of gender, ethnicity, culture or race. Access to learning is a special area of children's development because it embraces specific skills already learned in different development areas. Every other development area reflects the content of specific knowledge or skills, thus it has to do with the way this knowledge or skill is acquired in those areas. The child's access to learning refers to the child's nature, readiness and learning style, it refers to how children are oriented and how they direct themselves in the learning process, but also refers to motivation, behavior and the cognitive model expressed by children when they learn something new in different or new situations.

Regardless of what they learn, children should use their skills and ability to access learning as a positive strategy to drive their learning. Curiosity and interest for the surrounding environment and everything new that occurs in the environment are the first components of access to learning. The child's initiative, and incentives by adults to develop, comprise another component of access to learning in which children develop not just their readiness to learn, but also how to drive themselves in learning. Persistence, another component, shows how children continuously deal with the same activity, even after many obstacles and difficulties. Creativity and imagination is regarded as the ultimate component of access to learning while adapting materials and activities in new situations or with other objectives.

During the first years of life, children's skills are mainly related to the time spent with other children and the quality of interaction with parents, guardians, educators, their surroundings and peers. The area of access to learning includes all behavior models shown by children when included in tasks, work, learning activities in all development areas and reflect how children learn. Children learn best when curiosity and interest, initiative and persistence, creativity and imagination are encouraged, supported and related with all development areas.

The access to learning sub-area is presented according to the following standards:

Standard 1: Child shows interest and curiosity to learn new things

Standard 2: Child is able to take initiative in his actions

Standard 3: Child shows skills to take part in some activities, actions and insists on them when facing obstacles and difficulties

Standard 4: In daily activities, child uses his imagination and creativity

Standard 5: Children demonstrate the ability to learn in various ways through their experience.



Sub-area: Access to learning.

Standard 1: Child shows interest and curiosity to learn new things

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child releases different sounds and responds when someone talks to him</p> <p><i>Talk to the child or shake a buzz toy from different part of the room</i></p>	<p>Child shows interest in new items close to him/her and in his/her environment</p> <p><i>Put different toys around him, with various colors, shapes and sounds</i></p>	<p>Child starts asking about surrounding persons</p> <p><i>Introduce the child to other individuals and incite his curiosity; explain what they do, etc.</i></p> <p>Child shows interest in new activities</p> <p><i>Allow the child to be involved in any activity he likes or asks for</i></p>	<p>Child shows curiosity to learn new things through questions Why? Who? Etc.</p> <p><i>Incite questions from children and provide clear answers suitable for their age</i></p>	<p>Child asks for clearer information on concrete actions.</p> <p><i>Encourage the child to ask about ambiguities, and always answer their questions (even if it may be 'I don't know')</i></p>	<p>Child asks about new events for him</p> <p><i>Listen to the child and incite his/her interest in new events.</i></p>	<p>Child engages in discussions about events/ experiences and seeks more information on them</p> <p><i>Provide the possibility for the child to get a response to his/ her inquiry from different sources e.g. books, maps, museums. Encourage and include the child (boy or a girl) in your discussions, events or experiences, in a way that focuses on the child</i></p>

EARLY LEARNING DEVELOPMENT STANDARDS

Sub-area: Access to Learning.

Standard 2: Child is able to take initiative in his actions

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
Child smiles or moves when a close person approaches <i>Play with the child, smile to him and follow his activity, encourage and incite his initiative</i>	Child chooses his own toy among the provided toys, materials or other special books <i>Provide the child with a variety of toys, safe items, materials and books in his surrounding and encourage his initiative to select some of the toys</i>	Child independently starts a game or new activity <i>Allow the child to play alone in his environment</i>	Child selects the activity he wants to participate in <i>Allow the child to initiate a game, and tell him how adults take initiatives</i> <i>Child gives ideas on activities he wants to perform</i> <i>Incite child to give ideas on how he wants to spend time</i> <i>Respect the child's ideas on selected activities</i>	Independently selects desired toys (cubes to build a tower, dolls, etc.) <i>Provide the child with a space full of toys or other items and allow him to express interest and take initiatives on his activity</i>	Child asks his friend to play with him <i>Encourage (incite) and organize games where child interacts with other children regardless of gender.</i> <i>Allow the child to choose the game and friends</i>	Child plans and spends his/her own time <i>Provide the child with various possibilities to perform activities he has planned</i>

Sub-area Access to Learning.

Standard 3: Child shows skills to take part in some activities, actions and insists on them when facing obstacles and difficulties

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child shakes a buzz toy to listen to its sound</p> <p><i>Provide the child with safe toys to play with</i></p> <p>Extends his hands and cries until he is picked up by an adult</p>	<p>Child starts asking for the toy he cannot find</p> <p><i>Enrich the child's environment with toys, and simple and composite safe items</i></p>	<p>Child plays his preferred game. Child tries to solve a situation by him/herself</p> <p><i>Support the child to find solutions to various situations, e.g. how to assemble a toy, build a tower</i></p>	<p>Child tries several times to reach a toy in a difficult place to reach</p> <p><i>Incite the effort of the child to hold and take the toy he wants</i></p> <p>Child seeks help after trying for some time to assemble a puzzle</p> <p><i>Encourage the child, give clear instructions and ask him/her to assemble it alone</i></p>	<p>Child uses one or more ways, to solve a problem situation, persisting, despite failures</p> <p><i>Instruct the child or ask him to provide suggestions on how to solve the problem</i></p> <p>Child is included in various activities for around 10 minutes</p> <p><i>Incite the child to complete the game and praise his/her persistence</i></p>	<p>Child continues yesterday's activity until its successful completion e.g. drawings for kindergarten, planting flowers</p> <p><i>Organize activities that demand the child's involvement for more than a day, e.g. a drawing of spring on a large paper, planting of flowers in the garden, continue reading a story from yesterday, cleaning leaves from the garden</i></p>	<p>Child continues his/her activity even after some obstacles</p> <p><i>Allow child sufficient time to complete his periodic engagement</i></p> <p><i>Support and congratulate him/her for his efforts to successfully perform his work</i></p>



Sub-area Access to learning.

Standard 4: In their daily activities children use their imagination and creativity

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
	<p>Child uses toys in different ways by combining them in a (creative) way.</p> <p><i>Provide as many objects, toys etc as possible to the child and play with the child in a creative way</i></p>	<p>Child uses objects of daily use in a creative way, to play eg spoon, glass, clothes etc.</p> <p><i>Provide child with safe objects from daily life (glass, spoon, plate, plastics etc) appropriate to them and allow them to use them</i></p>	<p>Child imagines different things during the game.</p> <p><i>Give incentive to child's game when using his/her imagination</i></p>	<p>Child creates new games and different activities.</p> <p><i>Support child in creation of his/her games and activities</i></p> <p>Child creates songs or events in the activities he/she does.</p> <p><i>Establish premises where the child can express him/herself and experiment with his/her ideas</i></p>	<p>Child practices imagination in game and combines, mixes activities and toys in many ways</p> <p><i>Encourage child to develop such games</i></p>	<p>Child changes known stories by introducing characters created by him/her or by changing the story flow.</p> <p><i>Present events or stories to the child whereby you present your own experiences</i></p> <p><i>Read to the child already known stories and ask him/her to give another ending of the event</i></p>



Sub-area Access to learning.

Standard 5: Children demonstrate the ability to learn in various ways through their experience.

0 – 2 years			2-3 years	3-4 years	4-5 years	5-6 years
Up to 6 months	6 to 18 months	18 to 24 months				
<p>Child presses buttons of a toy with music to listen to different sounds.</p> <p><i>Provide toys with music after pressing the button</i></p>	<p>Child plays the game of yesterday, but changes it a bit.</p> <p><i>Encourage the child to make changes to his/her game, to supplement it in another way or change some specifics</i></p>	<p>Child starts to note that a certain action causes an outcome e.g. when mother places a plate on the table it is time to eat</p> <p><i>Allow child to accompany you during daily activities e.g. during food preparation, watering the garden.</i></p>	<p>Child speaks and tells to the others what happened to him/her in the past.</p> <p><i>Ask the child to tell you about their own experiences in the past, without stopping them and by expressing interest in what they say (visits to relatives, to the doctor etc).</i></p> <p><i>Talk to the child on what he/she has learnt from past experiences</i></p>	<p>Child thinks out loud and speaks during the engagement in the game.</p> <p><i>Make clear questions to the children in order for them to be able to describe what they think, what they do. (What if...? How would be you able?</i></p>	<p>Child uses all ways to tell or express his/her experience. (tells about an event, draws, imitates etc)</p> <p><i>Create opportunities for the child to use various ways to show his/her experience</i></p>	<p>Child plans his activities and sets rules based on previous experiences.</p> <p><i>Establish suitable premises and allow the child to create, plan and develop his/her own game based on previous experience with friends. During the game, change the game materials</i></p>

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