

Safe and Healthy Start, Grow Smart



Save the Children
Fiji



NEW ZEALAND
FOREIGN AFFAIRS & TRADE
Aid Programme



Save the Children
New Zealand

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This guideline was tested with education advisors, early childhood teachers and stakeholders once the review was completed in 2015. Two-day workshops were held across the Central, Northern and Western divisions of Fiji to test the indicators for use by teachers at the community level. This resulted in evidence-based observational research and training which supports the future implementation of this document. Provision of technical advice, critical analysis and expertise in early childhood care and education was essential throughout the process to determine the guidelines validity at the community level. This was also tested at Vesida Hart Kindergarten in Suva and reviewed and amended by the Save the Children Education Steering Committee. This work resulted in necessary changes to increase its use and effectiveness in communities.

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**We deliver
immediate and
lasting change
in the lives of
children in Fiji.**



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FOREWORD

The experiences of children in their early years shape their thinking, capacity to learn and socialise, and their response to daily challenges and stresses. It sets the foundation for lifelong learning, behaviour and health habits. The ***Safe and Healthy Start, Grow Smart*** guideline is a complementary curriculum resource that empowers teachers and parents to raise the standards of safety, health and nutrition in young children living in underserved communities.

Safe and Healthy Start, Grow Smart not only complements the national curriculum, *Na Noda Mataniciva (NNM)*, but addresses indicators and outcomes that are indispensable for the holistic development in the growing young child. These guidelines are the result of a culmination of activities in the Vuli Taumada Shishak (VTS) project, which focuses on enhancing the quality of early childhood education programmes in community-managed centres.

The first section of ***Safe and Healthy Start, Grow Smart*** provides an overview of early childhood development and its implications for the early childhood educator. Appreciating the young child's development and growth prepares not only the teacher but also the community support young children to achieve their full potential. Section two looks at curriculum delivery from a rights-based perspective. It illustrates ***Safe and Healthy Start, Grow Smarts*** position with regards to the NNM, the Fiji Islands National Curriculum Framework and the Global Perspectives of the Child. Section two also guides the teacher in planning, implementing, monitoring and evaluating. Working with parents in section three, the guideline allows an evaluation of a child's progress using an assessment tool and so indicates a child's readiness to enter the formal education system.

Save the Children Fiji would like to acknowledge the contribution and participation of all stakeholders, including the Ministries of Education and Health for reviewing the draft; and Ms. Ufemia Camaitoga, a respected authority in early childhood education in Fiji, for finalising the manuscript. This document is one that encapsulates the basic building blocks that are essential for holistic learning, growth and development in young children, and also aptly prepares them to be mainstreamed into the formal education system.

So, it is with great pleasure that Save the Children Fiji present ***Safe and Healthy Start, Grow Smart***, a programme guideline that provides a road map to quality holistic early childhood education.

Raijeli Nicole

Chief Executive Officer, Save the Children Fiji

VISION

Our Vision is a world in which every child attains the right to survival, protection, development and participation.

MISSION

Our Mission is to stimulate breakthroughs in the way the world values children and to achieve immediate and lasting change in their lives.

GOAL

Our Goal is to achieve these by strengthening key partnerships so all children, especially those from marginalised and disadvantaged communities, benefit from greater public commitment and better use of society's resources.

VALUES

Accountability ● Ambition ● Collaboration
● Creativity ● Integrity



Save the Children
Fiji

VULI TAUMADA SHISHAK PROJECT – A BRIEF

The ECE Project (Vuli Taumada Shishak – VTS) is located in economically disadvantaged or underserved communities in three districts of Fiji (West – Lautoka; Central – Suva and Nasinu; North – Labasa and Seaqaqa). The project worked with and benefited nearly 3000 children over 4 years, with more than 100 community teachers being trained. Overall the project worked with more than 55,000 people across more than 50 informal settlement communities during this 4 year period.

Implemented from January 2012 to December 2015, the project was funded by the New Zealand Government's Partnerships in Development Fund by the Ministry of Foreign Affairs and Trade (MFAT). The goal of the project was to ensure that preschool children from informal communities in Labasa, Lautoka, Suva and Nasinu had access to early childhood education, in order to be well prepared to advance to primary school education. This project promoted the active participation of children and their families, local teachers and the wider community.

Acronyms

CEC	Community Education Committee	MoE	Ministry of Education
DAP	Developmentally Appropriate Practice	MoH	Ministry of Health
EC	Early Childhood	NCF	National Curriculum Framework
ECD	Early Childhood Development	NNM	Na Noda Mataniciva
ECE	Early Childhood Education	QIC	Quality Indicators Checklist
ECCDE	Early Childhood Care Development and Education	SCF	Save the Children Fiji
FALD	Foundation Areas of Learning and Development	UNCRC	United Nations Conventions on the Rights of the Child
		VTS	Vuli Taumada Shishak

Definition of Key Terms

The Safe and Healthy Start, Grow Smart guidelines are organised to be used by EC advisors, teachers and families. First users will find broad outcomes, followed by goals and the QIC.

The terms used in this document are defined as follows:

Outcome: the desired result, effect or condition for children, families and programmes.

Goal: an objective toward which the work is directed to achieve the outcome.

Competency: a combination of attributes underlying some aspect of successful professional performance in the areas of Safety, Health and Nutrition

Quality Indicators Checklist (QIC): The yardsticks used to measure the effectiveness of the service or activity.

Disadvantaged/Informal communities: The socio-economically vulnerable in terms of accessibility to basic necessities e.g. water, land and proper residential and sanitary facilities.

Safe Healthy Start GROW SMART



INTRODUCTION

Safe and Healthy Start, Grow Smart (SHSGS) is a curriculum initiative by Save the Children Fiji (SCF) to raise the safety, health and nutritional status of young children living in disadvantaged and informal communities. The SHSGS is a curriculum guide which complements the Na Noda Mataniciva – Kindergarten Curriculum Guidelines for the Fiji Islands using a rights-based approach. Primarily, it is intended to be used by educators, teachers and community workers in these communities. Education is the right of any child, irrespective of their ethnicity, gender, religion or socio-economic status. Save the Children Fiji recognise this right and work towards ensuring every child has a quality start in life. This initiative is at the forefront of making a difference to the lives of children and their families in Fiji.

The guideline aims to articulate the outcomes, goals and indicators considered essential for the development of young children in the areas of safety, health and nutrition and how these form the basis of an effective early childhood curriculum. Achieving these outcomes will hopefully support children's readiness when moving to primary school.

How to Use This Guideline

While all stakeholders will benefit from understanding the needs and concerns of the other, readers of this guideline may choose to refer to one of the following sections. For ease of reference, this manual is divided into four main sections:

Section One

Section One focuses on positioning the Early Childhood Educator with an overview of Early Childhood Development (ECD), the images of childhood and its implications to the ECE educators role and responsibilities. Notably, Pacific researchers share findings on child rearing practices with a view to broaden educators and communities understanding of young children's development and growth. It also provides a sound knowledge of child development and the United Nations Convention on the Rights of the Child (UNCRC), both of which are critical for dealing with safety, nutrition and health.

Section Two

Section Two focuses on Curriculum in Action: SHSGS stemming from a rights-based perspective.

Section Three

Section Three focuses on quality indicators for safety, health and nutrition.

Section Four

Section Four focuses on early school readiness.

SECTION 1

YOUR ROLE AS AN EDUCATOR OR TEACHER



YOUR ROLE AS AN EDUCATOR OR TEACHER

The VTS advisor and teacher's roles and responsibilities are of critical importance in the community where they have committed to work with young children and their families. Save the Children Fiji has developed this innovative curriculum framework to improve the lives of young children living in disadvantaged and informal communities around the country.



Figure 1: Relationships that contribute to a child's holistic development.

WHY EARLY CHILDHOOD DEVELOPMENT MATTERS

Early childhood is defined as the period from prenatal development to 8 years of age. Experiences during the early childhood years lay the foundation for the entire life course. This is because early childhood development (ECD), encompassing health, physical, social/emotional and language/cognitive development, strongly influences basic learning, school success, economic participation, social citizenry and health. It is argued that Child Survival and Child Health agendas are inseparable from early childhood development. UNESCO advocates for Early Childhood Care and Education (ECCE) programmes that attend to health, nutrition, security and learning in order to provide for children's holistic development.

Depending on its primary focus, most early childhood education programmes have similar values, beliefs, principles and practices. For example, a programme focused on achieving early childhood development outcomes recognises the health of a child as very important. The centre will then target malnutrition, which can cause stunted growth and a lack of learning opportunities. To achieve their potential, young children need a physical and emotional environment that protects them from neglect and stress. Parents and caregivers are key to supporting a child through the early childhood years but they too need support and guidance to provide the right nurturing environment and care.

Adequate preparation and readiness for schooling is vital to children's growth and development. Children who are not prepared for school in the early phase of education are more likely to experience academic failure and dropout in later years.

Figure 2: Early childhood development covers children from prenatal to 8 years of age. It includes early childhood education (preschool), primary school, health and emotional development and connects ECE, ECCDE, ECCE and ECD.

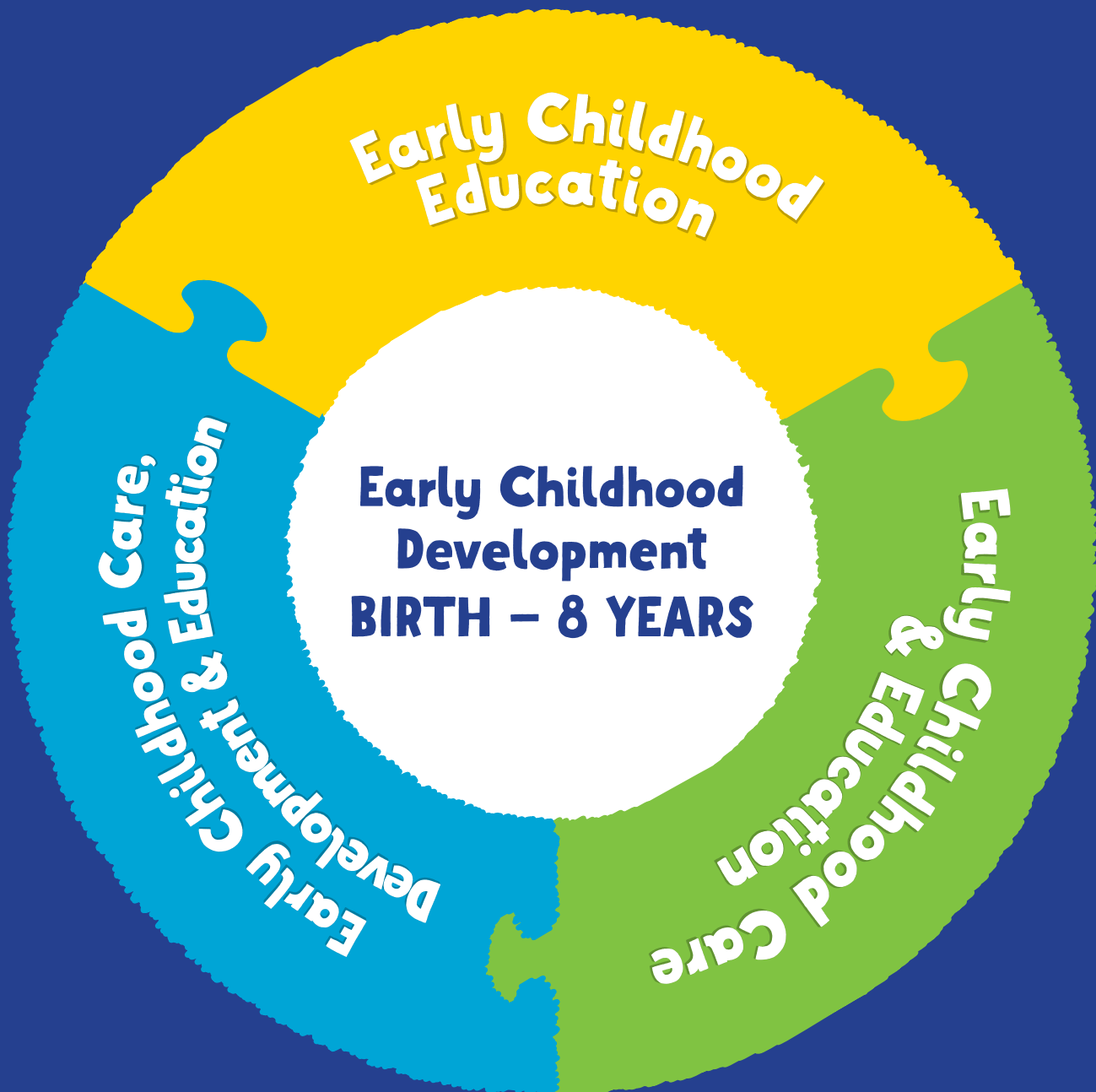


Figure 2: Terms related to Early Childhood Development (ECD)

A GLOBAL OUTLOOK

World snapshot

Two hundred million children under five years of age cannot develop to their full potential due to:

- Poor health and nutrition
- Poor stimulation and learning opportunities
- Other negative effects of poverty

Major nutrition interventions that help a child develop:

1. Breastfeeding:

- For two years, with first six months exclusive breastfeeding
- Maternity leave for at least six months to allow mothers to implement exclusive breastfeeding
- Baby-friendly hospital initiatives

2. Complimentary feeding:

- Keep physical contact with the baby while feeding

3. Awareness raising for micro nutrient deficiencies:

- Preventing IDA (iron deficiency anemia)
- Salt iodisation and prevention of IDD (iodine deficiency disorders)
- Control VAD (vitamin A deficiency) and VDD (vitamin D deficiency)

4. Promoting healthy nutrition habits:

- Avoid junk food
- Encourage consumption of available, traditional and healthy food

The major linkages between nutrition interventions and early childhood development

- Healthy early childhood development depends on nurturing and dependable relationships between mother and child. Touch and eye contact between mother and child can help develop this relationship
- Talking while feeding can improve the social communication of the child and can accelerate their development

What puts school readiness and ability to learn at risk?

- Low birth weight
- Adolescent mother
- Lack of breastfeeding
- Stunting of children's growth
- Iron and iodine deficiencies
- Lack of stimulation
- Biased gender socialisation
- Exposure to violence, disruption

Measuring results

- Annual report cards- health management information system
- DHS and other surveys
- Special reports: malaria and diarrhea
- Progress of children's development



This information highlights the need for quality early childhood centres that offer programmes which cater for all facets of a child's development and learning. Early childhood centres, like kindergartens and preschools, must ensure children develop their spirituality, morals and physical, emotional, social, cognitive and language skills. Qualified teachers must support this with well-grounded play-based curriculum's that treat all children equally and allow them to build positive relationships with families and communities.

Reference: Lancet ECD. (2007). *Child development in developing countries. The Lancet*

INDICATORS OF QUALITY EARLY CHILDHOOD EDUCATION PROGRAMME

Strengthened by the early childhood advisors and teachers

Treats all
Children Equally



Balanced Outdoor
& Indoor Play



Personal Space



Caring Relationships



Monitor & assess individual
& groups of children

Figure 3: Indicators of a quality ECE programme in schools

UNDERSTANDING EARLY BRAIN DEVELOPMENT AND ITS IMPLICATIONS

Children begin to learn from the moment they are born. Their brains are wired for it however the wires need stimulation in order to connect. The human brain is comparatively small at birth and it needs a great deal of support to become able to perform all the simple and complex tasks necessary for life.

A mass of connections within the brain allows us to learn, feel emotions, communicate with others and socialise. We depend on stimulation to ignite the brain, similar to a spark that provokes a flame and then a fire. When we hold babies lovingly, talk to them with a soothing voice, play little games with their fingers and toes, babies brains are stimulated and wires begin to spark and connect. A balanced and healthy diet, including breastfeeding and complementary feeding of babies and children, is also crucial to ensuring children's brains develop in a healthy manner.



The experiences in the first 8 years of our lives set the foundation for later development. These years, which children often spend in early childhood education programmes, are critical to informing the brain in ways that set the course for the rest of children's lives. Therefore, when planning opportunities for young children it is vital teachers have a strong understanding of child development.

Brain Development

Re-thinking the brain

Old Thinking	New Thinking
How your brain develops depends on the genes you are born with.	How your brain develops hinges on the genes you are born with and the experiences you have.
The experiences you have at a very young age have little impact on later development.	Early experiences have a decisive impact on the architecture of the brain and the nature and extent of your capabilities as an adult.
A secure relationship with a primary caregiver creates a favourable context for early childhood development and learning.	Early interactions don't just create a context; they directly affect the way the brain is "wired".
Brain development is linear, that is the brain's capacity to learn and change grows steadily as infant progresses towards adulthood.	Brain development is non-linear, that is there are prime times for acquiring different kinds of knowledge and skills.
A toddler's brain is much less active than the brain of a college student.	By the time children reach the age of three, their brains are twice as active as those of adults. Activity drops during adolescence.
1 r. Shore, "What have we learned," <i>Rethinking the brain</i> . (New York: Families and Work Institute, 1997) 15-27.	

Figure 4: Comparing new and old thinking regarding the brain

GUIDEPOSTS

Why Child Development?

Evidence-based research, which has been tested and validated over many years by researchers and developmental scientists, proves this type of holistic approach is necessary to help a child's brain grow and develop in the best way.

There are two guideposts for an early childhood educator – a strong knowledge of child development and the Convention of the Rights of a Child (CRC). These guideposts assist early childhood teachers to help children learn in the best way possible. Conducting observations of children and their environment is essential (eg observing children who may have delays in development or who may be at risk of abuse and neglect). As a guide, the developmental milestones of each of the domains are included in Appendix 1.

The Journey of ECE

The Past to the Future

Developmentally appropriate practice (DAP) is an approach to early childhood development and teaching grounded in research involving teachers considering the background and identified needs of each individual child to promote their optimal learning and development. While this approach dominated the field in the 1980's, recent reconceptualisation of DAP has challenged dominant ideologies and practices.

Many new 'images' of the child emerged from this reconceptualisation, including the three ways we may perceive children below:

1st Image – Innocence, immaturity and naivety

For many, the prevailing view of childhood is one of innocence, immaturity and naivety (Woodrow, 1999) and according to Dahlberg et al (2007) childhood is therefore seen as the Golden Age of Life. Frequently, children are portrayed as "cute, sweet and innocent" and this seen in cultural artefacts such as greeting cards, movies, books, posters. Hilton (1996) maintains this view was laid down by the socio-cultural elite in early 20th century and does not reflect the reality of most children's lives in contemporary society. However, Woodrow and Brennan (2001) noted, the "image of the child as innocent in early childhood is pervasive and resilient and positions the educator as a protector of children."



2nd Image – “Children are evil, out of control monsters”

This gives rise to an emphasis of rules and conformity with educators exercising power and control over children (Woodrow and Brennan, 2001).



3rd Image – “Embryonic adults”

This draws on developmental and socialisation theories and the notion of children gradually becoming adults. A child can be viewed as a “knowledge, identity and culture reproducer”. By recognising that children’s experiences contribute directly to their ability as an adult, educators are positioned as a facilitator of children’s development.

Dominant images of the child discussed above have shaped discussions on policy and practice and offer limited space for conceptualising childhood or change. These views of the child tend to blind us to the realities of children’s lives and lead to universal conceptions of the child that reinforce stereotypes and existing power relations and ignore issues of social justice (Woodrow and Brennan, 2001).

In view of the above stereotypes, educators and policy makers have to make a choice about how they view the child (Dahlberg et al., 2007). Our view of the child impacts the services we provide for children as well as the ways we interact with them. The ability children have to participate in decision-making and therefore the style of education we draw on in early childhood settings and schools is crucial to a child’s long-term development and success.



How We Should Look at Children Today

Children's lives differ in different cultures and in different environments. Children's experiences vary greatly and this has a significant impact on the childhood that each individual experiences (Dahlberg et al., 2000).



This has led to the emergence of contemporary theories in how best to approach early childhood education through the socio-cultural perspective. This approach focuses on learning outcomes in diverse social and cultural contexts with different approaches needed to cater for children in different contexts. This is relevant in Fiji as children from informal and disadvantaged communities require different and tailored community-based approaches. Although it is agreed that previous educational theories such as the developmentally appropriate practice and other child development theories are still relevant, they must be applied with a more encompassing approach to the definitions of children and communities.

Key messages

1. The way we think about children directly impacts our approach to teaching them
2. Stereotyping children, or failing to recognise them as multi-faceted, does not allow us to identify their individual needs
3. While there is a place for developmentally appropriate practice (DAP) theory, it needs to be considered in a modern context and also in the context of ECD in disadvantaged communities

Why do Early Childhood Teachers and Educators Need to Understand Development Theory?

Updating our knowledge of child development and extending it to include children and communities that are diverse is necessary to helping a child from any community grow and learn. This is necessary for every teacher at this level.

How Can This Be Achieved?

Awareness of child development theories can provide a useful basis for helping early childhood educators understand children and their families when we:

- Consider multiple perspectives on the ways in which children develop and learn
- Recognise the usefulness of theories is directly related to the contexts in which they are applied
- Realise theories can change and so do their implications for practice
- Challenge, question and reflect on assumptions underpinning theories

Teachers can achieve this in the classroom by:

- Respecting the diversity of all students, no matter their race, religion, age or learning style
- Promoting partnerships between families, communities, educators and children
- Connecting to the Funds of Knowledge when children bring their learnings from home, to make their learning visible at school



WHAT DO PACIFIC RESEARCHES SAY ABOUT CHILD REARING PRACTICES?

The way parents bring up their children is based on their culture, personality, and the social context in which the parents and the children operate. In turn, the way a child is reared in her or his home (and community) determines to a great degree the ways she or he socialises.

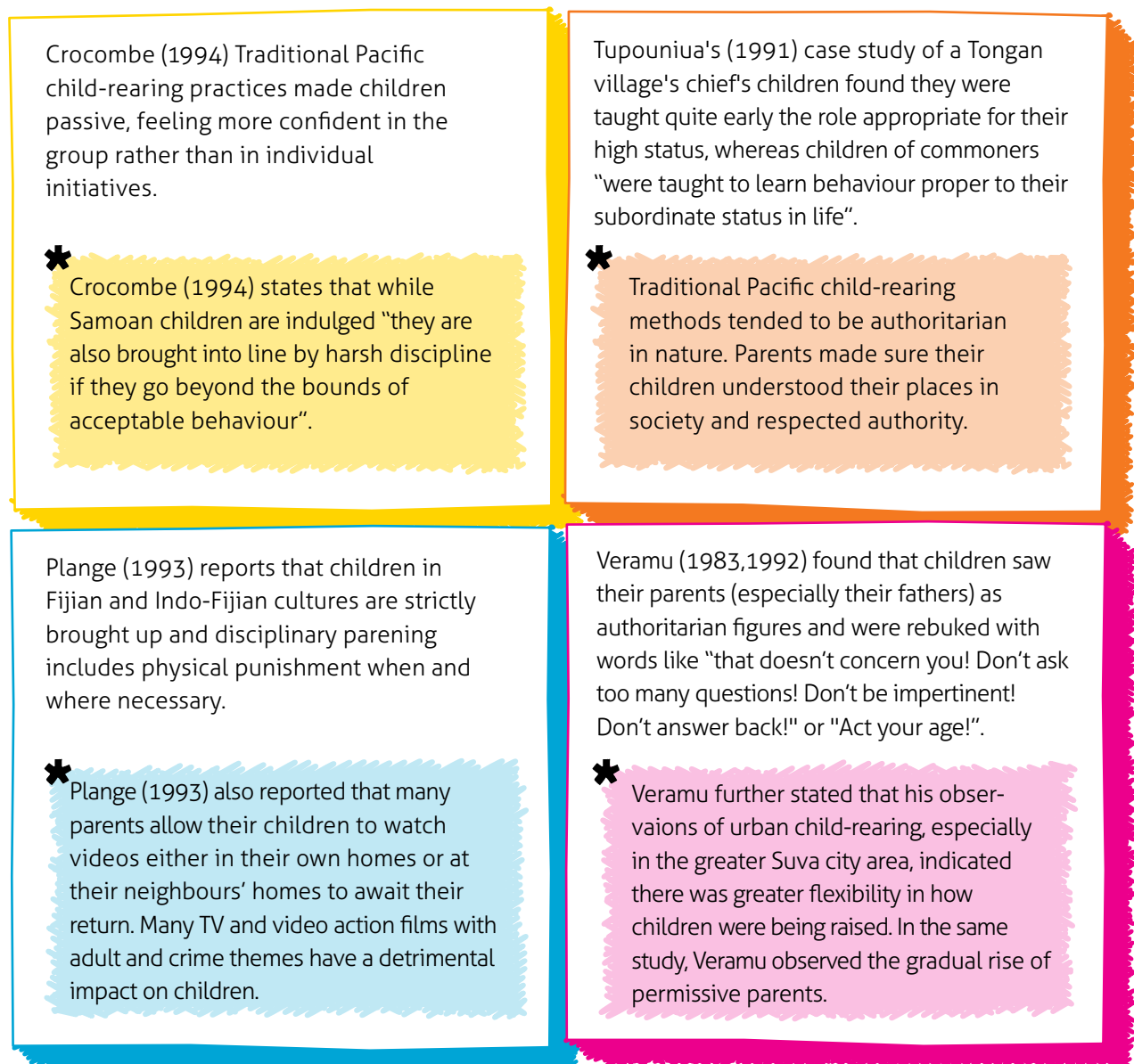


Figure 5: Pacific researchers' findings on child rearing practices as published in Veramu (1999).

SECTION 2

CURRICULUM IN ACTION



CURRICULUM IN ACTION

Children's Rights

Fiji, along with many other countries, recognises that children have rights. Countries have laws to protect the rights of children and to support their healthy development and wellbeing.

These laws commonly recognise:

All children have a right to life, survival and development.

This means that children have a right to proper care. All children and their parents/guardians should have access to adequate healthcare, nutritious food and protection from diseases. Children have a right to grow up in a healthy and safe environment and have a right to learning opportunities that support their development.



All children should be treated fairly, without discrimination.

All children must be provided with the same level of care and opportunities for development. This is particularly important in relation to females, children with disabilities, children affected by HIV and AIDS or other diseases and those from ethnic minorities.



All children should have time for play and leisure.

All children have a right to play and develop friendships. Play supports all areas of a child's development-social, emotional, mental, language and physical development.



All children have a right to education.

Children have a right to free primary schooling and to services that encourage them to stay at school. They should also be able to attend a good early childhood programme. Children who attend these programmes are more ready for school and are more likely to stay at school.

All children should be able to express an opinion.

Even very young children should have the opportunity to express their opinion and be involved in making decisions that affect their lives. By asking their opinion we show respect for children and strengthen our relationship with them. Child-rearing practices should respect children and help them grow up feeling safe and loved, and knowing that they can trust their parents, the most important people in their lives.



(Adapted from Facilitator's Handbook for Parenting Education, UNESCO 2011)

WHAT DOES OTHER RELEVANT RESEARCH SAY ABOUT HOLISTIC CARE FOR CHILDREN?

Issues of nutrition and feeding children can affect a child's wellbeing in both the short-term and long-term. Teachers can help to facilitate good nutritional habits.

(Briley & Roberts-Gray, 2005)

To be effective in dealing with the whole child, we must work with families.

(Christian, 2006)

A holistic approach is required to address the needs of children who are at risk of severe health problems and school failure.

(Wilson, 2006)

Health and safety quality improvement is needed for early childhood education programmes.

(Health Child Care Pennsylvania, 2007)

Early childhood programmes can be seen as second homes, and teachers face the task of creating safe environments in these challenging times.

(Gaines & Leary, 2004)

Good quality early childhood education where families are involved can help reduce the magnitude of the effects of problems children may encounter such as poverty, violence, and the ability to achieve their whole potential.

(American Academy of Pediatrics (AAP), 2005; Bronfenbrenner, 2005; LoCasale-Crouch et al., 2007)

We must understand that we are partners with the families of the children in our care. Early childhood education programmes are steadily becoming family-centered organisations.

(Hamilton, Roach & Riley, 2003)

Figure 6: Relevant research on children's rights regarding ECD

Investment in early childhood development and early childhood education can contribute to the social development and sustainability of a wider community. For example, investment in early childhood development is typically key to broader strategies developed to break inter-generational cycles of poverty. Young children's education is 'an investment in human capital'.

In challenging times of economic and social change and crisis, it can be difficult to provide all children with the right conditions in which to develop and learn. Various conditions should be met to reach this goal, which is the first of the Education For All (EFA) Goals: 'Develop and improve in all their aspects the protection and education of early childhood and especially of the most vulnerable and disadvantaged children'. This objective is in support of the key treaties relative to children's rights (see page 25).



Figure 7: How the Programme Guidelines fit into the national ECE development plans

Guiding Principles to the Holistic Development of a Child

The early childhood education guiding principles are in place to ensure programmes and schools are ready, willing and able to meet the needs of children and their families.

These elements are needed to facilitate exemplary early childhood development.



Adapted from Na Noda Mataniciva, 2009)

Figure 8: Guiding principles for early childhood development

Planning, Monitoring and Evaluating

Early childhood advisors and teachers will be required to combine the Safe and Healthy Start, Grow Smart curriculum framework with the Na Noda Mataniciva to gain a holistic understanding of the Vuli Taumada Shishak project.

Below is a child-centred framework with 5 key components, adapted from the Na Noda Mataniciva curriculum:



Figure 9: Five key components in a child centred framework (adapted from the Na Noda Mataniciva Curriculum Framework for the Fiji Islands, 2009)

If your centre uses the curriculum frameworks then how will the 5 components of the NNM and the 3 components of the SHSGS change the way you plan your programmes?

How can the relationships that exist between the 2 frameworks be adapted to suit the context of the community while ensuring it is appropriate for the age group and the child's level of development?

Learning Through Play

Young children learn best through play, as they are able to bring together skills in all areas of development and work at a task according to their own level of development. Lev Vygotsky (1896–1934) called it their “zone of proximal development” meaning that while children operate within their current level of understanding, they are able to continuously challenge themselves to advance their learning because the new level of learning is within their reach.

There are many ways to plan a programme. However, early childhood advisors and teachers are expected to take their cue from the Na Noda Mataniciva, that is, use the Observation – Planning Cycle (Figure 9), which is an appropriate method to plan, monitor and assess young children’s programmes.

DID YOU KNOW?

“In play, the child always behaves beyond his average age and above his daily behaviour. The “zone” is the level at which children can absorb, challenge and balance risk with a chance of success.”



Figure 10: The observation-planning cycle

How Do Early Childhood Teachers Conduct Observation?

Early childhood teachers collect observation through a number of assessment tools including:

- ☐ anecdotal/running records
- ☐ developmental and school readiness checklists
- ☐ samples of children's art work
- ☐ photos of children in action with peers and adults
- ☐ documentation of children's work
- ☐ talanoa or conversations with parents/carers

This information is to be kept in individual children's portfolios for sharing with parents/carers only. Obtain parents/carers consent if you wish to photograph children and inform them of the purpose and intended use of the photos.

Analysing Activity

Match with your knowledge of child development and link to the most appropriate Foundation Areas of Learning and Development (FALD) (listed in the box below) and determine children's strengths, interest and needs and make a plan for the next day/ week.

FALD (NNM) = Domains/Developmental Areas (Child Development)

Physical Development, Health and Wellbeing	= Physical Development
Living and Learning Together	= Social & Emotional Development
Language, Literacy and Communication	= Language Development
Aesthetics, Creativity and the Arts	= Creative Development
Spiritual and Moral Development	= Spiritual Development
Learning To Think	= Cognitive Development

Implement the Plan

Select a topic from the child's interests and brainstorm, by using research from the internet, library, talking to local community members/expert). Plan around the appropriate FALD and pull out the outcome of child development you are wanting to achieve for your programme plan (refer NNM).

Evaluate and Reflect on Day's Programme

Make time to do this with your staff daily, as this will help you to monitor and assess individuals or groups of children. By documenting children's learning and development, it is easier to track children who are developmentally delayed, gifted, passive or active learners, and therefore plan for the next day or week.

OBSERVATION <i>Conversation between teacher and child</i>	ANALYSIS	LINK TO FALD
<p>Teacher said, "Doctor, I wonder what you could use to check my baby? She is not feeling well. I think you should examine her. How do you think she got sick?"</p> <p>Child replied, "I see that your baby is sick. Ok, let me take baby's temperature....oo! A bit of temperature. I'll write a prescription to get baby's medicine from the chemist."</p> <p>Teacher said "Bye and thank you."</p>	listens carefully to the teacher as they explain what is wrong with baby	Language, Literacy and Communication
	shows concern for baby	Living and Learning Together
	is anxious to know how baby got sick	Living and Learning Together
	probes question to get answers	Language, Literacy and Communication Learning To Know
	demonstrates empathy towards the sick baby	Language, Literacy and Communication Learning To Know
	able to use the tools of a medical doctor	Learning To Know
	able to write prescription for the baby	Language, Literacy and Communication
	is courteous	Living and Learning Together

The next part of this document includes the Safe and Healthy Start, Grow Smart Quality Indicator Checklist comprising of five sections namely: safety; health; nutrition; providing quality early childhood environments for safety, nutrition and health; and, building curriculum for quality early childhood education in safety, nutrition and health.

SECTION 3

QUALITY INDICATOR CHECKLISTS FOR SAFETY, HEALTH AND NUTRITION



OUTCOME 1

The programme promotes safety, reduces risks and provides protection in ECE environments.



GOAL 1: The learning environment is safe, clean, attractively arranged and meets the MoE Policy and Guidelines.

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
1.1.1 PHYSICAL ENVIRONMENT The premises must be approved by and maintained at all times to the satisfaction of the appropriate Health Authority and MoE	Conduct environmental scan indoor and outdoor for safety and health compliance (OHS) <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Comply with floor space of 10sq feet (approx. 92cm ²) per child <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Accommodate minimum number of 10-maximum of 35 children <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Floors must be free of splinters <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Cover floors throughout with clean mats or floor covering <input type="checkbox"/> Yes <input type="checkbox"/> No	
1.1.2 SAFETY AND WELLBEING Children are protected from physical harm (injuries) and mental harm (emotional abuse, neglect or not feeling emotionally safe and secure)	Develop a safety policy and risk management procedure for indoor and outdoor activities in consultation with management and families <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Screen off a suitable space as a sick bay in case of illnesses <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Equip sick bay with clean bed, pillow, blanket or mat <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Spend adequate playtime outdoors and indoors each day <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Check play toys and equipment daily for safety and cleanliness <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Clean washroom facilities daily <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Wash teaching resources daily <input type="checkbox"/> Yes <input type="checkbox"/> No	

GOAL 2: In partnership with Management Committees and families, policies are developed and implemented for the safety of both staff and children.

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
1.2.1 Composition of Management Committee and their roles and responsibilities	Appoint or elect Management Committee with parents and/or community members <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Consult with MoE for position description of Management Committee for maintenance, administration and running of the centre <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Committee consists of a Manager, Secretary, Treasurer and Committee Members agreed upon at the Annual General Meeting (AGM) and should have a valid term outlining how long they will be in the role <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Register Committee with the Permanent Secretary of Education and have an accepted constitution <input type="checkbox"/> Yes <input type="checkbox"/> No	
1.2.2 Families are informed about drop-off and pick-up procedures	Conform to provision of a Terms of Employment – provide staff with terms of employment document which details staff salaries and remuneration <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Inform parents and communities through enrolment forms or community meetings <input type="checkbox"/> Yes <input type="checkbox"/> No	
1.2.3 Families to notify EC teachers about person(s) picking up children from school	Create a drop-off and pick-up record book procedure <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Design a sign-in and sign-out book for record keeping <input type="checkbox"/> Yes <input type="checkbox"/> No	

OUTCOME 2

EC teachers and educators have the appropriate knowledge and skills to support children's learning and development.



GOAL 1: EC teachers demonstrate the competencies necessary to provide high quality instruction.

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
2.1.1 Provision of competent and confident staffing	EC advisors and teachers possess Fiji Teachers Registration Board and teaching certificate recognised by MoE <input type="checkbox"/> Yes <input type="checkbox"/> No	
2.1.2 EC teachers guide and facilitate children's learning	Provide a physically and emotionally safe environment for learning and development <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Plan learning centres and experiences that are developmentally appropriate to the children's age group <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Facilitate children's learning to follow simple directions <input type="checkbox"/> Yes <input type="checkbox"/> No	

GOAL 2: EC teachers and educators demonstrate nurturing and supportive relationships with children to promote self-esteem and competence.

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
2.2.1 EC teachers demonstrate respect for children through their actions and language (eg meeting/teaching them at eye level, listening to them and demonstrating a guidance strategy)	Use a child-centred programme with clear basic rules for behaviour guidance <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Explain and demonstrate to children and parents the reasons for rules and expectations <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Use positive behavioural terms such as: "We walk in the classroom, we run outside" "Ssh! I'm reading" <input type="checkbox"/> Yes <input type="checkbox"/> No	

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
2.2.1 EC teachers promote positive messages	Create positive messages on posters and hang around the centre within children's eye level <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Draw children's attention to the messages now and then <input type="checkbox"/> Yes <input type="checkbox"/> No	
2.2.2 EC teachers evaluate and reflect on their practice when responding to children with differing temperaments, activity levels and developmental abilities	Record daily observations, analyse and link to appropriate FALD <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Match children's developmental stage and age to appropriate activities <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Identify children's strengths, interests and needs <input type="checkbox"/> Yes <input type="checkbox"/> No	
2.2.3 Families are provided with awareness programmes on how to assist children to engage in positive social interactions, use language for peace-building and develop children's self-regulation skills through modelling problem solving, and use of DAP	Model positive social interactions with children and families <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Use culturally appropriate language to create peace-building and enhance self-help skills <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Facilitate regular parental awareness workshops and talanoa sessions on peace-building <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Conduct workshops with communities on child's rights, positive discipline and/or counselling <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Engage expertise to increase children's and parents awareness on key issues and build relationships with stakeholders in local community eg Empower Pacific, Women's Crisis, Community Policing and Social Welfare <input type="checkbox"/> Yes <input type="checkbox"/> No	
2.2.4 The ECE environment operates on mutual respect, encouragement, trust and emotional security	Strengthen relationships within the community and families at community fairs/fun day, Children's day, National ECE Week etc. <input type="checkbox"/> Yes <input type="checkbox"/> No	

OUTCOME 3

The ECE programme facilitates and supports the healthy development of children.

GOAL 1: Develop or update the health and developmental screening of all preschool aged children upon enrolment.



COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
3.1.1 ECE programme facilitates and supports the healthy development of children	Consult parents to sight each child's Fiji Child Health Record upon enrolment <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Consult with parents on the following cards: <input type="checkbox"/> Yes <input type="checkbox"/> No <ul style="list-style-type: none"> • Vision • Dental • Height and Weight • Hearing • Growth and development milestones and • Immunisation records 	
3.1.2 All health screenings are conducted by the appropriate personnel such as paediatrician doctors, public health nurses, nurse practitioners and dental teams	Ensure children's Fiji Child Health Record is readily available <input type="checkbox"/> Yes <input type="checkbox"/> No	
3.1.3 The developmental checklist is age-appropriate and is conducted by the EC teacher	Floors must be free of splinters <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Be familiar with the six Foundation Areas of Learning and Development (FALD) in Na Noda Mataniciva, namely: <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Physical Development, Health and Well-being <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Learning to Know <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Language Literacy and Communication <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Living and Learning Together <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Aesthetics, Creativity and the Arts <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Spiritual and Moral Development (Refer to Appendix 1 -Developmental checklist) <input type="checkbox"/> Yes <input type="checkbox"/> No	

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
3.1.4 The results of the health records and developmental checklists are documented by the EC teacher and shared with families only	Observe and document each child's health and development using health cards (provided by Save the Children Fiji) and development checklist <input type="checkbox"/> Yes <input type="checkbox"/> No	
3.1.5 Families are consulted about any missing health information	Conduct parental awareness programmes such as home visits/community meetings/talanoa session <input type="checkbox"/> Yes <input type="checkbox"/> No	
3.1.6 Health records and developmental checklists are shared with staff for use in planning appropriate educational experiences	Using the observation planning cycle to share information amongst teaching staff only <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Listen to children's stories and add their voices in the programmes <input type="checkbox"/> Yes <input type="checkbox"/> No	

GOAL 2: Children with health or developmental needs will be referred within the first 3 months of identification through a follow-up process determined by the ECE programme.

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
3.2.1 Children are referred to the appropriate healthcare and developmental professionals in consultation with the family	Develop and document early intervention sessions to address health and developmental challenges (see Appendix 2 – early intervention form) <input type="checkbox"/> Yes <input type="checkbox"/> No	
3.2.2 Each child's record contains written documentation based on the date(s) of referral, all follow-up services provided, and communication with the service provider and family	Create awareness programmes such as Parent and Teachers Association/Community Talanoa meetings on the importance of the follow-up exercise <input type="checkbox"/> Yes <input type="checkbox"/> No	

GOAL 3: Families regularly visit the nearest health centre for the wellbeing of the child.

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
3.3.1 EC teachers counsel families regarding the importance of health and developmental follow-up when needed	Engage specialists to provide proper advice and appropriate one-on-one counselling for parents and guardians (see Appendix 3 – counselling form) <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Confidentiality is maintained <input type="checkbox"/> Yes <input type="checkbox"/> No	
3.3.2 EC teachers provide families with the necessary information and links with social services such as Save the Children Fiji when assistance is required	Organise a community health advocacy programme, eg ECE orientation and graduation/ECE Week <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Invite the relevant stakeholders to formulate the necessary links <input type="checkbox"/> Yes <input type="checkbox"/> No	

OUTCOME 4

The ECE programme facilitates and promotes growth, learning and development in indoor and outdoor environments.



GOAL 1: The physical environment is conducive to growth, learning and development.

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
4.1.1 The physical environment is conducive to growth, learning and development	Use a local hall temporarily if available until a special building is erected <input type="checkbox"/> Yes <input type="checkbox"/> No	
	There is one (adapted) toilet to 15 children. Wooden boxes may be used for children to climb on to use the toilet <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Washbasins are set at 2ft high, mirror is desirable above the washbasin <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Recommend a suitable room, satisfactorily furnished and equipped with bed, blanket and linen as a sick bay. Screened off from play area <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Fencing on all sides with a secure gate. A 3ft high hedge or galvanised wire fence is desirable <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Children spend adequate time outdoors to assist with the development of their gross motor skills and decision-making capabilities <input type="checkbox"/> Yes <input type="checkbox"/> No	
	The centre adheres to the MoE guide on the amount and type of equipment necessary for a centre <input type="checkbox"/> Yes <input type="checkbox"/> No	
4.1.2 A variety of age-appropriate and developmentally appropriate materials and equipment are available for indoors and outdoors	Provide a developmentally and culturally appropriate programme that includes use of: <input type="checkbox"/> Yes <input type="checkbox"/> No <ul style="list-style-type: none"> • Dramatic play equipment and props • Sensory materials • Materials that support learning goals in all content areas • Gross motor equipment for activities such as climbing, balancing, pushing, pulling and riding 	

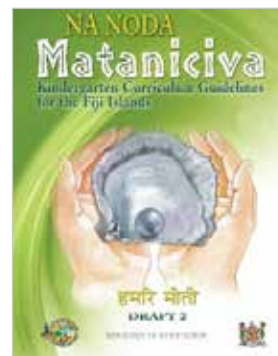
COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
4.1.3 The learning environment is organised to reflect and support adult-child and peer interactions	Plan and organise learning space that facilitates: <div> <input type="checkbox"/> Yes <input type="checkbox"/> No </div> <ul style="list-style-type: none"> • Large and small group experiences • Individual explorations • Quiet contemplation in private spaces when children need to be alone 	

GOAL 2: The social and emotional environment expands to establish relationships with families and other members of the community.

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
4.2.1 EC teachers and educators have a working knowledge of children's home and cultural experiences	Develop and implement the Save the Children Fiji enrolment forms (see Appendix 4) to capture background of children <div> <input type="checkbox"/> Yes <input type="checkbox"/> No </div>	
4.2.2 EC teachers and educators engage with families to share and receive information about their children	Conduct home visits and update children's background information <div> <input type="checkbox"/> Yes <input type="checkbox"/> No </div>	
4.2.3 EC teachers and educators assist families in supporting their children's learning and development	Design children's portfolios where parents indicate participation in signing off (see Appendix 6) <div> <input type="checkbox"/> Yes <input type="checkbox"/> No </div>	
4.2.4 EC teachers and educators provide opportunities for families to increase their knowledge of child development and to enhance their parenting skills	Organise awareness programme on child rearing practices through parent interview days <div> <input type="checkbox"/> Yes <input type="checkbox"/> No </div>	

OUTCOME 5

Use the NNM Kindergarten Curriculum Guidelines for the Fiji Islands to construct quality class and individualised programmes in the areas of safety, health and nutrition for children in disadvantaged and informal communities.



GOAL: A comprehensive EC curriculum formulates learning and teaching experiences around the NNM Kindergarten Curriculum Guidelines to cater for the diverse learning needs of young children.

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
5.1.1 Community Education Committee collaborates with ECE team to ensure the curriculum includes goals for spiritual, social, emotional, cognitive, physical and language skills and development	EC advisor and teacher develop programme plans according to the Observation-Planning Cycle (Figure 9) with reference to the Na Noda Mataniciva (NNM) <input type="checkbox"/> Yes <input type="checkbox"/> No	
5.1.2 The curriculum caters for the holistic approach to ECE	EC advisor to use the 6 Foundation Areas of Learning and Development in the NNM <input type="checkbox"/> Yes <input type="checkbox"/> No	
5.1.3 Programme trainers have a documented process for helping EC teachers understand how to align standards and indicators to learning and teaching experiences	Programme trainers conduct workshops on use of developmental professional practice competencies and indicators <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Conduct follow-up monthly updates/workshops/talanoa sessions to track teachers knowledge, skills and competence in standards and indicators <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Teachers document evidence of the learning and teaching experiences for monitoring and evaluation <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Teachers maintain a file titled Professional Practice and present this to programme trainers for continuous assessment and monitoring <input type="checkbox"/> Yes <input type="checkbox"/> No	

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
5.1.4 Teachers intentionally plan educational experiences and deliver instructions using a variety of teaching strategies to meet the diverse learning needs of all children in the EC centre	Promote positive interactions and collaborative learning amongst children, their families and the wider community <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Identify relevant outcomes in the FALD and formulate learning experiences and provide meaningful resources to achieve these <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Provide relevant opportunities for children to initiate own learning through play-based activities <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Link learning outcomes to safety, health and nutrition to ensure a holistic approach in the learning and teaching process <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Use and monitor appropriate assessment and evaluation strategies that reflect children's progress and further learning experiences <input type="checkbox"/> Yes <input type="checkbox"/> No	
5.1.5 Use Working Together: A support package for kindergarten teachers working with families and communities as a resource material for facilitating family/community participation	Initiate regular collaboration to address the diverse needs of families with regards to their roles and responsibilities in children's holistic development <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Identify knowledge and transferable life skills, such as carving and weaving, that could be incorporated into the learning and teaching programme <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Assist families to appreciate their children's unique characteristics and potential <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Promote and value children's cultural identity and heritage <input type="checkbox"/> Yes <input type="checkbox"/> No	
5.1.6 Ensuring programme quality assurance	Conduct developmentally and culturally appropriate programmes for ECCE <input type="checkbox"/> Yes <input type="checkbox"/> No	
5.1.7 The curriculum caters for the holistic approach to ECE	Conduct appropriate language instructions ie Fijian, Hindi or English when applicable <input type="checkbox"/> Yes <input type="checkbox"/> No	

COMPETENCY	INDICATOR (Tick Yes/No)	EVIDENCE & COMMENTS
5.1.8 Programme trainers have a documented process for helping EC teachers understand how to align standards and indicators to learning and teaching experiences	Conduct ECE sessions as advised by MoE – half day for 3-5 year olds, full day for 6-8 year olds <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Ensure all official records are in place such as <input type="checkbox"/> Yes <input type="checkbox"/> No <ul style="list-style-type: none"> i. Children and staff daily attendance ii. Programme/work book iii. Log book iv. Accident log book v. Monthly report to CEC file 	

SECTION 4

APPENDICIES



Save the Children
Fiji

APPENDIX 1

The Early School Readiness Assessment Tool

Name of Child: Gender:

Date of Birth: / / Date Starting Kindergarten: / /

THIS FORM IS CONFIDENTIAL

When completed, it will be kept in the child's portfolio with a sample of his/her work and other reporting tools used to gather and share information about your child.

PART 1: Activities

TOPIC: General Development			
CHILD ACTIVITIES	YES	TRYING	NOT YET
My child knows how old she/he is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can name body parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can talk about the weather: rainy, sunny, windy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can use crayons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child plays with toys and other materials we give him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can ask questions about what she/he sees, hears, smells and touches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child loves to listen to music and songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child loves to explore musical instruments or likes to imagine playing tam tam, guitar and other instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child plays with imaginary friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child loves to play with messy activities like sand and water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOPIC: Physical Development

ACTIVITIES	YES	TRYING	NOT YET
My child walks without help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can climb a small stair and/or play on a monkey bar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can run without assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can catch a ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can kick a ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can play with small toys, blocks, cartons, shells and other objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOPIC: Physical Development

ACTIVITIES	YES	TRYING	NOT YET
My child has started to explore making marks and drawings on paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child has established a dominant hand: right or left handed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child loves to listen to stories and knows custom stories and dances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is able to recall/recite a short poem or song	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child uses sentences of four or more words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child joins in songs and rhymes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child understands stories read to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child loves to look at books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child respond to his/her name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child enjoys being read to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child points to pictures in the book when asked questions (eg when asked "Where is the blue ball?", she/he will point to the blue ball)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOPIC: Social Development

ACTIVITIES	YES	TRYING	NOT YET
My child relates well to other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child relates well to adults they know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is able to share with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is able to feed themself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is able to wash own hands and face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is able to wipe and blow own nose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is toilet trained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can remove and put on clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child helps with tidying up toys, books, clothing and other items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child knows the name of things around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOPIC: Early Maths Development

ACTIVITIES	YES	TRYING	NOT YET
My child understands simple comparisons like "big and small"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can identify different shapes like circles and squares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can recite numbers to 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can count objects to 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 2: Identifying Colours

Show the child each colour below using, for example, different crayons or coloured paper. Ask the child to identify each colour. Record the result below by putting a checkmark in the correct column.

COLOUR	YES <i>Able to identify</i>	TRYING <i>Not able to identify</i>
RED	<input type="checkbox"/>	<input type="checkbox"/>
BLUE	<input type="checkbox"/>	<input type="checkbox"/>
GREEN	<input type="checkbox"/>	<input type="checkbox"/>
YELLOW	<input type="checkbox"/>	<input type="checkbox"/>
ORANGE	<input type="checkbox"/>	<input type="checkbox"/>
BROWN	<input type="checkbox"/>	<input type="checkbox"/>
BLACK	<input type="checkbox"/>	<input type="checkbox"/>
WHITE	<input type="checkbox"/>	<input type="checkbox"/>

PART 3: Identifying numbers

Show the child a large piece of paper with the 12 numbers below written on it. The numbers do not have to be in a straight line. Make sure the numbers are written randomly on the page. Make sure each number is large enough for the child to easily identify it.

Call out all the numbers one at a time. Have the child point to the number you called out. Record the child’s responses where indicated by putting a checkmark in the correct column.

NUMBER	YES <i>Able to identify number</i>	TRYING <i>Not able to identify number</i>
1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>

PART 4: Parents Comments

1. Please comment on your child's unusual talents, interests and individual needs.

2. Is there any reason why this child should be screened for a possible special condition before entering school in January?

3. If yes, please say what it is.

Signature of Parent:

Date: ____ / ____ / ____

APPENDIX 2

Developmental Checklist For 3-4 Year Olds

Name of Child:

Date of Birth: / /

Date: / /

Present Age:

PHYSICAL SKILLS - GROSS MOTOR (More Than 3 Years)	YES	NO
1. Runs around obstacles	<input type="checkbox"/>	<input type="checkbox"/>
2. Walks on a line and around a circle	<input type="checkbox"/>	<input type="checkbox"/>
3. Balances on one foot for 3-5 seconds	<input type="checkbox"/>	<input type="checkbox"/>
4. Hops on one foot	<input type="checkbox"/>	<input type="checkbox"/>
5. Pushes, pulls, steers wheeled toys	<input type="checkbox"/>	<input type="checkbox"/>
6. Uses slide without assistance	<input type="checkbox"/>	<input type="checkbox"/>
7. Jumps over 15cm (6") high object, landing on both feet together	<input type="checkbox"/>	<input type="checkbox"/>
8. Throws ball overarm	<input type="checkbox"/>	<input type="checkbox"/>
9. Catches ball bounced to him/her	<input type="checkbox"/>	<input type="checkbox"/>
10. Walks with purposeful stride	<input type="checkbox"/>	<input type="checkbox"/>
11. Walks backwards and sideways and avoids obstacles	<input type="checkbox"/>	<input type="checkbox"/>
12. Runs smoothly with control over starting and stopping	<input type="checkbox"/>	<input type="checkbox"/>
13. Alters direction without stopping when running	<input type="checkbox"/>	<input type="checkbox"/>
14. Alternates feet when walking up stairs but walks down stairs two feet on a step	<input type="checkbox"/>	<input type="checkbox"/>
15. Climbs up and down ladders, trees and slides	<input type="checkbox"/>	<input type="checkbox"/>
16. Stretches to reach something high up	<input type="checkbox"/>	<input type="checkbox"/>
17. Kicks a ball with forward with leg movement only	<input type="checkbox"/>	<input type="checkbox"/>
18. Tries to catch a ball with arms extended stiffly	<input type="checkbox"/>	<input type="checkbox"/>

PHYSICAL SKILLS - FINE MOTOR (More Than 3 Years)	YES	NO
1. Builds tower of 9 small blocks	<input type="checkbox"/>	<input type="checkbox"/>
2. Drives nails and pegs into blocks and materials with holes	<input type="checkbox"/>	<input type="checkbox"/>
3. Copies circles	<input type="checkbox"/>	<input type="checkbox"/>
4. Imitates a cross	<input type="checkbox"/>	<input type="checkbox"/>
5. Manipulates clay materials (rolls balls, makes snakes, etc)	<input type="checkbox"/>	<input type="checkbox"/>
6. Threads large beads on a string	<input type="checkbox"/>	<input type="checkbox"/>
7. Adjusts fingers and picks up small objects of various sizes	<input type="checkbox"/>	<input type="checkbox"/>
8. Holds crayon in preferred hand	<input type="checkbox"/>	<input type="checkbox"/>
9. Coordinates both hands on a task	<input type="checkbox"/>	<input type="checkbox"/>
10. Imitates simple actions in finger play	<input type="checkbox"/>	<input type="checkbox"/>
11. Begins to use scissors for cutting	<input type="checkbox"/>	<input type="checkbox"/>
12. Can pour water into a jug	<input type="checkbox"/>	<input type="checkbox"/>
13. Washes hands alone	<input type="checkbox"/>	<input type="checkbox"/>

SOCIAL DEVELOPMENT (More Than 3 Years)	YES	NO
1. Joins in play with other children; begins to interact	<input type="checkbox"/>	<input type="checkbox"/>
2. Shares and takes turns with assistance	<input type="checkbox"/>	<input type="checkbox"/>
3. Begins imaginary play, acting out whole scenes (eg travelling, playing, house, pretending to be animals)	<input type="checkbox"/>	<input type="checkbox"/>
4. Plays more in areas where other children are	<input type="checkbox"/>	<input type="checkbox"/>
5. Makes effort to keep surroundings tidy	<input type="checkbox"/>	<input type="checkbox"/>
6. Likes to help in domestic activities, gardening, cleaning, shopping	<input type="checkbox"/>	<input type="checkbox"/>
7. Knows own gender	<input type="checkbox"/>	<input type="checkbox"/>
8. Willing to ask for help with personal needs (eg ask for a drink)	<input type="checkbox"/>	<input type="checkbox"/>

SOCIAL DEVELOPMENT - SELF HELP (More Than 3 Years)	YES	NO
1. Eats with fork and spoon	<input type="checkbox"/>	<input type="checkbox"/>
2. Spreads butter with knife	<input type="checkbox"/>	<input type="checkbox"/>
3. Washes hands but needs supervision in drying	<input type="checkbox"/>	<input type="checkbox"/>
4. Can pull pants and underwear down and up	<input type="checkbox"/>	<input type="checkbox"/>
5. Can button and unbutton large buttons, needs help with other fastenings	<input type="checkbox"/>	<input type="checkbox"/>
6. Blows nose when reminded	<input type="checkbox"/>	<input type="checkbox"/>

EMOTIONAL DEVELOPMENT (More Than 3 Years)	YES	NO
1. Can label the emotions happy, sad	<input type="checkbox"/>	<input type="checkbox"/>
2. Experiences shame, guilt and pride	<input type="checkbox"/>	<input type="checkbox"/>
3. General behaviour is agreeable, affectionate and confiding	<input type="checkbox"/>	<input type="checkbox"/>
4. Shows affection for younger siblings	<input type="checkbox"/>	<input type="checkbox"/>
5. Likes to listen to music and sing songs	<input type="checkbox"/>	<input type="checkbox"/>

COGNITIVE DEVELOPMENT (More Than 3 Years)	YES	NO
1. Matches and names 6 colours correctly	<input type="checkbox"/>	<input type="checkbox"/>
2. Intentionally stacks blocks or rings in order of size	<input type="checkbox"/>	<input type="checkbox"/>
3. Draws somewhat recognisable picture that is meaningful to child, if not adult; names and briefly explains picture	<input type="checkbox"/>	<input type="checkbox"/>
4. Knows own age	<input type="checkbox"/>	<input type="checkbox"/>
5. Has short attention span	<input type="checkbox"/>	<input type="checkbox"/>
6. Learns through observing and imitating adults and adult instruction and explanation but is very easily distracted	<input type="checkbox"/>	<input type="checkbox"/>
7. Has increased understanding of concepts of the functions of objects eg that a comb is for combing hair	<input type="checkbox"/>	<input type="checkbox"/>
8. Understands concept of part-whole eg can identify hand and foot as part of body	<input type="checkbox"/>	<input type="checkbox"/>
9. Begins to be aware of past and present eg yesterday we went to the park and today we went to the library	<input type="checkbox"/>	<input type="checkbox"/>
10. Knows own age	<input type="checkbox"/>	<input type="checkbox"/>

LANGUAGE DEVELOPMENT (36 - 48 Months)	YES	NO
1. Talks in sentences of three or more words which take the form of agent-action-object (eg see the ball)	<input type="checkbox"/>	<input type="checkbox"/>
2. Tells about past experiences	<input type="checkbox"/>	<input type="checkbox"/>
3. Uses 's' on nouns to indicate plural (eg cows)	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses 'ed' on verbs to indicate past tense (eg hopped)	<input type="checkbox"/>	<input type="checkbox"/>
5. Refers to self using pronouns I or me	<input type="checkbox"/>	<input type="checkbox"/>
6. Repeats at least one nursery rhyme and can sing a song	<input type="checkbox"/>	<input type="checkbox"/>
7. Speech is understandable to strangers but there are still some errors	<input type="checkbox"/>	<input type="checkbox"/>
8. Asks questions for information (how and why questions requiring simple answers)	<input type="checkbox"/>	<input type="checkbox"/>
9. Listens to longer stories but likes one-on-one experiences	<input type="checkbox"/>	<input type="checkbox"/>

Source: Hendrick, J. (1996). The Whole Child, Sydney: Prentice-Hall.

Dunlap, L.L. (1997). An Introduction to Special Education, Sydney: Allyn and Bacon.

Neuman, S.B. and Roskos, K.A. (1993). Language and literacy Learning in the Early years: An Integrated Approach, Sydney: Harcourt Brace.

APPENDIX 3

Early Intervention

Date:	Time:	Centre:	District:
Teacher's Name:			
Name Of Child:			
Development Areas: <i>Please tick which areas(s) of intervention</i>			
<input type="checkbox"/> Social	<input type="checkbox"/> Language	<input type="checkbox"/> Physical	<input type="checkbox"/> Emotional <input type="checkbox"/> Cognitive
Area Of Intervention According To Checklist		Report/Status As Per	
Tips To Support Intervention			
What Is The Cause Of The Problem?			
What Can Be Done To Address The Problem?			
How?			
By Whom?			
Sc Fiji Educators Comment			
Parents Signature:		Teachers Signature	
Date:		Date:	
Time :		Time :	

APPENDIX 4

Counselling Form

Date:	Time:	Centre:	District:
Teacher's Name:			
Name Of Child:			
Name Of Parent(s)/Guardian Attending:			
Agenda for Counselling	1		
	2		
	3		
	4		
Child's Positive Achievements and Activities:	1		
	2		
	3		
	4		
	5		
List of Areas Needing Improvement by the Child:	1		
	2		
	3		
	4		
	5		
Parent(s)/Guardian Response	1		
	2		
	3		
	4		
	5		

Teacher's Views On The Child's Issues	1		
	2		
	3		
	4		
	5		
Agreed Solutions	1		
	2		
	3		
	4		
	5		
Teachers Signature	Parent(s)/Guardians Signature:	SC FIJI Educators:	
Date:	Date:	Date:	
Time :	Time :	Time :	
Date and time of next meeting:			
Follow Up:			

APPENDIX 5

Child Personal Details

Child's name:
Date of birth/age:
ECE Centre:
Father name:
Mother name:
Occupation:
Residential address:
Contact:
Religion:
Cultural background information:
No. of family members:
Personal
Favourite food/drink:
Favourite colour:
Favourite toy/animal:
Is this the first time you are attending kindergarten?
If not, when did you start attending kindergarten?
Other siblings? <i>Name and ages</i>
What do you want to become when you grow up?

Developmental milestones of each domain?

Use the Observation – Planning Cycle (refer to Figure 9). What is your intention for observing child?

Is it his/her behavior? Is it learning to communicate at the correct developmental age?

Is it assisting the child to refine his/her fine motor skills etc?

Use a variety of activities when choosing what to observe to get a full picture of a child's development.

These activities could include:

- ☐ Looking through books
- ☐ Pretending to be a doctor, nurse, shopkeeper, mother, father, pilot, farmer, carpenter
- ☐ Using play dough, plasticine or clay
- ☐ Cutting and pasting using a variety of materials, e.g. dress fabric, pretty paper, boxes, leaves
- ☐ Pattern making with shells, stones, leaves, buttons, lids or shapes
- ☐ Matching size, colour, shape or size
- ☐ Sequencing size
- ☐ Free drawing and writing
- ☐ Packing up
- ☐ Painting
- ☐ Doing a jigsaw puzzle
- ☐ Constructing with legos
- ☐ Threading
- ☐ Building with blocks
- ☐ Dealing with conflict
- ☐ Playing a table game such as memory, lotto, snakes and ladders or dominos
- ☐ Retelling a story, event, rhyme or song
- ☐ Playing music – singing and playing instruments, dancing, free movement to music
- ☐ Playing in water – filling and pouring, measuring, floating and sinking
- ☐ Sand play
- ☐ Climbing a slide or climbing frame
- ☐ Rolling tyres
- ☐ Throwing and catching balls

Sample Analysis Sheet

Development	A - Mastered	B - Developing	C - Progressing slowly
Physical Development Health and Wellbeing:			Painting – Tomu cannot hold the paint brush properly
Learning to Know:		Pre maths – Tomu is able to sort and classify	
Language and Literacy:		Story time – Tomu enjoys listening to stories (attention span needs improvement)	
Aesthetics, Creativity and the Arts: Music/Movement	Tomu loves to sing and dance		
Living and Learning together: Social skills	Tomu is always sharing his snacks/lunch with friends		
Moral and Spiritual Development: Attitude	Tomu is a well-mannered boy – says please/thank you		

APPENDIX 6

Enrolment Form

Name of Centre:

Date: / /

CHILD'S PERSONAL DETAILS

Surname: Forename:

Middle Name(s):

Chosen Name: Gender: Date of Birth: / /

Address:

.....

Tel No.: Email:

Name of brothers and sisters and their ages:

1. 3.

2. 4.

My child's place in the family: *(please tick)*
☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ Other:
My child likes to play with: *(please tick)*
☐ brothers ☐ sisters ☐ a friend ☐ neighbour's children

My child's favourite activities are:

My child's favourite color is:

When alone my child likes to play with:

My child likes to pretend to be:

When I'm with my child, we usually:

My child's favourite toy is:



FAMILY DETAILS**Name of parents/guardian with whom the child lives.**

Parent/guardian Name: Parent/Guardian Name:

Relationship to Child: Relationship to Child:

Does this parent have parental custody/access? ☐ Yes ☐ No

Names of any siblings:

Parent's/guardian's place of employment and phone numbers

Parent Name: Parent Name:

Employer's Name: Employer's Name:

Employer's Address: Employer's Address:

Employer's Tel No: Employer's Tel No:

Details of child-minder or person who may regularly bring or collect your child to or from preschool (other than parents/guardian)

Relationship to Child:

Name: Tel No:

Address:

Second contact in case of emergency if both parents are unavailable

Relationship to Child:

Name: Tel No:

Address:

Medical/Health Details

Doctor's Name/Health Centre:

Address:

Immunisations to date (including Tetanus):

Is your child up to date with immunisations? ☐ Yes ☐ No

Immunisation Record sighted and copied: ☐ Yes ☐ No

Any Allergies? ☐ Yes ☐ No (If yes, please give details)

.....

Any Special Needs or Disability?

.....

Any Special Dietary Requirements (Medical/Religious?

.....

Any comments for the guidance of the Preschool Supervisor/Teacher?

.....

.....

If you wish to talk to the Preschool Supervisor directly about any confidential problems, please do.

General Information - This Must Be Completed

What is the main religion in your family?

Are there any festivals or special occasions celebrated in your culture that your child will be taking part in and that you would like to see acknowledged and celebrated while he/she is in our setting?

.....

What language(s) is/are spoken at home:

What other information is important for us to know about your child? For example, what they like, fears they may have, any special words they use, or what comforter they may need and when?

.....

.....

Consent

Please indicate below whether you give permission for your child to:

- Attend and participate in activities at the centre ☐ Yes ☐ No
- Be seen by a public health nurse when she/he visits the centre ☐ Yes ☐ No
- Be taken to the Medical Centre in the case of an emergency ☐ Yes ☐ No
- Be photographed by our centre staff and Save the Children Fiji staff to be used for promotional purposes ☐ Yes ☐ No

Terms And Conditions Of Enrolment/Registration

- ☐ I understand that I must give two weeks advance notice in writing before withdrawing my child from the centre.
- ☐ I will not bring my child to the centre should they be sick or have any infectious illness.
- ☐ I agree to collect or arrange for someone to collect my child once informed that they are unwell.
- ☐ I agree to notify the centre as soon as possible if my child is going to be absent.
- ☐ I will inform the centre if anyone other than me will collect my child, and I understand that they must remain at the centre until that permission has been granted.
- ☐ I give permission for the centre to seek medical or specialist advice if considered necessary for my child's wellbeing.
- ☐ I agree that I will provide a healthy nutritious lunch with no junk food for my child.

Parental Declaration

I declare that all the above information is true and correct to the best of my knowledge.

Parent/Guardian Signature: Date: / /

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NOTES