



Government of Ghana

**NATIONAL EARLY LEARNING AND DEVELOPMENT
STANDARDS (ELDS) FOR CHILDREN IN
KINDERGARTEN 1 and 2**





Government of Ghana

GHANA EDUCATION SERVICE
2016

Ghana Education Service

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**“ The project has been designed to develop nationally
accepted indicators which informed the KG Curriculum
and for monitoring and evaluating child development indicators ”**

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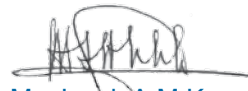
FOREWORD

The Ghana Education Service with technical and financial support from UNICEF developed the Early Learning and Development Standards (ELDS) together with key stakeholders in 2004. The ELDS were research-based, which have been accepted nationally as benchmarks to assess and track children's developmental progress. The ELDS helped to provide a navigation tool to develop and operationalize a Kindergarten (KG) curriculum for both pre-service and in-service teacher training to support the inclusion of 2 years of KG in the Free and Compulsory Basic Education cycle. And over time the ELDS standards have infused and informed all the frameworks and guidelines and resource materials and tools developed to support KG implementation in Ghana.

In 2016, GES is delighted to reissue the ELDS for Ghana for all stakeholders working in the KG space to use and inform their work. The age-appropriate benchmarks in the ELDS are still relevant and will enable educators to provide reasonable expectations for children's growth, development and learning in the KG years.

The implementation of the ELDS will also help to enrich play-based curricular practices, and to support the growth of each child to his or her fullest potential. And allow teachers to identify skill sets for KG delivery in a more integrated approach and aligned with the curriculum and expectations for KG children.

I urge all KG teachers, practitioners, parents, educators, policy-makers to commit to provide the best early learning experience for all girls and boys; and encourage the use of ELDS to build strong foundation for our future citizens.



Mr. Jacob A.M Kor
Director General
Ghana Education Service

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Early Learning and Development Standards

INTRODUCTION

The ELDS presents information on sets of indicators for measuring developmental progress and use of the KG standards. This information is essential to effectively use the Kindergarten Standards to support the particular needs of all young children in a high-quality KG/pre-school programmes.

There are eight content areas:

- i) Health and Physical Development;
- ii) Social and Emotional Development;
- iii) Creativity;
- iv) Language and Literacy;
- v) Logic and Reasoning;
- vi) Mathematics;
- vii) Science;
- viii) Religious and Moral Development

1. HEALTH AND PHYSICAL DEVELOPMENT

Standards for 4 – 5yrs	Performance Indicators
<p>Standard 1: Develop knowledge on health awareness and skills to put them to practice / or to apply them</p> <p>Develop / Practice basic health routines</p>	<ul style="list-style-type: none"> • Wash hands with soap and water regularly (especially before eating and after using the toilet). • Demonstrate basic health routines (for instance covering mouth when coughing or sneezing, brushing of teeth before going to bed). • Demonstrate that some foods help their bodies to grow and be healthy (I am drinking all of my porridge because it makes me strong / I am eating all my orange because it protects my gum). • Indicate awareness that his/her body needs exercise and rest. (Should get at least 8-10 hrs. of sleep at night and have siesta each day).
<p>Standard 2: Learn and apply basic safety practices</p>	<ul style="list-style-type: none"> • Seek help in an emergency (phone 191, give name and address and phone number, parent/guardian's name, name of chief, assembly man/woman, Priest /Imam and location of house). Emergency lines: Police 191,18555, Fire Service 192, Ambulance 193 • Demonstrate procedures for fire safety (evacuate, stop and roll), field trip safety (hold hands, stay with the group), crossing the road after school, going to the farm and travel safety (use seat belts, cross street with an adult – use the Zebra Crossing where it is available). • Recognize everyday dangers (stove, knives, matches, medicines, electric sockets, banana peels, electric standing fans and poisons) and follow rules regarding them. • Cry out for help when in danger • Avoid strangers as much as possible • Do not use foreign objects e.g. maize, groundnuts, erasers, crayons, chalk, coins etc. in the orifices i. e. ears or nose

Standards for 4 – 5yrs	Performance Indicators
<p>Standard 3: Acquire basic self help skills</p>	<ul style="list-style-type: none"> • Manage routines such as regular baths, brushing of teeth under supervision, dressing up, using toilet independently, using eating utensils, etc. • Follow routines for care of own belongings and school supplies. • Follow routines for clean-up.
<p>Standard 4: Develop strength and coordination of small muscles (Fine motor skills)</p>	<ul style="list-style-type: none"> • Participate and demonstrate increasing skill in activities that require small muscle strength (cutting, tearing, folding, hammering, using tools for play dough, building with blocks) squeezing, kneading, clapping, colouring, waving. • Master control over the use of tools (E.g. scissors, pencils, brushes, markers, tongs). • Demonstrate increasing skill in hand-eye coordination in activities like puzzles, stringing beads, tracing shapes and letters, and using manipulative toys like Lego and computer games, throwing of balls, poking straws into holes, weaving around cardboard.
<p>Standard 5: Develop strength and coordination of large muscles (Gross motor skills)</p>	<ul style="list-style-type: none"> • Demonstrate balance skill in activities such as walking a balance beam, jumping and landing on two feet, hopping on one foot, carrying things on the head without supporting with their hands. • Display increasing strength and coordinated use of upper body and arms in activities such as throwing and catching a large ball, climbing a play structure, trees. • Show increasing strength and coordinated use of the lower body and legs in activities such as running, galloping, skipping, kicking a ball and creative movement, dancing, performing creative body movements. • Control body in movement activities. • Ability to perform new and challenging physical activities.

2. SOCIAL AND EMOTIONAL DEVELOPMENT

Standards for 4 – 5yrs	Performance Indicators
Standard 1: Understand and express feelings appropriately	<ul style="list-style-type: none">• Express emotions through appropriate actions and words.• Recognize and describe own feelings through verbal and non-verbal means.• Show self-control in handling emotions e.g. frustration and disappointment.• Accept comfort and assistance from peers and familiar adults.• Show satisfaction in accomplishments. (With positive reinforcement / appreciation)
Standard 2: Develop a sense of self	<ul style="list-style-type: none">• Have knowledge of own characteristics such as name, sex, age, physical traits and family roles (I am a boy / girl, son/daughter, brother/sister, pupil, class prefect etc).

Standards for 4 – 5yrs	Performance Indicators
<p>Standard 3: Develop social skills and positive peer and adult relationships</p>	<ul style="list-style-type: none"> • Participate in small and large-group activities. • Use simple negotiation skills to resolve conflicts to an appreciable level. • Play cooperatively with others. • Develop friendships. • Engage in conversations. • Interact easily with familiar adults and peers. • Use turn-taking in conversation and in play (You can have a turn after me). • Engage in play as a means to develop their individual approach to learning (Play). • Demonstrate curiosity and a willingness to participate in tasks and challenges (Curiosity). • Demonstrate an increased ability to show initiative, accept help, take risks, and work towards completing tasks (Persistence).
<p>Standard 4: Develop a positive and open approach to learning</p>	<ul style="list-style-type: none"> • Show increasing self-direction in the use of materials as necessary and appropriately. • Participate willingly in learning activities. • Try more than one way to solve a problem. • Persist in solving a problem or completing a task and know when to seek help. • Engage in new as well as familiar activities. • Persistence beyond measure may indicate peculiar mental health problems e.g. Attention Deficit Disorder with Hyperactivity, Autism

<p>Standard 5: Acquire behaviours and skills expected in school</p>	<ul style="list-style-type: none"> • Follow basic instructions to complete tasks. • Use classroom materials appropriately (put toys away, handle books gently). • Follow schedule and typical classroom routines and transitions (come when called, sit attentively where necessary and participate in clean-up). • Follow classroom and playground rules / instructions and handles transitions with ease.
<p>Standard 6: Learn about themselves and other people</p>	<ul style="list-style-type: none"> • Identify similarities and differences among people, such as height, hair colour, eye colour, skin colour, language etc. • Take on a variety of roles in dramatic play (I'm the big brother, you're the mom) • Draw or paint pictures of self and others with distinguishable characteristics (I painted Akua with long hair and Mumuni with short hair). • Discuss how they and their families are similar to /different from their classmates (We don't have a baby in our family). • Identify relationship with other family members e.g. brother, cousin, grandpa etc.
<p>Standard 7: Appreciate their own and other cultures</p>	<ul style="list-style-type: none"> • Participate in discussions of family practices and traditions related to culture (we call my father Papa, you call yours Baba). • Talk about stories set in different cultural contexts (Discuss the ways Ananse is the hero and the Lion is king in folktales). • Identify their family's cultural identification in the context of classroom activities and discussions e.g. clothes, looks, food that will differentiate (We make kpukpoi during Homowo because we are Gas). • Become aware of or talk about their own and other cultures.

Standards for 4 – 5yrs	Performance Indicators
<p>Standard 8: Become aware of how things, people and places change over time</p>	<ul style="list-style-type: none"> • Relate their personal life to the process of change while talking about day to day events (I used to drink milk from my mother’s breast and now I use a cup; I used to crawl but now I can walk and run). • Notice and talk about similarities and differences between people of different ages (He’s a grandpa, he has white hair). • Talk about yesterday, today and tomorrow (going to the beach last weekend, an upcoming birthday party or Festival). • Predict how events today or in the recent past will affect the near future (It rained heavily so there will be puddles).
<p>Standard 9 Explore how people depend upon one another for the things and help they need</p>	<ul style="list-style-type: none"> • Identify jobs at school and home (My mom cooks dinner and we wash the dishes. Everybody has to help clean up the house. Today is my turn to be the bell boy). • Contribute to discussions about things that everyone needs (food, water, shelter, protection and clothing). • Show awareness that people work to provide the things others need (pretend to be the farmer/fisherman/teacher/nurse/doctor/carpenter or the fire fighter in a dramatic play, represent jobs in drawings). • Talk about ways that people get the things they need (buy things with money, grow food, make clothes). • Demonstrate awareness of money and how it is used (play shop and use slips of paper to pretend to buy things, talk about needing money to buy something).

Standard 10:

Understand what people need to do to work and live together in groups

- Demonstrate awareness that everyone deserves to learn, to be safe, respected and listened to (waits his/her turn, protects other children, discusses what might be fair treatment).
- Participate in creating/following rules to ensure that everyone is safe, respected and listened to.
- Recognize the role of authority (leaders) and what leaders do (follows directions, talks about the role of the teacher, director chiefs, family heads, Assembly man, parents).
- Participate in group decision making (selecting a leader).

Standard 11

Develop awareness of the natural environment and how it can be protected

- Become aware of characteristics of the place they live and other places.
- Use blocks, clay or other materials to recreate aspects of the environment.
- Participate in efforts to protect the environment (e.g. pick up rubbish, anti bush fire, clean) ensure cleanliness.

3. CREATIVITY

Standards for 4 – 5yrs	Performance Indicators
Standard 1 Express themselves through a variety of creative activities.	<ul style="list-style-type: none">• Explore and experiment with a variety of expressive media (paint, paper, charcoal, chalk, crayon, pencils, clay, wood, sand etc).• Select and use different art materials and tools to explore and express feelings, experiences, topic, event, story etc (e.g. drawing and painting a beloved pet/ domestic animal/ family member.• Use art media and tools in a safe, responsible and purposeful way (e.g. using the brush for painting and washing it after use for storage without damaging the bristle).• Talk about works produced by themselves e.g. (this is my sister and I playing tumatu, football or ampe).
Standard 2 Begin to learn about art elements and techniques in visual art	<ul style="list-style-type: none">• Identify the elements of art such as (line, shape, form, colour and texture) in the environment.• Create the elements of art with techniques such as drawing, cutting and pasting, modeling, construction, print making, pattern making, collage making etc) to express themselves by making 2 and 3 dimensional items within their experience.

Standard 3

Develop appreciation for natural creating and visual art objects (artifacts) in the environment

- Show awareness of beauty in natural creations and man made creations (artifacts) in the environment. E.g. buildings, trees, flowers, mountains, birds, shells, insects, ornaments (beads), picture, clothing, packages, etc.
- Recognize different works of visual art e.g. (pictures in books, billboard, posters, packages, signboards, clothing, jewelry, carving, baskets, photo graphs etc).
- Observe and respond to natural and visual art object through appreciation such as recognizing colours, identifying relatives and friends in photographs, recognizing specific elements of the environment such as mango, pawpaw, cassava trees and corn plants, recognizing the use of painting brushes and what could be used instead e.g. chewing sticks.
- Notice beauty in cultural artifacts and communications and in the natural environment.
- Look at and respond to works of visual art.

Standard 4

Create and express themselves through a variety of music experiences

- Listening to music.
- Participate in music experiences that may include singing, musical games, using musical instruments.
- Making of music with local instruments such as bamboo sticks, old cooking pans, combs as mouth organs, empty snail shells as flutes cymbals, bells, tambourines, bass drum, empty milk tins, miniature xylophones, shakers, rattles etc
- Initiate the singing of songs e.g. occupational songs such as – sisimbom, kokeohihi lullabies e.g. tuutuubovi ubayi woana baa. Hush little baby etc as they learn to run, walk, gallop, skip, jump with friends / play mates
- Express emotions through music.

Standards for 4 – 5yrs	Performance Indicators
<p>Standard 5 Begin to learn about music elements and techniques</p>	<ul style="list-style-type: none"> • Show awareness of musical elements such as tempo, rhythm, pitch and dynamics (sings softly, plays rhythm sticks quickly, claps hands to beat) gong gong. • Explore and play a variety of rhythm instruments including those used in different cultural dances. E.g. apatampa (Fantes), kundum (Nzemas), boborbo (Ewes), Adowa (Ashanti), etc.
<p>Standard 6 Create and express themselves through a variety of creative movement and drama experiences</p>	<ul style="list-style-type: none"> • Participate in guided creative movement and drama activities (acting out a story). • Create individual movement and dances. • Express feelings spontaneously through dance. • Express ideas through movement and drama. • Perform role / initiative plays where they imitate and role play what they admire.
<p>Standard 7 Begin to learn about movement elements and techniques</p>	<ul style="list-style-type: none"> • Respond to music through rhythmic body movements. • Participate in guided movement activities such as moving at different levels with different amounts of force (stomping, tiptoe) at different speeds.
<p>Standard 8 Develop appreciation for natural and cultural beauty and for visual and performing arts</p>	<ul style="list-style-type: none"> • Listen and respond to different kinds of music. • Show an aesthetic response to music through movement/dance. • Show a developing appreciation for visual and performing arts (asks to listen to favorite recordings replayed, comments on a beautiful works of art).

4. LANGUAGE AND LITERACY

Standards for 4 – 5yrs

Performance Indicators

a. Communication: Listening and Speaking

Standard 1

Listen with comprehension to a variety of spoken forms of language

- Understand what happened in a story that was told or that was read aloud.
- Follow “everyday” conversations about here and now.
- Demonstrate understanding of discussions about things that happened in other places and in the past.
- Listen to songs/rhymes.
- Listen and recite rhymes and songs.
- Listen and repeat rhythms.
- Identify / imitate sounds in the environment.(eg cat....meow, dog....wow, etc)

Standard 2

Use language in variety of ways

- Understand what happened in a story that was told or that was read aloud by retelling interesting parts.

b. Language Acquisition

Standard 1

Acquire increasingly rich vocabulary and sentence structure through conversation.

- Talk about self, people etc.
- Use a variety of nouns, verbs and descriptive phrases in meaningful contexts (vocabulary).
- Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure):

Simple

My Mom drives

More Complex

My Mom drives me to school on rainy days.

I like school

I like school because my teacher is kind

It's hot

When it's hot, I drink lots of juice and water

c. Pre Reading and Writing

Standard 1

Recognize and use symbols

- Use toys / equipment as symbols in play (empty milk tin / miniature phones / calabash, make cakes / bread / kenkey / aboodoo with sand, empty tins and packets).
- Identify picture symbols in the environment (labels on the learning areas / corners).
- Identify symbols in the wider environment (know that the capital H in red colour means hospital, cross for church, crescent and star for mosques etc).

<p>Standard 2 Enjoy and understand books</p>	<ul style="list-style-type: none"> • Demonstrate interest in books and stories read aloud. • Choose to look at books and pretend to read a book. • Participate in book reading (chime in as pattern books are read aloud). • Respond and make connections to story events and characters by relating personal feelings and experiences on his/her culture and prior knowledge. • Show awareness and appreciation of literature (plot, story, character, language, etc).
<p>Standard 3 Acquire concepts of print</p>	<ul style="list-style-type: none"> • Know that print has meaning or a message. • Demonstrate understanding of the concept of a letter (eg a,b,c,d,e making up a word), • Know how a book works (read from front to back of book; from top to bottom of page; left to right of a sentence etc). • Use symbols, scribbles, and letter-like forms to express ideas or words. • Draw, scribble, colour and pretend to write. • Ask how to write a letter or a word.
<p>Standard 4 Acquire emergent literacy skills while exploring print in books and in the environment</p>	<ul style="list-style-type: none"> • Can copy and read letters, names in the environment. • Pretend to read familiar books. • Repeat rhyming sounds, beginning with consonants sounds, and syllables. • Associate some letters with their sounds.

Standards for 4 – 5yrs	Performance Indicators
Standard 5 Show interest in writing	<ul style="list-style-type: none"> • Draw or scribble, colour and pretend to write. • Ask how to write a word or a letter. • Ask adult to write what he / she says.

5. LOGIC AND REASONING

Standards for 4 – 5yrs	Performance Indicators
Standard 1: Distinguish between fantasy and real-life experiences or objects through role play / make- believe play or pretence play	<ul style="list-style-type: none"> • Assume a role and use the tone and vocabulary appropriate to that person or animal (imitate a baby by crawling and making baby sounds, imitating teachers). • Take a role in a person's place and interact with another child who is also in a pretence role (Role play the patient while another child plays as the doctor).
Standard 2: Engage in sustained symbolic play with other children or alone.	<ul style="list-style-type: none"> • Construct play scenarios with other children in which roles and symbols are communicated and mutually agreed upon e.g. Araba is playing, cooking using sand as rice and stones as Yam.

Standard 3

Demonstrate positive attitudes, habits and learning styles

- Demonstrate an increased ability to establish goal, develop and follow through with plans (Self-Organization).
- Demonstrate an increased ability to identify, evaluate and provide possible solutions to problems (Reasoning).
- Use their prior experiences, sense and knowledge to learn in new ways (Application).
- Draw conclusions or make deductions out of situations. (Logic).

6. MATHEMATICS

Standards for 4 – 5yrs

Performance Indicators

Standard 1

Recognize and create patterns and become aware of relationships

- Sort and classify objects by size, number and other properties in a meaningful context: by colour (all red ones); by function (all that float); by colour and material (red and made of plastic).
- Order objects by properties (e.g. from small to large). Recognize, describe and extend patterns (notice patterns in the environment, predict what comes next red-blue, red-blue, -_____, anticipate the pattern in a copy book, poem, or song, art work and environment).
- Create patterns in self - directed activities (in play with manipulatives, making collages, building with blocks).

Standards for 4 – 5yrs	Performance Indicators
Standard 2 Recognize and understand numerical representation and simple numerical operations	<ul style="list-style-type: none"> • Use counting as part of play (count blocks in a structure, match play food one for one to plates in dramatic play). • Recognize and name numbers (numerals), symbols, days, etc. (in sequence and at random). • Count up to 10 objects in meaningful context with emerging one-to-one correspondence. • Demonstrate the idea of adding and subtracting using fingers, objects and in play activities.
Standards for 4 – 5yrs	Performance Indicators
Standard 3 Develop concepts of shape and space	<ul style="list-style-type: none"> • Recognize, name, create and compare some 2-D and 3-D shapes. • Demonstrate spatial understanding in play (climb over the box in an obstacle course, build a house for a dog / cat / chicken / goat / in blocks, put the doll in / on the bed/mat and under the blanket/sleeping cloth). • Describe, name and interpret the relative positions of objects in a meaningful context (over, under, between, before, after, etc). • Create patterns using geometric shapes and symmetry. • Recognize geometric shapes in books, artwork and in the environment.

<p>Standard 4 Develop and use measurement concepts</p>	<ul style="list-style-type: none"> • Demonstrate awareness of measurement attributes (length, volume, weight, area, time). • Compare attributes such as length (shorter-taller), size (bigger-smaller), weight (heavier-lighter), in a meaningful context. • Measure using standard units (put 3 cups of sand into the bowl, compare who is taller, measure with a length of string the size of his/her foot).
<p>Standard 5 Represent and interpret data</p>	<ul style="list-style-type: none"> • Gather information about themselves and their surroundings (number of people who have sisters, kinds of vehicles in the road/parking lot/ 'lorry park'). • Contribute data for simple graphs (family size, birds observed in the playground). • Look at the organization of data on a graph they have helped create and discuss what they observe (There were more cars than trucks. Kofi has the biggest family).

7. SCIENCE

Standards for 4 – 5yrs	Performance Indicators
<p>Standard 1: Increase sensory awareness</p>	<ul style="list-style-type: none"> • Explore and experiment using various sensory media in play with water, sand, paint, mud, rice plasticine etc. • Identify and discriminate among sensory stimuli (tastes, sounds, textures, etc). • Discover, question, and understand the environment i.e. (observation, experiment, collection of dates with days, analysis of dates with days, drawing conclusions). • Use scientific tools as props in their play.

<p>Standard 2; Engage in scientific enquiry</p>	<ul style="list-style-type: none"> • Show curiosity and inquiry in play through exploration of objects and materials (rolling a toy car down a ramp made out of blocks, mixing all the colours of the paint together). • Ask scientific questions (Why does the spider make a web? Where did the rainbow go?) • Collect, describe and learn to record information through discussion, drawings and charts. • Use observations in making predictions and formulate theories about how things work (The clouds make the rainbow go away). • Use materials appropriate for problem solving and exploration of the physical world, such as magnifying glasses and scales. • Use tools and their senses to make observations, gather and record information, and make predictions of what might happen. • Investigate changes in materials and cause-effect relationship. • Ask and pursue their questions through simple investigations. • Engage in discussions and /or document in drawing through exploration and experimentation.
<p>Standards for 4 – 5yrs</p>	<p>Performance Indicators</p>
<p>Standard 3: Explore physical properties of the world</p>	<ul style="list-style-type: none"> • Describe, compare and categorize objects based on their physical properties (These stones have rough surfaces and these have smooth surface). • Explore and begin to identify changes that occur in natural and man-made material over time (Ask, what happened to the puddle? Notice that the cut watermelon decomposes over time). • Experiment with the effect of his/her own actions on objects (see if it's easier to pull the wagon with one or two children inside, drop toys into water to see if they float). • Explore time, temperature and cause-effect relationships based on everyday experiences.

Standard 4:

Explore Characteristics of living things

- Explore the nature of life through observation of interaction with a variety of plants and animals.
- Notice similarities, differences, and categories of plants and animals, as well as appearances, behaviours and habitats of living things.
- Act out the behaviours of different animals in dramatic play.
- Notice and ask questions about growth and change in plants and animals (changes in the garden, life cycle of domestic animals/pets, caterpillar changing to a butterfly).

Standard 5:

Learn about earth and sky

- Investigate the properties of rocks, sand and water.
- Talk about and / or draw observations of the characteristics and movement of sun, moon, stars and clouds, cold, hot, shadow, floods, bushfires, rain, harmattan.
- Observe and discuss changes in the environment including weather and seasonal changes.
- Notice and describe environmental changes such as erosion, tides, volcanic eruptions and earthquakes.

8. RELIGIOUS AND MORAL DEVELOPMENT

Standards for 4 – 5yrs

Performance Indicators

a. The Home and Family

Standard 1:

Develop understanding of individuals and roles in the home.

- Identify members in the home by their names, personal identification.
- Recognize positions of individuals in the home.
- Identify roles of individuals.
- Develop relationship with individuals in the home and family.

Standard 2:

Demonstrate knowledge of the different roles in the home

- Recognize the interdependency / complementing roles of individuals. (Stories on interdependence, complementing roles).
- Develop / Demonstrate respect for individuals in the home.
- Demonstrate the understanding of rights and responsibilities of the individual in the home.
- Recognize the hierarchy in the home and family.

Standards for 4 – 5yrs

Performance Indicators

Standard 3:

Develop an understanding of Creation

- Understand and appreciate the creation story
- Identify creations in the environment.
- Show an appreciation of nature.
- Discerning between what is good and bad or right and wrong.

<p>Standard 4 Develop awareness of the Supreme being</p>	<ul style="list-style-type: none"> • Show awareness that there is a Supreme Being. • Awareness of the attributes of the Supreme Being e.g. sharing, loving, caring, provider, protect, omnipotent, omnipresent. • Recognize that he / she is a living being (teach the creation song) • Recognize rules and regulations set by the Supreme Being e.g. “thou shall not steal”
<p>Standard 5 Recognise the role of Adults, Significant others and Peers</p>	<ul style="list-style-type: none"> • Demonstrate the willingness to follow basic rules. • Appreciate the establishment / setting of rules • Appreciate the need for rules / regulation. • Show willingness to obey. • Reason with peers/adults. • Show Courtesy. • Show gratitude. • Show humility and gentleness
<p>Standard 6 Recognise the different belief systems</p>	<ul style="list-style-type: none"> • Identify different modes of worship. • Acknowledge and respect diversity in religious practices.
<p>Standard 7 Develop awareness of Rights and Responsibilities</p>	<ul style="list-style-type: none"> • Respect rights of one another. • Negotiate issues with significant others. • Seek help when need arises. • Show recognition of responsibilities of individuals. • Indicate awareness of roles and responsibility.



“ As teachers in early childhood programmes implementing the KG INSET Framework, the ELDS will provide additional information to assess children’s progress and enhance teaching ”



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