Smart Futures guide practices of high value in ECCE services to increase children’s learning opportunities.

Teachers should:
- Foster teaching practices for individualised and cooperative learning (R1, R2, and R4).
- Emphasise strategic skills and learning according to children’s developmental stage (R2).
- Increase family participation in children’s education, assuring continuity of learning across the ECCE and home settings (R5, R6, and R7).

**Recommendation 1**
**Strengthen flexibility within predictable routines for maximising children’s learning time**

**Actions**
- Organize a learning routine that balances different types of activities and prioritizes small group work.
- Define flexible learning environments and transition strategies to implement during small and large group activities.

**Conceptual orientation**
- Balanced Learning activities
- Pedagogical practices
- Transitions

**Resources**
- Routine activities
- Pedagogical practices – With suggestions on learning environment and transitions
- Support for children struggling with transitions
- Suggestions to create learning centres.

**Recommendation 2**
**Emphasize pedagogical experiences on prioritised learnings and skills**

**Actions**
- Implement the age-differentiated pedagogical experiences for developing prioritized skills, covering different domains of development.
- Place socio-emotional learning at the core of the teaching process along with implementing specific SEL games to support children’s development.

**Conceptual orientation**
- Children learning and development
- Explore and experiment
- SEL games

**Resources**
- Portfolios of suggested pedagogical experiences and activities
- Short socio-emotional games

**Recommendation 3**
**Master socioemotional and instructional support practices to provide individualized and group support**

**Actions**
- Practise interactions with children using a list of suggested tips.
- Schedule time for regular individualized follow-ups for each child.

**Conceptual orientation**
- N1. Support and believe in your children
- N2. Observe and listen carefully
- N3. Talk in great detail
- N4. Deliver exploratory talk and scaffold
- N5. Make exploratory talk and scaffold

**Recommendation 4**
**Tailor teaching and learning practices based on children’s needs and conduct a formative assessment**

**Actions**
- Know each child’s development and learning level and each group’s interests, strengths and challenges.
- Develop and implement individual as well as group strategies to protect children’s learning, considering their challenges and strengths.
- Prepare a pedagogical handover note to share with the next teacher (such as the primary school teacher if the child will be entering grade 1).

**Conceptual orientation**
- Pedagogical handover note

**Resources**
- Areas of inquiry and suggested assessment questions (formative assessment cycle, moments 1 and 2)
- Guidelines to organize formative assessment information
- Strategies to enhance learning (formative assessment cycle, moment 3)

**Recommendation 5**
**Support families to provide enjoyable home learning experiences based on their daily routines and cultural strengths**

**Actions**
- Encourage learning experiences and environments that build on the cultural strengths of communities, including values, oral traditions and culturally valued activities.
- Develop strategies to encourage the participation of fathers and other caregivers, apart from the mother, in early learning activities.

**Conceptual orientation**
- Families’ cultural strengths
- Parents’ self-efficacy
- Pedagogical intention

**Resources**
- Ideas to identify families’ cultural strengths
- Ideas to define activities and strengthen positive interactions at home
- Ideas to set goals with families

**Recommendation 6**
**Make communication with families simpler, more effective and diverse**

**Actions**
- Strengthen the quality of communication by using key insights to improve dialogues between teachers and parents.
- Introduce various forms of media, such as phone calls, text messages and community-based communication, to propose simple behaviours and address cultural and contextual barriers that hinder family engagement.
- Ensure that families are involved in assessing the interventions and activities they participate in.

**Conceptual orientation**
- Ways to make communication with families simpler, more effective and diverse
- Behavioural insights
- Quality interactions between teacher and families
- Strategic use of media

**Resources**
- Key insights to improve communication
- Ideas to gather families’ concerns and interests about children’s learning
- Successful experiences using phone calls and text messages
- Community-based communication and examples to support children’s learning

**Recommendation 7**
**Actively involve families in school-led projects, such as volunteer programmes and literacy and numeracy initiatives.**

**Actions**
- Encourage families to engage in volunteering activities to support children’s learning experiences.
- Establish at home reading and numeracy learning strategies and increase access to books and digital resources such as songs, videos and audiobooks.

**Conceptual orientation**
- Two examples of strategies to foster family participation in school-led projects

**Resources**
- Ideas to involve families in volunteer experiences
- Strategies to promote reading with families

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