EARLY CHILDHOOD CARE & EDUCATION STANDARDS FOR SINDH - 2018

SCHOOL EDUCATION & LITERACY DEPARTMENT
GOVERNMENT OF SINDH

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ACKNOWLEDGEMENT

1.   INTRODUCTION

Early Childhood Care and Education Standards for Sindh (2017) adopted by the Government of Sindh, focuses on standardization of early childhood care and education more significantly since the country's independence in 1947 and subsequent provincial devolution of education via the 18th Constitutional Amendment in 2010.

The Government of Sindh was motivated to formulate policy and standards specific to early childhood for the following strategic reasons:[1]

To comprehensively engage with a vital sub-sector of education that is foundational to child survival, protection and development, to subsequent tiers of learning, socialization and economic growth and productivity; Addressing the challenges of access, quality, inclusion and equity matched with sustainable institutional resource;

To be cognizant that provision of and access to inclusive quality early childhood care and education directly correlates to enhanced holistic child development, enrolment, attendance, learning outcomes, improved transition possibilities, parental/community awareness and engagement; child protection and security;

To forge a knowledgeable forward-looking inclusive Islamic society and education agenda by focusing efforts on expanding dimensions of early childhood care, education and development services and provisions in line with the Constitution of the Islamic Republic of Pakistan; Article 25A; the National Education Policy 2009; International commitment Millennium Development Goals (MDGs), Dakar Frame work for Action Education for All (EFA) Goals EFA Muscat Agreement; Karachi ECED Consensus statement, Incheon Declaration and the Sustainable Development Goals (SDGs) 2030, the Education 2030 Framework For Action (FFA); Sindh Right of Children to Free and Compulsory Education Act, 2013 (especially Provision-9) and Sindh Education Sector Plan (2014-2018).
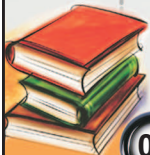
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[1] Sindh ECCE Policy 2015

To honour commitments to Convention on the Rights of the Child (CRC) 1989, its related optional protocols, and commitment on Child Rights in Early Childhood, Convention on Elimination of All Forms of Discrimination Against Women (CEDAW), Convention on the Rights of Persons with Disabilities, 2006, along with its optional Protocol, 2008 and Salamanca Statement;

To respond to socio-economic and demographic transformations and prepare 21st century children for challenging requirements of knowledge-based economies.

Topics and themes addressed in this document will also be found in national and international standards documentation representing various countries around the globe set in specific context to highlight status, challenges and priorities of the Sindh province. The Standards aims to maintain the platform for a strong foundation and expanded commitment to all modes of early childhood care and education within a life cycle approach to learning, institutional provisions for personnel, capacity building, research matched by appropriate resources for implementation.

The Standards will remain operational for an indefinite period of time and reviewed after three years at regular intervals through a notified Steering Committee review process as determined by the Government of Sindh which will consider and approve all such amendments that may be proposed. The purpose of the Standards is to bench mark the quality of early childhood care and education delivery in Sindh. The Standards take into account all ongoing reforms and integrates them into its recommendations. The Standards are also embedded within the Islamic ethos as enshrined in the Constitution of the Islamic Republic of Pakistan.

2. EDUCATION STANDARDS IN PAKISTAN

2.1 Standards for Education

Standards are published documents that set out specifications, procedures and guidelines that are designed with the aim of ensuring appropriate quality and reliability of a product or a service. Standards make it possible to evaluate and compare the products, processes and/or services for which they have been developed. Standards provide the basis of and determine the direction and purpose of products and processes to achieve desired outcomes. Therefore, standards serve an important role in aligning inputs and processes in achieving the desired outcomes.

In the context of education, standards are the specifications or yardsticks for the inputs, processes and outcomes of an education system. There is a combination of resources (inputs) and processes that support the acquisition of knowledge (and other higher order) skills to create learning (outcomes). [2]

2.2 National Standards

Pakistan has faced many challenges in its journey to bridge the categorical divide between a developing nation and a developed nation. Education has been a fundamental focus in this endeavour but has yet to reach a level excellence despite systemic efforts made to establish a cohesive and comprehensive structure of learning.

When a national education system along with the National Curriculum was formulated and implemented, there was a need of ensuring education governance which could only be effectively possible when explicit standards of education were developed and formalized thereby acting as a criteria for quality. Standards then encompassed the bedrock upon which was measured what was imparted to and acquired by children.

The National Education Policy (NEP) 2009 further reiterated this necessity by stating, *"A key deficit is absence of clearly articulated minimum standards for most educational interventions and their*

2 Minimum Standards of Quality Education in Pakistan 2010, Pg. 11

outcomes." [3]

Therefore, it was deemed essential to ensure validity of national education and *"To revive confidence in public sector education system by raising the quality of education provided in government owned institutions through setting standards for educational inputs, processes and outputs and institutionalizing the process of monitoring and evaluation from the lowest to the highest levels."* [4]

The policy highlighted an action that set precedent for national standards to be written and utilized by stating, *"National Standards for educational inputs, processes and outputs shall be determined. A National Authority for Standards of Education shall be established. The standards shall not debar a provincial and area government/organization from having its own standards above the prescribed minimum."* [5]

NEP 2009 stated the following, *"outcomes associated with the adoption of standards-based education:*

- *Standards will improve the quality of education;*

- *Performance of the education sector will be evaluated in a more systematic manner;*

- *Standardisation will help to develop harmony between the public and private sectors;*

- *Common standards will bring intra- and inter- provincial compatibility; and*

- *Common standards will diminish the impacts of parallel systems of education"* [6]

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3 NEP 2009, Ch. 1, Pg. 12, Sec. 1.6 *'Setting Standards for Education'*, Para. 29.
4 NEP 2009, Ch. 2, Pg. 17, Sec. 2.3 *'Aims and Objectives'*, Pt. 10.
5 NEP 2009, Ch. 2, Pg. 20, Sec. 2.4 *"Overarching Priorities: Widening Access and Raising Quality"*, Policy Action 7
6 Minimum Standards of Quality Education in Pakistan 2010, Pg. 3

3.   EARLY CHILDHOOD CARE & EDUCATION STANDARDS FOR SINDH

The devolution of education to the provinces gave an opportunity in provincial education governance where national standards were yet to be contextualized for Sindh. The socio-economic, cultural and political landscape of Sindh is characterised by sharp contrasts across different regions and across the rural/urban divide within each district. Therefore a need for a cohesive method to implement and evaluate education across Sindh was recognized.

Early childhood education was in still in its infancy when awareness and discussions around early learning and development gradually evolved to make it a provincial priority. The Sindh Education Sector Plan 2014-2018 and the first Early Childhood Care and Education (ECCE) Policy 2015 set a precedent to subsequently establish ECCE Standards as part of the policy goals i.e. *"Establish comprehensive standards for ECCE institutions, personnel, programs and services"* [7]

The Education and Literacy Department, Government of Sindh then set the following standards that clearly define parameters of ECCE in Sindh as per the National Education Policy 2009, Early Learning & Development Standards in Pakistan 2010, National Professional Standards for Teachers in Pakistan 2009, Sindh Education Sector Plan 2014-2018, ECCE Task Force 2014 and ECCE Policy 2015.

Standards are categorized according to key domains of the early childhood care and education spectrum and highlight the following attributes:
- Easy to understand and consistent across domains;
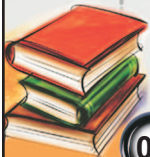- Build on current national and provincial standards;
- Competitive with standards in other top-performing countries;
- Align with current expectations for schooling, higher education and workforce;
- Include content and knowledge application;
- Evidence-based for progressive and informative assessment.

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7 ECCE Policy 2015, Ch. 4, Pg. 23, Sec. 2.4 'Policy Goals', #2

3.1 Enrollment

3. 1. 1. All children will be admitted into early childhood care and education (ECCE) schools of Sindh that meet the following basic criteria

   a. Children in Sindh who are being enrolled by parents/guardians into schools and live within the attendance area of a particular school shall be accepted for enrolment in that school;

   b. Children must be 3-5 years old in order to be age eligible for admission;

   c. Children with minor disabilities shall be given priority in awarding admission in preschools

3. 1. 2. For the purposes of admission to a school, the age of a child shall be determined on the basis of the birth certificate issued as may be prescribed:

   a. Provided that no child shall be denied admission in a school for lack of proof of age.

   b. Immunization records
      i. Transfer of children into different preschools may be made upon the request of parent/guardian due to a change of residence or any other related reason;

3. 1. 3. Admitted children will be provided all the rights, privileges, programs, and activities associated to ECCE settings as defined by the ECCE standards;

3. 1. 4. ECCE enrolment and education policies and standards will be free from discrimination on the basis of gender, race, colour, religion, national/ethnic origin or social/financial status;

3. 1. 5. Government of Sindh will develop strategic plan to accommodate increase in enrolment without compromising relevant ECCE standards.

3.2   ECCE School/Classroom Environment

3. 2. 1. Infrastructure and Facilities

a. The building and/or classroom should be structurally child friendly strong, safe and easily accessible;

b. Each school must have at least 1 classroom, one staff/HT room, one store room and playing area according to the strength of students/staff; co-curricular activities;

c. Each school must have safe drinking water, separate toilets for male and female students, lighting, boundary wall and adequate seating facilities;

d. School and class space should be rationalized with enrolment to provide every child with adequate space.

e. Each school must include or have access to appropriate playground rationalized by student enrolment and that meets safety standards;

f. Each school must have a library with a variety of materials in place.

g. Gender-appropriate school structures and facilities are provided such as washrooms, sick rooms, school-based health and hygiene sessions and/or kits (This may be implemented in boys, girls' and co-education settings);

h. All school staff, children and members of Parent-Teacher Associations, School Management Committees, and School Councils are sensitized to gender-related issues and needs;

i. Life skills development will be practised through co- and extra-curricular activities;

j. Construction of all new schools must be in line with disaster risk free standards and necessary modifications to made to existing classrooms as and when required;

3.2. 2 Learning Environment

a. Each school should have a dedicated teacher for ECCE;

b. The teacher-student ratio will be 1:20 in all classes. The classroom to school ratio and teacher-student ratio should be rationalized as per school size and enrolment with number of students per class not exceeding 25;

c. A qualified ECCE teacher will be present in the classroom to perform all duties in accordance with ECCE Curriculum & Standards.

d. Student group sizes and staff-student ratio will be adjusted in special settings and/or where children with disabilities are included, to ensure that children's special education needs are met;

e. Learning domains and daily routines are to be addressed and administered in accordance with guidelines and criteria specified in ECCE Curriculum.

f. Classroom arrangement, utilization and/or maintenance should be aligned with guidelines and criteria in ECCE Curriculum.

g. Each school must have adequate teaching learning support material for the relevant subject areas/learning domains and at least one set of all story books according to number of classes;

h. Each school should have its own annual academic calendar, and possibly adopt a multi- level calendar which allows teachers the flexibility to personalise, within limits;

i. No student will remain unattended in school at any time;

j. Each school should practise child-centred and activity-based learning strategies;

k. Each school should offer individual attention to all students;

l. Each school should have an in-built assessment system, open to all stakeholders;

m. Records of progress/ development of each child must be prepared and shared with the students and parents at appropriate intervals;

3.2. 3 School Culture

a. The school should have a vision and mission statement drawn up in consultation with all relevant stakeholders;

b. Each school must have a visible code of conduct for all stakeholders;

c. Values of respect to each other, cooperation, sympathy must be observed in all schools by all stakeholders;

d. Each school must be child friendly and free from corporal punishment;

e. Each school must promote positive nourishment/ personality development of the learners;

f. School environment must be such that the child feels safe/secure, enjoys freedom, acknowledgement, and a sense of belonging and appreciation and promotes social cohesion

g. Each school must allocate appropriate time for co-curricular activities to all students according to their aptitude and capabilities;

h. Each school must ensure a healthy and hygienic environment;

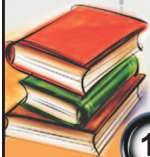i. Each school must be transparent in its spending and display spending in a public place inside the school.

3.2.4. Community Involvement

a. Each school must have a functional School Management Committee (SMC/ PTA/ PTC etc.) to look after school affairs effectively;

b. Each school should have a School Development/ Improvement Plan (SIP);

c. Each school must facilitate the parents and communities whenever they visit the school;

d. Head Teachers/school heads must motivate the communities for their positive involvement in school development and resource mobilization.

3.2.5. School Leadership

a. Head teacher should ensure the implementation of the annual school calendar;

b. Each school must have qualified, motivated and visionary leadership;

c. Leadership must have adequate management training;

d. Teamwork and cooperation in school activities must be observed;

e. Leadership should have capabilities in planning and school development;

f. Leadership must ensure the best utilisation of all available resources (HR, funds, materials) to create an effective and safe learning environment;

g. Leadership must act as mentor and facilitate the continuous professional development of all staff members;

h. Leadership must develop motivational strategies for all staff members.

3.3   Health, Hygiene & Safety

3.3. 1   Health, Hygiene and Nutrition:

a. Physical facilities, policies, programmes and procedures must promote healthy lifestyles and protect children and staff from illness;

b. Collaboration with the Health Department to ensure that appropriate support should be available to staff and parents in terms of informative pamphlets, workshops, visits by Lady Health Workers (LHWs) and annual student health screening and referral system to be included ;

c. Personnel must distribute information provided for parents on healthcare of pregnant mothers in terms of nutrition, immunization, basic medicine, pre and post-natal care and delivery;

d. Schools must provide children with nutritious snacks as and when appropriate/available and model good nutritional practices for children and families;

e. Children must have access to safely managed drinking water, clean sanitation facilities and hygiene products;

f. Food and nutrition guidelines must be developed/available for ECCE practitioners and parents on infants, toddlers and children;

g. Personnel should discuss and model healthy and safe behaviours while they carry out routine daily activities. Activities should be accompanied by words of encouragement and praise for achievement;

h. Personnel must use developmentally appropriate health and safety education material in student activities and with parents;

i. Proper health, hygiene and sanitation related habits must be imparted;

j. Students must use simple rules of hygiene including hand washing and basic dental care;

k. Children must understand physical education, engage in outdoor activities and personnel must support this by arranging an active play environment;

l. Personnel must ensure equipment and toys are regularly cleaned/washed and well maintained;

m. Personnel must keep facilities such as bathrooms, kitchens, sleep and rest and play areas clean;

n. Personnel must use hygienic toileting and nappy change methods;

o. Personnel and children must use hygienic procedures for wiping noses;

p. Schools/classes must display clear signs about hygiene procedures;

q. Hygienic food handling, preparation and storage and rubbish removal should be enforced;

r. Personnel must encouraging families to keep sick children at home.

3.3. 2 Safety and Protection

a. ECCE institutions should provide safe indoor and outdoor environments for children, staff, stakeholders and visitors to the institution;

b. Ensure that safety gates are used to keep children away from potentially dangerous areas such as stairs;

c. Personnel must ensure equipment and toys are not broken, made from harmful material or are a possible choking hazard for children;

d. Ensure sharp equipment, open medicines and harmful detergents/sprays/liquids are appropriately stored where children are unable to access them;

e. ECCE institutions should uphold the rights of children, protect them from physical, mental and sexual abuse and ensure that all children have equal access to services;

f. School Safety Plan needs to be in place and practiced in ECCE institutions

3.4   Early Learning and Development

3.4.1   Personal, Social and Emotional Development

a. Personal Development

    i.   Children will be able to gain self-confidence;

    ii.   Children will be able to make his/her own decisions;

    iii. Children will be able to take care of his/her belongings;

    iv. Children will be able to perceive himself/herself in a positive way;

    v.   Children will be able to ask for help from others when needed.

b. Social Development

    i.   Children will form friendly and interactive relations with peers and adults around him/her;

    ii.   Children will learn to respect other's opinion;

    iii. Children will learn to care for others belongings and things in their environment;

    iv. Children will learn to take turns and make a queue;

    v.   Children will learn to share and cooperate with others;

    vi. Children will learn to play local games;

    vii. Children will learn to handle an emergency situation;

viii. Children will be able to recognize, appreciate and respect similarities and differences among people;

ix. Children will be able to associate and mingle with children having diverse abilities;

x. Children will be aware of Pakistani culture (national flag, game, folk dances, dresses, food, national days etc.).

C. Emotional

i. Children will be able to express different emotions/moods;

ii. Children will be able to show/ express his/her likes and dislikes;

iii. Children will learn to care for others feelings;

iv. Children will be able to manage his/her emotions during conflicts and/or various problematic situations.

3.4. 2 Language Development

a. Listening

i. Children will be able to listen attentively;

ii. Children will be able to respond to stories;

iii. Children responds to rhymes jingles and songs;

iv. Children will be able to understand and communicate in simple language;

v. Children will be able to recognize and differentiate between sounds in the environment.

b. Speaking

i. Children will be able to share experiences verbally with peers, teachers and elders;

ii. Children will be able to use correct pronunciation;

      iii. Children vocabulary will increase gradually;

      iv. Children will make eye contact with audience while speaking.

c. Writing

      i. Children will be able to trace different strokes and patterns for developing pre-writing skills;

      ii. Children will be able to write letters of Urdu alphabets;

      iii. Children will be able to write letters of English alphabets;

      iv. Children will be able to write letters of Sindhi alphabets;

      v. Children will be able to write his/her own name in Urdu;

      vi. Children will be able to write his/her own name in English;

      vii. Children will be able to write his/her own name in Sindhi.

d. Reading

      i. Children will be able to know that Urdu and Sindhi is read from right to left and English is read from left to right;

      ii. Children will be able to recognize different letters of Urdu, Sindhi and English alphabets;

      iii. Children will be able to recognize his/her name in Urdu, Sindhi and English.

      iv. Children will be able to recognize his/her name in Urdu, Sindhi and English.
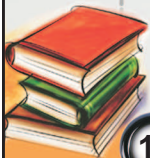
3.4.3 Cognitive Development

a. Conceptual Thinking

      i. Children will be able to name, recognize and differentiate between colours;

      ii. Children will be able to group objects together according to their colour;

iii. Children will be able to recognize and differentiate basic shapes;

iv. Children will be able to learn the concept of height and differentiate between comparative degrees;

v. Children will be able to learn the concept of length, width, depth, volume, weight and differentiate between its comparative degrees;

vi. Children will be able to understand the concept of texture, differentiate between rough and smooth and its comparative degrees;

vii. Children will be able to understand the concept of temperature and differentiate between hot and cold and its comparative degrees;

viii. Children will be able to understand and differentiate between the concept of few and more objects and its comparative degrees;

ix. Children will learn the concept of floating and sinking of objects;

x. Children will be able to observe, recognize and create patterns;

xi. Children will learn the concept of four directions north, south, east and west;

xii. Children will learn the concept of shadow;

xiii. Children will be able to identify the different times of the day.

b. Logical Thinking

i. Children will be able to count;

ii. Children will be able to recognize numbers 0-9;

iii. Children will be able to correlate numbers and objects;

iv. Children will be able to understand the concept of zero (0);

v. Children will be able to trace different strokes and patterns to develop pre-writing skills for mathematics;

vi. Children will be able to understand the concept of addition and will be able to do the addition operation;

vii. Children will be able to understand the concept of subtraction and will be able to do subtraction operation;

viii. Children will be able to tell time from a clock.

c. World Around Us

i. Children will be able to know the role and importance of his/her family members;

ii. Children will be aware of places in his/her surroundings;

iii. Children will have awareness of different places of Pakistan;

iv. Children will be able to know about people living around him/her;

v. Children will learn about different types of animals;

vi. Children will learn about different features of animals;

vii. Children will be able to learn different uses of animals;

viii. Children will be able to know about different types of plants;

ix. Children will be able to learn about different parts of a plant;

x. Children will be able to learn about different uses of plants;

xi. Children will learn to observe, understanding and identify different weather;

xii. Children will be able to learn about different seasons.

3.4.4 Moral and Spiritual Development

a. Moral Development

   i. Children will learn to show respect and love for family members;

   ii. Children will learn to show kindness and positive attitude/behaviour towards others;

   iii. Children will become aware of the importance of being truthful;

   iv. Children will be able to understand and practice tolerance;

   v. Children will learn to show positive attitude/behaviour towards people and other living things.

b. Spiritual Development

   i. Children will learn how to greet others in their respective faiths;

   ii. Children of Islamic faith will understand and learn to recite prayer – Bismillah before beginning any task and Alhamdulillah after completing any task;

   iii. Children of other faith will understand and learn to be thankful to God and His unlimited blessings;

   iv. Children will learn about different religions and how to show respect towards other religions.

3.4.5 Physical Development

a. Gross Motor Skills

   i. Children will be able to walk on a straight line;

   ii. Children will be able to hop and jump on a straight line;

iii. Children will be able to walk on the straight line with a book on his/her head;

iv. Children will learn to walk on a straight line with a spoon having a potato;

v. Children will learn to balance on one foot;

vi. Children will learn to throw a ball a certain distance;

vii. Children will be able to climb on a ladder/stairs, tree etc.

viii. Children will be able to walk backwards;

ix. Children can jump over small objects with balance and control;

x. Children will be able to walk with a glass of water in hands without dropping it.

b. Fine Motor Skills

i. Children will be able to pour water from jug to glass;

ii. Children will be able to make things with clay/dough, play dough;

iii. Children will be able to draw simple shapes/pictures;

iv. Children will be able to handle scissors well;

v. Children will be able to tear paper into small pieces;

vi. Children will be able to manipulate small objects with ease (e.g., strings beads, fits small objects into holes);

vii. Children will be able to pick up small objects with fingers;

viii. Children will be able to fasten buttons.

c. Sensory Motor Skills

i. Children will be able to differentiate between different smells;

ii. Children will be able to differentiate between different tastes; sweet, bitter, salty, sour, spicy, etc.;

iii. Children will be able to differentiate between textures;

iv. Children observation skills will be enhanced;

v. Children will be able to differentiate different sounds; loud, soft shrilly etc.;

vi. Children will be able to differentiate between hot, cold, warm, etc.

3.4. 6 Health, Hygiene and Safety

a. Health

i. Children will have awareness of healthy food and its benefits;

ii. Children will have awareness about junk food and its harmful effects;

iii. Children will be able to understand the importance of milk;

iv. Children will be aware of the importance of water;

v. Children will learn good eating habits.

b. Hygiene

i. Children will learn the concept of cleanliness;

ii. Children will realize significance of cleaning and cutting nails;

iii. Children will be able to keep his/her hair clean and tidy;

iv. Children will be able to keep his/her teeth clean;

v. Children will learn the importance of taking bath;

vi. Children will learn proper use of toilet;

    vii. Children will learn to keep his/her belongings clean;

    viii. Children will learn to keep his/her surroundings clean and tidy.

c. Safety

    i.   Children will be able to use sharp objects properly;

    ii. Children will be able to cross a road carefully by seeking guidance from elders;

    iii. Children will be aware of harmful effects of taking a medicine without elder's supervision;

    iv. Children will learn safety procedures in the event of emergency;

    v. Children will be able to seek adults help whenever required;

    vi. Children will learn not to speak to strangers;

    vii. Children will know what is good touch and bad touch;

    viii. Children will know acceptable behaviour with different members of family and community.

3.4.7 Creative Arts

a. Visual Art

    i.   Children will be able to recognize and differentiate colours in the environment;

    ii. Children will express themselves through colours /drawing, playdough/clay etc.;

    iii. Children will be able to create different crafts with indigenous materials;

    iv. Children will be able to paint;

    v. Children will be able to know tearing and cutting of paper;

vi. Children will be able to fold paper with purpose;

vii. Children will be able to weave;

viii. Children will be able to sing or appreciate different rhymes/songs with actions;

ix. Children will be able to identify sounds of different mediums.

b. Performing Art

i. Children will be able to perform and act;

ii. Children will be able to understand and imitate role play;

iii. Children will be able to participate in dramas and tableaus.

3.5   Learning Materials

3.5. 1 ECCE Materials

a. Aligned with the ECCE curriculum by promoting child-centric pedagogy;

b. Represent a variety of bright colours, patterns, shapes, sizes, textures, characteristics, abilities, dimensions, plain/decorated, serve different purposes, are simple/complex etc.;

c. Sufficient in quantity, rationalized by number of students so as to provide all children time and opportunity to explore;

d. Support inquiry-based learning, critical thinking and problem solving;

e. Free from gender, ethnic, religious, geographical, cultural, occupational biases and respect diversity;

f. Attractive, interesting and engaging for the child to encourage exploration;

g. Are authentic to lessons and are presented systematically in gradual steps;

h. Provide a variety of assessment opportunities to evaluate developmental abilities;

i. Facilitate teachers to use a variety of instructional strategies to deliver lessons;

j. Developed, constructed or decorated with age appropriate materials to prevent physical cuts, allergic reactions or choking hazards so as not cause harm to children utilizing sense of touch and taste;

k. Represent the various genres of learning in early childhood education from mathematics to music.

3.4. 7 Worksheets and Storybooks

a. Presentation

   i.   Presents appropriate number of child-friendly and appealing visual elements (title cover, inside pages)

   ii. Includes a variety of sensory elements such as pictures, pop-up pages, textures, animated figures or noise making features designed according to ECCE age group;

   iii. Designed for student self-exploration;

   iv. Available in different quantities and sizes to enable group, partner and individual activities with and without teacher supervision and/or assistance.

b. Content

   i.   All the Expected Learning Outcomes (ELOs), themes and sub-themes are properly addressed through appropriate text and/or illustrations as per age level;

   ii. Text is student-centered and meets context of community and interests of the students;

   iii. Content varies in size to support classroom instruction to multiple students with different visual capabilities;

iv. Content is accurate and up-to-date (in both text and illustrations);

v. Content is free of grammatical and punctuation errors (text and illustrations);

vi. Content is supported with examples and applications from real life that are interesting and relevant to students' lives;

vii. Visual and graphical elements have pedagogical relevance and significance;

viii. Different features of writing, content organization and storytelling are incorporated for enhanced exposure to literary characteristics;

ix. Content complies with culture, values, traditions, beliefs and is free from bias.

3.6 Technology

3.6. 1 The use of technology tools and interactive media should not harm children.

3.6. 2 Developmentally appropriate practices must guide decisions about whether and when to integrate technology and interactive media into early childhood programs.

3.6. 3 Professional judgment of early childhood educators is required to determine if and when a specific use of technology or media is age appropriate, individually appropriate, and culturally and linguistically appropriate.

3.6. 4 Developmentally appropriate teaching practices must always guide the selection of any classroom materials, including technology and interactive media.

    a When selecting technology and media for children, teachers should not depend on unverifiable claims included in a product's marketing material.

    b. In the selection process, program directors and teachers

should consider the financial feasibility/implications of running, maintaining, upgrading and replacing technology/media products.

c. Incentives for children to use or buy more products from the vendor/developer/publisher should be reviewed and considered carefully.

3.6. 5 Effective uses of technology and media are active, hands-on, engaging, and empowering; give the child control; provide adaptive scaffolds to ease the accomplishment of tasks; support dual language learners and are used as one of many options to support children's cognitive and social abilities.

3.6. 6 Interactions with technology and media may be playful, support creativity, exploration, pretend play, active play, outdoor activities and home-school connections.

3.6. 7 Assistive technology must be made available as needed, if feasible, to provide equitable access for children with special needs.

3.6. 8 Ensure equitable access to technology and interactive media experiences for preschool children, their parents and families

3.6. 9 Digital literacy and digital citizenship is essential to guiding early childhood educators and parents in the selection, use, integration and evaluation of technology and interactive media.

3.6. 10 Early childhood educators should be provided training, professional development opportunities, and examples of successful practice to develop the technology and media knowledge, skills, and experience needed to meet expectations.

3.7   ECCE Curriculam

3.7. 1   Promotes national harmony, unity, social cohesion and global citizenship based on religious, philosophical, cultural and psychological foundations of the nation;

3.7. 2   Emphasizes understanding, application and creation of knowledge in order to make education relevant to the lives of Children and to inculcate lifelong learning;

3.7. 3   Brings forth innate faculties/inbuilt potential of learners in order to make them active, productive, reflective, collaborative and democratic citizens;

3.7. 4   Promotes higher order thinking skills that develop the capacity for self-directed learning, a spirit of inquiry, critical thinking, reasoning and teamwork;

3.7. 5   Includes emerging trends and concepts that are useful in real life situations for making learning more relevant, meaningful and stimulating;

3.7. 6   Promotes democratic values for peaceful co-existence, unity in diversity, and development of positive attitudes towards fellow human beings through respect and tolerance;

3.7. 7   Suggests a variety of assessment and evaluation strategies to measure knowledge, skills and attitudes as required by all domains of learning;

3.7. 8   Ensures character building and holistic development of Children; and

3.7. 9   Promotes inclusive education.

3.7. 10 The ECCE Curriculum must be referenced as a guide for instructional planning, framework for ongoing professional development and resource for the development of a comprehensive ECCE assessment system.

3.8   ECCE Program and/or Services

3.8. 1   Relationships: The program promotes positive relationships among all children and adults. It encourages each child's sense of individual worth and belonging as part of a community and fosters each child's ability to contribute as a responsible community member.

a. Children and adults feel welcome when they visit the program. Teachers help new children adjust to the program environment and make friends with other children;

b. Teaching staff engage in warm, friendly conversations with the children and encourage and recognize children's work and accomplishments;

c. Children are encouraged to play and work together;

d. Teachers help children resolve conflicts by identifying feelings, describing problems, and trying alternative solutions. Teaching staff never physically punish children.

3.8. 2   Curriculum: The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

a. Program's curriculum must address all aspects of child development;

b. Children are given opportunities to learn and develop through exploration and play, and teachers have opportunities to work with individual children and small groups on specific skills;

c. Materials and equipment spark children's interest and encourage them to experiment and learn;

d. Activities are designed to help children improve reasoning, solving problems, cooperation with others, use of language, body mastery and creative expression.

3.8.3 Teaching: The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the curriculum goals.

a. Teachers carefully supervise all children;

b. Teachers provide time each day for indoor and outdoor activities (weather permitting) and organize time and space so that children have opportunities to work or play individually and in diverse groups;

c. Children's recent work (for example, art and emergent writing) is displayed in the classroom to help children reflect on and extend their learning;

d. Teachers modify strategies and materials to respond to the needs and interests of individual children, engaging each child and enhancing learning.

3.8.4 Assessment of Child Progress: The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop.

a. The program supports children's learning using a variety of assessment methods, such as observations, checklists, and rating scales;

b. Assessment methods are appropriate for each child's age and level of development and encompass all areas of development, including math, science, and other cognitive skills; language-literacy; social-emotional; and physical-motor;

c. Teachers use assessment methods and information to design goals for individual children and monitor their progress, as well as to improve the program and its teaching strategies;

d. Families receive information about their child's development and learning on a regular basis, including through meetings

or conferences.

3.8. 5   Health: The program promotes the nutrition and health of children and protects children and staff from illness and injury. Children must be healthy and safe in order to learn and grow. Programs must be healthy and safe to support children's healthy development.

   a. The program has policies regarding regular hand washing and routinely cleans and sanitizes all surfaces in the facility;

   b. There is a clear plan for responding to illness including referral systems, including how to decide whether a child needs to go home and how families will be notified;

   c. Snacks and meals are nutritious, and food is prepared and stored safely.

3.8. 6   Teachers: The program employs and supports a teaching staff with the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

   a. Teaching staff have educational qualifications and specialized knowledge about young children and early childhood development;

   b. The program makes provisions for ongoing staff development, including orientations for new staff and opportunities for continuing education;

   c. Teaching staff have training in the program's curriculum and work as a teaching team.

3.8. 7   Families: The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture. To support children's optimal learning and development, programs need to establish relationships with families based on mutual trust and respect, involve families in their children's educational growth, and encourage families to fully participate in the

program.

a. All families are welcome and encouraged to be involved in all aspects of the program.

b. Teachers and staff talk with families about their family structure and their views on childrearing and use that information to adapt the curriculum and teaching methods to the families served;

c. The program uses a variety of strategies to communicate with families, including family conferences, new family orientations, and individual conversations;

d. Program information—including policies and operating procedures—is provided in a language that families can understand;

e. Complaint procedures are established and communicated to parents.

3.8. 8 Community Relationships: The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals. Relationships with agencies and institutions in the community can help a program achieve its goals and connect families with resources that support children's healthy development and learning.

a. The program connects with and uses resources in the community if available such as libraries parks, museums, etc.;

b. Representatives from community programs, such as role models, musical performers and local artists, are invited to share their interests and talents with the children;

c. The staff develops professional relationships with community agencies and organizations that further the program's capacity to meet the needs and interests of children and families if available or possible.
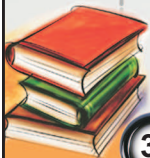
3.8. 9 Physical Environment: The program has a safe and healthy environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.

   a. The facility is designed so that staff can supervise all children by sight and sound;

   b. The program has necessary furnishings to support physical development;

   c. A variety of materials and equipment appropriate for children's ages and stages of development is available and kept clean, safe, and in good repair;

   d. Outdoor play areas have fences or natural barriers that prevent access to streets and other hazards;

   e. Safety equipment is installed and available.

3.8. 10 Leadership and Management: The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, and fiscal, and program management so all children, families, and staff have high-quality experiences.

   a. The program administrator has the necessary educational qualifications and has received education/training in early childhood education, child development, or related fields;

   b. The program's written policies and procedures are shared with families and address issues such as the program's philosophy and curriculum goals, policies on guidance and discipline, and health and safety procedures;

   c. Group sizes and ratios of teaching staff to children are maintained as per ECCE standards.

3. 9 Family Engagement

3.9. 1 Fostering Communication: Families experience multiple methods of on-going and effective communication between themselves and the preschool program throughout the school year.

   a. Schools develop routines for sharing information in multiple languages as needed;

   b. Schools develop understanding of various cultures represented in their school and work with families in culturally sensitive ways;

   c. Schools and families communicate regularly with families through any means deemed feasible and appropriate. E.g. in-person conversations, emails, through a website, through newsletters, by phone, at school meetings and/or during events.

3.9. 2 Parent Involvement: Families are partners in supporting children's readiness for the next class through mutual expectation sharing, and joint-decision making with the school around policy decisions and program evaluation.

   a. Schools encourage families to participate in School Leadership Teams, Parent Teacher Associations, School Management Committees and School Councils etc.;

   b. Families make time to participate in their child's school through meetings, volunteer opportunities, parent-teacher conferences, and/or school-wide events;

   c. Schools invite families to attend parent-teacher conferences at various times in the year;

   d. Schools provide families opportunities to be experts about their children by eliciting information about children from their families informally and formally in conversations, conferences, and surveys.

3.9. 3 Welcoming Environment: Families will experience warmth and respect from program staff, demonstrated by the collaborative tone of school staff and in the school policies, protocols and offerings that are sensitive to their linguistic, cultural and social emotional needs.

    a. Schools provide a welcome event for preschool families to get to know school personnel and protocols;

    b. Schools provide materials for families in a language they understand and endeavour to have translators present at programs and meetings to which families are invited;

    c. Families register and enrol children in a timely manner at the school;

    d. Families respect school procedures and policies.

3.9. 4 Family Partnership: Families will have the opportunity to support and extend their children's classroom learning and development at home with the assistance of complimentary learning activities shared with families regularly.

    a. School develops complimentary learning activities for families to engage in at home with children;

    b. School shares at home learning activities with families through feasible means. E.g. In-person, newsletters, at parent-teacher conferences and other school events;

    c. Families make time to engage children in learning activities at home and return projects and/or feedback to school where requested.

3.10   Assesment

3.10 1 Methods for conducting assessments along with utilization, reporting and dissemination of assessment results should be in accordance with the guidelines and criteria defined in the ECCE Curriculum.

3.10 2 Teachers must maintain detailed records of assessment

material such as written observation, check lists, child portfolios, progress reports etc.

3.10. 3 Students' performance assessment should be based on the attainment of Expected Learning Outcomes (ELOs) prescribed in the ECCE curriculum;

3.10. 4 Assessment methods and procedures should be periodically and systematically reviewed and revised as necessary to adapt to evolving requirements;

3.10. 5 Appropriate use of ICT for ensuring efficiency and transparency in assessment processes;

3.10. 6 Accountability of assessment process through a system of checks and balances;

3.10. 7 Effective policy mechanisms to ensure appropriate use of assessment data;

3.10. 8 Uniform continuous professional development and training of assessors is regularly conducted to enhance their expertise with clarity about their roles, responsibilities and standards;

3.10. 9 All assessments will aim to measure developmental stage, knowledge, understanding, as well as critical, analytical and creative thinking skills based on the requirements of different cognitive levels of the curriculum;

3.10. 10 Assessment should serve to provide constructive information for the teachers, parents and other stakeholders to improve student learning outcomes; and

3.10. 11 Assessment should focus on outcomes encompassing attitudes, behaviours and skills (both hard and soft skills) that link to positive participation in the society and motivate the learners.

3.11   Student Transition

3.11.1 ECCE schools should focus on children's learning and development to see if they are ready for the school.

3.11.2 ECCE schools should focus on the school environment along with practices that foster and support a smooth transition for children into ECCE school and promote the learning of all children.

3.11.3 ECCE schools should focus on parental and caregiver attitudes and involvement in their children's early learning and development and transition to school.

3.11.4 ECCE schools may partner with local community-based organizations to create a child-friendly transition plan for Children arriving from early childhood settings.

3.11.5 ECCE schools should provide a thoughtful, developmentally appropriate transition plan from ECCE classes to Class 1 for children and families.

3.12   Standards For Teachers

3.12.1 Subject Matter Knowledge: Teachers understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the ECCE Curriculum. The teacher can design and implement appropriate lesson plans to create learning experiences making the subject matter accessible and meaningful to all students at the various developmental stages.

   a. Teachers know and understand:

      i.   ECCE Policy

      ii. The ECCE curriculum framework;

      iii. In-depth knowledge of the domain, basic concepts, theories, history, structure and process of acquiring knowledge;

      vi. The need to keep abreast of new ideas, new emerging

concepts, theories, research results and latest trends at national and international levels.

b. Teachers value and are committed to:

   i. Apply multiple ways to impart knowledge to learners;

   ii. Make knowledge applicable to real world situations;

   iii. Develop the diverse talents of all students and help them develop self-confidence and competence.

c. Teachers demonstrate their knowledge and understanding through:

   i. ffectively explain and demonstrate content and concepts in meaningful ways;

   ii. Use appropriate tools of inquiry according to the nature of the lesson and content, considering students' prior knowledge and learning preferences;

   iii. Giving real world examples of content application.

3.12. 2 Child Growth and Development: Teachers understand how children develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

a. Teachers know and understand:

   i. How students construct knowledge, acquire skills and develop habits of mind as mediated by their developmental stage;

   ii. How student learning is influenced by individual experiences, talent and prior learning, as well as language, culture, family, community, and national values;

   ii. The needs of all students based on their learning styles, disabilities and special needs, cultural and socio-emotional differences, special medical, physical or emotional challenges, and are able to use distinctive teaching

approaches to engage and support them;

iv. The nature and significance of emotional intelligence for making students productive individuals;

v. Individual differences among students;

vi. Motivational strategies to support students achieve and excel;

vii. The processes and skills that help students to develop knowledge, skills and dispositions of reflective thinking and students to solve problems in and out of the classroom;

b. Teachers value and are committed to:

i. The belief that all children bring talents and strengths to learning;

ii. Appreciate the diverse talents/ multiple learning styles of all students and helping them to develop self-confidence and subject matter learning;

iii. Treating all students equitably;

iv. The belief that all children can learn and achieve success.

c. Teachers demonstrate their knowledge and understanding through:

i. Promoting critical thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry;

ii. Apply learning theories to accommodate differences in student intelligence, perception, learning styles and achievement levels;

iii. Foster cooperation and collaboration for collective problem solving;

iv. Foster emotional intelligence skills among students

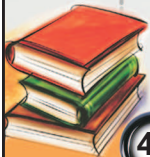including self-efficacy, empathy, cooperation, resilience, self-awareness.

3.12. 3 Knowledge of Islamic Ethical Values and Life Skills: Teachers understand the Islamic ethical values and practices in the light of Quran and Sunnah and other religious contexts, and the implications of these values for bringing national and global peace, unity and social adjustment.

a. Teachers know and understand:

i. The Islamic code of conduct (beliefs, prayers and ethics) in light of Quran and Sunnah (i.e. Good and evil, equality, justice, brotherhood, balance, tolerance and peace);

ii. The universal ethical values that are globally accepted and are consistent with the Islamic code of conduct;

iii. The present need of national/ global peace, and the factors affecting peace and resulting in decline of the values and ethics;

iv. The negative effect of prejudice and discrimination on the basis of social class, gender, religion, race and language on the moral development of students and society;

v. How Islamic and universal ethical values are incorporated in learners' beliefs and practices to bring peace;

vi. To show respect to every human being and to be kind to them.

b. Teachers value and are committed to:

i. Bringing awareness among learners that the Quran and Sunnah are the core sources for knowledge about Islamic values;

ii. Inculcating respect and appreciation for individual and cultural/religious/personal differences amongst learners;

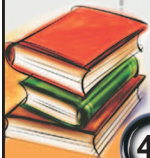iii. Encouraging tolerance and celebration of diversity amongst students;

    iv. Emphasising dialogue as a primary means to conflict resolution.

  c. Teachers demonstrate their knowledge and understanding through:

    i. Create a vibrant learning community in which individuals and their opinions are respected;

    ii. Practice Islamic code of conduct through their own behaviours and to guide learners to value and practice the ethical values;

    iii. Provide guidelines about ethical values to clarify their use in internal and external discourses;

    iv. Practice Islamic teachings in schools to prevent misunderstandings that can lead to inaccurate characterisation of Islam and other faiths;

    v. Facilitate a better understanding of issues regarding human rights, social class, gender, race, ethnicity, language, age and special needs using the knowledge of Islam;

    vi. Create a safe and secure learning environment promoting free inquiry, practice other faiths and interfaith harmony.

3.12. 4 nstructional Planning and Strategies: Teachers understand instructional planning, design and implement well-structured long-term and short-term plans based upon knowledge of subject matter, students, community, curriculum goals, and employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and performance skills of all learners.

  a. Teachers know and understand:

    i. The aims, goals and objectives of ECCE as well as of the curriculum and the importance of instructional planning;

    ii. Principles of knowledge acquisition through demonstration and skills at different stages of development;

    iii. Use of appropriate resources and materials for instructional planning including the use of indigenous, low cost learning material and instructional technology to promote students' attention and thinking;

    iv. Techniques to plan, develop, implement and modify instructional strategies based on students' individual needs, development progress, learning styles, social contexts, and prior knowledge to help all students learn;

    v. A variety of instructional approaches and the use of various technologies, to promote thinking and understanding;

    vi. The effect of out of school activities including homework and involvement of parents in learning;

    vii. General methods of teaching and classroom management.

b. Teachers value and are committed to:

    i. Attaining goals, objectives/student learning outcomes of the curriculum

    ii. The development of children's critical thinking, independent problem-solving and performance capabilities;

    iii. Practising pedagogy that encourages collaboration, team work and cooperation;

    iv. Promoting the love of learning and students's intellectual curiosity

c. Teachers demonstrate their knowledge and understanding through:

    i. Plan, design and implement instruction appropriate to students' stage of development, variety of learning styles, strengths/needs and the school and community culture;

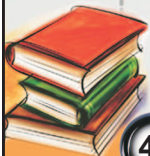   ii. Plan and assign homework and out of the class activities to extend and consolidate students learning;

iii. Plan, design and implement strategies to create learning experiences that make subject matter meaningful for students, encourage students to pursue their interests and inquiries;

iv. Plan and develop well-structured effective lessons by organising instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;

v. Use formal and informal methods of assessment, information about students, pedagogical knowledge and research as sources for active reflection, evaluation and review of practices;

vi. Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from across several subject areas;

vii. Reflect systematically on effectiveness of lessons and approaches to teaching.

3.12.5 Assessment: Teachers have knowledge, understanding, and skills to assess students learning using multiple assessment strategies and interpret results to promote and foster the continuous progress of students and to evaluate student achievement.

a. Teachers know and understand:

i. Different types of assessment strategies for formative and summative assessment to evaluate how students learn, what they know and are able to do, and what kinds of experiences will support further growth and development;

ii. The use of assessment results to evaluate and improve teaching and learning;

b. Teachers value and are committed to:

i. The belief that students learning outcomes are the basis

for growth and that the deficiencies are opportunities for learning;

    ii. Fair and objective assessment and reporting to students and families;

    iii. Facilitate image of assessment to ensure that students see it in a positive light.

c. Teachers demonstrate their knowledge and understanding through:

    i. Develop and use teacher made worksheets for continuous internal evaluation of student performance and skills at different stages of the curriculum;

    ii. Analyse student performance using multiple sources of data, and modify future plans and instructional techniques that promote desired student learning outcomes;

    iii. Provide students constructive feedback on their learning and encourage them to respond to the feedback;

    iv. Use data and self-assessment strategies to monitor their progress towards achieving personal goals;

    v. Accurately document and report assessment data and on-going student achievement to parents and professional staff;

    vi. Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies

    vii. Develop and use objective assessment tools to measure student progress;

    viii. Promote opportunities for students to engage in self-assessment activities.

3.12.6 Learning Environment: Teachers create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation in learners.

a. Teachers know and understand:

    i.   How learning takes place in classrooms;

    ii. The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;

    iii. How the classroom environment influences learning and promotes positive behaviour for all students;

    iv. How participation supports student commitment to learning;

    v. That corporal punishment is detrimental to child development and is a crime.

b. Teachers value and are committed to:

    i.   The role of students in promoting each other's learning (peer learning) and recognising the importance of peer relationships;

    ii. Taking responsibility for establishing a positive and engaging environment in the classroom and in the school;

    iii. Use democratic values in the classroom such as allowing students to express different opinions and raise questions, providing all students equal opportunity for participation;

    iv. Implementing discipline strategies that do not negatively affect the personality of the students.

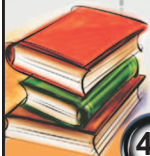c. Teachers demonstrate their knowledge and understanding through:

i. Develop and share classroom discipline plan/norms with the students;

ii. Maintain a learning community in which students assume responsibility for themselves and each other, participate in decision-making and work both collaboratively and independently;

iii. Create a cooperative classroom environment for all students, by practising effective listening and group facilitation skills;

iv. Create a positive classroom culture which is socially, emotionally and physically safe;

v. Establish and maintain appropriate standards of competitive behaviour to create a supportive environment for students at different levels of learning

vi. Use instructional time effectively

vii. Facilitate and monitor independent and group work that allows for full and varied participation of all individual students.

viii. Implementing discipline strategies that do not negatively affect the personality of the students

3.12. 7 ffective Communication and use of ICT for teaching and learning: Teachers use knowledge of effective verbal, nonverbal and written communication techniques and tools of information processing to foster the use of inquiry, collaboration and supportive interactions with students and parents. Teachers are able to use instructional and information and communication technologies for curriculum enrichment, instruction, assessment and evaluation of learning outcomes.

a. Teachers know and understand:

i. The importance of verbal, nonverbal and written communication in the teaching and learning process;

ii. Functional English related to their subject content;

iii. Operating and integrating technologies in classroom and laboratory activities;

iv. Use of suitable software for word processing, filing, research, data storage and presentation of information;

v. Use of computers and mobile devices as instructional, research, planning and evaluation tools

vi. How to use available diverse technical tools (art work, videos, cameras, phones, computers, etc.) in their classrooms.

b. Teachers value and are committed to:

i. Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class;

ii. Being an active and responsive listener;

iii. Fostering diversity of opinions among students and celebrating it in the classroom;

iv. Using all educational and informational technologies to enhance different aspect of teaching and learning.

c. Teachers engage in activities to:

i. Communicate clearly in the local language/ Urdu/English using appropriate oral and written expressions;

ii. Develop reflective reading skills of learners in the local language: Sindhi/ Urdu/ English;

iii. Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking;

iv. Communicate in a variety of ways that demonstrate a

iv. Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences;

v. Foster accurate reporting and sharing of facts, opinions and beliefs;

vi. Incorporate up-to-date information from diverse sources (print and electronic media) in lesson plans to supplement storybooks;

vii. Use ICT including computers and mobile devices where available for planning, instruction, and assessment practices;

viii. Develop students' portfolios, test items, assignments and assessment through computers.

3.12.8 Collaboration and Partnerships: Teachers build relationships with parents, guardians, families and professional organisations in the community to support student learning:

a. Teachers know and understand:

i. The importance of effective school-home relations that contribute to high-quality teaching and learning;

ii. The role of the school within the community and importance of community partnerships for student learning and development;

iii. Different approaches to collaborate effectively with parents, professionals and community.

b. Teachers value and are committed to:

i. Recognising the role of parents, guardians and other family members, notables and elders of the community in the teaching and learning processes;

ii. Addressing concerns related to all aspects of the student's well-being and working with parents/ families to provide opportunities for students' success;
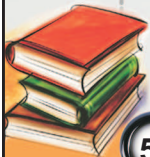
    iii. To work with parents/ families and other professionals to improve the overall learning environment for students;

    iii. Facilitating the intellectual, physical and moral/social development of students through cooperative learning and interaction with community institutions.

c. Teachers demonstrate their knowledge and understanding through:

    i. Identify and utilise family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;

    ii. Establish respectful and productive relationships and develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and wellbeing;

    iii. Institutionalise parent/ family involvement practices through Parent Teacher Councils, School Management Committees, School Councils, Parent Teacher School Management Committees that support meaningful communication to strengthen the teaching and learning environment of the school;

    iv. Cultivate knowledge of the surrounding community to enrich lessons and projects of study;

    v. Link schools with business, industry and community agencies and civil society representatives working in areas of health, environment, education etc.

3.12. 9 Continuous Professional Development and Code of Conduct: Teachers participate as active, responsible members of the professional community, engage in reflective practices, pursuing opportunities to grow professionally and to establish collegial relationships to enhance the teaching and learning process. Teachers subscribe to the professional code of conduct.

a. Teachers know and understand:

    i. The demands of the professional code of conduct;

    ii. How educational research and other methods of inquiry can be used as a means for continuous learning, self-assessment and development;

    iii. How to be inventive and innovative about teaching practices;

    iv. How to develop and maintain their own professional portfolio.

b. Teachers value and are committed to:

    i. Improving their subject content knowledge and pedagogical skills through continuous professional development;

    ii. Refining practices that address the needs of all students and the school/ community;

    iii. Professional reflection, assessment and learning as an on-going process;

    iv. Collaborating with colleagues on professional aspects;

    v. Sharing successful professional experiences with colleagues;

    vi. Demonstrating sound professional ethics.

c. Teachers engage in activities to:

    i. Use reflective practice and professional development standards to set goals for their professional development plans;

    ii. Apply learning from Continuous Professional Development activities to improve their teaching practice;

    iii. Learn through professional education organisations and through print and electronic media;

iv. Make the entire school a productive learning climate through participation in collegial activities;

v. Seek advice of others and draw on action research to improve teaching practices;

vi. Uphold ethical behaviours in teaching, learning and assessment.

3.12. 10 Teaching of English as a Tertiary/Foreign Language

a. Teachers know and understand:

i. Strategies to enhance "learning in English," and "learning of English as a language";

ii. Apply appropriate learning theories, pedagogy and teaching methods to facilitate the learning and use of English;

iii. Specific difficulties in teaching and learning English in the Sindhi context.

b. Teachers value and are committed to:

i. Lessening biases and anxiety in students for learning in English;

ii. Addressing students' specific needs related to learning English

c. Teachers demonstrate their knowledge and understanding through:

i. Use of comprehensible English language along with supportive use of Urdu (national language) and local languages for effective teaching and learning purposes;

ii. Identify, analyse and address learning difficulties in English language;

iii. Gradually enable students to communicate in English utilising all four skills: speaking, listening, reading and writing;

vi. Provide classroom opportunities for choral and individual reading, letter/word writing and spoken English.

3.13.   Teacher Training & Preparation Program

3.13. 1 Professional preparation programs must develop teacher competencies as defined and in accordance with the ECCE Curriculum;

3.13. 2 Programs must promote child development and learning as per ECCE Curriculum guidelines:

    a. Know and understand young children's characteristics and needs;

    b. Know and understand the multiple influences on development and learning;

    c. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

3.13. 3 Programs must support building family and community relationships:

    a. Awareness and understanding of diverse family and community characteristics;

    b. Support and engage families and community through respectful, reciprocal relationships;

    c. Involve families and communities in their children's development and learning.

3.13. 4 Programs must enable teachers to observe, document and assess young children so as to support them and their families:

    a. Understand the goals, benefits, and uses of assessment;

    b. Know about and use observation, documentation, and other appropriate assessment tools and approaches;

    c. Understand and practice responsible assessment to promote positive outcomes for each child;

    d. Know about assessment partnerships with families and with

professional colleagues.

3.13.5 Programs must enable teachers to use developmentally effective approaches to connect with children and families. The education should also address physical, sexual, and psychological or emotional abuse and neglect:

a. Understand positive relationships and supportive interactions as the foundation of their work with children;

b. Know and understand effective strategies and tools for early education;

c. Use a broad repertoire of developmentally appropriate teaching/learning approaches;

d. Foster oral language and communication;

e. Draw from a continuum of teaching strategies;

f. Promote protective factors to prevent child maltreatment;

g. Identify signs of stress in families and assist families by providing support and linkages to resources when needed;

h. Make the most of the environment, schedule, and routines;

i. Set up all aspects of the indoor and outdoor environment;

j. Focus on children's individual characteristics, needs, and interests;

k. Link children's language and culture to the early childhood program;

l. Teach through social interactions;

m. Creating support for play;

n. Addressing children's challenging behaviours;

o. Support learning through technology;

p. Use integrative approaches to curriculum;

q. Reflect on their own practice to promote positive outcomes for each child.

3.13. 6 Programs should have and implement written program plans addressing the health, nutrition, physical activity, and safety aspects of each formally structured activity documented in the written curriculum.

a. These plans should include daily opportunities to learn health habits that prevent infection and significant injuries;

b. Awareness of healthy and safe behaviours, including good nutrition and physical activity, should be an integral part of the overall program.

3.13. 7 A Teacher Education curriculum will be designed for pre-service and in-service ECCE teachers and caregivers to prepare them to meet professional development standards.

NOTIFICATION

Notification

NO: SO (G.III) SELD/ECCE/03-940/18: In compliance to Sindh School Education Standards and Curriculum Act No. IX of 2015, the School Education and Literacy Department Government of Sindh is pleased to approve "Early Childhood Care & Education Standards and Curriculum (2018)" developed by the School Education and Literacy Department with the technical support of UNICEF, Pakistan.

(-QAZI SHAHID PARVAIZ-)
SECRETARY TO GOVERNMENT OF SINDH

NO: SO (G.III) SELD/ECCE/03-940/18:   Karachi, dated: 15 October, 2018

A copy is forward for information & necessary action to:-

The Principal Secretary to Chief Minister, Sindh
The Special Secretary, School Education Department, Govt. of Sindh, Karachi
The Directorate for Curriculum, Assessment and Research (DCAR) SE&LD, GoS, Jamshoro
The Directorate for Early Childhood Care & Education, Govt of Sindh, Karachi
The Executive Director, Sindh Teacher Education Department Authority (STEDA)
The Chief Program Manager, RSU, SE&LD, Govt. of Sindh, Karachi
The Director General PITE, Government of Sindh, Shaheed Benazirabad
The Chairman, Sindh Textbook Board, Government of Sindh, Jamshoro
The Director General/Directors (all) School Education and Literacy Department, GoS.
Mr. Asif Abrar, Education Specialist, UNICEF Sindh Field Office
The Deputy Secretary (Staff) to Chief Secretary Sindh, Karachi
The P.S to Minster, Education and Literacy, Govt. of Sindh, Karachi
The P.S to Secretary, School Education and Literacy Department, Govt. of Sindh, Karachi
The P.A to Additional Secretary(All) School Education Department, Govt. of Sindh, Karachi
The In-charge, Website, School Education Department, Govt. of Sindh, Karachi.

SINDH EDUCATION &
[ILLEGIBLE] RTMENT

QASIM ABBASI
SECTION OFFICER (G-III)