

Early Learning and Development Standards for Children from 5 to 7 years old

Developmental domains used for organizing the Standards :

A. Cognitive Development

B. Social and Emotional Development

C. Physical and Motor Development

D Approaches to learning

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The structure of the document is as follows:

■ **Developmental domain**

→ **Sub-domain**

→ ***Specific aspect***

Standard

Indicator

Preparatory learning activity

Developmental Domains and Standards

A. Domain: Cognitive development

Sub-domain

A.1. Language, communication, pre-reading, pre-writing skills

Specific aspects

A.1.1. Language and communication (listening, understanding, speaking, expressive language,

A.1.2. Pre-reading, pre-writing (written-spoken language, image-word, writing skills)

Sub-domain

A.2. Logical thinking, mathematical skills and knowledge, science knowledge and world understanding

Specific aspect

A.2.1. Logical thinking, mathematical skills and knowledge

A.2.2. Science knowledge and world understanding

Developmental Domains and Standards

B. Domain: Social and emotional development

Sub-domain

B.1. Social development

Specific aspects

B.1.1. Interaction with peers

B.1.2. Interaction with adults

B.1.3. Respect for diversity

Sub-domain

B.2. Emotional development

Specific aspects

B.2.1. Development of self concept

B.2.2. Development of self-control

B.2.3. Development of emotional expression

Developmental Domains and Standards

C. Domain: Physical and motor development, hygiene and health

Sub-domain

C.1. Physical development

Specific aspects

C.1.1. Gross motor development

C.1.2. Fine motor development

C.1.3. Sensor-motor development

Sub-domain

C.2. Health and hygiene, personal security

Specific aspects

C.2.1. Health and hygiene

C.2.2. Personal security

Developmental Domains and Standards

D. Domain: Approaches to learning

Sub-domains

- D.1. Curiosity and interest for new experiences
- D.2. Initiative
- D.3. Persistence in activity
- D.4. Creativity

National ECD Teacher Standards

Approaches to child and early childhood education

Standard A.1: Individualized teaching

Standard A.2: Integrated approach to child development

Standard A.3: Respect for the specificity of early learning

Standard A.4: Social inclusion

Planning for learning and development

Standard B.1: Short term planning and long term planning (daily and weekly plans)

Standard B.2: Integrated curriculum based planning

Standard B.3: Planning as a participative process

Organization of learning activities

C.1. Sub-domain: Learning strategies

Standard C.1.1: Active learning strategies

Standard C.1.2: Play as an integrating strategy for learning and development

Standard C 1.3: Interactive strategies

Standard C 1.4: Correlating child's age, curriculum objectives and learning tasks.

Standard C 1.5: Providing children with choice and decision making opportunities

Standard C 1.6: Use of unplanned opportunities for learning (teachable moments)

C.2. Sub-domain: Learning environment

Standard C 2.1: Recognizing the role of environment

Standard C 2.2: Creating a personalized and learning-friendly environment

National ECD Teacher Standards

Learning assessment

- Standard D.1: Observation and recording child's progress in all domains
- Standard D.2: Use of a variety of child assessment forms
- Standard D.3: Child' progress recording
- Standard D.4: Assessment-based objectives for short- and long-term development

Professional Development

- Standard E.1: Review of early childhood literature
- Standard E.2: Participation to in-service training courses
- Standard E.3: Reflection upon own activity for improving practices and outcomes
- Standard E.4: Team work with other professionals for program improvement

Teacher - Family Partnership

- Standard F.1: Knowledge of parents needs and expectations for the child and family socio-cultural context.
- Standard F.2: Continuous information about child progress and areas of concern
- Standard F.3: Collaboration with parents in making decisions regarding child's development
- Standard F.4: Stimulation of parents participation in program activities

A. Approaches to child and his/her development (Teacher's beliefs about child and early development)

Child's education starts from birth. Every child is unique. I must offer every child a chance to fully develop. And, above all, I should not forget that every instant the child learns something new.

Standard	Indicators
A.1. Teachers respond to each child's unique learning and development needs and support every child in fully reaching own potential.	1. Teachers appreciate the uniqueness of every child and create opportunities for his/her progress through frequent interactions, expressing affection, interest and respect.
	2. Respect the child's interests and developmental needs and offers opportunities for their expression.
	3. Recognize and respects each child's pace of development.
A.2. Teachers share a holistic approach to child development, equally caring for his cognitive, socio-emotional and physical development.	4. Teachers understand the interdependence of child development areas by paying equal importance to each in planning daily activities.
	5. Provide integrated activities that stimulate child development in all areas.
	6. Use every opportunity during the day to integrate acquired knowledge and skills.
A.3. Teachers recognize the specificity of learning with children from birth to 7.	7. In all their decisions teachers respect the specificity of child development at every stage from birth to age 7 and in all developmental areas (cognitive, socio-emotional, physical).
	8. Understand how children build their concept of the world and create learning opportunities reflecting this understanding.
A.4. Teachers promote social inclusion, offering all children equal opportunities for learning and development, respecting values based on human rights, on democratic principles, promoting tolerance towards what is different through respect for diversity	9. Teachers promote respect for diversity in gender, race, religious, ethnic, cultural, language, family structure, socio-economic status, age.
	10. Provide activities that capitalize on children and family diversity.
	11. Offer equal learning and development opportunities to children with special educational needs.
	12. Communicate with all children in an affective, respectful way providing trust, psychological comfort, security and safety.
	13. Mediate conflicts between children, promoting understanding, mutual respect, acceptance and respect for diversity.