

**L**earning **O**utcomes  
for

**EARLY CHILDHOOD  
DEVELOPMENT  
in the Caribbean**

A CURRICULUM RESOURCE GUIDE







## CREDITS & ACKNOWLEDGEMENTS

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# Table Of Contents

<b>INTRODUCTION</b> .....	3
<b>ORGANIZATION OF THE LEARNING OUTCOME RESOURCE GUIDE</b> .....	4
<b>DRAFT MODEL FOR THE DEVELOPMENTALLY APPROPRIATE LEARNING PROGRAMMES IN ECD</b> .....	6
<b>EARLY CHILDHOOD LEARNING OUTCOMES</b>	
<b>WELLNESS</b>	
Learning Outcome .....	8
Birth to Three .....	9
Three to Five .....	17
Five to Seven .....	25
<b>EFFECTIVE COMMUNICATION</b>	
Learning Outcome .....	34
Birth to Three .....	35
Three to Five .....	43
Five to Seven .....	51
<b>VALUING CULTURE</b>	
Learning Outcome .....	60
Birth to Three .....	61
Three to Five .....	67
Five to Seven .....	73
<b>INTELLECTUAL EMPOWERMENT</b>	
Learning Outcome .....	80
Birth to Three .....	81
Three to Five .....	89
Five to Seven .....	97
<b>RESPECT FOR SELF, OTHERS, AND THE ENVIRONMENT</b>	
Learning Outcome .....	104
Birth to Three .....	105
Three to Five .....	111
Five to Seven .....	119

## RESILIENCE

Learning Outcome.....	126
Birth to Three.....	127
Three to Five.....	135
Five to Seven.....	143

## APPENDICES

I.	Birth to three proposed classroom layout .....	152
II.	Birth to three proposed classroom layout (aerial view).....	153
III.	Birth to three proposed classroom layout (interior view).....	154
IV.	3-5 years old proposed classroom layout.....	155
V.	3-5 years old proposed classroom layout (aerial view).....	156
VI.	3-5 years old proposed classroom layout (interior view).....	157
VII.	5-7 years old proposed classroom layout .....	158
VIII.	5-7 years old proposed classroom layout (aerial view) .....	159
IX.	5-7 years old proposed classroom layout (interior view).....	160
X.	<b>More ideas</b>	
	• Statements.....	162
	• Programme schedules.....	163
	• Helpful classroom rules.....	164
	• Key elements for an ECCE centre.....	165
	• Classroom layout and learning centres .....	166
	• Furniture and equipment .....	167
	• Play and learning materials .....	170

# Introduction

This document represents the collaborative effort of several Caribbean early childhood professionals and practitioners who met in Barbados, May 2004, for a special workshop supported by the Inter-American Development Bank, Caribbean Development Bank and UNICEF Caribbean Area Office, and organized by the Caribbean Child Development Centre (CCDC) of the University of the West Indies, as part of its Child Focus II: Strengthening Early Childhood Development Project.

At the workshop, delegates from 18 Caribbean countries (Anguilla, Antigua-Barbuda, Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts-Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos) sought to achieve the following objectives:

- (a) Share the common goals, values, approaches and outcomes emerging from the best practices in early learning identified in the region.
- (b) Develop a consensus on the foundations for learning by children in early childhood (birth to 7 years).
- (c) Identify what is valuable and applicable for informing early childhood curriculum development at the national level.
- (d) Strengthen regional cooperation and networking.

Workshop participants applied their collective expertise and experience to develop a framework of desirable early childhood learning goals and outcomes for Caribbean children from birth to seven years. The workshop arrived at the consensus that the following **six learning outcomes** should be supported for children of the region:

- (1) **Wellness**
- (2) **Effective Communication**
- (3) **Valuing Culture**
- (4) **Intellectual Empowerment**
- (5) **Respect for Self and Others**
- (6) **Resilience**

The work achieved at the workshop has been further refined to create this document.



## Organization of the Learning Outcomes Curriculum Resource Guide

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The “Learning Outcomes Curriculum Resource Guide” is organized in discrete, colour coded sections for each learning outcome . The format and presentation is user friendly and easy to follow, with photographs and illustrations where appropriate. The flexible binding facilitates easy replication of each page.

For each learning outcome, information is presented for the age groups birth to three, three to five and five to seven under the following headings:

- (1) Mileposts of Development – What children are expected to do
- (2) Signals of Performance in Learning Settings –What we see children doing
- (3) Signals of Appropriate Practices – What we can do to support children's development
- (4) Signals of Inappropriate Practices
- (5) Involving Parents and Community
- (6) Useful Supports and Resources
- (7) Supporting Diversity and Children with Special Needs
- (8) Challenges and Dilemmas Faced – In the Field
- (9) What Really Works – In the Field

Additional examples and information on early learning environments is included in the appendix of “More Ideas.”

The Learning Outcomes Curriculum Resource Guide will be particularly useful to early childhood curriculum developers and caregivers /teachers and parents who desire to uphold appropriate practices in the care, nurture and education of our young children of the Caribbean.

# PARTICIPATING COUNTRIES



ANGUILLA



ANTIGUA AND BARBUDA



BAHAMAS



BARBADOS



BELIZE



BRITISH VIRGIN ISLANDS



CAYMAN ISLANDS



DOMINICA



GRENADA



GUYANA



JAMAICA



MONTSERRAT



ST. KITTS AND NEVIS



ST. LUCIA



ST. VINCENT AND THE GRENADINES



SURINAME



TRINIDAD AND TOBAGO



TURKS & CAICOS ISLANDS



# FROM LEARNING OUTCOMES TO LEARNING GOALS FOR ECD IN THE CARIBBEAN

## Draft Model for Developmentally Appropriate Programmes in Early Childhood Learning Settings

### LEARNING OUTCOMES



#### WELLNESS

A child who is healthy, strong and well-adjusted

1. Physical health and holistic development are promoted.
2. Emotional well-being is nurtured.
3. Sense of belonging and being affirmed is fostered.
4. Protection and safety of self and others is understood and practiced.
5. Ability to assume responsibility for own actions and behaviour is encouraged.
6. Awareness of own preferences, potential, abilities and limitations is encouraged.



#### EFFECTIVE COMMUNICATION

An effective communicator

1. Verbal and non-verbal communication skills are developed.
2. Receptive language skills and expression of information, thoughts and ideas are developed.
3. Creative and expressive skills are encouraged.
4. Emergent literacy and oracy are supported



#### VALUING CULTURE

A child who values own culture

1. Awareness of and an appreciation for own and other cultures are emphasized.
2. Appreciation for local, national and international cultural forms is encouraged.
3. Pride in national and regional identity is promoted.



#### INTELLECTUAL EMPOWERMENT

A critical thinker and independent learner

1. Equitable opportunities for learning, irrespective of gender, disability, age, ethnicity or background are provided.
2. The importance of play as meaningful learning is recognized.
3. An awareness of using gathered information to solve problems, reason and gain understanding of events and experience is promoted.



#### RESPECT FOR SELF, OTHERS & ENVIRONMENT

A child who respects self, others and the environment

1. Knowledge of the limits and boundaries of acceptable behaviour is supported.
2. The ability to express empathy for others is encouraged.
3. Ability to understand and appreciate the views and feelings of others is fostered.
4. Building relationships, connecting links, interacting with family and others are promoted.
5. Showing love and acceptance of others is encouraged.
6. Caring for and protecting the environment are promoted.
7. Working theories for making sense of the living, physical, and material worlds are developed.



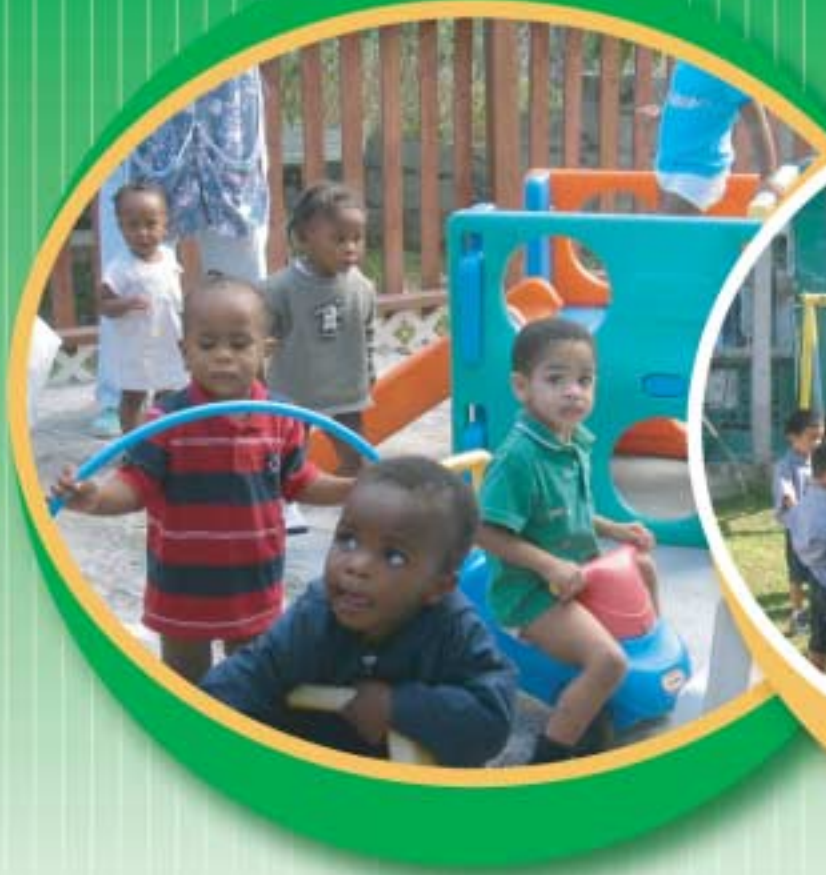
#### RESILIENCE

A child who has coping skills

1. Addressing difficulties, challenges and conflicts using a range of appropriate and acceptable social and coping skills is promoted.
2. Dispositions of persistence, willingness to complete an unpleasant or challenging task or take risks, and perseverance are encouraged.



# Wellness



# Learning Outcome

## 1: WELLNESS

A desirable learning outcome that focuses on developing a child who is healthy, strong and well-adjusted:

### HEALTHY children who:

- Are physically healthy and well developed
- Have the ability to make healthy choices as they discover and learn about their bodies

### STRONG children who:

- Are well-nourished and physically capable
- Feel that they are safe and their well being is protected
- Feel self-assured and competent as they gain control of their bodies, acquiring physical skills

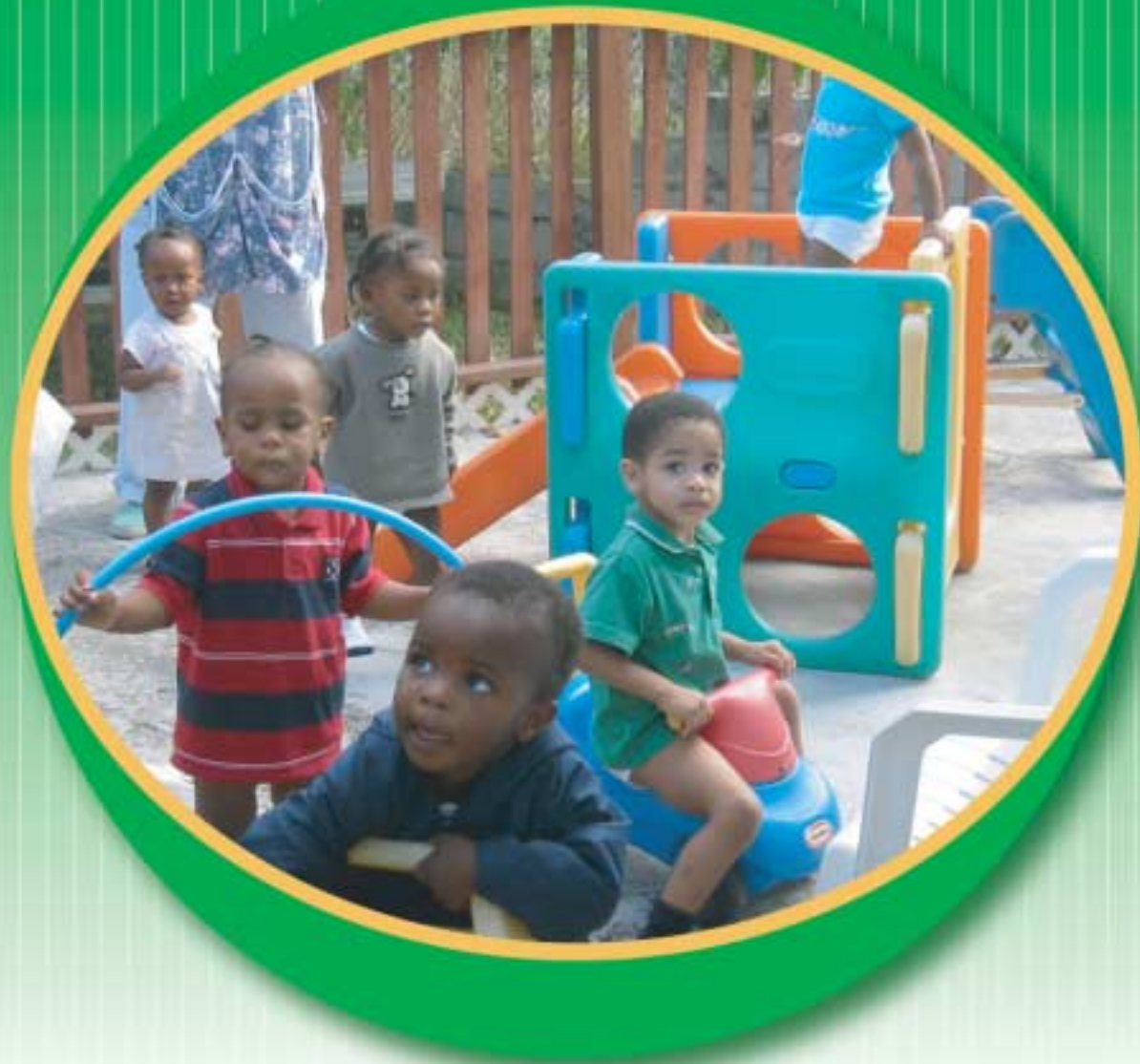
### WELL ADJUSTED children who:

- Are self-affirming and self-confident
- Are aware of their own preferences, potentials, abilities and limitations
- Have a sense of well being and a positive disposition toward life
- Demonstrate sociability toward others and a sense of belonging
- Assume responsibility for their own actions



# Wellness

**BIRTH TO THREE**





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
HEALTHY	<p><i>Between birth and 3 years, children:</i></p> <ul style="list-style-type: none"> <li>Thrive healthily when both their nutritional and emotional needs are met; rest, feed and sleep well.</li> <li>Become increasingly mobile and venture out to explore wider boundaries. This involves risk at times.</li> <li>Discover and learn with all their senses.</li> <li>Become increasingly aware that choices have consequences ; demonstrate some sense and awareness of danger.</li> <li>Indicate their needs vocally, e.g. crying.</li> <li>Show preference for people and for what they want to see, hear, feel and taste.</li> </ul>	<p><i>Birth – 6 month old babies:</i></p> <ul style="list-style-type: none"> <li>Spend much of their time sleeping ; show liking for some foods and rejection of others; cry when hungry or uncomfortable.</li> <li>Turn their heads toward sounds; hold up head while on stomach, stare at and follow moving objects with eyes; thrust arms and legs in play, bat at objects while trying to reach them; smile at others.</li> <li>Stand with support, roll over from front to back, reach for objects with good aim and transfer objects from hand to hand, explore objects with hands and mouth, engage in large muscle play e.g. rocking, bouncing.</li> <li>React to light and are attracted to moving objects; show preference for people, especially faces and voices.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a predictable environment in which children feel safe and able to cope with temporary changes; provide a routine of activities e.g. receiving child at arrival, meal times, outdoor activities.</li> <li>Provide periods of stimulation throughout the day; offer infants and toddlers a variety of objects of various shapes and colours to play with.</li> <li>Promote activities with many opportunities for talking, singing along and interaction with babies, infants and toddlers; play peek-a-boo and hiding games.</li> <li>Make a special effort during routines e.g. diaper changing, feeding, to talk to babies about what will happen, what is happening, what will happen next. Show interest in babies' responses and participation.</li> </ul>
STRONG			
WELL-ADJUSTED			







	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
HEALTHY	<ul style="list-style-type: none"> <li>• Display a biological drive to use their bodies and develop their physical skills.</li> <li>• Gradually gain control of their whole bodies and make strong and purposeful movements with small and large muscles.</li> <li>• Crave close attachment with a special person within their setting because of their need for affection, attention, security and feeling special.</li> <li>• Actively explore their environment with a sense of trust in the adults who care for and protect them in different settings.</li> <li>• Show curiosity and pleasure as they interact with and discover new things in their environment.</li> </ul>	<p>6-12 month old babies:</p> <ul style="list-style-type: none"> <li>• Search for objects out of sight; show fear of strangers; react badly to change.</li> <li>• Enjoy certain activities such as bath time and splashing in water; sit unsupported, roll over both ways, hold cup or bottle to feed self, use pincer grasp (thumb and finger) to pick up small objects.</li> <li>• Crawl/creep well, climb on furniture, rotate trunk while sitting alone, hold object with one hand and manipulate it with the other; explore objects by poking, squeezing, banging dropping, shaking, opening shutting etc; raise body to standing position and sit down again, walk with support, e.g. holding on to furniture or holding adults' hands; might walk alone.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to infants' cries or calls of distress in a calm, tender or respectful manner.</li> <li>• Respect and adjust to infants' individual feeding and sleeping schedules, infants' food preferences and eating styles.</li> <li>• Use brightly coloured cushions/mats to stimulate infants' interest; use lead-free, easy-to-clean paints on walls and chose floor surfaces that are neutral in colour, easy to clean and not abrasive.</li> <li>• Provide stories, pictures and puppets etc. which allow them to experience and express their feelings.</li> <li>• Arrange space so that infants and toddlers can enjoy moments of quiet play by themselves, have ample space to roll over and move freely, and can crawl/move toward interesting objects.</li> </ul>
STRONG			
WELL-ADJUSTED			





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
HEALTHY	<ul style="list-style-type: none"> <li>Show an increasing desire to do things on their own, but crave adult reassurance and support.</li> </ul>	<p><i>12-24 month old toddlers:</i></p> <ul style="list-style-type: none"> <li>Walk alone (by 18 mos.); run, jump, kick at ball; push, pull, drag toys and other play materials around; walk up and down stairs with assistance.</li> <li>Play with nesting and stacking toys; build tower of 2 cubes, dance, walk in circles, use crayons or pencils to make vertical or horizontal strokes, string large beads, use a spoon to feed self, drink from a cup.</li> <li>Open doors, take off clothes, throw and retrieve all kinds of objects; push selves on wheeled objects with good steering.</li> </ul>	<ul style="list-style-type: none"> <li>Keep play areas for younger infants separate from those for crawlers to promote safe interactions among children at a similar stage of development.</li> <li>Provide equipment for gross motor activity.</li> <li>Plan daily opportunities for toddlers to engage in exploratory activities such as water and sand play, painting and play dough manipulation.</li> </ul>
STRONG			
WELL-ADJUSTED		<p><i>24-36 month old toddlers:</i></p> <ul style="list-style-type: none"> <li>Engage in rough and tumble play; build tower of 8 cubes; kick balls, jump at least 4 inches distance, manipulate, push and pull objects.</li> </ul>	







SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<ul style="list-style-type: none"> <li>• All forms of corporal punishment.</li> <li>• Crowded areas with cribs and cots; dark and dingy areas for children to remain for long periods of time; space allows little opportunity for body movement.</li> <li>• Leaving babies, infants and toddlers to lie down/ sleep/ sit down for long periods without stimulating activities.</li> <li>• Minimum amount of time spent in adult/child interaction.</li> <li>• Toys and other materials provided for children are too large to handle or so small that infants could choke on or swallow them.</li> <li>• Sugary foods are used as treats; Infants share bottles, utensils, and bibs.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite paediatricians or developmental specialists to talk with staff and/or parents.</li> <li>• Have parent conferences.</li> <li>• Provide either a Parents' Corner at entrance with helpful information or a one-page newsletter sent home on a regular basis.</li> <li>• Create a parent database with information on each parent and how he/she can be a potential resource person.</li> <li>• Encourage parents and children to accept a child who looks physically different from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Update facilities according to National Standards Document; make community map (or list) of the resources available in the immediate community; invite the Ministry of Health to visit the facility, assess current status and make recommendations.</li> <li>• Visit helpful websites to access references/ journals, regional/ international research, documents.</li> <li>• Have workshops/sessions for caregivers and parents on creating flexible equipment and a variety of interesting materials appropriate for babies' and toddlers' play.</li> <li>• Use indigenous and recycled (trashable) materials to make learning aids as much as possible.</li> </ul>





## Supporting Diversity and Children with Special Needs

- Caregivers and practitioners are to create an inclusive environment, making sure that spatial and environmental organisation, materials and activities enable all children to participate actively; for example, children with various physical challenges eat at the table with the other children.
- Caregivers are to be aware of the symptoms of common illnesses and alert to changes in children's behaviour that may signal illness or allergies. Caregivers are to conduct daily health checks, recording any signs of illness on each child's daily record form. Such details are to be conveyed to parents.
- In rooms that accommodate children with special needs additional adults should be available to assist with activities that require assistance or individualized attention.
- When other toddlers are carrying out gross motor activities such as climbing, running, rolling, a child with physical challenges may become frustrated and will require sensitive adult support, additional resources or adaptations to equipment.







# IN THE FIELD

## Challenges and Dilemmas Faced

- Infants and toddlers rarely go outside because there is no adjacent open/play area.
- Large group size, inadequate staff-children ratios.
- Furniture and equipment are not maintained on a regular basis, neither are children's play materials replaced when damaged.
- Space is inadequate, cramped and unsafe for children's free movement and interaction.
- Poor lighting and ventilation.
- Caregivers are uninformed of health and safety requirements.
- Inadequate storage areas.
- Health records are incomplete or outdated and formal records of medication are not required of parents.
- Rigid adherence to time schedules.

## What Really Works

*In Guyana-*

The Georgetown Municipal Clinic, Mothers' Union Day Care Centre and South Street Nursery School are all located on the same compound. The Clinic is responsible for maintaining pregnant mothers and for providing ante-natal care to mothers and new-born babies. The Clinic is conveniently located next to the Day Care (originally established to assist Mothers who are vendors at the nearby municipal market) and the Nursery School. Children from both facilities can receive emergency attention, if necessary.

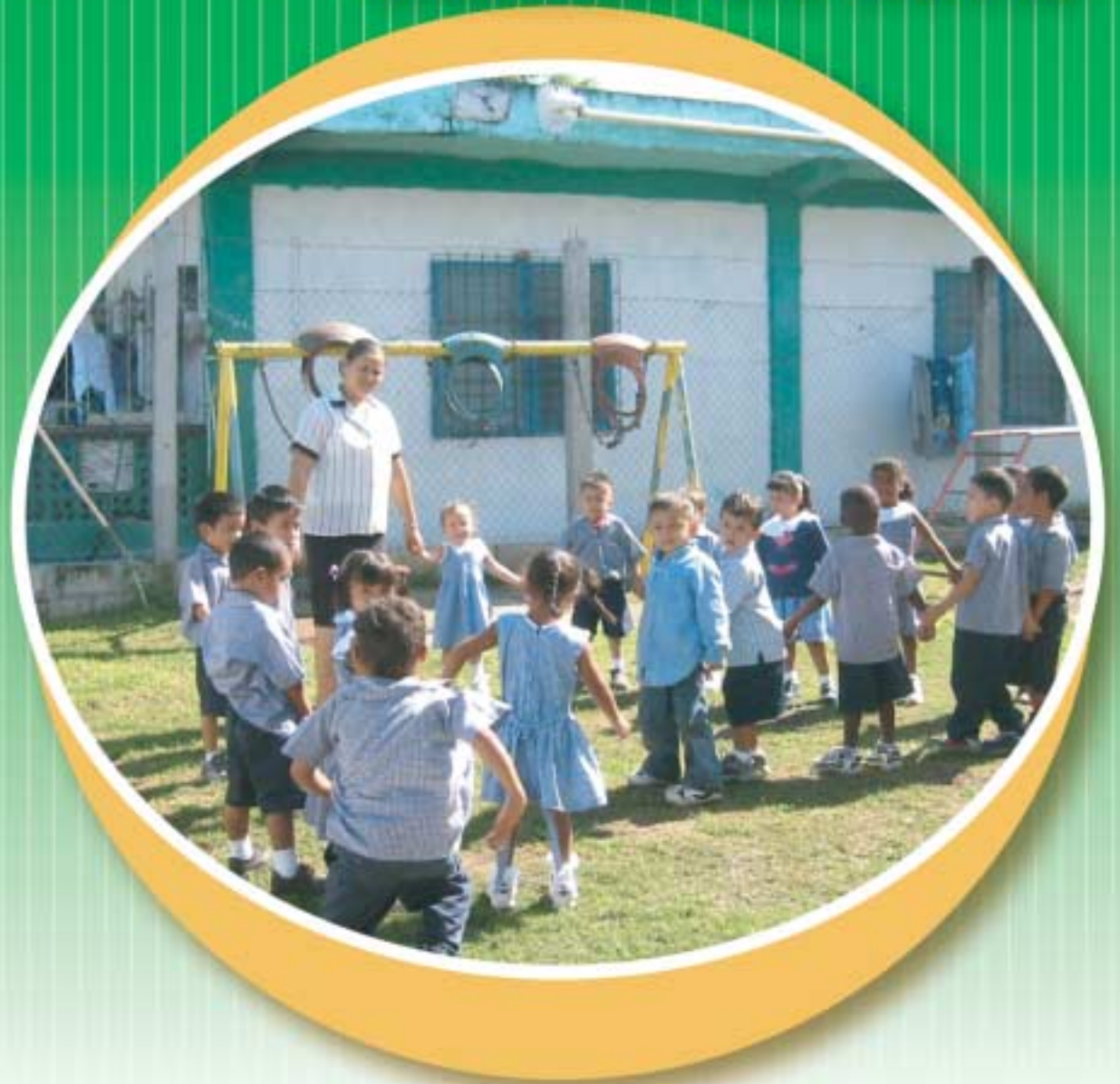
Also, for those children attending either the Day Care Centre or Nursery school, diagnosed illnesses and physical and developmental needs can be monitored conveniently over time and space. The concept of having all three facilities on the same site has proven to be quite fortuitous for parents and children involved, therefore showcasing appropriate practice.





# Wellness

THREE TO FIVE





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
HEALTHY	<ul style="list-style-type: none"> <li>• Demonstrate pride and satisfaction in their increasing independence and ability to do things for themselves.</li> <li>• Engage in various activities with energy, enthusiasm and joy.</li> <li>• Begin to understand right from wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• Dress themselves, e.g. button own clothes, brush teeth, bathe with decreasing need for assistance.</li> <li>• Practice basic personal hygiene, e.g. washing hands after toileting and before meals.</li> <li>• Demonstrate understanding of difference between appropriate and inappropriate touching e.g reject/complain about such touching.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide learning centers and allow each child to interact with center of choice. Centres should provide for dramatic play, building with blocks and other materials, creative expression, library/ listening/writing, manipulative games/activities, science/discovery, physical/motor development.</li> <li>• Encourage children as often as possible to do things for themselves, e.g. dressing, feeding, toileting , and assist with classroom chores e.g. clean -up, distributing items etc.</li> </ul>
STRONG	<ul style="list-style-type: none"> <li>• Learn to respect and care for their bodies; recognize good and bad health, safety and nutrition practices.</li> <li>• Know and distinguish gender and different body parts.</li> </ul>	<p>Show curiosity and interest in different sounds, smells, tastes, textures etc.</p>	<ul style="list-style-type: none"> <li>• Keep physical-motor activities short, varied and interesting as 3-5 year olds tire easily.</li> </ul>
WELL-ADJUSTED	<ul style="list-style-type: none"> <li>• Use all their senses when involved in an activity.</li> </ul>		







	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
HEALTHY	<ul style="list-style-type: none"> <li>Use their upper and lower limbs and whole body competently for balancing and other locomotor skills.</li> <li>Develop master/control/coordination of small muscles e.g. use of finger muscles with dexterity; hand-eye coordination.</li> <li>Recognize and avoid dangerous situations.</li> <li>Exhibit increasing endurance with long periods of high energy.</li> <li>Play cooperatively with other children, including games with rules; however they do not respond well to competition as they hate to lose.</li> </ul>	<ul style="list-style-type: none"> <li>Practice skills requiring eye-hand coordination , e.g. cutting, tearing, pasting, drawing, modeling with playdough/ plasticene etc.</li> <li>Show dexterity in fine motor coordination such as fitting (5-20 piece) puzzles, stringing beads, tracing templates, using pencils, colouring with crayons etc.</li> <li>Pedal a tricycle, use upper and lower limbs and whole body to jump, hop, run, skip, balance, throw, kick, ride, swim.</li> <li>Use toys and tools safely.</li> <li>Plan and discuss with each other, who should do what.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities <b>each_ day</b> for gross motor development through activities such as running, skipping, jumping, hopping, balancing etc.</li> <li>Provide opportunities <b>each_ day</b> to sort, group, categorize, match, count and sequence.</li> <li>Provide appropriate and safe play equipment e.g. jungle gym, swings, slides, monkey bars etc., on safe surfaces.</li> <li>Provide nutritious energy-giving foods.</li> <li>Help children understand and cope with strong feelings by giving them words to use when they are angry, sad, disappointed etc., e.g. "I see you are angry at Mary because she took your game".</li> </ul>
STRONG			
WELL-ADJUSTED			





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
HEALTHY	<ul style="list-style-type: none"> <li>Begin to form and appreciate peer group friendships.</li> <li>Show desire for adult's presence and assurance.</li> <li>Participate as member of a group.</li> <li>Share things spontaneously.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in simple board and table top games.</li> <li>Show enjoyment in singing songs, listening to stories over and over.</li> <li>Show increasing interest in group pretend games.</li> <li>Engage in social play that sometimes tests limits.</li> </ul>	<ul style="list-style-type: none"> <li>Observe how each child plays/ interacts with other children as they are engaged in play, free, self-selected and structured activities.</li> <li>Guide children to request, bargain, negotiate, apologize, etc. in socially accepted ways.</li> </ul>
STRONG	<ul style="list-style-type: none"> <li>Express both positive and negative feelings and emotions behaviourally, even if unable to label them.</li> <li>Display a developing concept of self and sense of honesty and fairness.</li> <li>Show curiosity and interest in exploring.</li> </ul>	<ul style="list-style-type: none"> <li>Accept challenges and begin to demonstrate problem solving and conflict resolution skills.</li> <li>Show joy, anger, sadness by facial and body expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide specific praise to help each child understand the true value of actions.</li> <li>Provide a comfortable place for a child to be alone and for quiet play/ activity.</li> </ul>
WELL-ADJUSTED	<ul style="list-style-type: none"> <li>Begin to develop social and self-help skills and habits.</li> </ul>	<ul style="list-style-type: none"> <li>Ask many questions, always wanting to find out more.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and carefully supervise a safe, healthy environment for children.</li> <li>Anticipate and prevent accidents or problems before they occur.</li> </ul>







	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
HEALTHY	<ul style="list-style-type: none"> <li>Show desire for adult's presence and assurance.</li> <li>Accept rules and limits set by adults.</li> <li>Know their phone number, address and other personal information.</li> </ul>	<ul style="list-style-type: none"> <li>Display individuality and personal preferences; make choices, e.g. select and put on own clothes to be worn.</li> <li>Share personal and family information with others.</li> <li>Show pride in personal achievements.</li> <li>Show awareness of own limitations.</li> <li>Seek adult attention and are more cooperative with adults.</li> </ul>	<ul style="list-style-type: none"> <li>Respond warmly to children and guard their safety while encouraging them to do what they are capable of doing for themselves.</li> </ul>
STRONG			
WELL-ADJUSTED			





SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<ul style="list-style-type: none"> <li>Materials for fine and gross motor activities are unattractive or in disrepair.</li> <li>Children hardly encouraged to explore new activities, but do the same things over and over.</li> <li>Careless supervision and monitoring of children's safety indoor and outdoor.</li> <li>Adults do things for children that they can do themselves because it is faster and less messy.</li> <li>Playtime is permitted only for a brief period early in the morning or late in the afternoon resulting in some children missing it all together; children are mostly expected to sit quietly doing rote tasks.</li> <li>Low emphasis on offering children choice; teacher is chief decision-maker; children's efforts are judged by adult standards.</li> </ul>	<ul style="list-style-type: none"> <li>Ask parents to assist with collection of discarded/ recycled materials.</li> <li>Encourage and guide parents to create from collected discards, appropriate play equipment and instructional materials for gross and fine motor development.</li> <li>Send home information to parents that describe activities that can be done and enjoyed by the whole family, e.g. bowling with a ball and empty soda containers or plastic juice bottles.</li> <li>Encourage parents to pack nutritious lunches/snacks for their children, including fruits and natural fruit juices. Share healthy snack ideas with parents.</li> </ul>	<ul style="list-style-type: none"> <li>Make use of discarded or recycled materials for playground equipment e.g. used tyres, shipping barrels, large, sturdy carton boxes, oversized electrical wire reels etc.</li> <li>Smaller discarded/recycled items such as plastic bottles, different sized cans, cotton thread reels, old magazines, calendars, newspapers etc can be used for making indoor play materials and tabletop games.</li> <li>Invite resource persons such as a health worker, physician/dental hygienist, nurse, nutritionist, and general safety personnel e.g. fireman, security forces etc., ophthalmologist, ENT specialist, paediatrician etc to assist with health and safety projects and for Parent Teachers Association(PTA) or Home School Association(HSA) meetings.</li> </ul>







## Supporting Diversity and Children with Special Needs

- Children with special needs can participate in outdoor play and physical activities with some adaptations to the equipment and activities. The teacher must consider the developmental level and abilities of the individual child when planning for physical experiences.
- Children with mental retardation can participate in most outdoor activities but need more encouragement and praise than other children. Adults must help them establish motor patterns by moving them into positions or modeling behaviours over and over. Repetition is quite often necessary.
- Children with visual disabilities can participate in many climbing and sliding experiences without adaptations. The teacher/caregiver needs to be attentive to lighting and choice of equipment.
- Children with auditory disabilities/challenges are rarely prevented from participating fully in physical activities. These children should be placed in front of the teacher/caregiver so they can read lips and have the best opportunity for hearing directions.
- Care should be taken to contact and seek the cooperation of parents whose children have allergies to certain types of foods sometimes served for snacks, e.g. citrus fruits or nuts (which are particularly dangerous). Teachers/caregivers can reinforce the idea of not sharing foods or ask parents not to send foods to school that are dangerous for some children.





# IN THE FIELD

## Challenges and Dilemmas Faced

- Vandalism.
- Inadequate play area and playground equipment.
- Restricted/limited scheduling for outdoor activities due to inadequate space and overcrowded conditions.
- Limited resources and space for indoor play & activities e.g. music and movement.
- Outdoor play area is affected by weather conditions, either dry and dusty during drought or muddy and uneven during the rainy season.
- Outdoor play equipment/materials are in disrepair or in need of replacement and financial resources are limited.
- In schools where the shift system applies, classroom environments are better left bare.
- Some classrooms/schools are used for other purposes so instructional materials and environment are affected.

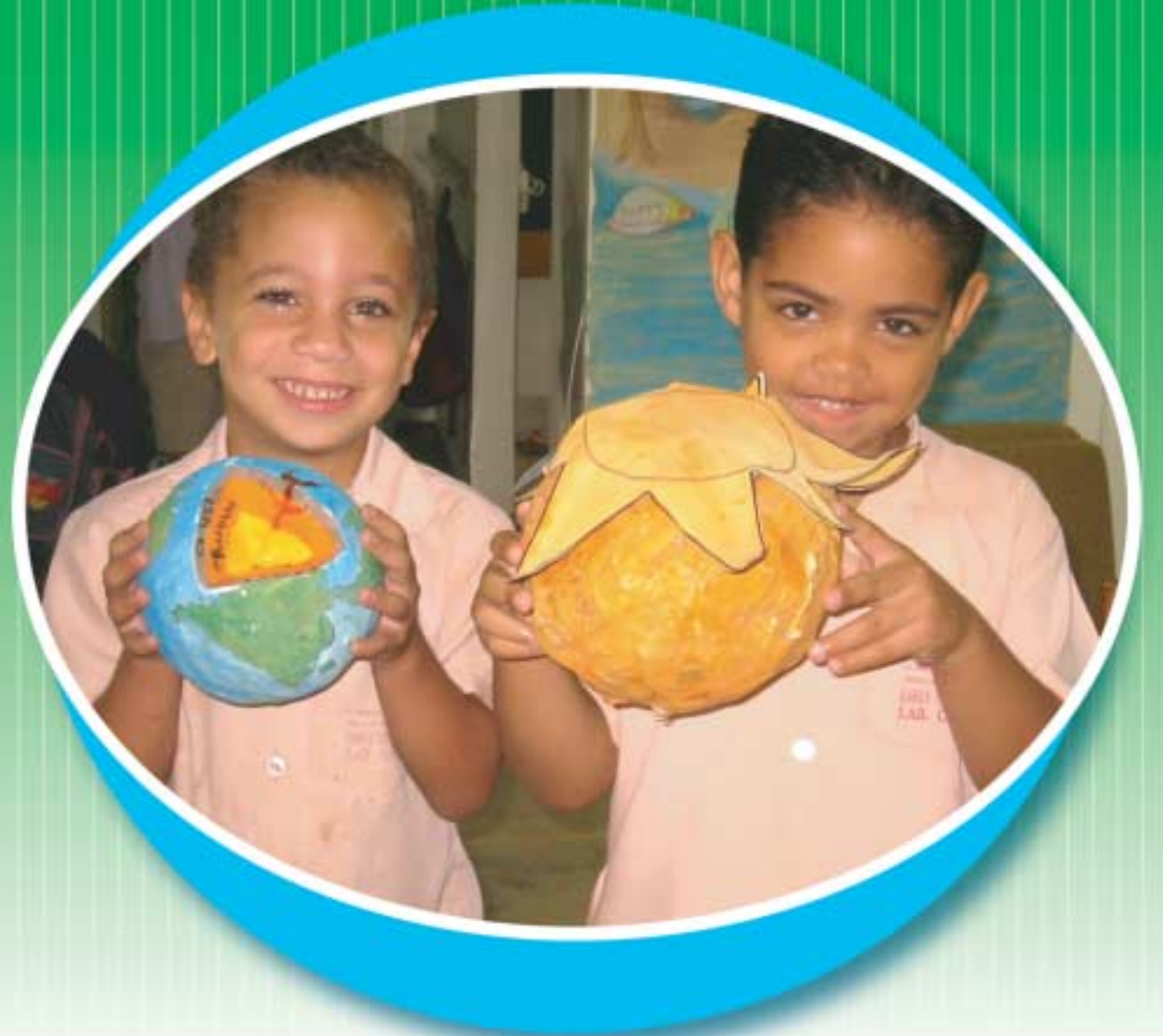
## What Really Works

In the Bahamas, a private special needs school offers a programme for three to seventeen year olds. The school provides a full-time individualized programme to students who are unable to succeed in the mainstream classroom because of physical, neurological or cognitive disabilities.

Emphasis is placed on training those who interact with the children – teachers, caregivers, and parents. These persons receive on-going training and professional development (from specialized personnel) in the areas of reading diagnosis, targeted teaching and special needs recognition, strategies and intervention. For older children, vocational training and job placement are individualized as well.

# Wellness

FIVE TO SEVEN







	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
HEALTHY	<ul style="list-style-type: none"> <li>• Demonstrate curiosity about themselves, others and the world around them. They are persistent in wanting their questions answered.</li> <li>• Enjoy active play, especially use of outdoor playground equipment.</li> <li>• Demonstrate competence in self-help skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing interest in peer group e.g. having special friends, exclusive cliques etc.; prefer play with same-gender peers.</li> <li>• Engage joyfully in outdoor and dramatic play with peers e.g. police, fireman, shop, market, family and other themes; begin to participate in more structured, rehearsed plays.</li> </ul>	<ul style="list-style-type: none"> <li>• Involve children in a variety of health and safety projects (e.g. nutrition, dental health, exercise, personal hygiene, prevention of substance abuse) that help them learn important concepts about health and safety.</li> <li>• Encourage children to demonstrate and share their creative ideas and skills while working on projects.</li> </ul>
STRONG	<ul style="list-style-type: none"> <li>• Demonstrate increasing awareness of the importance of hygiene.</li> <li>• Show interest in fair play but are apprehensive about competitive activities (they do not like to lose).</li> </ul>	<ul style="list-style-type: none"> <li>• Dress and undress, engage in feeding and toileting needs independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate and reinforce their knowledge of health and safety practices and routines into children's daily habits, at school and at home.</li> </ul>
WELL-ADJUSTED	<ul style="list-style-type: none"> <li>• Show self-confidence and willingness to take risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Make decisions about preferred activities quite readily; chose to play particular games as motor coordination and skills improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and provide daily outdoor periods (including snack breaks and extended lunch time, nature walks, rambles, exploration) for children to learn about outdoor environments, experience unstructured time, get fresh air, play and express themselves freely.</li> </ul>





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
HEALTHY	<ul style="list-style-type: none"> <li>Continue to grow and develop at a slower rate than before but relatively steady with growth spurts.</li> </ul>	<ul style="list-style-type: none"> <li>Will practice to improve a chosen skill or talent e.g. a sport or musical instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Provide age-appropriate, safe equipment (e.g. balls, bats, jump ropes, hoops, balance beams, ladders, climbing structures) and play spaces for children to play freely and participate in organized games and sports.</li> </ul>
STRONG	<ul style="list-style-type: none"> <li>Demonstrate greater motor coordination and control in fine motor skills e.g. plaiting and writing, as well as gross motor skills such as balancing, running and jumping.</li> </ul>	<ul style="list-style-type: none"> <li>Judge appropriate socially acceptable behaviours (anger, frustration affection, enthusiasm); display a sense of right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>Provide places indoor and /or outdoor for quiet activity and reflection or nature study.</li> </ul>
WELL-ADJUSTED	<ul style="list-style-type: none"> <li>Demonstrate improved competencies in throwing and catching a ball, as well as skills that require following instructions such as dancing and swimming.</li> <li>Enjoy increasingly better health fewer illnesses and infections.</li> <li>Demonstrate clear evidence of right or left-handedness.</li> </ul>	<ul style="list-style-type: none"> <li>Show dislike for competition; might become upset or "cheat" to avoid losing.</li> <li>Take initiative and start a task on their own.</li> <li>Express their ability or inability to do things.</li> <li>Accept consequences and are accountable for their own actions and behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>Provide materials to refine fine motor skills, e.g. puzzles, sewing braiding, writing, drawing, stringing etc.</li> <li>Plan opportunities for children to actively participate in motor development activities, games, sports, recreation or dance.</li> <li>Assist children in acquiring and refining their physical skills.</li> </ul>





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
HEALTHY	<ul style="list-style-type: none"> <li>Take pride in being independent and in looking after most of their personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>Display better physical coordination e.g., adept at walking on a balance beam, catching &amp; throwing a ball, manoeuvring curves, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Support, supervise and monitor children's engagement in physical activity.</li> </ul>
STRONG	<ul style="list-style-type: none"> <li>Cooperate as a member of a team and participate better in team sports and group activities.</li> <li>Show eagerness to please adults and copy the behaviour of those they admire.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in increasingly complex gross motor tasks and organized games &amp; activities such as rounders, cricket, ring games etc.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that playground equipment is designed to conform to recognized standards for the protection of children's health and safety and are consistently monitored and maintained by adults.</li> </ul>
WELL-ADJUSTED	<ul style="list-style-type: none"> <li>Maintain strong interest in pretend play and then trying things out for real.</li> <li>Show more interest in toilet humour and in their own genitals. Questions about reproduction, sexual intercourse and gender matters are common.</li> <li>Form friendships even though these might last for brief periods only.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out with accuracy, fine motor activities requiring hand-eye coordination e.g., cutting with scissors, etching, paper weaving.</li> <li>Paint, colour and write in a restricted or controlled space.</li> <li>Write legibly (alignment, formation and spacing are much improved).</li> <li>Create drawings with some detail, including people and houses.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of ways of flexibly grouping children to allow them to work and play with others.</li> <li>Include group/team games as a teaching strategy.</li> <li>Allow all children to have a chance at being class-room monitor and to experience carrying out a variety of responsibilities. A daily or weekly roster works well for this.</li> </ul>







	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
HEALTHY	<ul style="list-style-type: none"> <li>Take pride in being independent and in looking after most of their personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in team/group activities based on their own selection and preference.</li> </ul>	<ul style="list-style-type: none"> <li>Allow children to volunteer for specific tasks.</li> </ul>
STRONG	<ul style="list-style-type: none"> <li>Cooperate as a member of a team and participate better in team sports and group activities; form friendships.</li> <li>Show eagerness to please adults and copy the behaviour of those they admire.</li> </ul>	<ul style="list-style-type: none"> <li>Work without adult supervision.</li> <li>Adhere to classroom/safety rules and regulations and accept consequences.</li> <li>Exercise caution during work and play (risk-taking is not inhibited).</li> </ul>	<ul style="list-style-type: none"> <li>Give appropriate praise and positive feedback. Avoid being too critical as this can directly damage self-confidence.</li> <li>Reassure children when they make mistakes, as five to seven year olds value what adults think of them.</li> </ul>
WELL-ADJUSTED	<ul style="list-style-type: none"> <li>Maintain strong interest in pretend play and then trying things out for real.</li> <li>Show more interest in toilet humour and in their own genitals. Questions about reproduction, sexual intercourse and gender matters are common.</li> </ul>	<ul style="list-style-type: none"> <li>Exercise good judgment in dangerous situations.</li> <li>Encourage and support friends and peers.</li> <li>Assume roles and responsibilities in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to be kind, helpful and supportive toward each other.</li> <li>Support children's need/desire to venture out into the wider community and new experiences e.g. through organized field trips or shorter, informative walks to interest spots in the community.</li> </ul>





SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<ul style="list-style-type: none"> <li>• Class size exceeding more than 25 children as this prevents teachers from individualizing attention and instruction.</li> <li>• Physical education activities cancelled on a frequent basis in order to accommodate more academic ones.</li> <li>• Classroom furniture (e.g. heavy wooden combination desk-bench units) limits movement of both furniture and children and prevents meaningful music/movement and other physical activities indoors.</li> <li>• Teachers/caregivers have so many duties that they do not have enough time to get to know and establish relationships with each child.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage parents to get involved in their children's physical development by sending home descriptions of activities that can involve the whole household e.g. bowling (use a ball and empty soda cans or plastic juice bottles), catching and throwing, tag games etc.</li> <li>• Have parents collect recycled materials, "trashables" such as clean, thick socks and pantyhose, different sized plastic bottles, bottle caps, shower curtains, tarpaulin, shipping barrels, rope, clean cans of different sizes, old car tyres/inner tubes, reels, large and small carton boxes, buckets, wire hangers etc.</li> <li>• Invite parents and other community members to participate in planned workshops to create/make instructional materials for both gross and fine motor development.</li> <li>• Advise parents on packing nutritious snacks for their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite resource persons such as the health worker, physician, dentist/dental hygienist, nurse, nutritionist, general safety personnel, e.g. fireman, representative of national safety/disaster preparedness organization, security forces etc, ophthalmologist, ENT specialist etc, to assist with health and safety projects and for PTA/HSA meetings.</li> <li>• If a breakfast and/or lunch programme is offered, this should be guided by national or international guidelines /standards on nutritional requirements for children. Balanced meals for children with special dietary restrictions must be provided.</li> <li>• Invite representatives from local food manufacturers and distributors within the school community, to participate in school -wellness projects. In addition to supplying nutrition products, they can help promote good health and nutrition practices by sharing information with school canteen, kitchen staff, parents; can also sponsor sports events and dance festivals etc.</li> </ul>





## Supporting Diversity and Children with Special Needs

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- Adapt areas and materials where necessary to make them wheelchair accessible or to add visual or auditory cues and information to help all children experience planned activities as independently as possible.
- Make adaptive equipment available so that all children can experience what adaptive equipment actually feels like and therefore be less wary of it. Close supervision is necessary for this.
- Where special needs children are mainstreamed into an integrated programme/learning setting, provide additional supervision to allow for individualized attention.
- Where children with orthopedic disabilities are involved in programmes, consult with specialist doctors or physical therapists regarding the levels of physical activities to be included and the changes to be made to the learning environment.







# IN THE FIELD

## Challenges and Dilemmas Faced

- Transition experiences -making the transition from home to preschool and then from preschool to primary school is often traumatic for children as they move from familiar to unfamiliar settings which are different in physical environment, programme schedule and time and teaching /learning methodologies, etc.
- Inadequate supply of resources, instructional and play materials for gross and fine motor development.
- Spaces are frequently inadequate for free, organized physical activity. Some learning settings have adequate spaces but conditions of safety and appropriateness are questionable.
- Food vendors who surround school areas and are positioned at school entrances often sell junk food items.

## What Really Works

In the Bahamas, Jamaica and Trinidad arrangements are made between the relevant teachers of pre-schools and primary schools ahead of the new school year, for the 5-6 year old children making the transition to Grade 1 primary, to visit the schools and classrooms in which they will be placed. The children are allowed to spend either the whole day or a couple of mornings getting acquainted with new faces, routines and the new environment.

At some primary schools in Jamaica, newly registered children for Grade 1 are required to attend one month of summer school during which children and teachers get to know one another. At this time when the school is less crowded and intimidating, teachers provide a rich reading readiness programme of activities after which they are able to group the children appropriately for the new term. Some Grade 1 teachers provide learning centres that allow children choice and variety of activities. Some centres include, Dress-up, Home, Shop, Blocks. In addition table-top activities are provided.

# Effective Communication



# Learning Outcome

## 2: EFFECTIVE COMMUNICATION

A desirable learning outcome that focuses on developing a child who is an effective communicator with:

### COMMUNICATION SKILLS:

Verbal and non-verbal.

### LANGUAGE SKILLS

**Receptive** language; **expressive** language to share information, thoughts and ideas; **creative** language skills.

### EMERGENT LITERACY AND ORACY



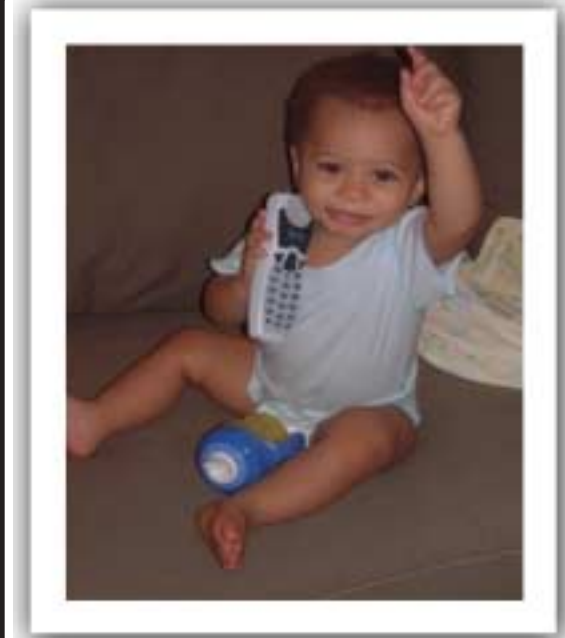
# **E**ffective Communication

**BIRTH TO THREE**





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>COMMUNICATION SKILLS</b>  <b>Verbal and Non- Verbal</b>  <b>LANGUAGE SKILLS</b>  <b>Receptive, Expressive and Creative</b>	<p><b>Verbal and Non-verbal</b></p> <ul style="list-style-type: none"> <li>Demonstrate awareness of sounds in the environment.</li> <li>Listen and respond to the speech and voice of those around them and are startled or cry at unexpected noises.</li> <li>Recognize and turn to familiar voices and smile.</li> <li>Respond to comforting voice tones.</li> <li>Vocalize two to three different vowel sounds between 3 and 9 months.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to voices and make small cooing sounds, enjoy being talked to, gurgle and squeal, begin extended vowel sounds, start to laugh and have different cries for different needs.</li> <li>Between 4 to 6 months, sputter, babble and try to mimic sounds.</li> <li>Between 6 to 9 months:, make longer and more varied sounds, experiment with producing sounds of varied volume and pitch, make 2 - syllabled sounds, vocalize 3 different vowel sounds and imitate vocalization.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in many one-to-one, face-to-face interactions with infants.</li> <li>Talk in a pleasant, calm voice, using simple language (not baby talk) and frequent eye contact while being responsive to the child's cues.</li> <li>Observe, listen and respond to sounds that infants make, imitate their vocalizations, and appreciate infants' sounds as the beginnings of communication.</li> <li>Frequently talk with, sing to and read to infants.</li> <li>Observe infants at play and engage them in appropriate games, such as 'peek-a-boo,' 'Round-and-round-the-garden,' 'This little piggy'.</li> </ul>
<b>EMERGENT LITERACY AND ORACY</b>			





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>COMMUNICATION SKILLS</b>  <b>Verbal and Non- Verbal</b>  <b>LANGUAGE SKILLS</b>  <b>Receptive, Expressive and Creative</b>  <b>EMERGENT LITERACY AND ORACY</b>	<p><b><u>Receptive, Expressive and Creative</u></b></p> <ul style="list-style-type: none"> <li>Use their developing physical skill to make social contact.</li> <li>Young babies convey messages about what they want and need, as well as how they feel e.g. different cry to express different needs.</li> <li>Learn that their voice and actions have effects on others.</li> <li>Between 4 to 6 months, respond to changes in the tone of a familiar voice, and sounds other than speech.</li> <li>Look in an interested or apprehensive way for the source of sounds such as a dog barking, a car alarm going off or a telephone ringing.</li> </ul>	<p><i>9 to 12 months</i></p> <ul style="list-style-type: none"> <li>Say simple words such as "cat," "juice," "come," understand , "no," mimic sounds, use gestures to make wants known, look at pictures in a book and turn the pages.</li> </ul> <p><i>12 to 15 months</i></p> <ul style="list-style-type: none"> <li>Young toddlers enjoy singing, can vocalize four different vowel-consonant combinations, say several words, say "no" and shake head.</li> <li>Identify and name objects while pointing, identify pictures in books, make marks on paper, scribble spontaneously and like being read to, looking at picture books, saying nursery rhymes and doing finger plays.</li> </ul>	<ul style="list-style-type: none"> <li>Place sturdy cardboard books on low shelves or stands for children's easy access.</li> <li>Respond quickly to toddlers' cries or other signs of distress, recognising that toddlers have few words with which to communicate their needs.</li> <li>Read frequently to toddlers individually or in small groups. Sing with toddlers, do finger plays, act out simple stories or folktales with children participating actively, or tell stories using a flannel board and allow children to manipulate and place figures on the board.</li> <li>Talk regularly with children throughout the day. Speak clearly, listen to their responses and provide opportunities for the children to talk to each other.</li> </ul>







	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
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<b>COMMUNICATION SKILLS</b>  <b>Verbal and Non- Verbal</b>  <b>LANGUAGE SKILLS</b>  <b>Receptive, Expressive and Creative</b>  <b>EMERGENT LITERACY AND ORACY</b>	<p><b><u>Emergent literacy and oracy</u></b></p> <p>Between 7 to 12 months:</p> <ul style="list-style-type: none"> <li>Listen when spoken to, turn and look at a face when called by name; enjoy games and finger plays such as 'Peek-a-boo' and 'Pat-a-cake.'</li> <li>Recognize familiar words such as 'Daddy,' 'juice,' 'telephone,' 'car' and begin to respond to requests and questions "Give Mummy the keys" and "Go down?"</li> </ul> <p>Between 1 to 2 years:</p> <ul style="list-style-type: none"> <li>Point to pictures in a book when named and identify body parts when asked; follow simple commands, "Pick up the cup" and understand simple questions such as "Where do you want to go?" Toddlers also enjoy listening to simple stories, songs and rhymes, and may want them repeated quite often.</li> </ul>	<p>Between 15 to 18 months,</p> <ul style="list-style-type: none"> <li>Say 10 to 20 words, put short words together ("Go bed," "want juice"), scribble spontaneously, imitate single words, make first sentence and enjoy interactive games.</li> </ul> <p>Between 18 to 24 months,</p> <ul style="list-style-type: none"> <li>Say 20 to 50 words, make 3-word sentences, use words to make wants known, combine words and gestures, point to and name three body parts.</li> <li>Enjoy active play with small objects, explore different qualities of play materials, show interest in attributes of objects - texture, shape, size, colour and enjoy listening to simple stories read from picture books, especially stories with repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Engage individual children and small groups in conversations about real experiences, projects and current events of interest to the children.</li> <li>Encourage children to describe their ideas.</li> <li>Respond attentively to the children's initiatives.</li> <li>Plan experiences to enhance children's ability to listen and observe.</li> </ul>





	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>COMMUNICATION SKILLS</b>  <b>Verbal and Non- Verbal</b>   <b>LANGUAGE SKILLS</b>  <b>Receptive, Expressive and Creative</b>   <b>EMERGENT LITERACY AND ORACY</b>	Between 2-3 years: <ul style="list-style-type: none"> <li>Expand vocabulary dramatically; understand more complex commands, such as "Pick up your cup and come to the table." They are able to understand concepts such as hot/cold, fast/slow.</li> </ul>	Between 24 to 30 months, <ul style="list-style-type: none"> <li>Use three-word sentences, know object names before being able to say them, enjoy word and rhyme games, use words to express self effectively and ask "why?"</li> </ul> Between 30 to 36 months: <ul style="list-style-type: none"> <li>Begin to do problem-solving, develop fantasy in language, understand at least two prepositions, use compound sentences, use adjectives and adverbs.</li> <li>Have a speaking vocabulary that may reach 200 words, can recount events of the day.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and observe the children as much as possible.</li> </ul>





SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<ul style="list-style-type: none"> <li>Caregivers rarely play or interact with infants and toddlers.</li> <li>Room decorations are at adult eye level.</li> <li>Play areas are sterile, designed for easy cleaning, but are unstimulating to the infants' senses.</li> <li>Activities are either too strictly time scheduled or completely unstructured and unpredictable.</li> <li>Caregivers have little time for special needs children, who are often overlooked and neglected.</li> <li>Adults do not understand the importance of solitary and parallel play and expect children to play with others all the time.</li> </ul>	<ul style="list-style-type: none"> <li>Caregivers and practitioners work in partnership with parents, communicating daily in order to build mutual understanding and trust in ensuring the welfare and optimal development of each child.</li> <li>Frequent meetings with parents or established 'open-door' policy promote an atmosphere cooperation, as caregivers and parents confer in making decisions about how best to support children's development. Problems, concerns, or differences of opinion are quickly dealt with as they arise.</li> </ul>	<p>Appropriate group experiences are critical to effective learning in the early years. It is recommended that group sizes for appropriate early group experiences observe the following guidelines:</p> <p>Group size:</p> <ul style="list-style-type: none"> <li>For children not yet mobile, group sizes should be no larger than 6 and the caregiver to infant ratio should be no more than 1:3.</li> <li>For children who are able to crawl and others up to 18 months, the group size should be no more than 9, with a ratio of no more than 1:3.</li> <li>For children who are 18 months to three years, group size is recommended at no more than 12, with a ratio of 1:4.</li> </ul>





## ***Supporting Diversity and Children with Special Needs***

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- Children need to know that their home language is valued without being pressured to respond in any particular way that is foreign/strange to them.
- Children who experience severe communication difficulties should be encouraged to use non-verbal ways of making contact. These children should be made to feel that their attempts to listen and respond are being valued as others' attempts are valued.
- In learning settings where there are children with language impairment or communication disorder, opportunities for sharing meanings are important, so, for example, there is the need for using signs and words.
- Young children are more willing to communicate when all their needs are met, that is, when they are rested, well-fed and not in need of changing.





# IN THE FIELD

## Challenges and Dilemmas Faced

- Bilingual and multi-lingual settings for caregivers who are conversant in only one of the languages.
- Overcrowded conditions - large groups with low adult-child ratios.
- Inadequate space for movement, small group activity and children's learning centres.
- Inadequate number of caregivers to provide adequate time and attention to children, especially those with special needs.
- Inappropriate adult responses to babies and young children who cannot yet talk and only know how to indicate their refusal by turning away or screaming. Caregivers are encouraged to keep calm and to respect the child's way of conveying the message.
- In group settings, babies are generally separated from older children. The challenge is to create opportunities for all children to be together or times for talking, interacting and making friends.

## What Really Works

### *In Jamaica and Guyana:*

Some parenting programmes operate through clinics. Each pregnant mother who is registered at a public clinic for ante-natal care becomes a member of a group of other pregnant mothers. The group attends regularly scheduled meetings that coincide with regular check-up appointments.

Mothers-to-be meet with various specialists such as nutritionist, nurse, counsellor, paediatrician, obstetrician, etc. at each meeting. Programmes for parenting support meetings include "Ways to prepare mother's body to care for baby," "Giving the new-born a bath" along with demonstration, "Early stimulation activities for babies" etc. Mothers-to-be learn about their babies as they develop in the womb. They discuss the pros and cons of various forms of delivery. After baby is born, mothers continue in their support groups, to learn about caring for and communicating with their baby.

# **E**ffective **C**ommunication

**THREE TO FIVE**







	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>COMMUNICATION SKILLS</b>  <b>Verbal and Non- Verbal</b>   <b>LANGUAGE SKILLS</b>  <b>Receptive, Expressive and Creative</b>   <b>EMERGENT LITERACY AND ORACY</b>	<p><b><u>Verbal and Non-Verbal</u></b></p> <ul style="list-style-type: none"> <li>Respond when called by name and follow simple directions.</li> <li>Expand vocabulary and speak in fairly complex sentences.</li> <li>Enjoy listening to stories and repeating simple rhymes.</li> <li>Enjoy telling jokes and using funny or nonsense words.</li> <li>Recognize common everyday sounds and use articulate speech that is easily understood.</li> <li>Enjoy singing simple songs and finger plays.</li> <li>Demonstrate appreciative and attentive listening.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language structures to describe events/situations.</li> <li>Express feelings in different ways.</li> <li>Imitate and participate in conversations with increasing use of appropriate new vocabulary.</li> <li>Articulate words and express themselves clearly.</li> <li>Use forbidden words at times.</li> <li>Describe objects and their use(s).</li> <li>Ask many questions and make suggestions.</li> <li>Follow simple instructions and receive and deliver messages.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to always use language to express themselves.</li> <li>Encourage development of language and communication skills by engaging individual children and groups in conversation about real experiences, projects and current events, speaking clearly and listening to their responses.</li> <li>Provide opportunities for children to talk to each other.</li> <li>Provide opportunities for fantasy and dramatic play.</li> <li>Include dramatic play in free and organized activities.</li> <li>Encourage children to take pictures, objects, pets etc. and talk about them to their class (show and tell), also share news about daily happenings with the class.</li> </ul>





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>COMMUNICATION SKILLS</b>  Verbal and Non- Verbal   <b>LANGUAGE SKILLS</b>  Receptive, Expressive and Creative	<ul style="list-style-type: none"> <li>Listen analytically, respond to and evaluate what has been heard.</li> </ul> <p><b>Receptive, Expressive and Creative</b></p> <p>Understand simple "who" "what" and "where" questions.</p> <ul style="list-style-type: none"> <li>Hear and understand nearly everything that is said to them. (This is the stage when hearing difficulties may become evident).</li> <li>Learn to sing more complex songs as language skills grow and vocal chords develop.</li> <li>Enjoy stories and answer simple questions about them.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with others as part of play.</li> <li>Use six words and more in a sentence; use appropriate vocabulary.</li> <li>Imitate and participate in conversations and communicate freely.</li> <li>Tell, retell, make up, explain, interpret, act out stories.</li> <li>Create and adapt their own games, songs and stories.</li> <li>Repeat rhymes, jingles, finger plays and sing songs.</li> <li>Describe events and situations, relate personal and meaningful experiences and relate own experiences to stories.</li> </ul>	<ul style="list-style-type: none"> <li>Provide masks, various types of puppets, accessories and props for miming, role play and dramatic play.</li> <li>Provide opportunities each day for singing songs, rhymes, jingles and favorite advertisements.</li> <li>Encourage children to bring their favourite story books to picture read to the class.</li> <li>Play games that encourage questions, comments, criticisms and critical thinking.</li> <li>Make up nonsense words and sentences.</li> <li>Share jokes, puzzles, riddles, etc.</li> <li>Visit the classroom/school/ public library with the children and allow them to feel "at home" to develop skills in finding, accessing and selecting books.</li> </ul>
<b>EMERGENT LITERACY AND ORACY</b>			





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>COMMUNICATION SKILLS</b>  <b>Verbal and Non- Verbal</b>  <b>LANGUAGE SKILLS</b>  <b>Receptive, Expressive and Creative</b>  <b>EMERGENT LITERACY AND ORACY</b>	<ul style="list-style-type: none"> <li>Combine more words to make longer sentences.</li> <li>Apply thought and language to problem solve and categorize.</li> </ul> <p><b><u>Emergent literacy and oracy</u></b></p> <ul style="list-style-type: none"> <li>Speak fluently and clearly when talking about pre-school happenings, friends, family and other interesting experiences.</li> <li>Develop basic concepts of print and begin to engage in and experiment with reading and writing.</li> <li>They can comprehend complex sentences and deliver messages.</li> <li>By five years, construct long and detailed sentences; tell long and involved stories using "adult-like" grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Express themselves clearly; write/read in various ways.</li> <li>Draw/paint with increasing control.</li> <li>Show interest in books and stories; picture read from books.</li> <li>Display various competencies in beginning reading and writing skills and sub-skills.</li> <li>Tell/retell/paraphrase stories; speak in correctly structured sentences; use appropriate vocabulary.</li> <li>Recognize, copy and/or write letters, numbers, names, etc.</li> <li>Use past and future tense; understand relational terms, for example, "before", "after", "above", "below", "under" etc.</li> </ul>	<ul style="list-style-type: none"> <li>Help children create their own story books using magazines, newspapers, postcards, etc.</li> <li>Read all kinds of books to the children.</li> <li>Allow children to explore the many uses of books.</li> <li>Record children telling stories, singing songs, sharing news, reading and telling jokes.</li> <li>Play many games with letters, numbers, pictures, objects, words, sentences, etc.</li> <li>Provide daily opportunities for children to write.</li> <li>Encourage children to talk about reading and writing experiences.</li> <li>Provide many opportunities for children to explore and identify sound-symbol relationships in a meaningful context.</li> </ul>







	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>COMMUNICATION SKILLS</b>  Verbal and Non- Verbal   LANGUAGE SKILLS  Receptive, Expressive and Creative   EMERGENT LITERACY AND ORACY	<ul style="list-style-type: none"> <li>Understand time concepts such as "early in the morning", "next month", "next year", "once upon a time", etc.</li> <li>Understand spatial concepts such as "in front of", "behind", "far", "near", "over", "under", etc.</li> <li>Follow three step commands.</li> <li>Use compound sentences combined by <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Modify language according to audience.</li> <li>Demonstrate understanding that stories have a beginning, middle and end.</li> <li>Demonstrate knowledge that books are read from left to right, top to bottom (according to western orientation).</li> </ul>	<ul style="list-style-type: none"> <li>Help children to segment spoken words into individual sounds and blend the sounds into whole words.</li> </ul>





SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<ul style="list-style-type: none"> <li>Teachers speech is mostly one-way – more often spent in telling children what to do than facilitating back-and-forth exchanges; emphasis is placed on having a quiet classroom.</li> <li>Use of the chalk board, work-books and worksheets is predominant.</li> <li>Classroom activities are developed only for mainstream cultural groups or whose first language is English.</li> <li>Children are discouraged from using their native languages when necessary for communication; children are corrected when they use their own dialects.</li> <li>Isolate ESL (English as Second Language) children from other children in order to give them special help in learning English.</li> </ul>	<ul style="list-style-type: none"> <li>Plan a family literacy night using a “big book”, flannel board or puppets to demonstrate how to help children to learn in fun ways.</li> <li>Share with parents the topics/themes/areas being studied in class by the children. Make suggestions of the storybooks and activities that can reinforce or encourage the children’s knowledge and interest.</li> <li>Invite parents and community members into the class/school as presenters and resource persons.</li> <li>Share with parents (at parent teacher conference night perhaps), the kinds of materials provided to promote reading readiness with their children, show the usefulness of each and indicate how additional ones can be created.</li> </ul>	<ul style="list-style-type: none"> <li>Create a print-rich environment. Make use of children’s effort/work, calendar pictures, advertisements, magazines, stickers, signs, posters, newspapers, etc.</li> <li>Teachers can pool resources and work in a shared, team-teaching method.</li> <li>Lesson planning can be done in groups, creative and imaginative ideas can be exchanged.</li> <li>Charts, posters and other effective audio visual aids can be prepared jointly and shared by all.</li> <li>Teachers can keep up-to-date with currently produced audio-visual materials and software as well as more recent publications of children’s books and literature.</li> </ul>



### Supporting Diversity and Children with Special Needs

- Teachers who value children's language will not correct the use of dialects, but will acknowledge them as an acceptable form of communication.
- Help ESL children achieve competence as speakers of a second language rather than eliminate their first language.
- Provide models of standard English when appropriate.
- If in doubt about any child's hearing, recommend to parents that the child be seen by a clinical audiologist.
- If in doubt about a child's language comprehension then parents should have the child assessed by a speech/language pathologist.
- Children with physical disabilities, such as sight or hearing loss, may need special materials and resources to make their encounters with print successful. For children with vision limitations, instructional materials will need to be done in very large print. Teachers may need to learn the use of sign language or have an interpreter present for the children who use sign rather than spoken language.
- Children who cannot hold regular writing instruments may need an adult (parent can assist here too) or older child to act as a scribe for them. Where available, type writers or computers can be used.
- Children who have language delays should be encouraged to interact with other children as much as possible and to talk with adults.







# IN THE FIELD

## Challenges and Dilemmas Faced

- Overcrowded classes exceeding thirty children, which prohibit opportunities for group work and interaction and therefore impede the use of language and development of communication skills.
- Limited space and the use of inappropriate furniture which discourage children from meaningful social interaction; children work individually at desks or tables most of the time.
- Teachers who have not had training in either early childhood education or teaching reading to ESL (English as a Second Language) children.
- Children who come to pre-school without any learning materials.
- Inadequate reading readiness materials and resources available.
- Noisy, crowded classrooms that are generally very stressful for children and adults and also impede conversation and learning.

## What Really Works

In some preschools internationally and in our Caribbean countries, teachers help the children prepare for and make visits to the grocery store or supermarket. They plan along with the children, what needs to be done, activities to be carried out, telephone calls to be made, parents to be notified, transportation to be arranged, etc.

Parents who have a flexible work schedule are invited to participate in the planning and preparing with smaller groups of children. As each task/activity is conducted, class members are encouraged to record each step in various forms such as written, graphic, pictorial, tape record and other creative ways. During the visit, children are encouraged to take cameras, clipboards and pencils/crayons to again record observations and interviews, etc.

Following the visit, photographs are developed, categorized and displayed with captions. Drawings and illustrations are also mounted and displayed, while discussions are carried out to elaborate, clarify and illustrate events/experiences of the visit. A story book is often prepared as a worthwhile culminating activity.

# **E**ffective **C**ommunication

**FIVE TO SEVEN**





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>COMMUNICATION SKILLS</b>  <b>Verbal and Non-Verbal</b>  <b>LANGUAGE SKILLS</b>  <b>Receptive, Expressive and Creative</b>  <b>EMERGENT LITERACY AND ORACY</b>	<p><b>Verbal and Non-verbal</b></p> <ul style="list-style-type: none"> <li>Use a diverse and extensive vocabulary consisting of words that are a reflection of experiences and background.</li> <li>Initially express feelings and emotions behaviourally and are demonstrative with both positive and negative emotions. They experience feelings but are unable to label them.</li> <li>Eventually begin to use words more than actions to express feelings and emotions.</li> <li>Gradually shift from an emphasis on oral expression to written expression. They are able to use language more effectively and efficiently.</li> <li>Can learn new words at a far more rapid rate than previously.</li> </ul>	<ul style="list-style-type: none"> <li>Display enhanced skills in oracy, e.g. express themselves in sentences that are structurally complex.</li> <li>Recognize non-verbal clues.</li> <li>Exhibit appropriate non-verbal communication skills.</li> <li>Continue to learn new vocabulary from everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures, objects, events familiar to the children's experiences.</li> <li>Provide many opportunities for using dramatic play and verbal and non-verbal communication skills.</li> <li>Use a rich variety of objects, pictures, activities and events to stimulate forms of communication.</li> <li>Allow children to have frequent opportunities to use language-questioning discussions, dramatizations, etc.</li> <li>Facilitate discussion among the children by making comments and soliciting their comments, views and ideas.</li> </ul>







	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support
<b>COMMUNICATION SKILLS</b>  <b>Verbal and Non- Verbal</b>  <b>LANGUAGE SKILLS</b>  <b>Receptive, Expressive and Creative</b>	<p><b><u>Receptive, expressive and creative</u></b></p> <ul style="list-style-type: none"> <li>• Are able to engage in fairly complicated conversations with adults.</li> <li>• Demonstrate a noticeable development of receptive language skills and the expression of information, thoughts and ideas.</li> <li>• Demonstrate understanding of simple and multi-step direction.</li> <li>• Can associate symbols such as letters, numbers and words with meaning and use them in receptive and expressive language.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak and express themselves effectively.</li> <li>• Respond rapidly to questions, queries and commands.</li> <li>• Listen to others and show understanding.</li> <li>• Respond appropriately to directions.</li> <li>• Speak with authority of things within the community.</li> <li>• Formulate more complex sentences and arguments.</li> <li>• Express approval/disapproval of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Read books with rhymes and allow children to practice the sounds of language.</li> <li>• Help children take spoken words apart and put them together.</li> <li>• Allow children to identify the many words in their environment.</li> <li>• Show children ways to think about and understand what they are reading.</li> <li>• Provide a language-rich environment to enhance children's literacy and oracy skills.</li> </ul>
<b>EMERGENT LITERACY AND ORACY</b>			





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>COMMUNICATION SKILLS</b>  <b>Verbal and Non- Verbal</b>  <b>LANGUAGE SKILLS</b>  <b>Receptive, Expressive and Creative</b>  <b>EMERGENT LITERACY AND ORACY</b>	<p><b>Emergent literacy and oracy</b></p> <ul style="list-style-type: none"> <li>Children entering primary school demonstrate varied stages in the development of skills and competencies in emerging literacy and reading readiness.</li> <li>Given a language-rich environment, children's skills in literacy and oracy will flourish.</li> <li>Many children begin to sound out written words and print letters with greater accuracy and precision.</li> <li>Children can use reading skills more efficiently and read independently for enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Compose stories, poems and songs; recall story details and predict outcomes.</li> <li>Read and comprehend simple sentences signs, label simple stories with pictures.</li> <li>Read /attack new words; write their own sentences and stories and compose poems.</li> <li>Understand the meaning of symbols.</li> <li>Sequence pictures and sentences and predict story endings.</li> <li>Read independently and collectively, demonstrate pre-reading readiness skills; use mathematical language appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to practice with the sounds that make up words. Children will then learn to put sounds together to make words and break words into their separate sounds.</li> <li>Provide many activities and games that help children learn to recognize letter names and shapes, learn and use new words.</li> <li>Create an environment where stories are told and read every-day. Teachers should read with expression and ease and should talk with children about what they are reading.</li> </ul>





SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<ul style="list-style-type: none"> <li>• Predominance of whole class teaching using choral approaches as main form of getting the children's responses.</li> <li>• Over-reliance on reading schemes and not making use of a wide array of objects, pictures and events from the children's experience to stimulate language development.</li> <li>• Limiting questioning just to literal responses and recall thinking level.</li> <li>• Overuse of workbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange for parents whose first language is not English to share some of their native language with the class. Children might like to learn greetings, counting words, or days of the week in other languages.</li> <li>• Bilingual parents could also be asked to translate a few of the favourite class stories into their native language and then share them with the children.</li> <li>• Encourage parents to support their children's use of first language.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers should get as much information as possible about each child's language background as the children begin the school year.</li> <li>• Create a classroom library by having each child donate/lend at least one story book to the class.</li> <li>• If the teacher is unaccustomed to having bilingual children in his/her class, then he /she should seek assistance from other teachers who have had success in their experience.</li> </ul>







## ***Supporting Diversity and Children with Special Needs***

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- Post signs and announcements in as many of the languages spoken in the class as possible.
- Encourage the parents of bilingual children to read to them frequently.
- Share special words with children who speak other languages.
- Share the feeling of accomplishment when children learn new vocabulary or forms in their native languages or new languages.
- Include storybooks (and other resources) that use the languages spoken by the children in the classroom.





# IN THE FIELD

## Challenges and Dilemmas Faced

- Overcrowded classroom conditions.
- Noise levels that prevent children from effectively sharing with and hearing one another.
- Uninteresting reading schemes or programmes used throughout the school.
- Great differences in the reading readiness skills of children, especially upon entry to grade one.
- Lack of expertise in teaching reading.

## What Really Works

Effective early literacy environments are evident in many early childhood settings in our Caribbean region. Such environments generally:

- Involve children in learning finger plays, songs, poems, chants and choral readings.
- Emphasize reading books and writing stories with each child everyday.
- Encourage pretend play. Help children create props from discarded materials such as old sheets cardboard boxes and household items.
- Put on a puppet show illustrating children's favourite stories told as read.
- Use flannel boards, masks, finger puppets, etc to relate stories more efficiently.
- Have teachers who are good story-tellers and who familiarize themselves with the stories before relating them.







# Valuing Culture



# Learning Outcome

## 3: VALUING CULTURE

A desirable learning outcome that focuses on developing a child who values own culture and that of others showing:

### AWARENESS:

Of own and other cultures.

### APPRECIATION

For local, national and international cultural forms.

### PRIDE

In national and regional identity.





# Valuing Culture

**BIRTH TO THREE**







	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Awareness and appreciation for own and other cultures</b></p> <p><b>Appreciation for local and international cultural forms</b></p> <p><b>Pride in national and regional identity</b></p>	<p>Babies gradually :</p> <ul style="list-style-type: none"> <li>Become aware of themselves as separate from others.</li> <li>Develop an understanding and awareness of themselves, as they are influenced by their immediate family culture, other people and the environment.</li> </ul> <p>Toddlers:</p> <ul style="list-style-type: none"> <li>Become aware of the similarities and differences they share with others and those that distinguish them from others.</li> <li>Slowly build a picture of themselves and a sense of 'self'. This happens gradually as they learn what they look like. The toddler's view of self is very much influenced by what others seem to think of him/her.</li> </ul>	<p>Toddlers:</p> <ul style="list-style-type: none"> <li>Identify symbols or items related to their culture.</li> <li>Recognize others who are like or different from them.</li> <li>Identify elements of difference, for example, clothing, colour, speech.</li> <li>Enjoy listening and moving their bodies to music.</li> <li>(By 2 years) Listen to stories for a short while; imitate actions of those they see around them, e.g. dances, sports such as football, cricket, athletics.</li> <li>(By 3 years) Initiate pretend play that includes characters unfamiliar to their own culture. For example, children in Jamaica pretending to be cowboys.</li> </ul>	<ul style="list-style-type: none"> <li>Read books to children that show families of different racial and cultural backgrounds, and people of various ages and abilities.</li> <li>Display pictures of the children and their families.</li> <li>Provide sturdy/ big picture books that depict people of different ages, racial and cultural groups, family types, occupations and abilities/ differently-abled persons.</li> <li>Sing to/ with babies and toddlers; do finger-plays, act out simple folktales.</li> <li>Tell stories using a flannel board or peep-show and allow the children to manipulate the illustrations.</li> </ul>





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Awareness and appreciation for own and other cultures</b></p> <p><b>Appreciation for local and international cultural forms</b></p> <p><b>Pride in national and regional identity</b></p>	<ul style="list-style-type: none"> <li>• Begin to imitate actions of others they see around them e.g. dance, playing a sport such as football or cricket.</li> <li>• Begin to respond to music in a co-ordinated way; develop awareness of a beat in music and recognize different rhythms.</li> <li>• Begin to show awareness of and interest in cultural images projected in the media (television).</li> </ul>	<ul style="list-style-type: none"> <li>• Between 18 months to 3 years, toddlers identify themselves with children of same age and gender, show an interest in other children and their similarities and differences.</li> <li>• Imitate sounds from the environment and indulge in much role-play and pretend-play.</li> <li>• Begin to show awareness of different music, stories, food, clothes.</li> <li>• By 3 years, begin to demonstrate socially acceptable behaviours e.g. respect for national symbol, pledge and songs.</li> <li>• Begin to imitate behaviours related to religious and cultural practices such as saying prayers.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite parents into the Day-care centre to teach well-known songs, rhymes and finger-plays in different languages. New songs, jingles, rhymes and finger-plays can be taught in different languages too.</li> <li>• Display pictures of the children and their families.</li> <li>• Take children for walks/ rambles around the neighbourhood or to a park or public place and on field trips so they can see different people engaged in all sorts of activities and thus become aware of many outdoor environments.</li> <li>• Bring the children's home cultures and languages into the shared Day-care centre so that children feel accepted and develop a sense of belonging.</li> </ul>





<p><b>SIGNALS OF INAPPROPRIATE PRACTICES</b></p>	<p><b>INVOLVING PARENTS AND COMMUNITY</b></p>	<p><b>USEFUL SUPPORTS AND RESOURCES</b></p>
<ul style="list-style-type: none"> <li>Caregivers communicate with parents only about problems or conflicts, ignore parents' concerns, or avoid difficult issues rather than resolving them with parents.</li> <li>There are no family pictures displayed nor any indication of family involvement.</li> <li>Books, pictures and other interesting materials related to various cultural practices are neither visible nor available.</li> <li>Cultural and other individual differences are ignored. Differences among children are stressed to such an extent that some children are made to feel that they do not belong or fit in.</li> </ul>	<ul style="list-style-type: none"> <li>Invite parents, grandparents and other members of the community to the learning environment (Day-care, Pre-school, etc.) to share stories, cultural practices, songs, etc. with the children.</li> <li>Organize parent evenings or schedule some time during the Parent-Teacher's meeting for parents to share their culture and aspects of their cultural practices with other parents.</li> <li>Invite all parents to bring cultural artefacts, foods, pictures, video presentations, dress, etc. for display and/or use in sensitising all in attendance about the diverse cultural practices celebrated at that centre.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a collection of audiocassettes of children's jingles, rhymes, songs and finger plays in the dominant language of the group along with all others represented in the children's group.</li> <li>Make a collection of cultural artefacts, clothing, pictures and other items to be used for displays, discussions and project-work especially for special cultural celebrations. Be sure to collect artefacts and objects for all the cultural communities represented in the children's group.</li> <li>Reference: <u>A World of Difference: Readings on Teaching Young Children in a Diverse Society</u>, Carol Copple, ed.</li> </ul>







## Supporting Diversity and Children with Special Needs

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- Provide materials and resources to help children appreciate, accept and be proud of their culture and to appreciate the culture of others.
- Caregivers must learn about the values and expectations that different cultures (represented among the group of children in their care) have for the behaviour of children and what the children's families support within their cultural group. This knowledge is not supposed result in caregivers feeling that they cannot make decisions about guidance. When caregivers make decisions that conflict with children's cultural norms, they have an obligation to explain to the children and their parents why the behaviours at the Day-care are different from home behaviour.





## IN THE FIELD

### Challenges and Dilemmas Faced

- EC caregivers working in bi-lingual or multi-lingual settings where there is no adult able to communicate with one or a number of the children and their parents.
- Caregivers make little effort to understand and appreciate parents' child-rearing practices in a multi-cultural setting.
- Caregivers and other day-care staff make little effort to understand and appreciate the cultural and other differences of families and communities of the children in their care and contact.

### What Really Works

Caregivers can show respect for the community and cultures of the children in the Day-care facility by asking for information from parents and various members of the community. Special materials can be selected for display or to be made available for conversations with toddlers.

Other materials can be available in learning areas for children to observe, examine and manipulate. For example, several pieces of clothing that are typical of that worn by particular ethnic groups in the community can be included in the Dress-up Box.



# Valuing Culture

**THREE TO FIVE**







	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Awareness and appreciation for own and other cultures</b></p> <p><b>Appreciation for local and international cultural forms</b></p> <p><b>Pride in national and regional identity</b></p>	<ul style="list-style-type: none"> <li>• Begin to have an interest in what is happening in the homes of other children locally, nationally and in other countries.</li> <li>• Respond to music with free as well as instructed movement; can cope with more sophisticated movement to music.</li> <li>• Identify art in the daily environment and perceive own creative work as art.</li> <li>• Begin to become more aware of pitch and rhythm.</li> <li>• Take great pleasure in exploring new sounds and instruments of their own culture and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy stories and songs about people and events from their own, neighbouring and foreign communities.</li> <li>• Recognize and appreciate differences and similarities among themselves.</li> <li>• Show willingness to participate in cultural activities (for example preschool children in Trinidad and Tobago prepare for and participate in carnival celebrations).</li> <li>• Begin to understand and behave respectfully toward people of other cultures and religions.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage multicultural awareness through representative dolls, puppets, pictures, and books.</li> <li>• Highlight cultural aspects of all families and learn recipes, songs and information about their cultural celebrations.</li> <li>• Enrich dramatic play by providing a variety of props, clothing, accessories, masks, etc. used in different cultural celebrations represented in the classroom and the community, nation and region.</li> <li>• Share/learn poems, rhymes, finger plays and songs of own and other cultures.</li> </ul>





	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Awareness and appreciation for own and other cultures</b></p> <p><b>Appreciation for local and international cultural forms</b></p> <p><b>Pride in national and regional identity</b></p>	<ul style="list-style-type: none"> <li>Memorize and appreciate the music and songs of their own and other cultures through repetition and patterns.</li> <li>Can develop a passion for particular types of music and song.</li> <li>Begin to appreciate a variety of art work from different cultures and time periods.</li> </ul>	<ul style="list-style-type: none"> <li>They respond to and show appreciation for music of different cultural and ethnic communities.</li> <li>Show awareness of food, dress festivals/celebrations of other cultures.</li> <li>Recognize national symbols, dress, anthem, pledge, heroes, heroines, song, flag, foods, etc.</li> <li>Know and can sing the national anthem.</li> <li>Talk to each other about themselves and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Provide in addition to the other learning centres, a centre of interest that focuses on the culture and cultural practices and celebrations of all ethnic groups represented in the class community, the country and the region.</li> <li>Alternatively a "national learning centre" (for example Barbados Corner, Suriname Corner, Guyana Corner etc) can be generated focusing on the various ethnic communities along with the national emblems, motto, flag, etc.</li> </ul>





<p><b>SIGNALS OF INAPPROPRIATE PRACTICES</b></p>	<p><b>INVOLVING PARENTS AND COMMUNITY</b></p>	<p><b>USEFUL SUPPORTS AND RESOURCES</b></p>
<ul style="list-style-type: none"> <li>• Cultural and other individual differences are ignored.</li> <li>• Some children do not see their race, language or culture reflected in the classroom, so they do not feel a part of the group.</li> <li>• Differences among children are stressed to such an extent that some children are made to feel they do not fit in.</li> </ul>	<ul style="list-style-type: none"> <li>• Families can serve as resources for helping all children learn about and respect cultures that are different from their own.</li> <li>• Families can become resources as food, songs and stories from different cultures are studied.</li> <li>• Families respond well to school celebrated UN day, culture day, National independence celebrations or just school fund-raising variety concerts that focus on various ethnic practices and celebrations within the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite speakers to the classroom who are skilled in both children's dialect , other languages and English.</li> <li>• Provide a selection of children's books about cultures in the reading/book corner.</li> <li>• Invite parents and grandparents (in particular) to share stories or memories of when they were children.</li> </ul>







## Supporting Diversity and Children with Special Needs

- All children's families can be invited to contribute to the classroom play/other items that are significant in their cultural traditions.
- Have children take in other items for "show and tell" or "showing time".
- It is very important for school and teachers to acknowledge the children's cultures and help their families feel comfortable in the school.
- Both parents and children need to understand that speaking a language other than English (or the language of the majority) is acceptable so they need not feel embarrassed. Parents are encouraged to support their child's use of his/her first language.





## IN THE FIELD

### Challenges and Dilemmas Faced

- Dealing with the different perceptions, understandings, views and biases of children and their parents regarding cultural practices and beliefs.
- Time is not available for teachers to encourage and maintain involvement of parents and members of class represented ethnic communities.

### What Really Works

Arrange for parents whose first language is not English (or the language of the majority) to share some of their native language with the class, children might like to learn greetings, counting words, or days of the week in another language. Ask bilingual parents to help to translate some of the favourite stories into their native language and then share them with the children.

Members of each family are encouraged to participate in the classroom in ways that they feel comfortable. Family members may take part in classroom activities (sharing a cultural event or language, telling or relating a story, tutoring, making learning materials or playing games), contribute to activities related to but not occurring within the classroom (designing or sewing costumes, working in the school library, supervising extra curricular activities or participate in decision making).



# Valuing Culture

**FIVE TO SEVEN**







	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Awareness and appreciation for own and other cultures</b></p> <p><b>Appreciation for local and international cultural forms</b></p> <p><b>Pride in national and regional identity</b></p>	<ul style="list-style-type: none"> <li>• Be interested in what is happening in the homes and communities of other children locally, nationally and in other countries.</li> <li>• Be aware of and appreciate the various aspects of their own culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy activities that allow them to play/dramatize the roles of family and community members.</li> <li>• Recognize and appreciate differences and similarities among themselves.</li> <li>• Display a willingness to participate in cultural activities.</li> <li>• Observe and exhibit rules of protocol in respect of national symbols and practices (for example to stand at attention when the national anthem is sung).</li> <li>• Appreciate significant aspects in the lives and accomplishments of national and regional heroes/heroines.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide, among other learning centres, a home corner equipped with male and female dolls and a rich array of materials that can be found in the home.</li> <li>• In addition to the home corner there is also the dress up corner containing a mirror, masks and a variety of accessories and clothing for different ethnic groups and communities, across age, gender and occupation.</li> <li>• The more diverse the children's backgrounds are in the class, the wider the variety of teaching methods and materials required.</li> <li>• Teacher and teacher's methodology and materials need to recognize and reflect the cultural variety within the class, school, community and country.</li> </ul>





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Awareness and appreciation for own and other cultures</b></p> <p><b>Appreciation for local and international cultural forms</b></p> <p><b>Pride in national and regional identity</b></p>	<ul style="list-style-type: none"> <li>Recognize national symbols eg: flag, coat of arms, know the national anthem and/or pledge.</li> </ul>	<ul style="list-style-type: none"> <li>Show pride in being a citizen of both country and region.</li> <li>Can be encouraged to develop an appreciation for regional similarities and differences.</li> <li>Can recognize and participate in national and regional events (such as carnival, CARIFESTA, national days of independence, etc).</li> <li>Talk to each other about themselves and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Themes and celebrations should reflect all represented cultural communities in the class, school and country.</li> <li>A national corner (St. Kitts Corner, Surinam Corner, Dominica Corner, Jamaica Corner etc.) can be established displaying the country's motto, national emblems, national and governmental leaders, ethnic dress and practices etc, .</li> <li>A regional centre of interest can be established around the countries of the Caribbean. The project can include resource materials, displays from various countries of the Caribbean.</li> </ul>





SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<ul style="list-style-type: none"> <li>Children's language, family or cultural background, and other individual differences are ignored, devalued or treated as different from the culture of the majority.</li> <li>Some children do not see their language, family or cultural background reflected in the classroom, making it difficult for them to feel apart of the groups.</li> </ul>	<ul style="list-style-type: none"> <li>Children's families can be invited into the classrooms to share traditions, expectations, and stories during a period of study on "The Peoples of our Country". Having family representatives from each ethnic community can help to dispel inaccurate perceptions and images of various groups held by young children.</li> <li>It is also important that after parents visit the classroom or contribute significant items from their cultures they be acknowledged in class newsletters, on bulletin boards and in displays.</li> </ul>	<ul style="list-style-type: none"> <li>Make use of a rich variety of children's storybooks, big books, rhymes, finger-plays, poems about people from different cultural backgrounds.</li> <li>Children can also develop e-mail friends from other communities, locally, nationally, regionally and internationally.</li> <li>Collect/purchase available pictures, brochures, pamphlets, posters, video tapes, cassette tapes of nationally-produced emblems, mottos, flags, celebrations, etc.</li> </ul>



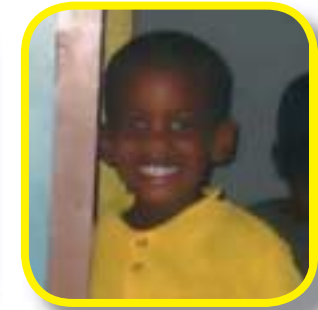




## Supporting Diversity and Children with Special Needs

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- Families of various ethnic origins can be invited to participate in the heritage days. They can share foods that they enjoy or that are served at a special time in their cultures. Clothing accessories and other paraphernalia used during special events can be displayed.
- Develop a database of the children's families – the ethnic communities represented, the languages, traditions, practices, foods, traditional dress and other characteristics.
- Children can begin to explore racial and ethnic differences by examining differences in skin colour, hair texture and eye shape. They can create a chart illustrating the range of colours in the class. Another chart can be created to show hair textures and eye shape and colour.





# IN THE FIELD

## Challenges and Dilemmas Faced

- Teachers have very little time to encourage and maintain involvement of parents and members of relevant/appropriate ethnic communities.
- Some children and their parents have biased views of each other, such as being unfriendly towards children with special needs or who are culturally different.

## What Really Works

Members of each child's family are encouraged to participate in the classroom in ways that make them feel comfortable. Family members may take part in classroom activities (sharing a cultural event or language telling or reading a story, tutoring, making learning materials, or playing games).

Some parents contribute to activities referred to, outside of the classroom e.g. designing or sewing costumes, working in the school library, supervising extra-curricular activity or participating in decision-making.

# Intellectual Empowerment





# Learning Outcome

## 4: INTELLECTUAL EMPOWERMENT

A desirable learning outcome that focuses on developing a critical thinker and independent learner, emphasizing:

- **EQUITABLE** LEARNING OPPORTUNITIES FOR ALL
- LEARNING FOR **INFORMATION** GATHERING
- LEARNING FOR **UNDERSTANDING** OF EVENTS AND EXPERIENCES
- LEARNING FOR **APPLICATION** TO REAL SITUATIONS AND PROBLEM SOLVING
- **LEARNING FOR** CREATIVITY AND IMAGINATION

**BIRTH TO THREE**

**1 Intellectual  
Empowerment**




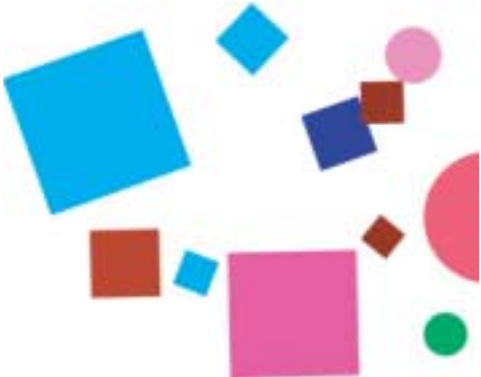
	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Equitable learning opportunities for all</b></p> <p><b>Learning for information gathering</b></p> <p><b>Learning for understanding of events and experiences</b></p> <p><b>Learning for application to real situations and problem solving</b></p> <p><b>Learning for creativity and imagination</b></p>	<p>Babies 1 to 4 months:</p> <ul style="list-style-type: none"> <li>Receive information about themselves, others and their environment, using all their senses.</li> <li>Use motor activity, movement and sensory exploration to adapt to their immediate environment.</li> <li>Learn by imitating others.</li> </ul> <p>Older babies:</p> <ul style="list-style-type: none"> <li>Become more mobile and therefore more familiar with a wider group of toys, objects, people.</li> <li>Between 8 to 12 months, develop awareness of object permanence which forms the basis for rapid development of representation in play and language.</li> <li>12 to 18 month toddlers show interest in observing the effects of their own and others' actions.</li> </ul>	<p>Babies 1 to 4 months:</p> <ul style="list-style-type: none"> <li>Initially use reflex actions e.g. cry when hungry or feeling under or over stimulated.</li> <li>React to sound, light and motion; like to look at bright colours, patterns and faces; like to hear familiar voices.</li> <li>Begin to make associations - learn cause and effect e.g., crying or protesting brings the needed attention.</li> <li>Discover and play with their hands and feet, fingers; explore things by tasting them; put all objects in mouth.</li> </ul> <p>Older babies:</p> <ul style="list-style-type: none"> <li>Show awareness that people and things have names and labels, for example, "dada", "mama", "baby."</li> <li>Demonstrate signs of decision-making, e.g. pushing away unpleasant experiences like wiping the nose, or unpalatable foods.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare visually attractive cribs and walls next to cribs by providing colourful objects for visual stimulation; provide soft calming sounds e.g. music and singing, talking, a variety of other sounds to support a multi-sensory experience.</li> <li>Provide visual displays to help infants and toddlers focus on patterns and shapes; mobiles should be placed within the infants' line of sight but not within reach.</li> <li>Provide toys that are responsive to the young child's actions e.g. a variety of skill development materials including grasping toys; stacking and nesting materials; cardboard/ plastic activity boxes; variety of containers to be filled and emptied; variety of balls and sound producing materials e.g., rattles, shakers, chimes.</li> </ul>

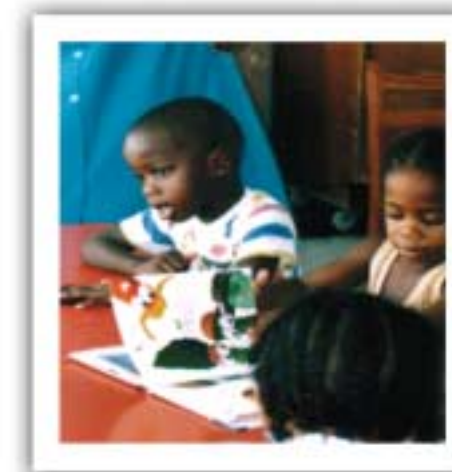




	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Equitable learning opportunities for all</b></p> <p><b>Learning for information gathering</b></p> <p><b>Learning for understanding of events and experiences</b></p> <p><b>Learning for application to real situations and problem solving</b></p> <p><b>Learning for creativity and imagination</b></p>	<ul style="list-style-type: none"> <li>• Make the association between objects and their functions or uses.</li> <li>• 18 to 24 month toddlers know that an object exists even when it's out of sight; they imitate past events.</li> <li>• Engage in symbolic play, representing objects with substitutes.</li> <li>• 24 to 30 month toddlers sort objects according to perceived characteristics.</li> <li>• Construct and organize knowledge about the world as they begin to classify objects and situations, and to develop basic concepts of quantity, number, space and time.</li> <li>• 30 to 36 month children are curious, exploring problem-solvers. They seek information about what makes things function, what objects are made of and how actions happen. They persistently ask "why."</li> </ul>	<ul style="list-style-type: none"> <li>• 6 to 9 month babies study objects intensely; analyse one toy at a time and what to do with it e.g., squeezing, poking, throwing, banging, dropping.</li> <li>• 9 to 12 months babies resist confinement as they seek to explore things by touching; they build, stack and disassemble blocks and other toys.</li> <li>• 12 to 15 month toddlers favour one hand over the other (handedness); use both hands to combine two objects; show interest in mechanisms or objects that move.</li> <li>• Show persistence in exploring/ learning by trial and error; they attempt, probe and practise activities and observe the results of their actions.</li> <li>• Imitate and repeat others' behaviour patterns; develop their own routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt schedules and activities to meet individual needs within the group setting; recognize toddlers' need to repeat tasks until they master the steps and skills involved; allow toddlers to move through activities and skill mastery at their own pace.</li> <li>• Support play by encouraging toddlers to remain interested in an object or activity for increasingly longer periods of time, as their play becomes more complex, moving from simple awareness and exploration of objects to more complicated fantasy and pretence.</li> <li>• Organize the learning environment and space into interest or activity areas/ corners, including areas for <i>small-group play</i> (home corner), <i>being alone play</i> (book corner or tabletop area), <i>messy and creative activities</i> (art/water/sand) pretend/dramatic play.</li> </ul>



	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support
<p><b>Equitable learning opportunities for all</b></p> <p>Learning for information gathering</p> <p>Learning for understanding of events and experiences</p> <p>Learning for application to real situations and problem solving</p> <p>Learning for creativity and imagination</p>	<ul style="list-style-type: none"> <li>Observe, question, manipulate, classify and measure in learning about their world.</li> </ul> 	<ul style="list-style-type: none"> <li>15 to 18 month toddlers enjoy pretend games, simple puzzles, water/ sand play and interactive play.</li> <li>18 months to 2 year old toddlers can understand and follow 2-step directions.</li> <li>24 to 36 month old toddlers have good hand and finger co-ordination and carry out active play with small objects.</li> <li>Explore different qualities and attributes of texture, shape, size, colour; understand rudimentary, categorizing, sequencing, pattern-making, concepts of number, quantity, space, time.</li> <li>Participate in creative activities such as drawing, construction, painting.</li> </ul>	<ul style="list-style-type: none"> <li><i>Pretend/ dramatic play (dress-up) and construction (blocks and woodwork)</i></li> </ul> 



SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<ul style="list-style-type: none"> <li>Caregivers rarely play or interact with infants and toddlers.</li> <li>Room decorations are at adult eye level.</li> <li>Play areas are sterile, designed for easy cleaning, but are unstimulating to the infants' senses.</li> <li>Activities are either too strictly time scheduled or completely unstructured and unpredictable.</li> <li>Caregivers have little time for special needs children, who are often overlooked and neglected.</li> <li>Adults do not understand the importance of solitary and parallel play and expect children to play with others all the time.</li> </ul>	<ul style="list-style-type: none"> <li>Caregivers and practitioners work in partnership with parents, communicating daily in order to build mutual understanding and trust in ensuring the welfare and optimal development of each child.</li> <li>Frequent meetings with parents or established 'open-door' policy promote an atmosphere of cooperation, as caregivers and parents confer in making decisions about how best to support children's development. Problems, concerns, or differences of opinion are quickly dealt with as they arise.</li> </ul>	<p>Appropriate group experiences are critical to effective learning in the early years. It is recommended that group sizes for appropriate early group experiences observe the following guidelines:</p> <ul style="list-style-type: none"> <li>For children not yet mobile, group sizes should be no larger than 6 and the caregiver to infant ratio should be no more than 1:3.</li> <li>For children who are able to crawl and others up to 18 months, the group size should be no more than 9, with a ratio of no more than 1:3.</li> <li>For children who are 18 months to three years, group size is recommended at no more than 12, with a ratio of 1:4.</li> </ul>





## Supporting Diversity and Children with Special Needs

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- Children with physical challenges or special learning needs are included in the learning environment socially and intellectually as well as physically, and necessary supports are provided to ensure that their individual needs are met.
- As much as possible, children with physical challenges and special learning needs should receive therapeutic or other services within their regular learning environment to maintain their sense of continuity and support a feeling of belonging to and acceptance by the group.
- Caregivers and practitioners listen carefully to what parents say about their children and child-rearing practices and seek to understand parents' goals.





# IN THE FIELD

## Challenges and Dilemmas Faced

- There is no area where the caregiver can sit comfortably with an infant and read or talk to the child.
- Space is cramped and unsafe or inadequate for infants and toddlers who are learning to control and coordinate their body movements.
- Limited materials and resources are available. The environment does not contain objects which are familiar or interesting to young children. Equipment designed for movement up/ down or under/ through/ around is not available. Those structures that are available are safe for older, more mobile children.

## What Really Works

Many individual public and private daycare facilities in our Caribbean countries offer a caring setting for infants. Schedules are flexible so that babies can sleep when and where they want to. They can eat when they are hungry and are given food that meets their individual needs.

They can play when they want to, with many opportunities for floor movement and activity. They are allowed to interact with and explore a variety of toys and materials, and to play alone, with other children and with adults.

A caring, intimate setting recognizes infants' and toddlers' individual needs to explore, assert autonomy and develop a secure relationship with the caregiver.





**THREE TO FIVE**

**1 Intellectual Empowerment**



	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>Equitable learning opportunities for all</b>  <b>Learning for information gathering</b>  <b>Learning for understanding of events and experiences</b>  <b>Learning for application to real situations and problem solving</b>  <b>Learning for creativity and imagination</b>	<ul style="list-style-type: none"> <li>• Display certain cognitive and perceptual limitations e.g. self centredness.</li> <li>• Seek answers to <i>who, what, why, where</i> and <i>what if</i> questions.</li> <li>• Recognize likenesses and differences in pictures and designs; demonstrate left and right.</li> <li>• Identify colours, letters of the alphabet, shapes.</li> <li>• Develop basic skills of numeracy, literacy and oracy.</li> <li>• Show interest in counting and numbers; explore measurement of length, capacity, weight, volume, time, temperature, money.</li> <li>• By age 5, demonstrate use of mathematical language and operations in real-life and manipulative situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Express themselves freely with words; incessantly ask many questions about many things; recall events from memory.</li> <li>• Listen attentively to stories for 5 to 10 minutes; retell stories, poems in correct sequence from memory.</li> <li>• Describe objects in relation to others e.g., up/down, in/out, top/bottom, little/big.</li> <li>• Sort and match various objects according to particular features e.g. same/ different.</li> <li>• Create interesting patterns from sequencing objects of different shapes, colours, sizes etc.</li> <li>• Carry out a series of three directions; place pictures/ objects in logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a wide range of interesting and developmentally appropriate hands-on experiences that allow children to observe, manipulate, classify, compare and contrast, inquire, explore, experiment, discover, identify cause and effect, estimate, measure, count, problem-solve, analyse, create, etc.</li> <li>• Include children in establishing classroom rules and routines and consequences for breaking rules.</li> <li>• Plan a variety of concrete learning experiences with materials, events and people relevant to children's own life experiences.</li> <li>• Materials and learning centres include, but are not limited to, blocks and other construction materials, books and other language-arts materials.</li> </ul>





	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
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	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	
<b>Equitable learning opportunities for all</b>  <b>Learning for information gathering</b>  <b>Learning for understanding of events and experiences</b>  <b>Learning for application to real situations and problem solving</b>  <b>Learning for creativity and imagination</b>	<ul style="list-style-type: none"> <li>• Correctly sequence objects, words, sentences, events etc.</li> <li>• Demonstrate good fine motor coordination and control e.g. print/write letters and numerals; demonstrate skills of cutting, pasting, folding, painting, printing, weaving.</li> <li>• Follow rules and routines; play involves structured games as well as fantasy activities.</li> <li>• Create art work that reflect their personal experiences and imagination; use a variety of materials for art expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning through Curriculum Projects.</li> <li>• Write with appropriate directionality-left to right.</li> </ul>	



SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<ul style="list-style-type: none"> <li>Teachers expect children to respond with one right answer most of the time.</li> <li>Teachers do not clue into children's thinking from their responses; spend more time on administrative duties than on active involvement in promoting children's learning.</li> <li>Frequently, teachers talk to the whole group or expect all children to do and learn the same things at the same time without any attention given to individual needs or differences.</li> <li>The learning environment does not reflect children's developmental progress; same materials, same physical arrangement, "year-in, year-out. Conversely some teachers expect more from children than they are capable of.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate regularly with parents, to build mutual understanding and ensure that children's learning and developmental needs are met.</li> <li>Listen to parents, seek to understand their goals and preferences for their children, and respect cultural and family differences.</li> <li>Work together with parents to make decisions about how best to support children's development and learning.</li> <li>Solicit and incorporate parents' knowledge about their children into programme planning, ongoing assessment and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Make use of instructional materials and resources of Early Childhood Resource or Pedagogical Centres.</li> <li>Make suggestions that will assist Resource Centres in updating their available curriculum-related materials.</li> <li>Plan in groups with other teachers in order that each can benefit from the collective pool of ideas and talents.</li> <li>Make use of field trips and visits from community resource persons to help children to do direct investigations and first-hand research.</li> <li>Make a study of the available resources that exist and are accessible within the school community and environment.</li> </ul>



## Supporting Diversity and Children with Special Needs

- Teachers can show respect for the community and the cultures of children in their classrooms by asking for information and help from various parents and patrons from the community.
- Some special materials can be selected for learning areas that will help children feel more at home. For example, the Dress-Up Corner could include several pieces of clothing and accessories that are typical of that worn by certain ethnic groups in the community and used as illustrations in student-made books or as posters for the classroom.
- Books, pictures, posters, instructional materials and resources include people of different ethnic origins, ages and abilities and of both genders in various roles.







# IN THE FIELD

## Challenges and Dilemmas Faced

- Use of corporal punishment.
- Overcrowded conditions and limited space prevent effective grouping from taking place and children's movement and interaction.
- Traditional methods of planning and teaching at various pre-school facilities inhibit teachers, especially those newly-trained, from making use of more appropriate and innovative teaching methods.
- Neither members of the teaching staff nor administration have had specialised training in early childhood education.
- Training institutions do not offer specialised training in early childhood education.
- The curriculum and programme for five year-olds is primary grade one oriented and/or assessment-driven. Five year-olds are prepared through extreme practices as reflected in "formal" arrangement of the learning environment and a more structured, discipline-oriented timetable.

## What Really Works

The integrated thematic curriculum approach is presently being widely implemented in preschools and lower primary schools in several of our Caribbean countries.

Content for the curriculum/programme is selected across disciplines and integrated through the study of Themes, making use of a project approach of study. This approach allows children to develop an understanding of concepts and make connections across disciplines – a more natural way of learning for young children.

The project approach allows children to develop multiple skills as they investigate and learn about different aspects of their environment and world. Play and hands-on learning experiences are central to this curriculum approach.



**FIVE TO SEVEN**

**1 Intellectual Empowerment**





	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Equitable learning opportunities for all</b></p> <p><b>Learning for information gathering</b></p> <p><b>Learning for understanding of events and experiences</b></p> <p><b>Learning for application to real situations and problem solving</b></p> <p><b>Learning for creativity and imagination</b></p>	<ul style="list-style-type: none"> <li>• Show interest in and carry out the mental operations required for reading, mathematics and other content learning.</li> <li>• Understand more complex concepts such as number and time (though not until about 8 years are they reasonably accurate in placing events in time sequence).</li> <li>• Understand reality vs. fantasy.</li> <li>• Categorize events according to elementary time concepts of past, current and future.</li> <li>• Process information more efficiently, e.g. in problem-solving, thinking and reasoning about situations, objects and symbols.</li> <li>• Focus on several aspects of a problem at one time and reverse their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy activities involving reading, writing, spelling, tracing, printing, number games, calendar etc.</li> <li>• Love to play with weights and measures, coins; show interest in investigating aspects of nature and conducting simple science experiments.</li> <li>• Enjoy silly rhymes, riddles and jokes; share humour and giggle about silly things.</li> <li>• Begin to be interested in hobbies, e.g. collecting things like stamps, dolls, shells, etc.</li> <li>• Like listening to historical tales and fables from other places, "long ago and far away"</li> <li>• Have lively imaginations; tell fantasy tales that seem very real, enjoy magical tricks.</li> <li>• Can listen attentively for long periods of time; can remain on a task until its completion; express pride in finished items e.g. art and craft work.</li> </ul>	<ul style="list-style-type: none"> <li>• Make effort to know and plan for each child, taking individual abilities into account.</li> <li>• Display children's work attractively around the classroom.</li> <li>• Provide real objects for children to manipulate and experiment with; plan field trips and activities that lead to discovery, experimentation, use of concrete materials, novel situations, surprises, and games.</li> <li>• Create opportunities during each day for music and movement, drama, dance and singing.</li> <li>• Provide things for make-believe and pretend play. Allow children to participate in role-playing and dramatization.</li> </ul>



	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Equitable learning opportunities for all</b></p> <p><b>Learning for information gathering</b></p> <p><b>Learning for understanding of events and experiences</b></p> <p><b>Learning for application to real situations and problem solving</b></p> <p><b>Learning for creativity and imagination</b></p>	<ul style="list-style-type: none"> <li>• Make sense of new experiences and ideas by relating them to what they already know.</li> <li>• Group objects by a common attribute (classification) – gradually extending to using more than one attribute to classify and to understand class inclusion (the capacity for an object to be a member of more than one group simultaneously).</li> <li>• Place objects in order by length, weight or size.</li> <li>• Use symbols such as words and numbers to represent objects and relations.</li> <li>• Sit attentively and persist at tasks for increasingly longer periods of time.</li> <li>• Memorize and retrieve information more accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise using the words and language they learn in school during play, ask and answer questions accurately.</li> <li>• Verbally point out logical relationships and solutions to problems and make informal judgments.</li> <li>• Represent their daily lives through various forms of creative, expressive and aesthetic activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children's collections by allowing them to make special boxes, books or portfolios in which to store their collections.</li> <li>• Encourage reading and writing and information gathering skills by allowing children to produce stories with scripts, create music for plays and puppet shows, produce a newspaper, events, conduct experiments record.</li> <li>• Allow children to play many sorting games.</li> <li>• Provide materials for creative expression as well as for developing reading readiness skills, e.g. paints, paste, play dough or plasticine, scissors, old magazines with pictures, etc.</li> </ul>



SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<ul style="list-style-type: none"> <li>• Class size exceeds 30 children and prevents teachers from individualising instruction.</li> <li>• Prescribed curriculum is rigidly followed without attention to individual children's interests, needs or community context.</li> <li>• Little or no accountability for children's achieving competencies in skills, knowledge and attitudes; children's efforts not acknowledged.</li> <li>• Reading is taught only as the acquisition of discrete skills and sub-skills; instruction relies heavily on either the same teaching method or on workbooks.</li> <li>• Children have few opportunities for hands-on activities and experiences, or small-group problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and parents share decisions about children's education. Teachers listen to parents and seek to understand their goals for their children. Teachers work with parents to resolve problems or differences as they arise.</li> <li>• Teachers prepare kits (with flash cards, pictures, colour cards, shapes, etc.) for parent to use with their children to develop a variety of skills and abilities.</li> <li>• Teachers make home visits and personal contact in order to build trust between themselves and parents . Visiting the home is often the only successful way to reach parents who have no telephone.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers who seek innovative and creative ideas for teaching can access a rich array of ideas and suggestions on the Internet.</li> <li>• Use the Internet and other resource books to get ideas for children's projects.</li> <li>• Planned field trips and visits from community resource persons enable children to do direct investigations and first-hand research.</li> <li>• Teachers can make use of instructional materials and resources at Early Childhood Resource Centres. They may also suggest other resources that these centres could develop.</li> </ul>





## Supporting Diversity and Children with Special Needs

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- Children with disabilities or special learning needs are included as members of the class socially and intellectually as well as physically.
- Teachers can show respect for the community and the cultures of children in their classrooms by asking for information and help from various parents and patrons from the community.
- Some special materials can be selected for learning areas that will help children feel more at home. For example, the Dress-Up Corner could include several pieces of clothing that are typical of that worn by certain ethnic groups in the community. Pictures can be taken from around the community and used as illustrations in student-made books or as posters for the classroom.





# IN THE FIELD

## Challenges and Dilemmas Faced

- Overcrowded conditions and limited space prevent effective grouping from taking place.
- Traditional methods of planning and teaching at some primary schools inhibit teachers (especially those newly trained) from making use of more appropriate and innovative teaching methods.
- The curriculum/programme is assessment-driven and does not allow for flexibility in scheduling or coverage of knowledge, attitudes and skills.
- Lack of support from school administration.
- Teachers have no specialized early childhood training or field experience in working appropriately with five to seven year-olds.
- Traditional discipline-oriented timetables are used. Children move from one subject to another, eliminating the possibility for an integrated curriculum.

## What Really Works

In many of our Caribbean preschool programmes, some teachers make a special effort to create a “parent-friendly” school and classroom. They provide clear signs that help parents find their way around the school. A parent corner is established in the classroom. In it, notices for parents are posted, a flowchart of the activities planned for the week is displayed along with ways by which parents can assist, for example, by saving recycled materials or creating other instructional materials.

Parents, trained by teachers, are encouraged to assist with learning activities in the classroom, e.g. working with groups at various learning centres, supervising reading games and activities, or helping with use of the computer by the children.



**Respect for self, others  
and the environment**





# Learning Outcome

## 5: RESPECT FOR SELF, OTHERS, AND THE ENVIRONMENT

A desirable learning outcome that develops a child who respects self, others and the environment, and emphasises:

■ **KNOWLEDGE OF THE LIMITS AND BOUNDARIES OF ACCEPTABLE BEHAVIOURS**

■ **ABILITY TO UNDERSTAND AND APPRECIATE THE VIEWS AND FEELINGS OF OTHERS**

■ **BUILDING OF RELATIONSHIPS WITH OTHERS**

■ **CARING FOR AND PROTECTING THE ENVIRONMENT**

**R**

**Respect for self, others  
and the environment**

**BIRTH TO THREE**





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support
<p><b>Knowledge of limits and boundaries of acceptable behaviour</b></p> <p><b>Ability to understand and appreciate the views and feelings of others</b></p> <p><b>Building relationships with others</b></p> <p><b>Caring for and protecting the environment</b></p>	<p>Infants and early toddlers:</p> <ul style="list-style-type: none"> <li>Use their developing physical skills and other ways to make social contact and gain the attention of others.</li> <li>Develop an emotional attachment to their primary caregiver(s).</li> <li>Listen to and distinguish intonations of caregivers voices long before they can use words to communicate.</li> <li>Demonstrate their understanding of what is being said to them by their body language response.</li> <li>Develop trust in the context of warm, mutual, trusting and affirming relationships with others.</li> <li>Gradually become aware of themselves as separate from others and that they have influence on others.</li> </ul>	<p>Babies, birth to 6 months:</p> <ul style="list-style-type: none"> <li>Show a preference for people and faces and express pleasure vocally and physically when eye contact is maintained.</li> <li>Respond to voices and recognize their parents' voices; smile with others.</li> <li>Show interest in and smile with others around them, particularly children.</li> </ul> <p>Babies 6 to 9 months:</p> <ul style="list-style-type: none"> <li>Begin to show fear of strangers</li> <li>Respond to own name, indicate personal desires e.g. raise arms to show need to be picked up.</li> <li>Show pleasure in own mirror image and also in the company of familiar others.</li> </ul>	<p>Early toddlers 9 to 18 months:</p> <ul style="list-style-type: none"> <li>Provide a stable environment with sufficient continuity of care to ensure that every infant (and family) is able to form a relationship with a primary caregiver. As the primary caregiver comes to know the infants, she is able to respond to the temperament, needs and cues of each child.</li> <li>Caregivers respond quickly to infants' needs for food and comfort, thus laying the foundation for the infants to develop trust in the adults who care for them. In this environment, infants learn that the world is a secure place for them.</li> <li>Caregivers initiate interactions including eye contact, holding closely, stroking, talking, playing, carrying and rocking the infant.</li> <li>Caregivers greet infants and parents warmly each morning on arrival, and help each child to settle into the group as needed.</li> </ul>







	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Knowledge of limits and boundaries of acceptable behaviour</b></p> <p><b>Ability to understand and appreciate the views and feelings of others</b></p> <p><b>Building relationships with others</b></p> <p><b>Caring for and protecting the environment</b></p>	<ul style="list-style-type: none"> <li>Gradually develop understanding and awareness of selves as influenced by family, culture, other people and the environment.</li> </ul> <p>Older toddlers 18 to 36 months:</p> <ul style="list-style-type: none"> <li>Increasingly use simple language structures to communicate with others.</li> <li>Demonstrate a desire to be independent and do things by themselves.</li> </ul>	<p>Early toddlers 9 to 18 months old:</p> <ul style="list-style-type: none"> <li>Enjoy exploring objects on their own and with others; enjoy imitating and mimicking others.</li> <li>Begin to show interest in other toddlers and express affection for others; show more concern for the feelings of others.</li> <li>Become attached to preferred toys or objects.</li> <li>Become assertive, displaying a strong sense of self.</li> </ul> <p>By age 3 years, toddlers:</p> <ul style="list-style-type: none"> <li>Show awareness of how others view and react to them; show understanding that others have rights and privileges.</li> <li>Begin to enjoy exploring, and playing more with other peers.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that every parent and child experiences peaceful transition times as a part of the daily routine.</li> <li>Caregivers ensure that children treat each other gently as they display their natural curiosity about each other.</li> <li>Encourage caregivers to take both infants and toddlers on walks around the neighbourhood. These special trips or 'rambles' allow children to see and appreciate many aspects of the outdoor environment.</li> </ul>





SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<p>Caregivers:</p> <ul style="list-style-type: none"> <li>• Carry out routine care activities swiftly without interacting, playing or communicating with the infant.</li> <li>• Regard as a nuisance and ignore infants' crying, or respond irregularly and at their own convenience.</li> <li>• Express favouritism for and show greater attention to certain children.</li> <li>• Adhere rigidly to schedules based on adults' convenience rather than children's needs.</li> <li>• Make fun of children for what they cannot do or for clumsy attempts at mastering a skill.</li> <li>• Foster over-dependency; children are overprotected and made to feel inadequate.</li> </ul>	<p>Caregivers and practitioners:</p> <ul style="list-style-type: none"> <li>• Help parents feel good about their own parenting by sharing with them some of the positive and interesting things that happened with their children during the day.</li> <li>• Regard parents as the child's primary source of affection and care.</li> <li>• Make parents feel welcome at their child's day-care facility.</li> <li>• Receive and support nursing mothers who are able to make breastfeeding visits or leave expressed milk for their babies.</li> </ul>	<ul style="list-style-type: none"> <li>• Share many stories with the children that relate positive relationships.</li> <li>• Enhance storytelling/story-sharing by preparing puppets or paper characters and a flannel board. The children can then manipulate the illustrations as the story is related or discussed afterward.</li> <li>• Laminate and use large calendar pictures for discussions or story sharing.</li> </ul>





### *Supporting Diversity and Children with Special Needs*

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- Caregivers and practitioners can provide assistance to those infants and toddlers who may require more time than others to undertake a task. Adults should encourage them to 'try.' Showing appreciation for efforts made will foster children's feelings of self-worth.
- Babies who are blind or deaf or who have severe hearing challenges need constant reminders of your presence and that they are valued.
- Describing to a baby who is blind what s/he looks like, for example, "You have such big brown eyes" while gently stroking his/her eyelids, gesturing and touching to show a deaf baby his/her face as you look together in a mirror, helps to encourage awareness of self.
- Taking children on field trips and rambles where others also frequent creates opportunities for children and caregivers to be with others.







## IN THE FIELD

### Challenges and Dilemmas Faced

- Inadequate space per child.
- Toddlers are rarely taken on field trips or 'rambles' because such activities are seen as time consuming and demanding too much organization.
- Both group size and adult/ child ratio are too large to permit for individualised attention and constant and efficient supervision. Toddlers are unable to develop a close relationship with any particular caregiver.
- High staff turnover at Day-care facilities due to inadequate compensation and/ or working conditions, affect toddlers' ability to develop a close attachment to a primary caregiver.

### What Really Works

- Show children ways to do things that don't hurt others.
- Support safe mobility and exploration.
- Plan flexible group activities.
- Provide opportunities for physical connection between children and adults throughout each day.
- Always model sharing as a voluntary action.
- Show children ways to do and say things that make others feel good.
- Show children alternative ways to meet their needs.



**Respect for self, others  
and the environment**

**THREE TO FIVE**





	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Knowledge of limits and boundaries of acceptable behaviour</b></p> <p><b>Ability to understand and appreciate the views and feelings of others</b></p> <p><b>Building relationships with others</b></p> <p><b>Caring for and protecting the environment</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate more independence and sense of responsibility.</li> <li>• Develop a sense of self-worth/self-confidence; take pride in their own work/effort.</li> <li>• Enjoy fantasy and play with imaginary friends, making use of their expanding vocabulary.</li> <li>• Engage in board games and follow the rules.</li> <li>• Gradually learn the boundaries and limitations of appropriate social behaviour.</li> <li>• Begin to understand the view of others and sympathise with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Show knowledge of social graces and appropriate social behaviours.</li> <li>• Show love, affection, acceptance/sympathy to peers e.g. kiss, hug, dry tears etc.</li> <li>• Play group games in cooperative play, can adhere to rules and show respect for authority.</li> <li>• Wait their turn patiently.</li> <li>• Distinguish right from wrong; report peers' wrongdoing to adults, show concern for honesty, fairness.</li> </ul>	<ul style="list-style-type: none"> <li>• To foster and reinforce children's sense of responsibility, develop a roster whereby all children in the class have the opportunity to carry out classroom chores and to assist others in doing so. Tasks can include collecting and distributing materials, looking after the classroom pet(s), cleaning up personal and other shared areas, switching off classroom lights.</li> <li>• On completing their activities (especially at learning centres) during "Free Activity or Free Choice" times, invite children to clean up and tidy the different play areas.</li> <li>• To build self-esteem and a positive self-image, commend each child for completing tasks and other accomplishments.</li> </ul>






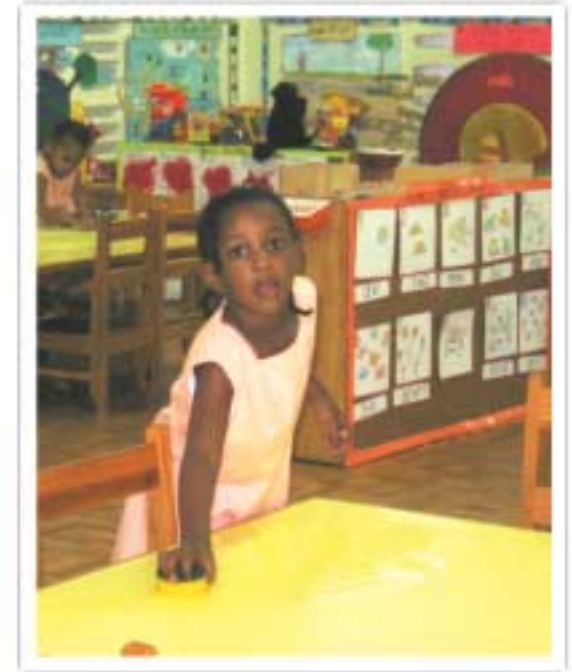


	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Knowledge of limits and boundaries of acceptable behaviour</b></p> <p><b>Ability to understand and appreciate the views and feelings of others</b></p> <p><b>Building relationships with others</b></p> <p><b>Caring for and protecting the environment</b></p>	<ul style="list-style-type: none"> <li>Develop a sense of community and have a desire to know about families and communities around them.</li> <li>Begin to play co-operatively with other children in small groups, and develop friendships.</li> <li>Share their toys etc., take turns and assume their share of group responsibility.</li> <li>Demonstrate skills of sharing and caring.</li> <li>Understand the concept of group, family and community.</li> <li>Display appropriate and responsible social behaviours in relation to the environment.</li> <li>Develop respect for rights of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Show respect toward others and their property (ask permission to borrow pencils, crayons etc).</li> <li>Co-operate and participate as a responsible member of a task group.</li> <li>Begin to accept responsibility for own actions/behaviours.</li> <li>Show awareness and appreciation of roles of different people in the community.</li> <li>Understand and appreciate the importance of family as well as awareness of different kinds of families.</li> </ul>	<ul style="list-style-type: none"> <li>Plan a curriculum/programme that is responsive to the specific context of children's experiences.</li> <li>Help children to identify landmarks that will help them to find their way around the school, neighbourhood and community.</li> <li>Provide at least on class pet and encourage children to take turns in caring for it.</li> <li>Promote respect for life and living things by letting children help to build a bird feeder and hang it up. They can record the number and kinds of birds observed and learn to identify and recognise birds by significant characteristics.</li> </ul>





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
<b>LEARNING OUTCOMES</b>		What we see children doing	What we can do to support children's development
<p><b>Knowledge of limits and boundaries of acceptable behaviour</b></p> <p><b>Ability to understand and appreciate the views and feelings of others</b></p> <p><b>Building relationships with others</b></p> <p><b>Caring for and protecting the environment</b></p>		<ul style="list-style-type: none"> <li>• Show pleasure in experiencing nature in various ways.</li> <li>• Talk about where they live, where other people live and what they do.</li> <li>• Investigate and discuss similarities and differences in their environment.</li> <li>• Ask questions about why things happen, how they work and suggest explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite the children to plan and plant a flower bed or vegetable garden. Children will water plants daily and record growth.</li> <li>• Inform parents and children on the provisions of the UN Convention on the Rights of the Child.</li> </ul>





SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<ul style="list-style-type: none"> <li>Teachers frequently group children in competitive teams according to age, gender, or other ways that may diminish children's sense of being a part of the whole group.</li> <li>A sense of community is undermined by teachers' behaviours and techniques, e.g. encouraging behaviours such as "tattling", teasing, or other practices that create animosity among children .</li> <li>Teachers rarely use children's social relationships as a route to learning.</li> <li>The environment is disorderly, with little structure or predictability; children wander aimlessly without purpose or direction. The environment and materials provide too little variety, interest or choice for children.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage parents to reinforce and foster children's independence and sense of responsibility by allowing their children to do chores at home, such as tidying their room, personal and shared areas, setting and clearing the table, caring for their pets, watering plants, taking out the garbage, etc.</li> <li>Encourage and welcome parents' visits to the school at all times.</li> <li>Schedule periodic conferences with each child's parents/guardians. Conferences may include the teacher, parents/caregivers and the child.</li> <li>Encourage and support home visits by the teachers.</li> <li>Invite parents and community members to be resource persons for various topics, themes, events.</li> </ul>	<ul style="list-style-type: none"> <li>Engage an "Adopt-a-School" or an "Adopt-a-Class" project with service clubs, groups, businesses, companies and workplaces in the school community.</li> <li>Contact service clubs and other organisations (such as the Lions Club, the Rotary Club, Girl Guides/Cub Scouts, 4H Club, Red Cross, etc.) and invite them to sponsor and/or assist with extracurricular activities for the children.</li> <li>Contact environmental organisations that are local, national and international and request resources and materials available for use by the school. Pictures, charts and posters are often available but not always presented appropriately for young children. Use such materials with discretion.</li> </ul>







### *Supporting Diversity and Children with Special Needs*

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- As much as possible, children with disabilities and challenges should receive therapeutic or other services.
- Within their regular (inclusive) classroom to maintain their sense of continuity and support their feeling of belonging and acceptance by the group.
- Culturally diverse and non-sexist activities and materials are provided to help individual children develop positive self-identity, to construct understanding of new concepts by building on prior knowledge and creating shared meaning, and to enrich the lives of all children with respectful acceptance and appreciation of differences and similarities.
- Books and pictures used in the classroom include people of different races, ages and abilities and of both genders in various roles.





## IN THE FIELD

### Challenges and Dilemmas Faced

- Children with disabilities/challenges/special learning needs are nominally assigned to an “inclusive” class, but most of their instruction occurs with special teachers elsewhere on the school compound.
- In more urban areas where parents are preoccupied with the demands of work, meetings and conferences with parents and caregivers are not well attended and supported.
- Some communities surrounding the school experience conflicts due to politics, crime, ethnic/social division, etc. and make conditions difficult for the school community to reflect otherwise.
- Adults who are able to speak the first language(s) of some children are not available at the school.

### What Really Works

- Show children ways to do things that don't hurt others.
- Support safe mobility and exploration.
- Plan flexible group activities.
- Provide opportunities for physical connection between children and adults throughout each day.
- Always model sharing as a voluntary action.
- Show children ways to do and say things that make others feel good.
- Show children alternative ways to meet their needs.





**R**

**respect for self, others  
and the environment**

**FIVE TO SEVEN**





	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Knowledge of limits and boundaries of acceptable behaviour</b></p> <p><b>Ability to understand and appreciate the views and feelings of others</b></p> <p><b>Building relationships with others</b></p> <p><b>Caring for and protecting the environment</b></p>	<ul style="list-style-type: none"> <li>Participate in activities and games with rules.</li> <li>Be responsible, productive members of a team; can engage effectively in co-operative learning.</li> <li>Understand things from the viewpoint of others but confidently holds own point of view.</li> <li>Show excitement and curiosity about the variety of people, business places, events and other activities that characterize their communities. They are curious about everything and everyone.</li> <li>Form friendships easily although these may change very rapidly.</li> <li>Show understanding of good moral judgement.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy going on field trips to places in their neighbourhoods and communities, such as shops/markets, factories and public buildings. They are keen to find out what goes on in each building or facility.</li> <li>Explore living things, their cycles and their habitats.</li> <li>Are helpful to others in carrying out small chores, especially physically challenged peers.</li> <li>May enjoy "taking care of" and playing with younger children.</li> <li>Have a strong need for love, attention and affirmation from parents and teachers.</li> <li>Identify and talk about behaviours they consider to be honest. "Good" and "bad" are what adults approve or disapprove of.</li> </ul>	<ul style="list-style-type: none"> <li>Organize the curriculum and daily programme in such a way that it allows for themes to be studied as projects (refer to the Project Approach, Katz &amp; Chard) scheduled for blocks of "Integrated Studies" time.</li> <li>Promote use of field trips, nature walks and visits from resource persons as regular forms of learning experiences.</li> <li>Include opportunities for role-playing problem situations and involving children in establishing and enforcing a few basic rules necessary for collaborative group efforts.</li> <li>Invite parents, resource persons and community members/helpers to share their experiences with the children.</li> </ul>





	<b>MILEPOSTS OF DEVELOPMENT</b>	<b>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</b>	<b>SIGNALS OF APPROPRIATE PRACTICES</b>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<p><b>Knowledge of limits and boundaries of acceptable behaviour</b></p> <p><b>Ability to understand and appreciate the views and feelings of others</b></p> <p><b>Building relationships with others</b></p> <p><b>Caring for and protecting the environment</b></p>	<ul style="list-style-type: none"> <li>• Appreciate, listen to and show respect to others (the elderly, those in authority, peers, etc.)</li> <li>• Recognize and relate appropriately to peers and others who are different from them in any way.</li> <li>• Demonstrate trust in self, authority and others.</li> <li>• Observe and appreciate special occasions (birthdays, Mothers' Day, Teachers' Day, etc.)</li> <li>• Show concern for, discourage and report any form of vandalism or destruction of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate that they care about the feelings and needs of others; express empathy, sympathy for others; comfort/ console an injured or unhappy person.</li> <li>• Recognize and resist inappropriate touching.</li> <li>• Respect the privacy of others and demand respect for their own privacy.</li> <li>• Express approval or disapproval of another's ideas and accept or consider suggestions from others and compromise when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage positive peer group relationships by providing opportunities and support for small-group projects . Small groups help children develop social and conversational skills as well as problem solving and negotiating skills.</li> <li>• Have one or more class pet(s) and allow the children to take turns in providing care, and for taking home the pet(s) during weekends and Holidays.</li> <li>• Encourage the children to take care of classroom plants or a class garden.</li> </ul>







SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<ul style="list-style-type: none"> <li>No effort is made to build a sense of the group as a community.</li> <li>Teachers emphasize the need for children to do their own work independently at all times rather than encourage co-operative projects or activities.</li> <li>Negative approach to classroom behaviour management e.g. use of harsh words, scolding, finding fault; setting rules, shaming, comparing with others etc.</li> <li>Teachers do not practice what they preach relative to care of the environment.</li> <li>Teachers do not model appropriate social behaviour.</li> <li>Rules are set but not explained.</li> <li>Teachers do not have time for private conversations with children.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule periodic conferences with each child's parents. Conferences may include the teacher, parents, and the child.</li> <li>Parents' visits to school are welcomed at all times.</li> <li>Encourage and support home visits by teachers.</li> <li>Arrange parent participation activities to accommodate parents' schedules.</li> <li>Call on relevant parents and members of the community to be resource persons for various topics, themes, events and activities.</li> <li>Include parents and other community members in celebrations of learning and achievement; respect cultural differences of families.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in an "Adopt-a-School" or an "Adopt-a-Class" project with groups, businesses, companies and work places in the school community.</li> <li>Contact Service Clubs to become involved in sponsoring and/or assisting with extracurricular activities for the children.</li> <li>Contact local, national and international Environmental Organizations to request resources and materials available for use by schools. Pictures, charts and posters are often available but not always presented appropriately for young children. Use discretion in their use.</li> <li>Invite zoo personnel, vets and environmental agencies to share on ways of caring for animals and the environment.</li> </ul>





### *Supporting Diversity and Children with Special Needs*

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- What constitutes acceptable/proper behaviour for children may be defined differently in some communities than in others. To address these differences, parents and teachers can talk about the need to have certain behaviours in school.
- Parents can also help teachers understand how to help their children achieve certain goals or help the school modify the goals in light of cultural concerns.





## IN THE FIELD

### Challenges and Dilemmas Faced

- Some books and instructional materials still being used in the classroom indicate bias and stereotypes and have not been updated to reflect more politically-correct language as well as authentic information, for example, referring to the Arawaks as the indigenous people of Jamaica rather than the Tainos.
- Teachers have very little time to encourage and maintain involvement of parents and members of the community.

### What Really Works

- The school environment is safe, comfortable and aesthetically pleasing with sufficient space so that the children are not overly crowded.
- Teachers provide many daily opportunities for children to develop social skills, such as helping, co-operating, negotiating and talking through interpersonal problems with those involved. When children engage in antisocial behaviour they intervene promptly and provide timely coaching in developing more acceptable social skills.



# Resilience



# Learning Outcome

## 6: RESILIENCE

A desirable learning outcome that focuses on developing a child who has coping skills and characteristics such as:

### DISPOSITIONS

Of persistence, of willingness to complete unpleasant or challenging tasks, and of perseverance.

### COPING SKILLS

The ability to cope with difficulties, challenges, conflicts, moods, stress, depression.

### SURVIVAL SKILLS

Ability to cope with conditions such as violence, threat, bullying, death, abuse (physical and substance), disease and natural disasters.

### DISCERNMENT

Ability to distinguish harmful situations, events or persons from those which are not.

### MAINTAINING PEACE

Skills in negotiation, peace-keeping and conflict resolution.



# **R**esilience

**BIRTH TO THREE**







	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
DISPOSITIONS	<p>From birth, young babies :</p> <ul style="list-style-type: none"> <li>• Display a preference for the people they like to be with and what they want to see, hear, touch and taste.</li> <li>• Show distinct differences in how they respond to people and the environment, e.g. easy going, outgoing, enthusiastic, slow to warm up etc.</li> <li>• Gradually develop a spirit of independence.</li> <li>• Express through their body language, the desire and need to feel loved, safe and secure within caring and healthy relationships.</li> </ul>	<p>Young babies:</p> <ul style="list-style-type: none"> <li>• Enjoy skin-to-skin contact.</li> <li>• Show pleasure by gurgling and cooing, and show discomfort by crying.</li> <li>• Cry in different tones to express different needs.</li> <li>• Respond to the different tones of voices around them.</li> </ul> <p>Toddlers:</p> <ul style="list-style-type: none"> <li>• Display a strong sense of territory and possession.</li> <li>• Display a strong need for physical connection with familiar adults, but an equally strong need to be physically independent from adults.</li> </ul>	<p>Caregivers need to:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for physical closeness, holding and touching.</li> <li>• Offer immediate response to infants' cues or signals for engagement or disengagement.</li> <li>• Plan adequate time and space to allow for independent movement of infants and toddlers.</li> <li>• Talk frequently and comfortably with infants and toddlers, to give them a sense of security and an opportunity to learn language.</li> <li>• Respond promptly and appropriately to infants' and toddlers' cries and vocalizations to assure them that these are understood.</li> </ul>
COPING SKILLS			
SURVIVAL			
DISCERNMENT			
MAINTAINING PEACE			





	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
DISPOSITIONS	<ul style="list-style-type: none"> <li>Continue to explore what they can do on their own and what they can do if given support.</li> <li>Cry to communicate physical or emotional discomfort and "coo" to communicate pleasure.</li> <li>Venture out into exploratory activities that make them vulnerable in relation to keeping safe.</li> <li>Crave adult attention and affirmation to increase their confidence to do new and different things.</li> <li>As infants and toddlers develop their physical skills and become more mobile, their boundaries widen and they begin to make choices that can involve real risk. Young children develop an awareness of choices they can make and their consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Take things apart, empty things out and move from activity to activity to learn about the environment and their relationship to it.</li> <li>Demonstrate an emerging sense of curiosity about the people and situations in their environment.</li> <li>Begin to form friendships in play situations.</li> <li>Express their emotions physically; their sense of independence often leads to resistive behaviour e.g. "No!"</li> <li>From as early as 3 months, babies know the difference between their parents and strangers.</li> <li>Older toddlers are able to exhibit more impulse control and self-regulation in relation to others.</li> </ul>	<ul style="list-style-type: none"> <li>Provide activities like rocking, walking, talking, gently rubbing and singing to help infants find comfort.</li> <li>Respond to fussing infants with care and knowledge.</li> <li>Take time with daily activities, such as diaper changing, so adult and child can connect and strengthen their relationship</li> <li>Show respect for infants by doing things <b>with</b> them and not <b>to</b> them.</li> <li>Observe carefully and watch for children's responses.</li> <li>Make conversations with infants natural and comfortable. This may take practice for some caregivers.</li> </ul>
COPING SKILLS			
SURVIVAL			
DISCERNMENT			
MAINTAINING PEACE			





	<i>MILEPOSTS OF DEVELOPMENT</i>	<i>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</i>	<i>SIGNALS OF APPROPRIATE PRACTICES</i>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>DISPOSITIONS</b>	<ul style="list-style-type: none"> <li>In order to appreciate what they can do independently, young children can develop relationships with key people, which help them to develop self-confidence, a belief in themselves and healthy self-esteem.</li> <li>Children respond positively to explanations and descriptions of what is going on in their world.</li> </ul>	<ul style="list-style-type: none"> <li>By 3 years, young children verbalize their feelings more often and also express feelings in symbolic play. They are able to show empathic concern for others.</li> </ul>	<ul style="list-style-type: none"> <li>Begin reading to infants and toddlers as soon as possible and make conversations about the stories. Especially during the first year of life, story reading and sharing stimulates the brain connections that promote language and eventual literacy.</li> <li>Model acceptable social behaviours for toddlers to see.</li> <li>Caregivers must establish boundaries for toddlers that allow them to make choices safely.</li> <li>Parents and caregivers need to ensure their safety, while not inhibiting their desire to take risks.</li> </ul>
<b>COPING SKILLS</b>			
<b>SURVIVAL</b>			
<b>DISCERNMENT</b>			
<b>MAINTAINING PEACE</b>			







SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORT AND RESOURCES
<ul style="list-style-type: none"> <li>• Attempting to be playful, caregivers frighten, tease or upset young children with their unpredictable behaviours.</li> <li>• Caregivers are rough and inattentive.</li> <li>• Infants are wordlessly and sometimes abruptly moved about at the adults' convenience.</li> <li>• Caregivers are unpredictable and/ or unresponsive.</li> <li>• Caregivers exhibit a lack of coping behaviours themselves and are unable to model the type of interactions with others that they want children to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform parents about how their baby or young child communicates needs.</li> <li>• Share with parents and other practitioners the specific interests and concerns of the babies/ infants and toddlers being cared Plan time to talk in depth.</li> <li>• Include parents and family members of the children when planning activities that will encourage children to learn that other people have different views from theirs.</li> <li>• Discuss with parents how each child responds to activities, caregivers/adults, peers.</li> </ul>	<ul style="list-style-type: none"> <li>• When in doubt, caregivers and practitioners must seek information, guidance and support from a medical professional, the child's parents or family member, parenting magazines and books and websites.</li> <li>• Refer to the following resource materials:             <ol style="list-style-type: none"> <li>1. Levin, D.E. (2003). Teaching Young Children in Violent Times: Building a Peaceable Classroom. NAEYC</li> <li>2. Educator for Social Responsibility (<a href="http://www.esrnational.org">www.esrnational.org</a>)</li> <li>3. Lion &amp; Lamb Project (<a href="http://www.lionlamb.org">www.lionlamb.org</a>)</li> <li>4. National Association for the Education of Young Children (<a href="http://www.naeyc.org">www.naeyc.org</a>)</li> <li>5. Children and Conflict: An Opportunity for learning in the Early Childhood Classroom. Videotape and educational materials. (<a href="http://www.mrrogers.org">www.mrrogers.org</a>)</li> <li>6. Different and the Same: Helping Children Identify and Prevent Prejudice. Videotape. UNESCO International Clearinghouse on Children, Youth and Media (<a href="http://www.nordicom.gu.se">www.nordicom.gu.se</a>)</li> </ol> </li> </ul>

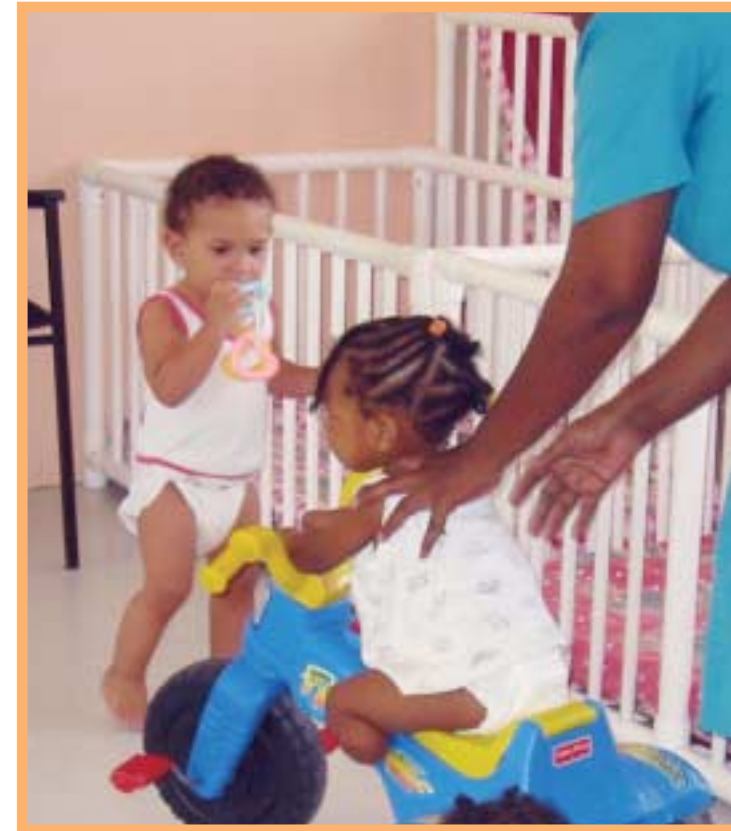




### *Supporting Diversity and Children with Special Needs*

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- Identify professionals who can provide appropriate consultation for children (and adults who care for them) who appear to be experiencing any form of stress, anxiety or trauma.
- In order to approximately meet the needs of young infants and toddlers, caregivers and practitioners must be responsive to these children's needs and be knowledgeable about their development.
- Intervene whenever any child takes a toy away from another regardless of that child's reaction. Consistency is necessary in establishing a peaceable environment (Levin, D.E., 2003).





## IN THE FIELD

### Challenges and Dilemmas Faced

- Helping young children deal with trauma, challenge, difficulty, conflict, violence, grief, differences.
- Helping children cope with grief, death and losing loved ones.
- Overcrowded conditions that prevent caregivers and practitioners from individualizing attention to infants and toddlers and also from developing a close relationship with each child.
- Limited space.
- Receiving and coping with infants and toddlers from circumstances where parents or family members have been affected by violence or trauma.

### What Really Works

In Jamaica :

The *Roving Caregivers* is an innovative early childhood development intervention programme in Jamaica. It serves over 2000 children aged birth to 36 months in 3 poor rural parishes. The programme is designed to promote the development, health and nutrition of disadvantaged children, the self-esteem and child rearing knowledge and practices of the mothers, as well as their income generating activities. School leavers are recruited to work in the areas in which they live. They are trained to visit homes and demonstrate and teach the mothers stimulation activities and child rearing practices (Powell, 2004).

Two recent studies conducted by Dr. Christine Powell, to compare the performance of R.C. programme children and a control group in basic school (preschool), revealed significantly higher developmental quotients, 5.5 DQ points, hand eye coordination scores 7.1 points and performance scores 7.2 points, than those in the control group. The intervention was effective improving both the children's development and the mothers' knowledge of child development and child rearing (Powell, 2004. p. iv)





# **R**esilience

**THREE TO FIVE**





	<i>MILEPOSTS OF DEVELOPMENT</i>	<i>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</i>	<i>SIGNALS OF APPROPRIATE PRACTICES</i>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>DISPOSITIONS</b>	<ul style="list-style-type: none"> <li>Demonstrate a basic understanding of right and wrong.</li> <li>Try new things and take risks.</li> </ul>	<ul style="list-style-type: none"> <li>Persevere in the demonstration of skills and completion of tasks.</li> <li>Distinguish between good and bad health and nutrition habits.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a safe, healthy environment and careful supervision.</li> <li>Participate and avoid accidents or problems before they occur.</li> </ul>
<b>COPING SKILLS</b>	<ul style="list-style-type: none"> <li>Be assertive about their needs and desires; make their own decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Display determination to complete challenging tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Guard children's safety while also encouraging children to do what they are capable of doing.</li> </ul>
<b>SURVIVAL</b>	<ul style="list-style-type: none"> <li>Learn to respect and care for their bodies; show awareness of objects, actions, situations that are potentially harmful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Act bossy and use various tactics for getting attention.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to have/display knowledge of good health and nutrition habits.</li> </ul>
<b>DISCERNMENT</b>	<ul style="list-style-type: none"> <li>Know and apply safety procedures to self and others.</li> <li>Build strength, co-ordination, flexibility and endurance.</li> </ul>		<ul style="list-style-type: none"> <li>Support children's age-appropriate risk taking within safe boundaries.</li> </ul>
<b>MAINTAINING PEACE</b>	<ul style="list-style-type: none"> <li>Organise other children and toys for pretend play.</li> </ul>		<ul style="list-style-type: none"> <li>Encourage children's efforts to succeed at challenging tasks by assisting them when necessary.</li> </ul>








	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>DISPOSITIONS</b>	<ul style="list-style-type: none"> <li>Often exclude other children in play – best friends only.</li> <li>They understand and respect rules – often ask permission; seek adult approval.</li> <li>Sometimes they need to get away and be alone.</li> <li>Change the rules of games as they play; take turns and share (most of the time).</li> <li>Show curiosity in their environment and world; discover new perspectives.</li> <li>Display fear of the dark and monsters; begin to understand danger.</li> <li>Have vivid imaginations and sometimes imagine playmates; have difficulty distinguishing between reality and fantasy.</li> </ul>	<ul style="list-style-type: none"> <li>Reveal personal concerns, experiences and questions during fantasy play and other activities in and out of the classroom.</li> <li>Tell lies sometimes to protect self and friends.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities to increase children's awareness and avoidance of dangerous, threatening objects and unacceptable/inappropriate actions of adults or peers toward them.</li> <li>Organise the daily class schedule to allow for alternating periods of active and quiet time, adequate (healthy) nutrition and nap/rest time.</li> <li>Allocate extended periods of time for children to engage in play and project work activities.</li> <li>Draw on children's curiosity and desire to make sense of their world to motivate them to become involved in community-oriented learning activities.</li> </ul>
<b>COPING SKILLS</b>			
<b>SURVIVAL</b>			
<b>DISCERNMENT</b>			
<b>MAINTAINING PEACE</b>			





	<i>MILEPOSTS OF DEVELOPMENT</i>	<i>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</i>	<i>SIGNALS OF APPROPRIATE PRACTICES</i>
<b>LEARNING OUTCOMES</b>	What children are expected to do		What we can do to support children's development
<b>DISPOSITIONS</b>	<ul style="list-style-type: none"> <li>Show egocentric behaviour; tend to think about one thing at a time and demonstrate some inflexibility of thought; often think in rigid, dichotomous categories, and in concrete terms.</li> <li>Often fail to understand causal connections between two events.</li> <li>Express anger verbally rather than physically (most of the time); sometimes throw tantrums over minor frustrations.</li> </ul>		<ul style="list-style-type: none"> <li>Warmly accept and respect each child as an individual.</li> <li>Encourage children to talk about their feelings while working with others in an activity, working on a project or playing together.</li> <li>Stories read to the class include various concerns and challenges such as "How to treat strangers," "Visiting the Dentist," etc.</li> </ul>
<b>COPING SKILLS</b>			
<b>SURVIVAL</b>			
<b>DISCERNMENT</b>			
<b>MAINTAINING PEACE</b>			





SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORTS AND RESOURCES
<ul style="list-style-type: none"> <li>Professional development opportunities for teachers are fragmented or irrelevant to the needs of the particular group of children, and the emerging difficulties and challenges they face.</li> <li>Corporal punishment and other abusive strategies are applied to the management of children's behaviour in schools.</li> </ul>	<ul style="list-style-type: none"> <li>Inform parents and caregivers about what community resources are available to help their children learn self-protection strategies.</li> <li>Ask parents and members of the children's and school communities who work in areas related to coping skills, dispositions, survival, discernment and maintaining peace, to share their knowledge and work with the children.</li> <li>Disseminate information on disaster preparedness, fire safety, traffic safety, water safety, poison safety and personal safety to parents and care-givers in order to promote consistency of information and practice between school and home.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can keep abreast of the many public awareness programmes being sponsored across the various Ministries, including Education, Health and Social Services.</li> <li>Collect information in the form of brochures and pamphlets that are often available at no cost; call on resource persons who are willing to make themselves available for presentations (for example, for teaching staff, PTAs, etc.).</li> <li>Health education resources and personnel are now available through the Internet and several school programmes and non-governmental agencies, to inform children about health/personal safety, including substance abuse, HIV and AIDS.</li> </ul>







### Supporting Diversity and Children with Special Needs

- In cases where children's condition of special needs have resulted from experience of environmental stress and violence, and where children's aggressive behaviour continually threatens others, teachers should develop individualised behavioural plans based on observations that help them to identify environmental "triggers" and/or other factors associated with the behaviours. This plan includes motivation and intervention strategies that assist and support the child to develop self-control and appropriate social behaviours.
- Teachers facilitate the development of social skills, self-control, and self-regulation in children by using positive guidance techniques, such as modelling and encouraging expected/desirable behaviour, redirecting children to more acceptable activities, setting clear limits and intervening to enforce consequences for unacceptable, harmful behaviour.





## IN THE FIELD

### Challenges and Dilemmas Faced

- Schools located in volatile (political, social, religious) areas where relationships within and across communities are not conducive to or supportive of developing and maintaining peaceable classrooms and schools.
- Children in such schools are unable to concentrate on the task of learning as they are fearful and anxious.
- An increasing number of children within school communities who are losing parents and family members to HIV/AIDS and violence.
- An increasing number of children exposed to various forms of abusive situations.

### What Really Works

In Jamaica :

The Peace and Love in Schools (PALS) project in Jamaica provides teacher training and teaching/learning resource materials to promote peaceful relationships in schools. Some of the violence/aggression prevention strategies applied are:

- Keep an eye on the children for signs of stress and anxiety.
- Be alert to any sudden changes in behaviour e.g., becoming more aggressive, or withdrawn, sleeping in class, overeating or appearing to eat nothing.
- Look ahead and anticipate incidents that might be stressful, challenging or difficult for the children and help them as much as possible to prepare for these, for example, moving to primary school, visit of the Nurse, or an approaching hurricane, etc. Talk well in advance about the events and any concerns the children might have.





# Resilience

FIVE TO SEVEN






	<i>MILEPOSTS OF DEVELOPMENT</i>	<i>SIGNALS OF PERFORMANCE IN LEARNING SETTINGS</i>	<i>SIGNALS OF APPROPRIATE PRACTICES</i>
<b>LEARNING OUTCOMES</b>	What children are expected to do	What we see children doing	What we can do to support children's development
<b>DISPOSITIONS</b>	<ul style="list-style-type: none"> <li>• Are particularly sensitive to losing in competitive activities.</li> <li>• They are trusting toward adults, regarding most of them as parents.</li> <li>• Are increasingly independent and developing a conscience, yet still need supervision and the support of trusted adults.</li> <li>• Can assume responsibility for short periods of time only and should not be expected to display adult levels of self-control and direction.</li> <li>• Can gradually acquire attitudes and dispositions to learning and work, such as persistence, resourcefulness and initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• Are easily upset by criticism or failure.</li> <li>• Do not enjoy competition as they believe that children should compete against themselves, not against other children.</li> <li>• Tell on each other to get an adult's attention and to help understand rules.</li> <li>• May become upset when their behaviour or school work is criticized or ignored.</li> <li>• Reveal personal experiences, concerns, questions in play and other activities in and out of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping children in creative ways will not only be of benefit to them in acquiring knowledge and skills, but also foster positive dispositions toward learning and school.</li> <li>• Encourage children to talk about their feelings while working with others in an activity, working on a project by themselves, or playing together.</li> <li>• Create opportunities in the classroom where current conditions to which these children are being exposed can be discussed, explained and understood.</li> <li>• Stories and storybooks about various concerns and challenges are introduced in the book corner and shared with the class.</li> </ul>
<b>COPING SKILLS</b>			
<b>SURVIVAL</b>			
<b>DISCERNMENT</b>			
<b>MAINTAINING PEACE</b>			







	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
<b>LEARNING OUTCOMES</b>	What children are expected to do		What we can do to support children's development
<b>DISPOSITIONS</b>	<ul style="list-style-type: none"> <li>Take pride in being able to do things for themselves. However, they still need and want the assurance of an adult's presence.</li> <li>Are curious about people and events around them</li> <li>Can be affected by stress, or have bad or sad moods during times that might be difficult or challenging.</li> <li>Can display signs of depression. Some causes of stress include arguments between parents and family members or parents going through separation or divorce, disagreements with friends, being teased too much, being overwhelmed by changes and transitions and school tests.</li> </ul>		<ul style="list-style-type: none"> <li>Make time to talk and listen carefully to the children about what is going on at school, home or with friends.</li> <li>Practise good communication and reflective listening. Communication is vital during this school period as there is so much to discuss and negotiate when children are seeking information, explanations and understanding.</li> <li>Wander around the classroom while the children are engaged in free play or organized activities and listen to their observations and conversations. What they do and say can be very revealing.</li> </ul>
<b>COPING SKILLS</b>			
<b>SURVIVAL</b>			
<b>DISCERNMENT</b>			
<b>MAINTAINING PEACE</b>			







	MILEPOSTS OF DEVELOPMENT	SIGNALS OF PERFORMANCE IN LEARNING SETTINGS	SIGNALS OF APPROPRIATE PRACTICES
LEARNING OUTCOMES	What children are expected to do	What we see children doing	What we can do to support children's development
<b>DISPOSITIONS</b>  <b>COPING SKILLS</b>  <b>SURVIVAL</b>  <b>DISCERNMENT</b>  <b>MAINTAINING PEACE</b>			<ul style="list-style-type: none"> <li>Keep an eye on the children for signs of stress and anxiety. Be alert to any sudden changes in behaviour, becoming more aggressive, or withdrawn, sleeping in class, over-eating or appearing to eat nothing.</li> <li>Look ahead and anticipate incidents that might be stressful, challenging or difficult for the children and help them as much as possible to prepare for these. Talk in advance about the events and concerns of the children.</li> </ul>





SIGNALS OF INAPPROPRIATE PRACTICES	INVOLVING PARENTS AND COMMUNITY	USEFUL SUPPORT AND RESOURCES
<ul style="list-style-type: none"> <li>The daily programme is fragmented among many different groups and activities with little attempt by the teacher to communicate or coordinate successful transitions.</li> <li>Great disparity in the expectations, teaching strategies, or academic demands from one grade to the next (such as the movement from preschool facilities to first grade) creates excessive stress and discontinuity for the children.</li> <li>The classroom/school environment is unhealthy and/or unsafe.</li> <li>Professional development opportunities for teachers are fragmented or irrelevant to the needs of the particular group of children.</li> </ul>	<ul style="list-style-type: none"> <li>Inform parents and caregivers about what community resources are available to help their children learn self-protection strategies.</li> <li>Parents and members of the children's and school communities involved in areas related to coping skills, dispositions, survival, discernment and maintaining peace, can be asked to share their knowledge and work with the children.</li> <li>Information addressing questions of disaster preparedness fire safety, traffic safety, water safety, poison safety and personal safety is to be disseminated to parents and care-givers in order to promote consistency of information and practice between school and home.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are to keep abreast of the many public awareness programmes being sponsored across the various Ministries, including Education, Health, and Social Services. Information in the form of brochures and pamphlets is often available at no cost, and resource persons are often willing to make themselves available for presentations (for example, for teaching staff, PTAs etc).</li> <li>Members of service clubs, professional organizations and proactive groups will also make themselves available as resource persons for reference and classroom needs.</li> <li>Health education resources are now available on the Internet and through several school programmes to inform children on substance abuse, HIV and AIDS.</li> </ul>





## Supporting Diversity and Children with Special Needs

- For children with visual disabilities the teacher will need to be attentive to lighting conditions and equipment choices. While other children can help the child with visual limitations, the teacher can also make sure that tactile information and cues are available.
- Children with auditory disabilities should be placed in front of the teacher so they can read lips and have the best opportunity for hearing directions. They may need individualized interpreters in order to follow more detailed directions and may need visual signals to supplement some auditory signals.
- Children with orthopaedic disabilities will need adapted/modified equipment.
- Teachers need to be familiar with some of the beliefs and practices of the represented ethnic communities in the class in order to understand better the challenges and difficulties being experienced by the children of the class.







## IN THE FIELD

### Challenges and Dilemmas Faced

- Schools located in volatile (political, social, religious) areas where relationships within/across communities are not conducive to/supportive of developing/maintaining peaceable classrooms/schools. Children come to school in fear and with anxiety.
- An increasing frequency of children within school communities who lose parents and family members to HIV and violence.
- Accompanying overcrowded conditions is an increasing incidence of bullying.

### What Really Works

Many early childhood centres provide activities in the classroom such as playing with puppets and masks, listening to stories, playing with toy medical equipment (or real equipment, if that is possible and appropriate).

Health care professionals and other related resource persons also help children understand and feel more positive about going to the doctor, nurse or dentist. Also, field trips to nearby public clinics or offices of health care professionals and to hospitals can be arranged for the same purpose. Teachers plan these trips very carefully and can sometimes be advised/assisted by librarians, public relations officers or education personnel at these places, children are given specific tasks during their visit and can take along cameras and clipboards for recording observations.

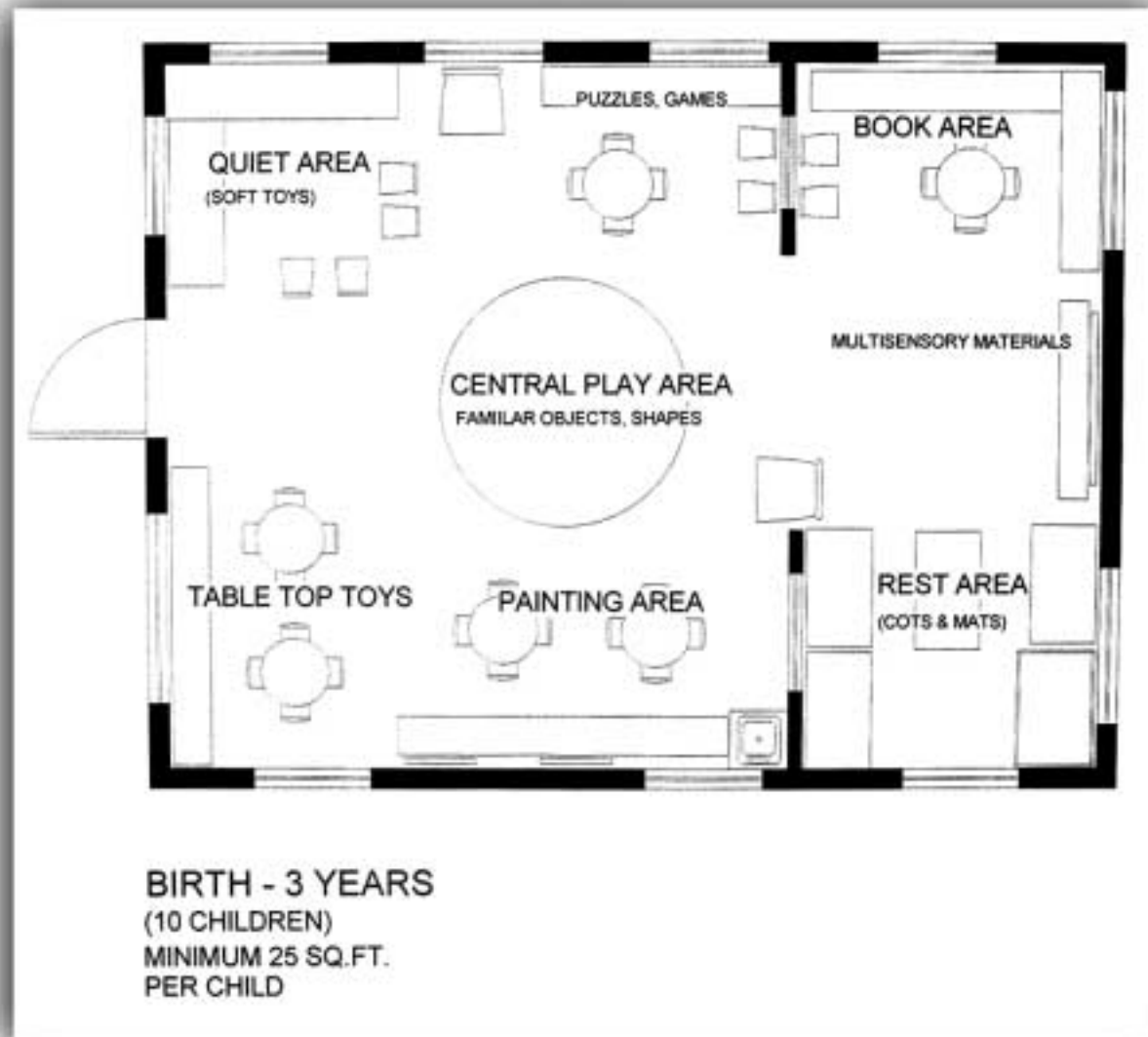
Children learn some simple first aid procedures and how to use the telephone to get help in an emergency.



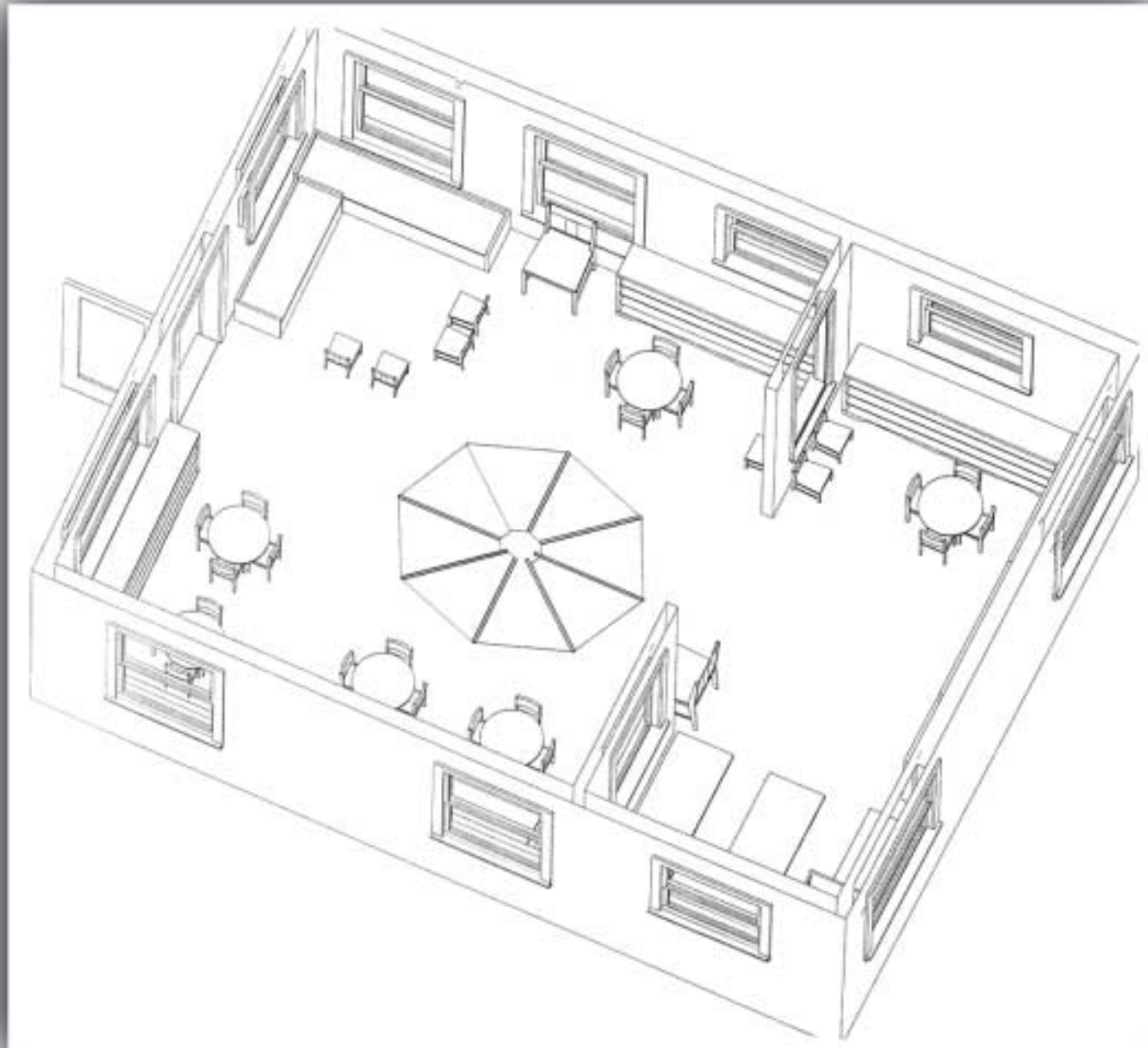
# APPENDICES



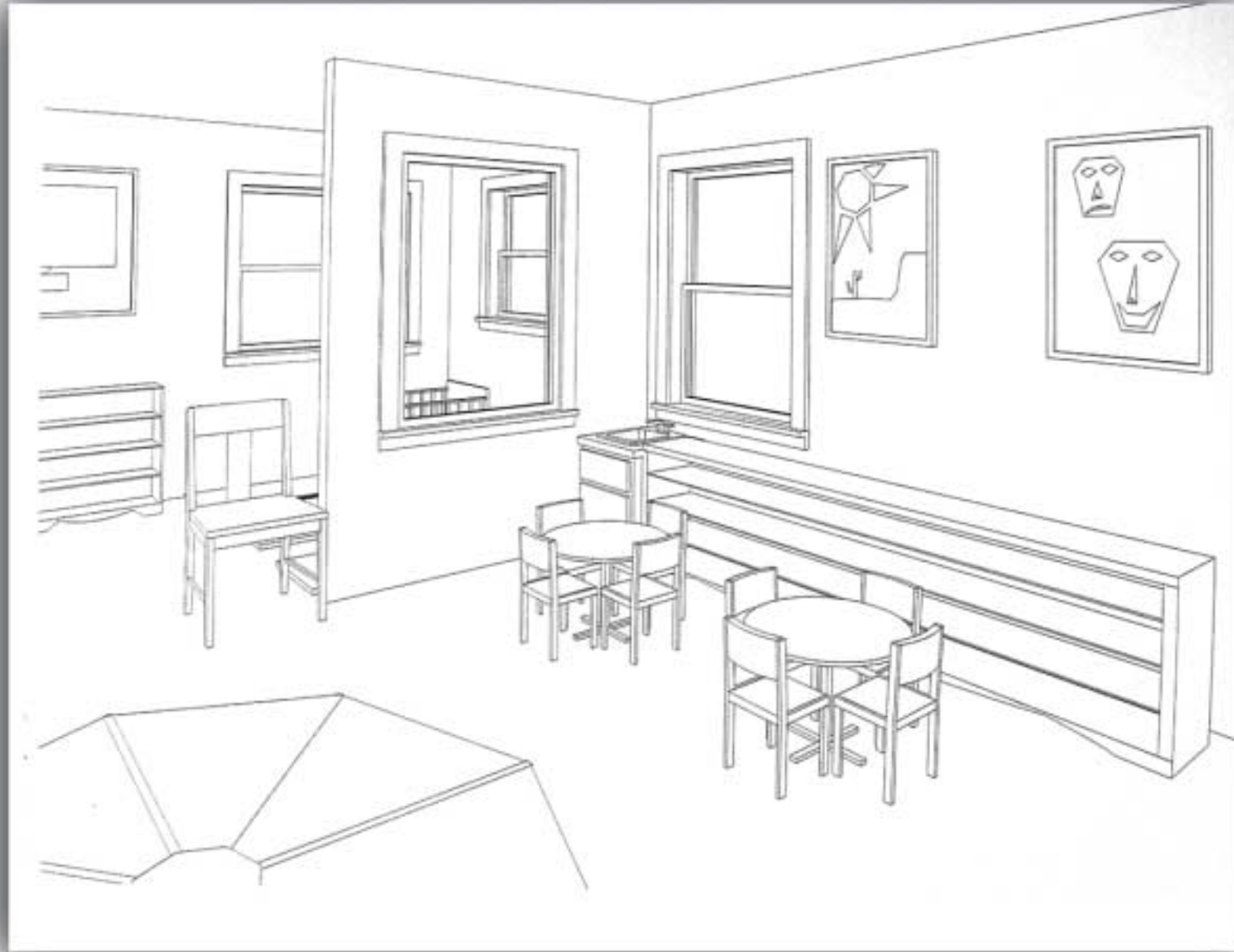




**BIRTH TO THREE  
PROPOSED  
CLASSROOM LAYOUT**



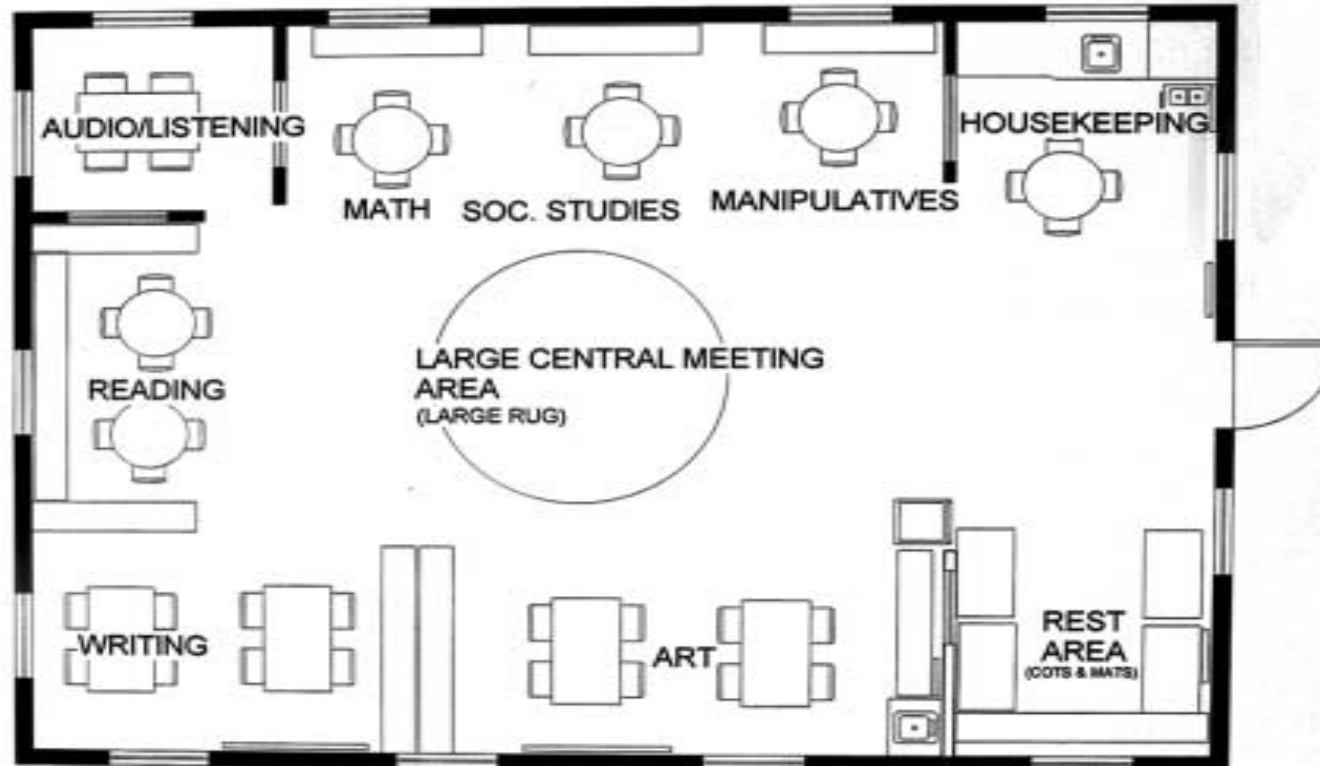
**BIRTH TO THREE  
PROPOSED  
CLASSROOM LAYOUT  
(AERIAL VIEW)**



**BIRTH TO THREE  
PROPOSED  
CLASSROOM LAYOUT**

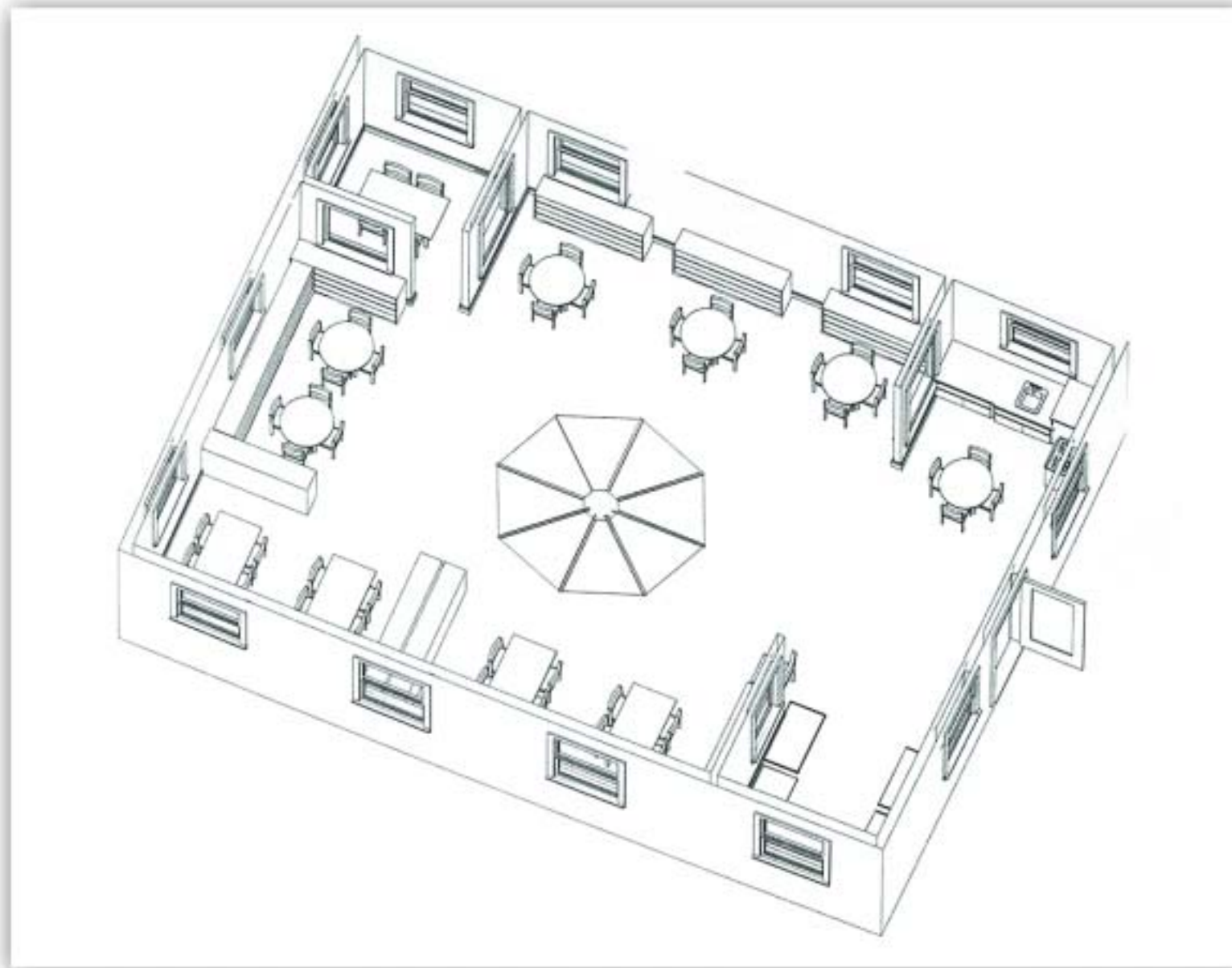
**(INTERIOR VIEW)**





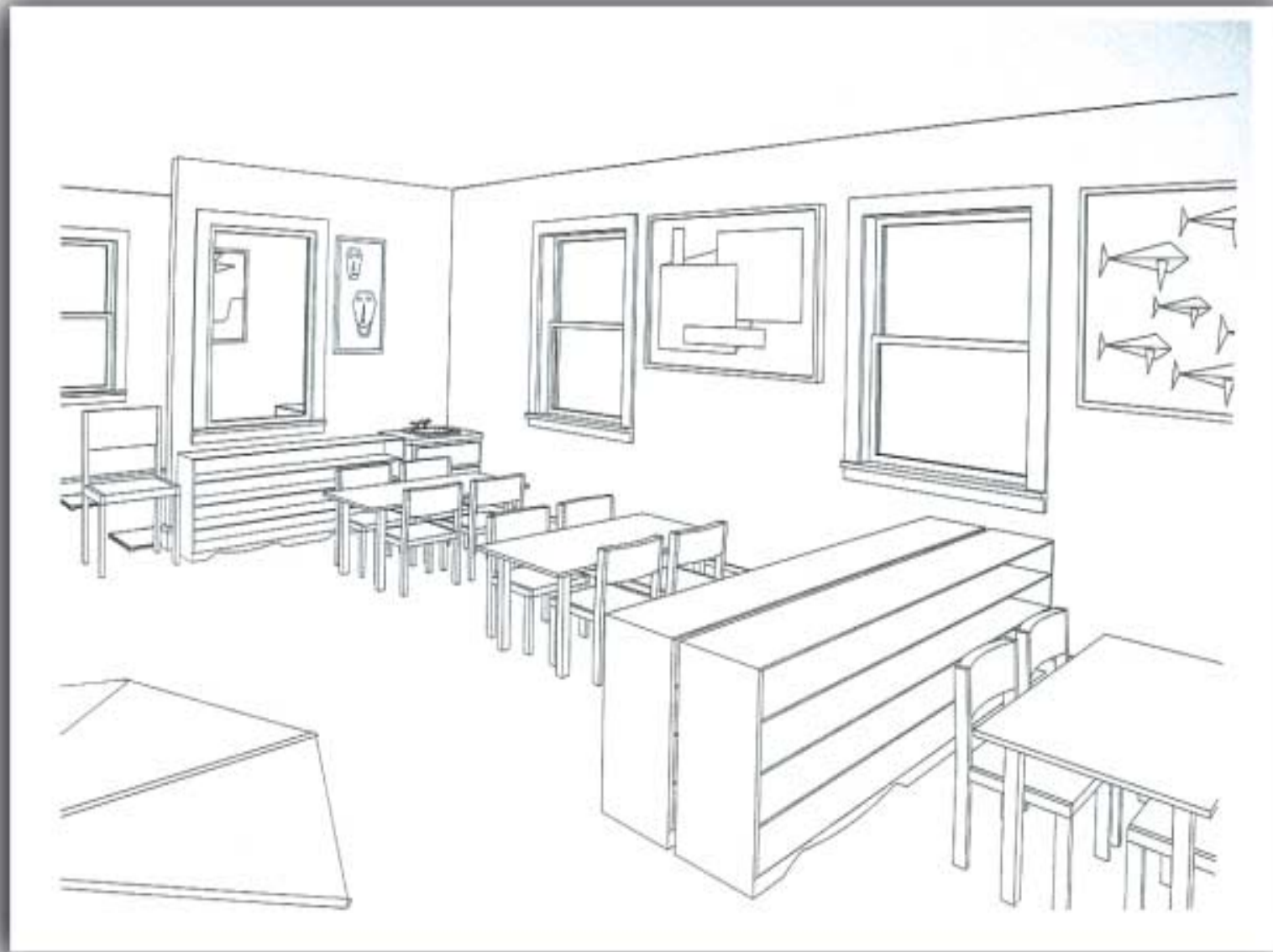
**3-5 YEARS OLD  
PROPOSED  
CLASSROOM LAYOUT**

**3-5 YR. OLDS  
(25 CHILDREN)  
MINIMUM 25 SQ.FT. PER CHILD**



**3-5 YEARS OLD  
PROPOSED CLASS-  
ROOM LAYOUT**

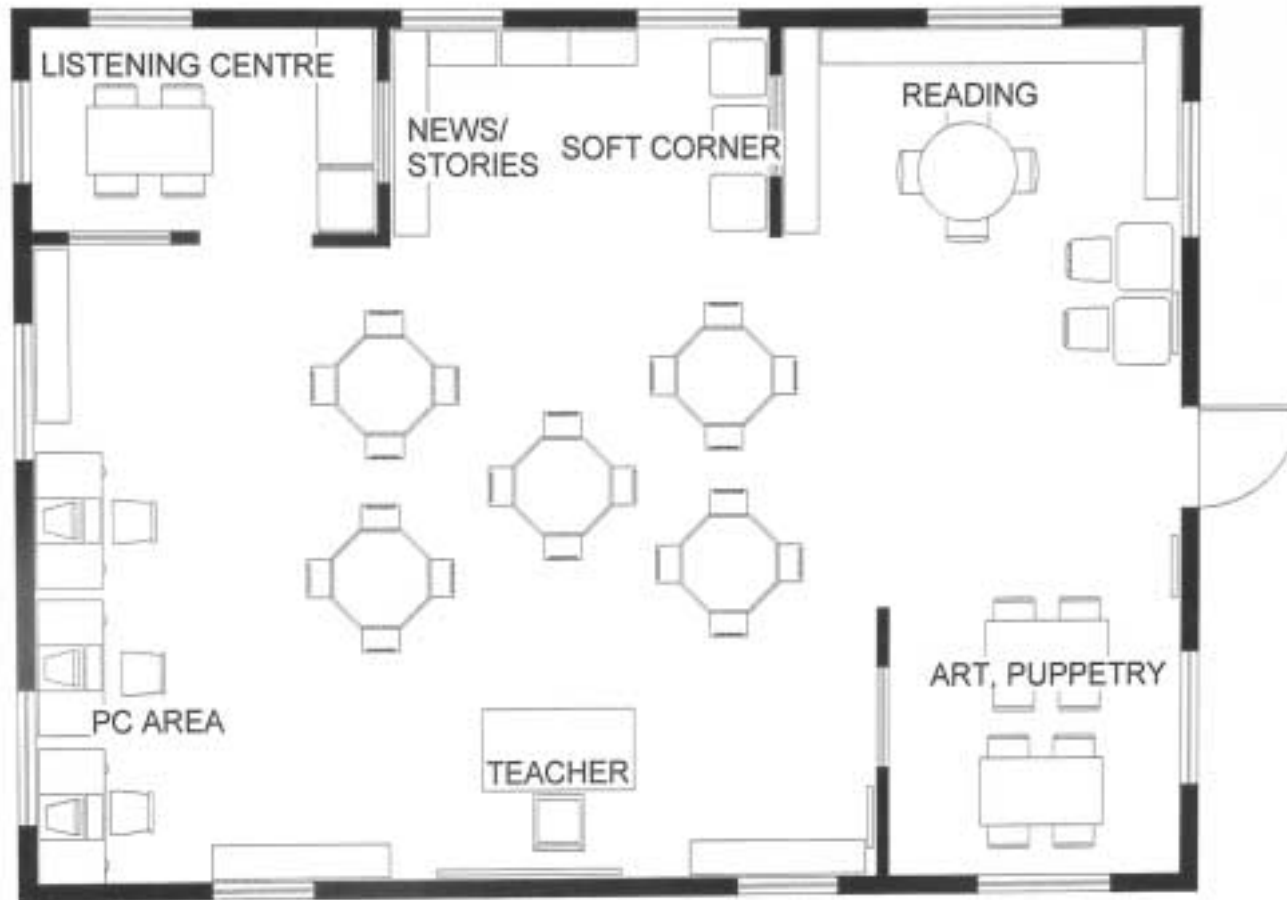
**(AERIAL VIEW)**



**3-5 YEARS OLD  
PROPOSED CLASS-  
ROOM LAYOUT**

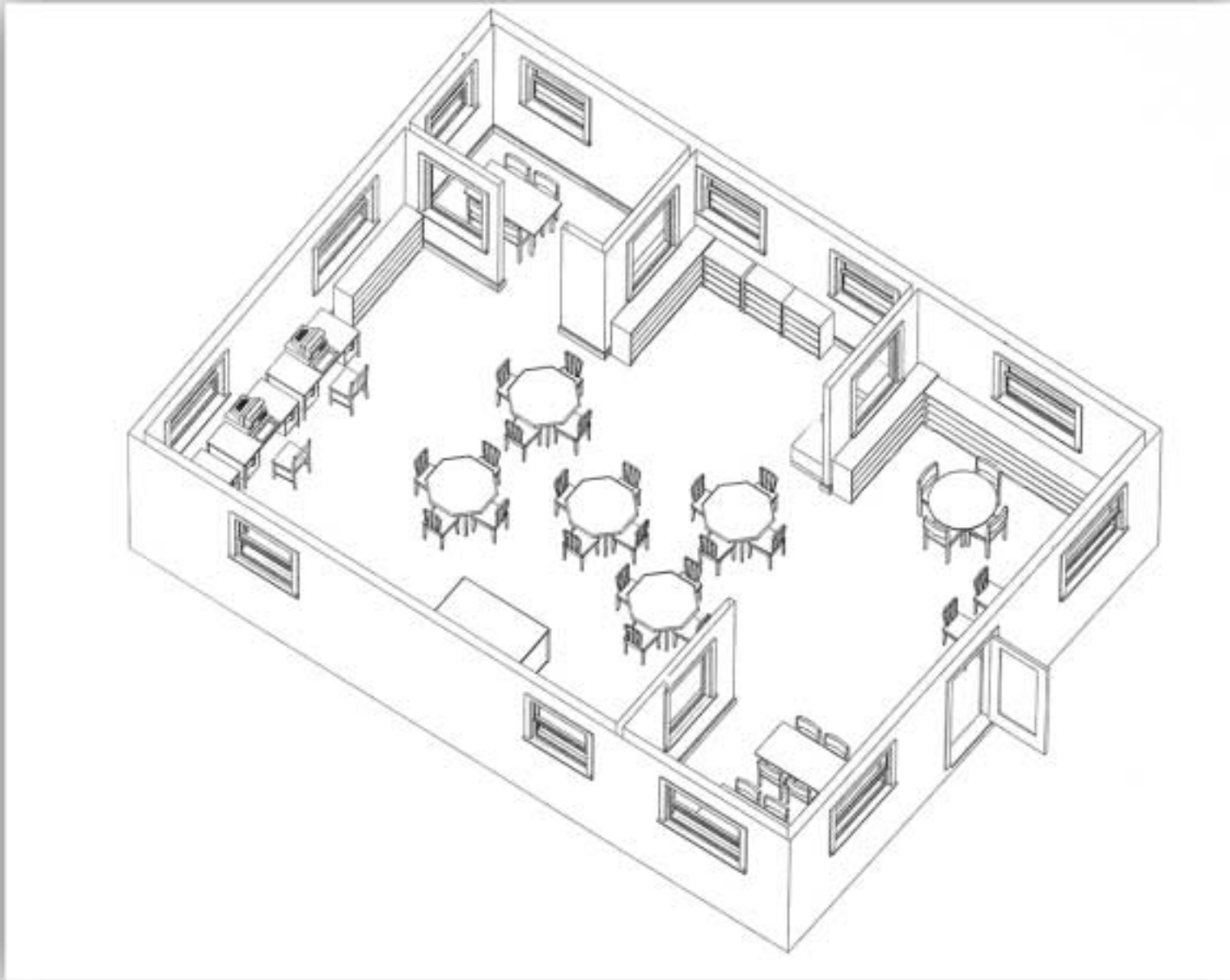
**(INTERIOR VIEW)**





**5-7 YEARS OLD  
PROPOSED  
CLASSROOM LAYOUT**

**5-7 YR. OLDS**  
**(25 CHILDREN)**  
MINIMUM 25 SQ.FT. PER CHILD



**5-7 YEARS OLD  
PROPOSED  
CLASSROOM LAYOUT**

**(AERIAL VIEW)**



**5-7 YEARS OLD  
PROPOSED  
CLASSROOM LAYOUT  
(INTERIOR VIEW)**



# MORE IDEAS

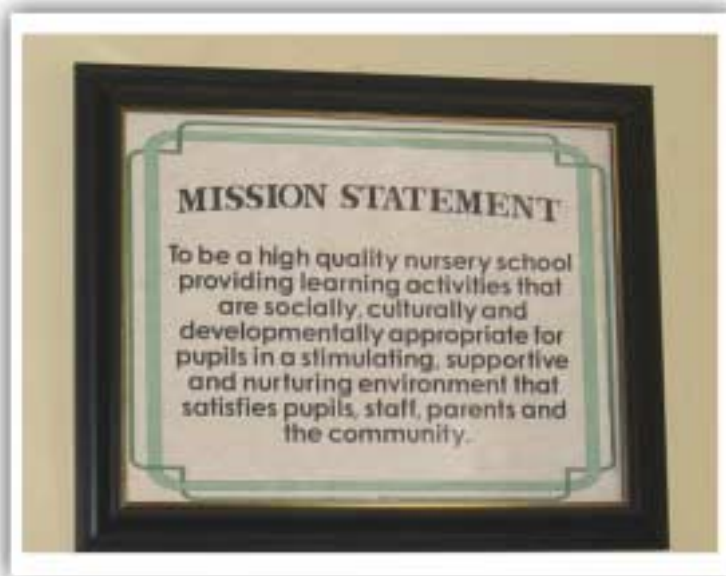
from

**Early Learning Environments Around the Caribbean**



# STATEMENTS

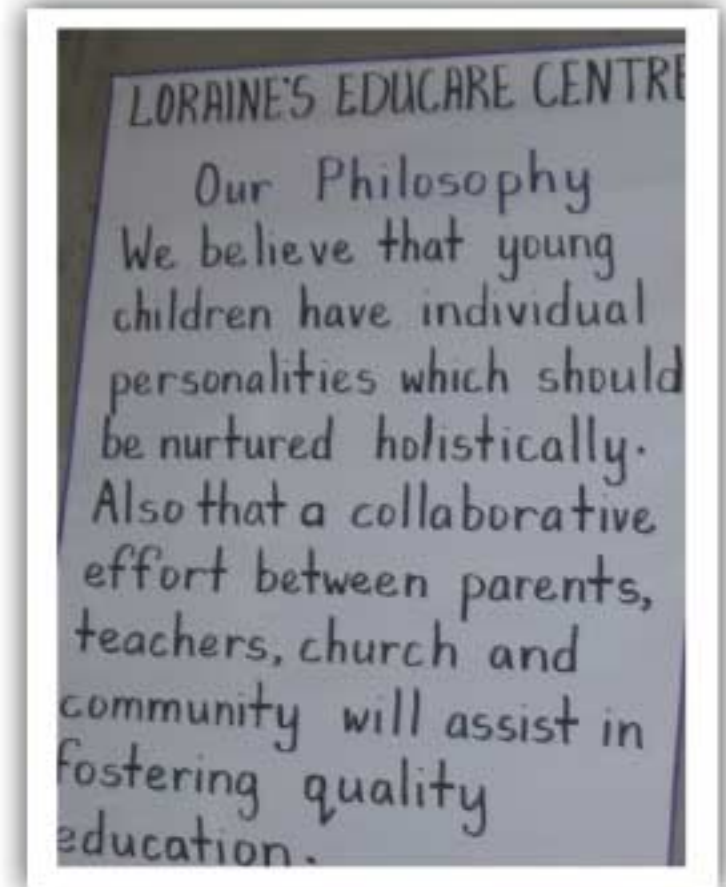
## MISSION STATEMENTS



BARBADOS



GUYANA



TRINIDAD

## A PHILOSOPHICAL STATEMENT





# HELPFUL CLASSROOM RULES



BARBADOS



BARBADOS

# KEY ELEMENTS FOR AN ECCE CENTRE



TRINIDAD & TOBAGO

# CLASSROOM LAYOUT & LEARNING CENTRES

Indoor Layout



TRINIDAD & TOBAGO

Science Centre



BAHAMAS

Home Centre



TRINIDAD & TOBAGO

Farm Centre



JAMAICA



# FURNITURE & EQUIPMENT



TRINIDAD & TOBAGO



TRINIDAD & TOBAGO



TRINIDAD & TOBAGO



BAHAMAS

Mirror



Easel - Chalkboard



Easel - Painting Side



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TRINIDAD & TOBAGO

Sandbox



TRINIDAD & TOBAGO

Puppet Theatre



BARBADOS



# PLAY & LEARNING MATERIALS

Sorting Trays



JAMAICA



JAMAICA

Matching Activities



JAMAICA



JAMAICA

Stacking Materials



JAMAICA

Alphabet Cards



JAMAICA

Musical Instruments



JAMAICA

Papier-Mache Fruits & Vegetables



JAMAICA



Animal Dominoes



JAMAICA

Animal Hopskotch



JAMAICA

Puzzles



JAMAICA



JAMAICA



Identifying Differences



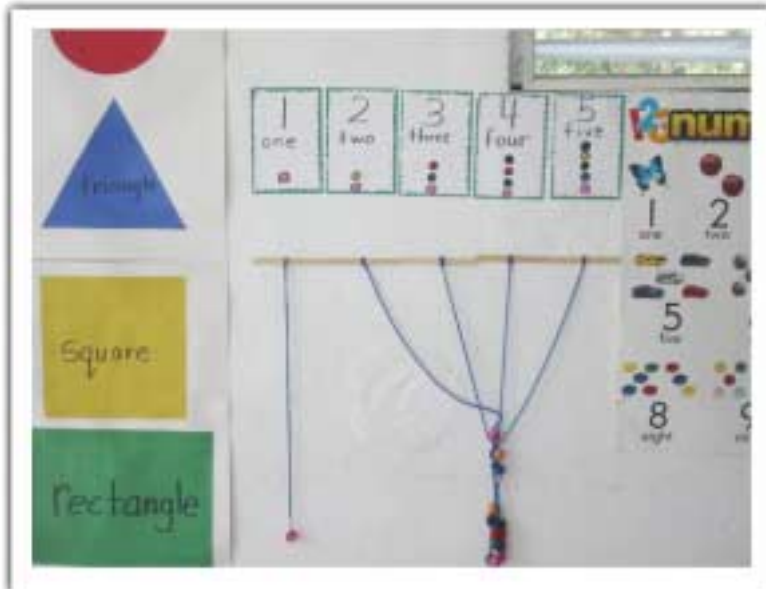
SURINAME

Weather Chart



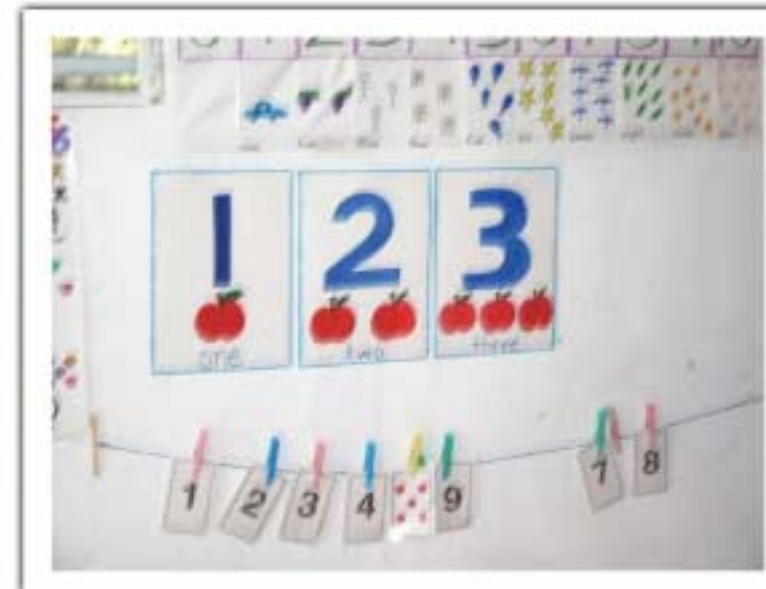
SURINAME

Shapes and Number Identification



BELIZE

Counting



BELIZE

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Sandra Hooper, Workshop Resource Person  
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November 23-29, 2003	Allana Gillett, Education Officer, Belize
January 5-9, 2004	from the ECD Committee, Suriname: Dr. Marion MacNack-van Kats, MOB (Min. of Health) Tania Sanrochman, Senior Coordinator, MINOV (Min. of Education)
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