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EARLY CHILDHOOD DEVELOPMENT

**EARLY LEARNING AND DEVELOPMENT
STANDARDS FOR CHILDREN FROM 0-6 YEARS**



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FOREWORD

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Respected,



The Early Learning and Development Standards are a result of the overall efforts of the Government of the Republic of Macedonia, namely the Ministry of Labour and Social Policy for improving the quality of early learning for children from 0 – 6 years in the Republic of Macedonia.

The Early Learning and Development Standards have been developed with UNICEF support in response to the frequently asked question by many parents, educators, and other professionals working with the youngest population and supporting their development:

“What should children at a certain age during the period between 0 – 6 years know and be able to do?”

I sincerely hope that this document will help all of you to better understand and develop realistic expectations of your children with regard to what they are able to achieve and how you can best support their development and early learning.

These standards are based on the fact that learning in early childhood is the basis for success in one’s entire life. Education is a very important component in the life of an individual and therefore every single child should be given an opportunity for a successful start. The document will help the creation of an adequate social environment and mobilize all who have a role in the learning and the development of young children. This will ensure timely learning while taking into consideration the individual needs of each child and their different backgrounds.

The standards, therefore should be used flexibly, i.e. they should support the individual development of each child regardless of his/her abilities, ethnic and cultural background and socio-economic status. They should be used in different settings: in the family, in kindergartens, in health centres, nonformal ECD centres, day care centres, etc.

Hence, it is expected that in the course of their implementation the collaboration between different sectors will improve and be more effective, with the purpose of strengthening the capacities of all institutions that have a role in early learning and development, but also the collaboration with the civil society as well.

I hope that this document will be of great use to all parents and professionals with a mandate to improve and stimulate early learning and development of the youngest children. At the same time I ask you to share this information with all caregivers, teachers, and parents that you know. All of us together can help our children to be successful in the process of education and throughout their life.

Minister
Xhelal Bajrami

A handwritten signature in black ink, appearing to read 'Xhelal Bajrami'.



INTRODUCTION



The overall political and social context to promote early childhood development in the Republic of Macedonia is based on the international framework provided by the Convention on the Rights of the Child and the present national legal and political framework.

Within the framework of the improved education for all, the Republic of Macedonia integrated the early childhood development into the National Plan for Development 2008-2013 aimed at the preschool children. To enable the monitoring of the preschool children's development, provisions have also been made for the development and implementation of the Early Learning and Development Standards. Within the Framework of the Strategy for Demographic Development of the Republic of Macedonia 2008-2015, the Government of the Republic of Macedonia set out to take appropriate measures and activities especially in the area of expanding the kindergarten network so as to ensure equal access for all children, especially the children from the rural or less developed municipalities, and to take measures to increase the overall coverage of preschool children.

The Ministry of Labour and Social Policy and the Ministry of Education assume the institutional support to early childhood development in the Republic of Macedonia.

The national legislation (Law on Child Protection) in the Republic of Macedonia defines early childhood development as preschool education in which it measures care given to the children, activities to promote their health and intellectual, emotional, physical and social development. The provision of care and upbringing services to preschool age children takes place in the kindergartens, whereas for the children who are not included in these institutions other extra-institutional organised opportunities are foreseen ("Official Gazette of the Republic of Macedonia" 98/2000).

In future, beside the forms of all-day day care in the present kindergartens, short forms of coverage should be promoted depending on the needs, the capacities and the interests in the local community.

In the *National programme for the development of education in the Republic of Macedonia 2005-2015*, it is emphasised that: "Early childhood development shall be a priority of the Government of the Republic of Macedonia and the help from the citizen's sector in the implementation of this goal will be appreciated".

The present state of preschool education shows a limited network and insufficient coverage of children (only around 15% of children aged zero to 6 years are covered by some form of preschool education).

It is expected that with the decentralisation process in the coming period the competencies in the area of early childhood development will be assumed by the units of local self-government. The transfer of competencies from a central to a local level should

sensitize the local authorities to use the present capacities (infrastructure and human resources) to a maximum, thus the local community will be a pillar in the implementation of education processes for preschool children.

The National Programme for the Development of Education of the Republic of Macedonia 2005-2015 also focuses on providing control of quality of the education processes through the Ministry of Education and Science which is taking measures to provide permanent control of the quality of the education system in the Republic of Macedonia.

The preschool education quality assessment in the Republic of Macedonia is directly conditioned by the development of Early Learning and Development Standards for children and their consistent implementation.

The Early Learning and Development Standards demonstrate the expectations which preschool aged children should have fulfilled in various domains of development (motor development, socio-emotional development, cognitive development, etc.).

These standards may be applied in all contexts where children aged 0-6 years receive care, upbringing and education services (in the family, in kindergartens, in children recreation centres and also in various non-formal forms of child care).

The standards in the paper are ordered in various sets of domains of development, however, it is important to stress that young children's learning and developing does not occur in isolation, but in continuity, across all domains.

The domains of development are interlinked, and the children are learning by elaborating their already acquired knowledge across all domains.



THE PROCESS OF DEVELOPING THE EARLY LEARNING AND DEVELOPMENT STANDARDS IN THE REPUBLIC OF MACEDONIA

In the Republic of Macedonia, the process of developing the Early Learning and Development Standards began in 2006 following the initiative by the UNICEF Office in Skopje within the cooperation framework with the Ministry of Labour and Social Policy. The primary aim of this initiative has been to develop a set of nationally acceptable early learning and development standards focusing on positive outcomes in the holistic development of children aged 0 to 6 years.

This process went through several stages:

1. Initial decision is made to develop the Early Learning and Development Standards

At this stage a five-day orientation workshop was held with the inter-sectoral participation of representatives from several key sectors and early childhood development experts. The workshop was delivered by an international expert. The participants had the opportunity to define the key values and guiding principles for the paper in the context of the national early childhood learning and development system as well as the developmental stages and age groups to be covered.

2. Development of the working version of the Early Learning and Development Standards

The elaboration of the Early Learning and Development Standards working version was rendered by a national expert group appointed by the Ministry of Labour and Social Policy.

Setting the definitions and developing the standards is an inclusive process which requires team work and a consensus within the entire community in the area of early childhood care, including the parents.

Following the recommendations of the international expert, the working group set out this process examining the international reference literature on early childhood development standards and the literature reporting on the contemporary scientific concepts of child development. In the process of the paper development, individual members of the working group were, depending on their professional expertise, working on the domains – the specific areas.

The first working version was prepared over a six months period.

3. International expertise on the working version of this paper

At this stage, the working version was examined by international experts whose initial opinion was that the paper provides a sound foundation for the development of the final version. At the same time, certain recommendations have been made to facilitate the revision of the initial paper by the national expert group.

The revision of the initial paper was focused on the following segments:

- a. Elimination of similar or identical standards occurring throughout several domains of development
- b. Merging of similar standards in the individual domains of development, especially in the domain cognitive development
- c. Re-phrasing of some indicators in order to ensure consistency and chronological continuity within the standard for the complete age range
- d. Language interventions in the area of learning activities and their concretization in order to ensure complementarity with the specific indicator from the standard frame

The international expertise and the revision of the initial paper were then followed by a 4-6 months period allocated for development of the final pre-validation version of the Paper.

4. Validation of the Early Learning and Development Standards

The validation process of the Early Learning and Development Standards is part of a comprehensive and recommended methodology of design and implementation of the Early Learning and Development Standards.

Although the design of the paper was based on the scientific concept of child development as well as the expertise of national and international experts, the validation is a process which assesses the accuracy and the actual reflection of what the children know and can do in a specific local context in the country. The validation leads towards further improvement and clarification of the overall paper within the previously determined standard frame.

The methodology of the validation process has been carried out in two stages:

- a. content validation – by applying scientific methodology, it assesses to which extent the Early Learning and Development Standards are reflecting the national values and principles of early childhood development and their compliance with the national concept of child development.

- b. age validation – it provides quantitative evidence on the indicators' compliance with the respective age at which the child should acquire the respective skills or competences.

Both methodologies are based on surveys and observation of the children carried out in the field. The parents also participated in the validation process. The activities of the validation process were carried out over a 12 months period.

5. Development of the final post-validation version of the Early Learning and Development Standards for children aged 0 to 6 years

The last revision of the Early Learning and Development Standards was carried out at the end of 2008, based on the conclusions of the age validation and it is an integral part of this paper.



THE GUIDING PRINCIPLES AND VALUES FOR THE DEVELOPMENT OF THE EARLY LEARNING AND DEVELOPMENT STANDARDS IN THE REPUBLIC OF MACEDONIA

The social, the cultural, the physical and intellectual wellbeing of the citizens of the Republic of Macedonia represent a general value on which the National Programme for Development of Education is based.

In the area of early childhood development, the provision of a stimulating and safe environment for quality early learning is the prerequisite to achieve further success in the education process of every child.

The process of developing the Early Learning and Development Standards for the children between 0 to 6 years is guided by the following principles:

1. All children, regardless of sex, ethnic origin, religion, socio-economic and cultural differences, different health and special needs, should have the opportunity to access the education system;
2. All children can learn. They deserve high performance expectations from their learning process in accordance with their age and socio-cultural context;
3. Children learn best through play. In the learning process, play is accepted as a learning instrument;
4. The children's learning environment encourages curiosity and corresponds with their physical and emotional needs, and thus they feel safe;
5. Children's learning development fully depends on quality caregivers who are interested in their own continued professional training, development and collaboration with children and their parents;
6. Respect for the personality and individual characteristics, needs, interests and abilities of every child, including children with special needs and children of all socio-economic and ethnic groups;
7. The content of the standards cover all domains of development of the children's personality, without favouring certain domains. The holistic approach in the standard development is the basis for their design, considering that the child perceives the world as a whole;
8. Joint action in the family and community to encourage the development of children's early learning;
9. All children have the potential to achieve the expected standards to a great extent at a specific age, if given the adequate support, instruction and stimulation for their early learning development;

The values expected to be achieved by the children with the accomplishment of the Early Learning and Development Standards in the Republic of Macedonia are: independence, creativity, initiative, responsibility toward oneself and toward the own surroundings, to accept and respect diversity, tolerant behaviour and solidarity and respect toward the community and the state as a whole.



DOMAINS OF DEVELOPMENT AND DISTRIBUTION OF AGE GROUPS COVERED BY THE EARLY LEARNING AND DEVELOPMENT STANDARDS

Children develop holistically. There are no higher priority domains in child development. Applying the holistic approach to the education and care giving process and avoiding the tendency to favour individual domains of development of the child's personality, attention has been paid to the following domains in the design of the early childhood development standards in the Republic of Macedonia:

- ▶ physical health and motor development;
- ▶ socio-emotional development;
- ▶ development of approaches to learning;
- ▶ language development, literacy and communication;
- ▶ cognitive development and general knowledge acquisition.

To a great extent, the early childhood development occurs through complementary, interlinked domains of development, so that the child's progress in one domain greatly influences the child's progress in another domain of development.

The complementary interlinking and the mutual conditioning of all domains entail the holistic approach as the only approach for the development of the Early Learning and Development Standards in the Republic of Macedonia.

The standards are expectations of what the children should know and be able to do at a given age. Each expectation is indivisibly related to a respective age. The Early Learning and Development Standards in the Republic of Macedonia refer to the age range of 0-6 years (or 0-72 months), divided in age groups as follows:

- ▶ 0-2 years (0-6 months, 6-18 months and 18-24 months);
- ▶ 2-3 years (24-36 months);
- ▶ 3-4 years (36-48 months);
- ▶ 4-6 years (48-60 months, 60-72 months)..

The age ranges are determined by the legal provisions which are the basis for the organisation of the work of kindergartens and the division of children into respective groups.

DEFINITION OF TERMS

Domains of development

The domains of development are defined as different aspects of a child's personality development, although the youngest children develop holistically and their respective domains of development are interlinked.

Based on a large number of research studies, the dimension of child development and learning is divided in five basic domains, namely:

1. physical health and motor development;
2. socio-emotional development;
3. development of approaches to learning;
4. language development, literacy and communication;
5. cognitive development and general knowledge acquisition.

With the definition of a domain we refer to what we want to assess and what we want our children and community to be like.

Furthermore, within each separate domain we can look at subdomains which refer to some specific area of development within a domain (e.g. "gross motor development", *as a subdomain within the domain* – "physical health and motor development").

Standard

Statement about our expectations of what the children should know and be able to do in their development at a given age.

These are the general skills, behaviours and concepts which the children develop within each domain of development.

The Early Learning and Development Standards refer to what the children should be able to do and can do at a given age.

Indicator

A visible and measurable demonstration of what the child is doing. The indicator is always related to the standard. It is a constituent component of each standard which shows what a child should learn doing in order to achieve that standard. One standard may include a number of indicators.

Learning activities

Strategies in the form of various activities which the adults carry out with the child at home or in the kindergarten in order to speed up and stimulate the achievement of the indicator. These activities are directed at achieving the indicator, and for the most part are an interaction of adults with children with the aim to stimulate their development in the learning process





HEALTH AND MOTOR DEVELOPMENT

The health and the well being of children are key factors in the growing up and learning process which occur during the early period. Children's growth and development is a parallel and complementary process. However, growth refers to the increase of weight and height and size of the body. Development, on the other hand, refers to the changes in the degree of complexity when performing certain functions and acquiring certain skills, with gradual move from simpler to more complex changes in learning and acquisition of new skills of body movement, equilibrioception and strengthening of the sensomotoric coordination.

Although the models of developmental change in the growing process are the same in all children, the extent of the change indicates significant individual variability.¹²

The key values expected from children aged 0-6 years served as the foundation for defining the Early Learning and Development Standards in the domain "Physical health and motor development" and are as follows:

- ▶ physical competence and good physical condition which ensures high level of school preparedness and active participation in the learning process;
- ▶ active participation of children in the surrounding;
- ▶ ability to apply healthy and safe practices in their daily activities

The good physical condition provides children with energy and persistence to actively participate in the learning process. The balanced motor development is related to and influences directly the remaining domains of development, such as speech development, cognitive development, social competence and emotional development.¹³ (E.g. the babies, by learning to crawl or toddle, increase their chances to explore spaces and thus stimulate their cognitive development).

The way in which children develop their ability to sit, walk or use their senses influences the way they experience the space where they are moving, how they experience their environment or how to manipulate the pencil or the paint brush.

The motor development of children occurs on the basis of three principles:

- ▶ cefal-caudal principle – the control of muscles begins in the upper body parts moving toward lower parts (the baby first starts to control the muscles which keep the balance of the head, whereas the control of muscles used for walking is established as the latest);
- ▶ proximal-distal principle – the control of muscles begins with the muscles nearer to the central body portions (the control of muscles which turn the neck and the

head is established earlier compared to the muscles which the child activates to grasp and collect certain objects);

- ▶ principle of progressive improvement of the fine and gross motor development, from simpler toward more complex movements.

The developmental process in the domain "Physical health and motor development" occurs through the following subdomains:

- I. SUBDOMAIN – Gross motor development** whereby the children are moving about and establish balance and coordination control of their body parts when walking, running, jumping, walking up the stairs. This subdomain looks at the following standards:

Standard 1: Child is able to balance their body;

Standard 2: Child is able to control parts of their body;

Standard 3: Child is able to move co-ordinately, with purpose;

Standard 4: Child is aware of their body in terms of the existence of other movable and immovable objects.

- II. SUBDOMAIN – Fine motor development** whereby children gradually acquire skills to use their hands and fingers to perform more precise motor activities (grasping, writing, buttoning, opening, closing, cutting). This subdomain looks at the following standards:

Standard 1: Child is able to establish control of hand and finger movement;

Standard 2: Child is able to manipulate toys and various objects for general use.

- III. SUBDOMAIN – Healthy and safe behaviour** whereby children begin to understand how the daily activities and safe practices influence their overall health. This subdomain looks at the following standards:

Standard 1: Child undertakes activities related to personal care and hygiene;

Standard 2: Child is able to recognise damaging and dangerous situations.

- IV. SUBDOMAIN – Sensomotoric development** whereby the children experience the world around them, the key aspect of this subdomain being the establishment of eye-hand coordination, through the following standard:

Standard 1: Child is able to use their senses (vision, hearing, touch, smell, and taste) to regulate their movement.

I. SUBDOMAIN – Gross motor development

Standard 1: Child is able to balance their body

0-2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child holds their head upright.</p> <p><i>Hold the baby under their arms in upright position.</i></p>	<p>1. Child sits upright in the chair, independently.</p> <p><i>Place the child on a chair and talk to them with your face turned toward them.</i></p>	<p>1. Child climbs into and out of bed independently.</p> <p><i>Encourage the child to take an object or a toy while climbing into or out of the bed.</i></p>	<p>1. Child can walk short distances on tiptoes.</p> <p><i>Encourage the child to make a few steps on tiptoes without losing balance.</i></p>	<p>1. Child is able to balance when running.</p> <p><i>Involve the child in running competition games.</i></p>	<p>1. Child runs fast and steadily, rarely falling down.</p> <p><i>Provide opportunities for a complex physical activity including running, walking, jumping, climbing.</i></p>
<p>2. Child lifts up head and chest while lying on the stomach.</p> <p><i>Position the baby with their stomach down and encourage them to lift up their chest and head from the floor.</i></p>	<p>2. Child crawls on all fours toward a desirable object.</p> <p><i>Encourage the child to crawl nearer to their favourite toy;</i></p> <p><i>Provide sufficient space for the child to crawl fast.</i></p>	<p>2. Child stands in straight position and is throwing a ball overhead without falling down.</p> <p><i>Encourage the child to throw the ball overhead toward you.</i></p>	<p>2. Child jumps forwards on one foot.</p> <p><i>Encourage the child to jump over a low obstacle on one foot (draw a line and have the child jump on one foot or to jump over a smaller obstacle – a puddle, a stone...)</i></p>	<p>2. Child moves forwards and backwards with ease.</p> <p><i>Provide safe space for the child to be able to practise these movements.</i></p>	<p>2. Child jumps backwards on one foot.</p> <p><i>Organise different kinds of jumping and running competitions outdoors.</i></p>





0-2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>3. Child rolls over from back to the stomach and vice versa.</p> <p><i>Encourage the baby to roll over from back to stomach to catch a favourite object or toy.</i></p>	<p>3. Child walks upright independently.</p> <p><i>Encourage the child to walk independently from one object to another;</i></p> <p><i>Provide opportunities for everyday movement of the child in the garden or in a room under constant supervision.</i></p>	<p>3. Child climbs and descends the stairs, placing both feet on each step and supporting self.</p> <p><i>Provide opportunities for a physical activity related to climbing and descending the stairs or improvised obstacles.</i></p> <p><i>Hold child's hand while they are climbing or descending the stairs.</i></p>	<p>3. Child walks on the edge of the pavement without stumbling or falling down.</p> <p><i>Encourage the child to walk on the edge of the pavement, if needed, support them in the beginning.</i></p>	<p>3. Child shoots received ball forwards.</p> <p><i>Involve the child in a game consisting of shooting ball toward an obstacle (a wall) or another child.</i></p>	<p>3. Child shows high level of balance control when performing complex locomotor movements (running, climbing, hopping, jumping).</p> <p><i>Offer your child a longer stay outdoors (in nature or on the sport playground) and encourage them to train certain individual or group sports.</i></p>
<p>4. Child is placed on stomach and pulling self along with their arms.</p> <p><i>Place the child on their stomach with their arms stretched forward, show them a toy and encourage them to move pulling self.</i></p>	<p>4. Child bends under the table to take a toy and straightens up again without the help of an adult.</p> <p><i>Encourage the child to take the toy placed under the table.</i></p>	<p>4. Child makes a few steps backwards independently.</p> <p><i>Stand behind child's back and encourage them to come closer to you by walking backwards.</i></p>		<p>4. Child walks across a thin beam with stretched arms without swaying.</p> <p><i>Supply a beam or improvise it from small chairs (order them in a row) and encourage the child to walk across them forward or sideways.</i></p>	

Standard 2: Child is able to control parts of their body

0-2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child moves hands toward their mouth.</p> <p><i>Give the child a toy in their hand and observe how they bring it closer to their mouth.</i></p>	<p>1. Child uses both arms and legs to change their body position.</p> <p><i>Throw a ball to the child in a seated position, encouraging them to catch it.</i></p>	<p>1. Child walks and stands upright, with narrowed base between the feet.</p> <p><i>Give the child instructions to fetch an object from another room.</i></p>	<p>1. Child walks and runs changing pace and direction of movement.</p> <p><i>Encourage the child to walk and run consecutively.</i></p>	<p>1. Child jumps forwards, with two feet joined together.</p> <p><i>Encourage the child to jump off the first step with both feet joined together during the jump.</i></p> <p><i>Organise jumping competition with joined feet (tied feet) in a garden or another larger indoor room.</i></p>	<p>1. Child climbs easily up and down various exercise devices in the garden or in the room.</p> <p><i>Provide opportunities and encourage the child to use various exercise equipment.</i></p>
<p>2. Child stretches out and tucks up legs and arms when lying on back.</p> <p><i>When the baby is lying down on their back, grasp gently first one leg and then the other one, so that they will need to stretch or push their leg to free it.</i></p>	<p>2. Child rises from a seated or a lying position using all fours.</p> <p><i>Encourage the child to lift from seated or lying position on their own.</i></p>	<p>2. Child holds the adult's hand and with one leg shoots a ball forward.</p> <p><i>Hold the child's hand and encourage them to shoot the ball forward with one leg.</i></p>	<p>2. Child turns bicycle pedals using both feet simultaneously.</p> <p><i>Place the child on a bicycle and encourage them to rotate the pedals.</i></p>	<p>2. Child shoots ball forwards and catches a passed ball.</p> <p><i>Organise games in the garden with shooting and catching ball or other objects that can be passed.</i></p>	<p>2. Child performs locomotor activities and coordinates movements combined with various sport equipment (rope climbing, shooting ball with hands and feet, using seesaws, monkey bars, slides...).</p> <p><i>Provide opportunities for the child to be in a room or playground abundant with equipment or in the nature where they can use elements of nature for this activity (trees, mountains, climbing steep cliffs...).</i></p>

0-2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>3. Child transfers an object from one hand to another.</p> <p><i>Give the baby an object to hold in one hand and encourage them to transfer it in the other hand.</i></p>	<p>3. Child climbs from floor to bed or another lower part of the furniture, independently.</p> <p><i>Encourage the child to take an object or a toy when climbing in or out of bed.</i></p>		<p>3. Child walks up and down the stairs with alternate footsteps.</p> <p><i>Encourage the child to walk up and down the stairs.</i></p>	<p>3. Child plays tennis, table tennis, and other types of collective and individual sports (football, basketball).</p> <p><i>Provide a room or bring the child to a playground where they can play specific sports for recreation;</i></p> <p><i>Play sports together with the child, as partners, or as part of the sport team.</i></p>	
<p>4. Child lifts one leg when lying on back and puts feet in mouth.</p> <p><i>Place the child on back, lift one of their legs and encourage them to encompass it with hands and to move it toward mouth.</i></p>					



Standard 3: Child is able to move co-ordinately, with purpose

0-2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child turn head toward source of light or sound.</p> <p><i>Move closer toward the baby with a low sound source (sound toy or rustling paper).</i></p>	<p>1. Child lifts up from seated into standing position.</p> <p><i>Encourage the child to lift up and to grasp an object or a toy placed higher above (on the table).</i></p>	<p>1. Child changes direction of movement with a purpose.</p> <p><i>Ask the child to bring an object which is not in their direction of movement.</i></p>	<p>1. Child moves indoors and outdoors and overcomes barriers in order to explore (runs or jumps over smaller obstacles).</p> <p><i>Encourage the child to move in rooms by overcoming certain obstacles (climbing, hopping, crawling).</i></p>	<p>1. Child walks at faster or slower pace when necessary.</p> <p><i>When walking outdoors, give the child instructions to follow your walking pace.</i></p>	<p>1. Child places body and limbs in position to imitate someone or something.</p> <p><i>Ask the child to imitate gait or dance of a celebrity or to imitate an animal.</i></p>
<p>2. Child moves body and arms toward an indicated object.</p> <p><i>Give the baby their favourite toy or object and observe how they move body and arms toward the object.</i></p>	<p>2. Child lifts up on tiptoes to grasp an object placed higher above.</p> <p><i>Encourage the child to take the toy placed on the table.</i></p>	<p>2. Child pushes or pulls objects when walking.</p> <p><i>Allow the child to pull or push a favourite toy.</i></p>	<p>2. Child places feet on pedals and rotates the bicycle pedals simultaneously, with both feet.</p> <p><i>Provide opportunities for the child to rotate bicycle pedals or another pull toy.</i></p>	<p>2. Child moves body and limbs in the rhythm of the music.</p> <p><i>Play some music and encourage the child to move their body in the rhythm of the music.</i></p>	<p>2. Child combines sequences of several motor movements in an organised manner (spinning around their own body axis, hopping on one or both feet, making creative movements in the rhythm of the music).</p>
<p>3. Child reaches with their body toward a thrown object when seated.</p> <p><i>Throw the toy on the floor and encourage the baby to reach for it with their body.</i></p>	<p>3. Child mounts a chair and sits on it independently.</p> <p><i>Ask the child to sit on the chair next to the dining table.</i></p>	<p>3. Child kneels to see what is under the table and lift up again.</p> <p><i>Encourage the child to kneel and lift up in a game with a hidden object.</i></p>		<p>3. Child moves big boxes or objects from one place to another.</p> <p><i>Organise a competition game including carrying boxes in hands.</i></p>	<p><i>Encourage the child to get involved in dancing activities.</i></p>

Standard 4: Child is aware of their own body in terms of the existence of other movable and immovable objects

0-2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24			
<p>1. Child bounces with feet from hard base when in upright position.</p> <p><i>Hold the baby in upright position under their arms and support them against the hard floor.</i></p>	<p>1. Child stops movement in front of a set obstacle.</p> <p><i>Give the child an opportunity to move in spaces with obstacles.</i></p>	<p>1. Child walks upright and crawls under the table.</p> <p><i>Give the child instructions to leave or take a specific object or toy under the table.</i></p>	<p>1. Child moves about the space without hitting against pieces of furniture.</p> <p><i>Ensure free movement of the child in closed spaces with pieces of furniture which the child will successfully avoid.</i></p>	<p>1. Child goes round movable objects when walking.</p> <p><i>Follow the child when walking outdoors and encourage them to walk by other passers- by.</i></p>	<p>1. Child goes round movable and immovable objects when running.</p> <p><i>Encourage the child to run around a tree or some other object without touching it.....</i></p> <p>2. Child takes part in games with obstacles (under and over the obstacle).</p> <p><i>Set obstacles such as ladder or circles and give the child instructions to overcome them by jumping over them or by bending down.</i></p>
<p>2. Child is placed in seated position and spontaneously leans backward.</p> <p><i>Place the child in a seated position on a bed or arm-chair and gradually loosen your hold and encourage them to lean on their back.</i></p>	<p>2. Child goes around a set obstacle when walking.</p> <p><i>Set an obstacle in the room or the garden and encourage the child to walk fast toward the obstacle and to go around it without colliding with it.</i></p>	<p>2. Child goes around set obstacles.</p> <p><i>Line up chairs in a row (or some other objects) some distance apart and encourage the child to reach the end of the row by going around the chairs, in zigzag line.</i></p>	<p>2. Child slows down or speeds up walk (stops or slows down walking if comes across an obstacle – a tree, piece of furniture, another child...).</p> <p><i>Give the child an opportunity to stay in open spaces adequate for physical activities (running, fast walking...).</i></p>	<p>2. Child goes aside to avoid dancing into a collision with a peer.</p> <p><i>Organize dancing activities and encourage the child to move in the rhythm of the music;</i></p> <p><i>Organize dance games with pairs and encourage the child to dance without stepping their peer or colliding with them.</i></p>	<p>3. Child jumps over higher obstacles when running.</p> <p><i>Encourage the child to overcome the obstacles when running.</i></p>

II. SUBDOMAIN – Fine motor development

Standard 1: Child is able to establish control of hand and finger movements

0-2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child reaches out a hand to obtain an offered object.</p> <p>While the baby is seated on the bed and leaning give them their favourite toy or object.</p>	<p>1. Child throws with both hands a given ball.</p> <p><i>Throw a soft ball to the child and encourage them to throw it back at you.</i></p>	<p>1. Child disassembles and assembles simpler toys.</p> <p><i>Show the child how to assemble and disassemble simple toys or objects for general use (separates the lid from the pot).</i></p>	<p>1. Child puts smaller objects into a basket and takes them out.</p> <p><i>Give the child a basket with smaller objects and encourage them to take them out of the basket and put them back inside.</i></p>	<p>1. Child holds ball overhead with both hands and throws it forwards.</p> <p><i>Child holds ball overhead with both hands and receives instruction to throw it over their head toward a specific target (standing basket, bin, etc.).</i></p>	<p>1. Child uses dominant hand in everyday activities (holding a spoon, or a pencil).</p> <p><i>Always hand the object to the midline so that the child will decide which hand to use when they take it.</i></p>
<p>2. Child firmly grasps rattle in hand.</p> <p><i>Give the baby a they will grasp it with the whole hand.</i></p>	<p>2. Child holds cup with both hands and drinks independently.</p> <p><i>Give the child a plastic cup with water and give them instructions on how to drink form it.</i></p>	<p>2. Child twists their wrists in all directions (opens the door handle, turns door-knob...).</p> <p><i>Give the child access to various objects and toys so as to perform this activity often.</i></p>	<p>2. Child builds a tower consisting of 5-7 blocks.</p> <p><i>Give the child instructions on how to place the blocks on top of each other to build a tower.</i></p>	<p>2. Child is able to handle eight-piece jigsaw puzzles.</p> <p><i>Give the child smaller objects to order next to each other using their thumb and index finger.</i></p>	<p>2. Child catches a ball thrown at them using one or both hands.</p> <p><i>Throw a small ball to the child and instruct them to catch it with one hand.</i></p>

0-2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>3. Child grasps an offered object with their hand, holds it and releases it after a certain time.</p> <p><i>Give the child access to objects and toys which they can grasp and hold in their hands.</i></p> <p><i>Hand them objects and toys.</i></p>	<p>3. Child turns over pages from a book (usually 2-3 pages at the same time).</p> <p><i>Sit down next to the child and show them how to turn the pages from a children's book, let them repeat this activity independently.</i></p>	<p>3. Child takes hold of an offered cup with the fingers of one hand or takes hold of the cup handle by closing fingers.</p> <p><i>Offer the child a cup with or without handle and encourage them to grasp it with one hand.</i></p>	<p>3. Child uses thumb and index finger when holding a pencil, felt tip pen, marker.</p> <p><i>Let the child access different pencils and encourage them to hold them between their thumb and index finger.</i></p>	<p>3. Child turns the pages of a book one after another.</p> <p><i>Allow the child access to picture books (books, newspapers) with thin pages and encourage the child to turn the pages one after another.</i></p>	<p>3. Child holds scissors with one hand and cuts paper following a given line (in a circle).</p> <p><i>Encourage the child to cut the paper following the given line.</i></p>
<p>4. Child claps hands.</p> <p><i>Encourage the child to clap hands.</i></p>	<p>4. Child wrings out a soaked sponge squeezing the sponge with all fingers of one hand.</p> <p><i>Encourage the child to play with the sponge while bathing and encourage them to wring it out by pressing with their fingers.</i></p>		<p>4. Child unbuttons or buttons up a wallet or a bag with snap buttons.</p> <p><i>Encourage the child to unbutton and button up the snap buttons of different objects (wallet, bag, shoes, clothes...).</i></p>	<p>4. Child unbuttons and buttons up clothes.</p> <p><i>Allow the child to participate actively in the dressing process, to button up or to zip up clothes, when applicable.</i></p>	<p>4. Child presses thick content of a glue tube, toothpaste tube, plasticine, painting colours).</p> <p><i>Allow the child to use independently different tubes and to press the content of the tube using one hand.</i></p>
<p>5. Child transfers one object from one hand to another.</p> <p><i>Encourage the child to transfer the toy in the other hand.</i></p>				<p>5. Child holds a pencil using thumb and index finger and draws a line in a predetermined shape.</p> <p><i>Draw a circle or another shape and encourage the child to draw it independently.</i></p>	

Standard 2: Child is able to manipulate toys and various objects for general use

0-2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child holds small objects with both hands and hits them against each other.</p> <p><i>Give the baby toys to hold them with both hands and encourage them to hit the toys against each other.</i></p>	<p>1. Child holds an object/a toy with one hand and with the other hand plays with it.</p> <p><i>When holding the doll with one hand, encourage the child to comb the doll's hair or to put a hat on its head with the other hand.</i></p>	<p>1. Child holds smaller objects with the fingers of one hand and puts it in a bigger container.</p> <p><i>Encourage the child to pick up scattered apples in a bowl (or a pot).</i></p>	<p>1. Child picks up toys from the floor with their own hands and fingers.</p> <p><i>Give the child instructions to pick up the toys and to put them in the box of toys.</i></p>	<p>1. Child opens and closes tap.</p> <p><i>Encourage the child to open the tap, to fill a container with water and to close the tap.</i></p>	<p>1. Child uses eating utensils correctly and independently.</p> <p><i>During the meals, encourage the child to use eating utensils.</i></p> <p><i>Encourage the child to participate in food preparation, such as smearing butter or jam on a slice of bread, pouring milk, juice or water.</i></p>
	<p>2. Child picks up small objects from the table using thumb and index finger.</p> <p><i>Sit the child at the table with smaller toys and encourage them to grasp them using fingers.</i></p> <p><i>Encourage the child to gather on one place scattered bread crumbs from the table.</i></p>	<p>2. Child winds and unwinds a toy with one hand using all their fingers from the hand.</p> <p><i>Ensure access to different toys or objects with rotating grip and encourage them to manipulate them more frequently.</i></p>	<p>2. Child disassembles and reassembles parts of toys or objects (removes the cap of a felt tip pen, opens and closes a box).</p> <p><i>Provide sufficient number of objects and toys which can be disassembled and reassembled in the environment where the child is playing and moving about.</i></p>	<p>2. Child opens and closes a bottle cap.</p> <p><i>Allow the child to turn bottle caps.</i></p>	<p>2. Child is tying shoes.</p> <p><i>Allow the child to put on shoes alone, tying or buttoning their shoes</i></p>

0-2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
	<p>3. Child grips a felt tip pen (or marker) in a fist and tries to scribble on a piece of paper.</p> <p><i>Give the child a felt tip pen or a marker (appropriate for their age) and encourage them to grip it with all fingers and to make a few moves on a piece paper.</i></p>		<p>3. Child holds a box with one hand and fills the other one with smaller objects.</p> <p><i>Let the child access such objects and encourage the child to use their fingers and hands separately.</i></p>	<p>3. Child turns bottle cap to open bottle, pours juice in a cup and holds the cup handle with one hand.</p> <p><i>Let the child manipulate objects for every day use (opening, closing, using eating utensils).</i></p>	<p>3. Child pours water from one cup into another, without spilling, or pours from cup into a bottle with a larger bottleneck.</p> <p><i>Encourage the child to pour liquids from one container into another.</i></p>
			<p>4. Child uses hands and fingers to manipulate scissors.</p> <p><i>Hand the child scissors and encourage them to open and close it with both hands.</i></p>		<p>4. Child pours soup or another liquid with a ladle from the pot into a plate or a cup.</p> <p><i>Encourage the child to actively participate in meal preparation or in activities related to handling everyday objects or containers.</i></p>

III. SUBDOMAIN – Healthy and safe behaviour

Standard 1: Child undertakes activities related to personal care and hygiene

0-2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child plays when bathing</p> <p><i>During the bath time let the child play with the water.</i></p>	<p>1. Child holds hands under a jet of water to wash hands with the help of an adult.</p> <p><i>Encourage the child to wash hands before the meal and give them instructions to do that always before a meal and after using the toilet.</i></p>	<p>1. Child brushes teeth with a toothbrush with the help of an adult.</p> <p><i>Let the child use a toothbrush and give instructions how to do it.</i></p>	<p>1. Child soaps hands, rinses them and wipes them off independently</p> <p><i>Supervise the child when washing hands in the bathroom.</i></p>	<p>1. Child washes hands, face and body independently.</p> <p><i>Encourage the child to bath alone and supervise them while they are bathing or washing parts of their body.</i></p>	<p>1. Child covers their mouth and nose when coughing.</p> <p><i>Encourage the child to cover their mouth and nose with their hand when coughing.</i></p>
<p>2. Child responds to mother's breast when hungry.</p> <p><i>Offer to nurse them always when they are upset or crying.</i></p>	<p>2. Child soaps hands and rubs one hand with the other.</p> <p><i>Hand the child soap, show them how to use it and let them wash hands alone;</i></p> <p><i>Repeat this procedure more often and encourage the child to do this independently.</i></p>	<p>2. Child sits at the table during the meal.</p> <p><i>Encourage the child to sit at the table when eating with the rest of the family members or group members.</i></p>	<p>2. Child uses toilet independently with minimum help.</p> <p><i>Encourage the child to use the toilet independently or with minimum help, if the environment is unfamiliar and new.</i></p>	<p>2. Child wipes nose and throws tissue in the appropriate place.</p> <p><i>When the child has a cold, sneezes or coughs, encourage them to use a tissue to wipe their nose and then to throw it in the appropriate place.</i></p>	<p>2. Child uses the toilet independently following hygiene rules (wipe off, flush, wash hands...).</p> <p><i>Encourage the child to use the bathroom independently.</i></p>
<p>3. Child points the finger at or reaches for food when hungry.</p> <p><i>Show them their favourite food when hungry.</i></p>	<p>3. Child uses a spoon during the meal.</p> <p><i>Encourage the child to hold the spoon in their hand and to pour the soup into the plate.</i></p> <p><i>Encourage child's wish to eat independently.</i></p>	<p>3. Child puts arms in jacket sleeves and helps when putting it on.</p> <p><i>Encourage the child to put on independently larger pieces of clothes (jacket, sweater, trousers).</i></p>		<p>3. Child brushes teeth with toothpaste and toothbrush independently.</p> <p><i>Let the child use toothbrush and toothpaste every day</i></p>	<p>3. Child tidies up the room or the space where they play.</p> <p><i>Ask the child to pick up the toys, to clear them up and to tidy up the space in which they stay.</i></p> <p><i>Help the child in this activity.</i></p> <p><i>Praise them.</i></p>

Standard 2: Child is able to recognise damaging and dangerous situations

0-2 years		2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years	
0-6 months	6-18 months				18-24 months
<p>1. Child cries (gets upset) due to sudden increase of noise in the room.</p> <p><i>Come closer to the child and try to calm them down.</i></p>	<p>1. Child removes a part of their clothes if they are warm.</p> <p><i>Help the child to remove the excessive clothes if they feel warm or to put on additional clothes if they feel cold.</i></p>	<p>1. Child holds adult's hand when walking in public places (e.g. street).</p> <p><i>When walking in the street with the child, hold them by their hand and explain the safety rules.</i></p>	<p>1. Child warns an adult if they feel pain or another discomfort.</p> <p><i>Talk to the child about the basic signs of a disease (pain, coughing) and explain to the why it is important to warn you in time should such a thing exist.</i></p>	<p>1. Child understands the colour meaning of the traffic lights.</p> <p><i>Explain to the child the colour meaning of the traffic lights and practice that every time you cross the street.</i></p>	<p>1. The child looks both ways before crossing the street attentively in the company of an adult.</p> <p><i>When the child crosses the street give them the instruction to look both ways and to safely cross it.</i></p>
	<p>2. Child responds to a prohibition by an adult but they need additional help.</p> <p><i>Demonstrate precise limitations against touching dangerous objects (e.g.. explain to the child that some things are too hot to touch them).</i></p>	<p>2. Child recognises some signs of disease (pain, feeling cold, feeling warm).</p> <p><i>Respond positively when the child shows some signs of pain or discomfort.</i></p>	<p>2. Child looks for new eating utensils if they fall on the floor.</p> <p><i>Respond appropriately to the child's demand and talk to them about the advantages of using clean eating utensils.</i></p>	<p>2. Child recognises signs of danger (fire alarm, police alarm, or ambulance)</p> <p><i>Talk to the child about the role of alarms used by these cars.</i></p>	<p>2. Child recognises dangerous and harmful habits to the health.</p> <p><i>Use pictures and illustrated books where the risk behaviours are shown (smoking, alcohol drinking, driving a bicycle without a helmet) and talk about these practices.</i></p>



IV. SUBDOMAIN – Sensomotoric development

Standard 1: Child is able to use their senses (vision, hearing, touch, smell, taste) to regulate their movement

0-2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child turns head toward source of sound.</p> <p><i>Rattle with a sound toy behind the baby.</i></p>	<p>1. Child withdraws hand when they touch a warm object.</p> <p><i>Give them a cup with a warm drink and give them instructions to touch it carefully because it is warm.</i></p>	<p>1. Child makes a face when trying a certain food.</p> <p><i>Offer the child their favourite food.</i></p>	<p>1. Child imitates movements of a familiar person or a pet.</p> <p><i>Play with the child imitating the gait or some specific movements of a familiar person or a pet.</i></p>	<p>1. Child imitates the sound of a musical instrument played by someone else.</p> <p><i>Encourage the child to imitate the sound of some musical instrument.</i></p>	<p>1. Child watches their own hands when doing creative movements.</p> <p><i>Allow the child access to different materials and toys to build towers, puzzles, dough, plasticine, drawing paper and pencils, colouring books.</i></p>
<p>2. Child reaches for a handed toy and puts it in their mouth.</p> <p><i>Hand the baby a rubber toy.</i></p>	<p>2. Child puts hollow toys one into another.</p> <p><i>Provide hollow toys and object of various size and encourage the child to put them one into another.</i></p>	<p>2. Child pushes a smaller object through a bigger hole in the appropriate shape.</p> <p><i>Allow the child access to various toys or objects which have different shapes and encourage the child to put them one into another.</i></p>		<p>2. Child follows something with their eyes and without turning their neck</p> <p><i>Tell the child to follow an activity to their left or to their right.</i></p>	<p>2. Child draws given shapes with great precision.</p> <p><i>Allow the child access to pencils, crayons, and chalks and give them instructions to draw on a given subject.</i></p>
<p>3. Child tries to catch a moving object.</p> <p><i>Encourage the child to catch a toy or object of interest when moving (various moving toys or objects).</i></p>	<p>3. Child stacks blocks one on top of another and then takes them down.</p> <p><i>Allow the child access to blocks of different size and encourage them to stack them.</i></p>	<p>3. Child pours water from a smaller into a bigger container.</p> <p><i>Give the child two containers of different size filled with water and encourage them to pour the water with a smaller cup from one container into another.</i></p>		<p>3. Child strings beads (makes a rosary...).</p> <p><i>Let the child access objects and toys which they can sequence, make strings with smaller items, disassemble them and reassemble them...</i></p>	<p>3. Child builds creative constructions from various materials (construction, art, manipulative).</p> <p><i>Allow the child access to various construction, manipulative and art materials.</i></p>

SOCIO-EMOTIONAL DEVELOPMENT

The child's social and emotional development plays an important role in an individual's social functioning in the present and in the future.

In the early childhood development it is more difficult to identify the stages of socio-emotional development than the stages of physical and motor development. It is more difficult to recognise the benchmarks and to define them as clearly as in the domain physical health and motor development.

This domain is related to acquiring and learning new skills which raise self-awareness and self-control. Research shows that the gained social skills and the emotional development are an important part of the child's school preparedness.

A large number of authors publishing in the area of early childhood development emphasise the importance of establishing socio-emotional competence in the earliest years of life as the basis of an individual's overall development in the future.¹⁴

Important role in the promotion of a healthy socio-emotional development has the safe surroundings and the positive interaction with adults during the first years of an infant's and toddler's life.

The characteristics of this domain of development indicate close connection between the social and emotional component. Both subdomains are complementary. The successful social contacts ensure development of the child's positive self-image, but at the same time development of the emotional skills of self-control.

The positive developmental components of this domain are the child's ability to control their own behaviour, to learn and practice interpersonal skills including peer interaction and establishment of positive relationships with the surroundings.

The emotional component within this domain encourages the child to self-confidence and confidence toward the others.

"By their nature, people are social beings. Through all stages of life they establish interactions with other people. To learn how to be and live with others is essential for every human being. Children build their knowledge about the world around them through social interactions. Healthy children in all cultures establish relationships with adults from their early years. For many families and cultural communities, the concept "well educated" also includes the social and emotional development as a key to all learning that will take place later in life". (9, page 41)

Every child's adequate socio-emotional development is significantly related to their further success in life and in school. Children in their early years establish social contacts with their parents, caregivers, peers and other adult individuals. The quality of these social relationships encourages the children's proper socio-emotional development. In the process of socio-emotional development children gain competences related to the values and the attitudes acceptable in the community where they grow and develop.

The positive *social relationships* are mainly formed when the children develop adaptive social behaviour, when they understand the meaning of the different types of behaviour, when they are able to adapt in different social surroundings and when they actively participate in group activities. Children demonstrate their social competence when they express empathy with understanding, thoughtfulness and respect for the differences and similarities.

The key values expected from the children aged 0-6 years represent the foundation for defining the Early Learning and Development Standards in the domain "socio-emotional development" and are as follows:

- ▶ Building a positive self-image;
- ▶ Self-confidence and competence in interactions with the surroundings and the peers;
- ▶ Ability to understand their own emotions;
- ▶ Control of their own feelings;
- ▶ Positive emotional state;
- ▶ Respect and responsibility toward similarities and differences in the community.

The domain **Socio-emotional development** is subdivided in two subdomains covering the following standards:

- I. **SUBDOMAIN – Social development** whereby the child establishes interaction with the social environment and with the individuals surrounding them.
 - Standard 1: Child is able to make a difference between familiar and unfamiliar adults;
 - Standard 2: Child is able to develop social skills in interaction with other children;
 - Standard 3: Child is able to develop social skills in interaction with adults;
 - Standard 4: Child is able to recognise and respect the similarities and differences between people.

II. SUBDOMAIN – Emotional development whereby the child develops perception of the self and their own emotions:

Standard 1: Child develops the concept of self;

Standard 2: Child is able to recognise and appropriately express their own emotions;

Standard 3: Child is proud with their own achievements and has confidence in their own abilities;

Standard 4: Child is able to control their own feelings.



I. SUBDOMAIN – Social development

Standard 1: Child is able to make a difference between familiar and unfamiliar adults

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child stops crying when taken in arms by a familiar person.</p> <p><i>Ensure the child feels safe and content, when they cry or respond in a different way be by their side and take them in your arms.</i></p>	<p>1. Child responds with a smile to a familiar person, stretches arms toward the familiar person.</p> <p><i>Talk to the child, establish interactions of mutual respect and trust with them.</i></p>	<p>1. Child imitates activities of a close person (pretends to be cooking or reading like the adult person).</p> <p><i>Observe the child attentively and note the message they are sending you.</i></p>	<p>1. Child commences interaction with a familiar person during the play (asks from a familiar person to be given an object or a toy which they cannot reach).</p> <p><i>Come closer to the child when they play with toys on the floor and play together with them.</i></p>	<p>1. Child asks for help from and offers help to a close adult person.</p> <p><i>Support the child's positive behaviour toward the adults.</i></p> <p><i>Ask them to hand you a book or some object.</i></p> <p><i>Help them to carry out some everyday activities (wash hands, climb, putting clothes on).</i></p>	<p>1. Child names familiar persons on a photo.</p> <p><i>Look together at photos and encourage the child to name the persons they recognise.</i></p> <p>2. Child contacts easily with familiar persons from the surroundings (the neighbours, the family doctor, friends of the family and relatives).</p> <p><i>Talk to the child and explain to them why it is so important to have respect for the elderly.</i></p>
<p>2. Child responds with crying or body movements to an unfamiliar person.</p> <p><i>Embrace the child in the presence of unfamiliar persons and let them feel safe.</i></p>	<p>2. Child looks around in order to find the familiar person.</p> <p><i>Observe the child. Stay nearby prepared to help them.</i></p>	<p>2. Child responds appropriately to a greeting when addressed by a close person.</p> <p><i>Encourage the child to respond to the greeting from the familiar person and tell them how to act when they meet a close family member.</i></p>	<p>2. Childs shakes hand with the familiar person when they are in an unfamiliar environment.</p> <p><i>Respond to the child's needs and ensure they feel safe in an unfamiliar and new environment.</i></p>	<p>2. Child raises hand to talk to the teacher/caregiver.</p> <p><i>Respond appropriately to the child's requirement and pay them attention.</i></p>	<p>3. Childs asks for help from a familiar and close person when facing a problem.</p> <p><i>Recognise the child's need and encourage them to always ask for help when needed.</i></p>

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
	<p>3. Childs comes closer to a familiar adult person in an unfamiliar environment (holds them by the hand, asks to be lifted...)</p> <p><i>Respond appropriately to the child's needs (embrace them, hold the child by the hand to assure them they are safe in the unfamiliar and new environment).</i></p>			<p>3. Child comes nearer to a familiar person (parent...) in a unfamiliar environment to ask for help (to go to the bathroom).</p> <p><i>Respond appropriately to the child's requirement and pay them attention.</i></p>	<p>4. Child asks questions about a person they don't know or a person they see for the first time (who is that, what's their name...)</p> <p><i>Answer the child's questions and talk about that person or introduce that person to the child.</i></p>
	<p>4. Child imitates voices of people they know (what does your grandpa's coughing sound like...).</p> <p><i>Respond appropriately to the child's initiatives and movements.</i></p>				<p>5. Child confides in a close person.</p> <p><i>Listen carefully and always show interest for what the child is telling you.</i></p>
					<p>5. Deteto se doveruva na blisko lice.</p> <p><i>Vnimatelno slu{ajte i poka `ete sekoga{ interes kon ona {to deteto vi go zboruva.</i></p>

Standard 2: Child is able to develop social skills in interaction with other children

0- 2 years		2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years	
0-6 months	6-18 months				18-24 months
<p>1. Child touches the hair or parts of the face of another child nearby.</p> <p><i>Let other children (brother, sister) come nearer to the baby.</i></p>	<p>1. Child spontaneously smiles at another child.</p> <p><i>Allow the presence of another child which is joyful and smiling.</i></p> <p><i>Respond positively to every child's voice, cry and mood either verbally or with a facial expression.</i></p>	<p>1. Child is interested in peers, comes closer to them and touches them.</p> <p><i>Let the child play games and interactive activities with their peers.</i></p>	<p>1. Child leaves the adult person without difficulty with the aim to join other playing children.</p> <p><i>Encourage the child to join a group of children playing nearby and let them stay in the group for a longer period of time.</i></p>	<p>1. Child starts playing with another child; initiates an activity with another child.</p> <p><i>Let the child play with other children more often.</i></p>	<p>1. Child shows loyalty toward their friend (helps the friend to put the coat on, to zip the zipper...).</p> <p><i>Support the child in their play with peers, and you stay nearby</i></p> <p>2. Child chooses to play with a new friend.</p> <p><i>Encourage the child to accept children newly arrived in the group and support their joint play.</i></p>
	<p>2. Child offers their toy to another child, but responds by crying or protesting if the child takes their toys away.</p> <p><i>Encourage the child to share their toys with other children.</i></p>	<p>2. Child play with a friend for a short time.</p> <p><i>Create every day opportunities for the child to play with a friend, the age irrelevant.</i></p>	<p>2. Child becomes closer with the friend when playing (gives their own toy to another child).</p> <p><i>Provide the opportunity for the child to play more often with peers. Stay nearby, offer help, support, toy, etc.</i></p>	<p>2. Child shares toys and other objects with another child.</p> <p><i>Encourage the child share toys with other children during the play.</i></p>	<p>3. Child cooperates when playing collective games with other children in group activities (lets do this like that, this will not do...).</p> <p><i>Talk to the children how good it is to cooperate when playing.</i></p> <p><i>Provide activities in which the children will help each other.</i></p> <p>4. Child has friends in several places (in the kindergarten, at school, at their grandmother's, immediate neighbourhood...)</p> <p><i>Let the child be part of a group activity with peers.</i></p>

Standard 3: Child is able to develop social skills in interaction with adults

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child watches mother or another known member when talking to them.</p> <p><i>Always when you can be with the child, hold them in your arms, embrace them, smile at them and talk to them.</i></p>	<p>1. Child accepts and asks for help from a familiar person (looks at and asks to be helped by a known person when there is some kind of danger e.g. if they fall when walking).</p> <p><i>Help the child when they need help and offer the child greater comfort.</i></p>	<p>1. Child is interested in participating in joint activities with adults.</p> <p><i>Let the child participate in everyday activities (putting on clothes, meals, washing).</i></p> <p><i>Support child's independence;</i></p> <p><i>Join in joint activities with the child.</i></p>	<p>1. Child asks the adult person to join the play.</p> <p><i>Respond always positively to this initiative and accept the play the child offers.</i></p>	<p>1. Child plays joint games with adults.</p> <p><i>Support the child in their efforts to play some collective game with you (cards, domino, ludo....)</i></p>	<p>1. Child greets a familiar person when entering a room or when meeting in a place where the child is.</p> <p><i>Encourage the child to greet you, either verbally or with a handshake, and to always greet when meeting a familiar person.</i></p>
<p>2. Child attracts the attention of a familiar person by vocalisation, attempt to touch or smile.</p> <p><i>Recognise this response of the child and act accordingly, take them in your arms, talk to them.</i></p>			<p>2. Child asks questions and starts a conversation.</p> <p><i>Show patience in listening to and answering the child's questions.</i></p>	<p>2. Child likes to help adults (e.g. dusting).</p> <p><i>Let the child participate through play in certain activities such as watering plants, dusting, etc.</i></p>	<p>2. Child asks for help from adults in the community or the neighbourhood.</p> <p><i>Encourage the child and teach them to ask other adults when they need some information or help.</i></p>

Standard 4: Child is able to recognise and respect the similarities and differences between people:

0- 2 years		2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years	
0-6 months	6-18 months				18-24 months
<p>1. Child watches self in the mirror and smiles.</p> <p><i>Let the baby watch oneself in the mirror, together with you, and encourage them to smile.</i></p>	<p>1. Child shows differences between specific characters in children's books.</p> <p><i>Provide access to illustrated books and encourage the child to show some differences between specific characters in the books (difference between humans and animals).</i></p>	<p>1. Child calls a younger child in their surroundings "baby".</p> <p><i>Encourage the child to tell you something about the younger child from their surroundings and support their statement that the other child is younger.</i></p>	<p>1. Child identifies the sex and the basic differences between oneself and the other (I am a boy, Sonja is a girl).</p> <p><i>Provide the opportunity for contact between the children and the opportunity to play with children with special needs and children from other cultural and ethnical background.</i></p> <p><i>Provide an environment for the children with multicultural objects, books, songs and language.</i></p>	<p>1. Child asks simple questions related to the other children.</p> <p><i>Through songs, stories, toys and direct contact with persons familiarise the children about the differences and similarities which they will face in life.</i></p>	<p>1. Child is able to describe their own appearance and to compare it with others.</p> <p><i>Let the child describe self through play and make a comparison with others (brother, sister, friend).</i></p> <p>2. Child recognises different social roles of the persons surrounding them.</p> <p><i>Let the children realise that their parents have different roles (as mother-father, as relatives, as neighbours, etc.)</i></p>
<p>2. Child beholds a familiar person wearing new glasses or a new hat.</p> <p><i>Put on glasses when playing with the child and observe their reaction.</i></p>	<p>2. Child calls a person "granny" if she has grey hair or wears glasses.</p> <p><i>Encourage the child to recognise the differences between people and have a conversation about it.</i></p>	<p>2. Child is interested about an unfamiliar person in their surroundings (asks who is that?)</p> <p><i>Encourage the child to describe some characteristics of the persons in their vicinity.</i></p>	<p>2. Child tries to imitate some words from another language.</p> <p><i>If you are from a bilingual family, you may familiarise the child with the second language.</i></p>	<p>2. Child changes their own appearance (dresses other persons clothes, or changes facial expression in order to look like some other person in their surroundings).</p> <p><i>Help the child to participate in games such as costume parties or other theatre plays with pretence.</i></p>	<p>3. Child asks questions about other children, their physical characteristics, their families, ethnic characteristics, cultural differences.</p> <p><i>Celebrate all holidays and events of the children in the group. Let them learn more and new things about their social, cultural and ethnic identity.</i></p>

II. SUBDOMAIN: Emotional development

Standard 1: Child develops the concept of self

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child explores their own body (observes the hands and puts them in the mouth).</p> <p><i>Find some time to be alone and be completely dedicated to the child.</i></p>	<p>1. Child responds with gestures and sounds when they hear their name.</p> <p><i>Use child's name in your interaction with the child.</i></p>	<p>1. Child likes to do some activity independently.</p> <p><i>Encourage the child for a shorter time to be engaged in some activity, without your interaction (10 minutes) and praise their ability.</i></p> <p><i>Approve an activity which the child can perform successfully.</i></p>	<p>1. Child mentions their own name when talking to another person (I'm Marko).</p> <p><i>Encourage the child to introduce themselves when starting the communication with another person.</i></p>	<p>1. Child introduces themselves in different roles in the symbolic play.</p> <p><i>Organise role plays and give the child a specific role (doctor, teacher, mother, grandmother).</i></p>	<p>1. Child shares information about themselves with other children (home phone number, address, place of residence).</p> <p><i>Let the child play a game or activity where they will have the opportunity to tell something about themselves (in a story, theatre play, drawing...).</i></p> <p><i>Talk to the child about all those things which are related only to them, ask where they live, ask the address, the town...</i></p>
<p>2. Child adjusts their crying according to their needs (hunger, fatigue, asking for attention).</p> <p><i>Try to differentiate the crying and to respond appropriately to the child's needs.</i></p>	<p>2. Child touches the mirror when an adult asks them where the child is.</p> <p><i>Let the child play different games and activities in front of the mirror and encourage them to smile and to show their face in the mirror.</i></p>	<p>2. Child recognises their own body parts when an adult is naming them.</p> <p><i>Organise a game in which you will ask the child to name or to show their body parts (nose, mouth, hair, teeth, ears...).</i></p>	<p>2. Child knows their own sex (I am a boy / a girl).</p> <p><i>Encourage the child to answer the question whether they are a boy or a girl.</i></p>	<p>2. Child recognises their jacket and puts it on when going out for a walk.</p> <p><i>Encourage the child to get ready for the walk alone.</i></p>	<p>2. Child becomes aware of their cultural identity; says which language they speak, what kind of dresses they wear...</p> <p><i>Let the child express their cultural values through play and conversation. Have a conversation about the language, the way they dress...</i></p>

0-2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
	<p>3. Child responds when called by their name.</p> <p><i>Always call the child by their name.</i></p>	<p>3. Child recognises their objects and toys.</p> <p><i>Have the child name objects that belong to them (a piece of clothes, their favourite toy...).</i></p>	<p>3. Child insists on getting what they want (I want an apple, not milk... I want this hat... not a different one).</p> <p><i>Answer appropriately to the child's individual demands and encourage them to present their own needs and wishes.</i></p>	<p>3. Child decides to do a certain activity independently (e.g. To make a tower out of building blocks...)</p> <p><i>Encourage the child's independence in the everyday activities.</i></p>	
	<p>4. Child protests and refuses to eat food they don't like (e.g. refuses to drink water, because they prefer juice instead...).</p> <p><i>Let the child express their wishes and give them support for their demands.</i></p>			<p>4. Child insists on playing the role of "the doctor" during a role play.</p> <p><i>When organising activities with role play, respect the children's wishes for the division of roles (who wants to be the doctor, the teacher, the policewoman/police-man...).</i></p>	



Standard 2: Child is able to recognise and appropriately express their own emotions

0- 2 years		2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years	
0-6 months	6-18 months				
<p>1. Child smiles at a familiar and bright face.</p> <p><i>Try to be as often as possible near the baby.</i></p>	<p>1. Child responds to an emotional expression of the human face (smiles, tries to give a hug).</p> <p><i>Provide activities whereby the child will have the opportunity to respond to different emotional expressions of the human face.</i></p>	<p>1. Child recognises their own and other people's different emotions (mom is sad, dad is happy).</p> <p><i>Provide a pleasant atmosphere at home and avoid situations which evoke sad emotions.</i></p>	<p>1. Child correctly terms other people's emotions (mom is happy, because she is smiling).</p> <p><i>Have a conversation with the child about the different feelings that come up (sadness, happiness...) and how they are manifested.</i></p>	<p>1. Child is trying to give comfort to another crying or sad child.</p> <p><i>Encourage the child to give support to another crying or sad child.</i></p>	<p>1. Child talks about the reasons for their own emotions and talks about them (I'm happy because we are going to be visiting..., I'm crying because I am sad...)</p> <p><i>Help the child understand and talk about their own emotions. Initiate a play in which the child tells their own experiences interwoven with emotions.</i></p>
<p>2. Child is crying when a familiar person leaves from their vicinity.</p> <p><i>Recognise this reaction and try to calm down the child.</i></p>	<p>2. Child is having fun and laughs when someone is making faces or unusual movements.</p> <p><i>Provide activities through which the child will have the opportunity to recognise in an interesting way different emotions and movements.</i></p>	<p>2. Child interrupts activity or play if another child starts crying.</p> <p><i>Try to calm down the crying child and divert the child to the play.</i></p>	<p>2. Child notices and differentiates the reasons for the occurrence of other people's and their own various emotions (mom is happy because I'm good...)</p> <p><i>Show pictures of human faces with various facial expressions. Ask the children to recognise and to name them; let the children during the activity to be compassionate with the other children's emotions; Have a conversation on how they feel when they are happy, sad, angry, etc.</i></p>	<p>2. Child sees a picture of another child crying (in a book, on TV...) and asks why that child is crying.</p> <p><i>Answer the child's question and have a conversation about the specific situation.</i></p>	<p>2. Child expresses emotions through their play (tries to find a friend's lost toy, helps a friend build a tower...)</p> <p><i>Give the child the opportunity to freely share and express the emotions through everyday play.</i></p>
		<p>3. Child tries to calm down a child crying in their vicinity (caresses the crying child...)</p> <p><i>Encourage the child to do this activity and praise them for it.</i></p>		<p>3. Child is happy when they receive a present</p> <p><i>Let the child be happy and have a conversation with them on what makes them happy and satisfied.</i></p>	



Standard 3: Child is proud with their achievements and believes their own abilities

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child smiles and is happy when they are successful in some activity (when waving with a rattle).</p> <p><i>Encourage the child and smile at them when they manage to clap hands or wave a rattle.</i></p>	<p>1. Child repeats certain sounds or movements when they notice that makes some impact.</p> <p><i>Provide activities for the child in which you can play everyday individually with the child.</i></p>	<p>1. Child smiles with satisfaction when they achieve some success.</p> <p><i>Provide a safe environment for the child where they can perform all sorts of activities;</i></p> <p><i>Praise the child for work or activity successfully done.</i></p>	<p>1. Child likes to show the effects from the work successfully done (finished painting, built blocks).</p> <p><i>Provide activities for the children where they will be engaged in new, until then unknown, things.</i></p> <p><i>Help them if necessary.</i></p>	<p>1. Child presents the task they have done alone and show it to an adult to pride themselves on it.</p> <p><i>Encourage the child about the finished task and encourage them to also do other activities to live through new experiences.</i></p>	<p>1. Child presents their own ideas and opinions during the play or activity.</p> <p><i>(Shows another child how they have done the painting or how to hand the ball in the game...)</i></p> <p><i>Allow the child sufficient time and opportunities to play, experiment and achieve new things.</i></p> <p><i>Encourage the child's self-confidence.</i></p>
	<p>2. Child smiles at your encouragement when they start to toddle.</p> <p><i>Encourage the child to make the first steps and say bravo.</i></p>	<p>2. Child claps hands and says bravo when they successfully finish an activity.</p> <p><i>Include the child in an activity (building with blocks), encourage them and say well done" together with them.</i></p>	<p>2. Child like to take care of self (insists on putting on clothes alone or doing some work alone - to fetch an object...).</p> <p><i>Encourage child's wish for independence in the everyday activities.</i></p>	<p>2. Child confirms with great assurance and confidence if asked can you ride a bike, can you swim, can you fix a toy, do you know how to turn on the TV...</p> <p><i>Include the child in the everyday activities and cheer them constantly and praise their achievements.</i></p>	<p>2. Child makes a presentation to an adult (teacher, parent) of a finished task.</p> <p><i>Encourage the child to complete the set tasks and praise their success.</i></p>

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
	<p>3. Child is persistent in trying to reach an object out of their reach (e.g. to take an object from a shelf higher above).</p> <p><i>During the play stay close to the child in order to increase their self-confidence.</i></p>				<p>3. Child is completely dedicated to the set activities.</p> <p><i>Write down the child's name on their work (drawing);</i></p> <p><i>Approach with attention every child's achievement in the play;</i></p> <p><i>Support the children when they want to try out something new.</i></p>



Standard 4: Child is able to control their own feelings

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child calms down when upset when suckling or when given a toy.</p> <p><i>Breastfeed the baby or hand them a desired toy (object) when they are upset;</i></p> <p><i>Change something in the environment if the baby is too upset (e.g. reduce the noise, the light...).</i></p>	<p>1. Child stops crying when they are satisfied.</p> <p><i>Respond appropriately to every child's sign of seeking attention.</i></p>	<p>1. Child stops being angry after their toy has been taken by another child.</p> <p><i>Explain to the child that it is good to give their own toy to another child and offer them an alternative entertainment ("It seems that you prefer to play with the blocks, and you can give the doll to Jana").</i></p>	<p>1. Child calms down quickly after a separation from a familiar and dear person.</p> <p><i>Give the crying child a hug and offer them to play to distract their attention.</i></p> <p><i>Do not leave the crying child unattended after their parent left them in the kindergarten.</i></p> <p><i>Praise the child and encourage them to stop crying.</i></p>	<p>1. Child responds with a facial expression when angry or withdraws from the play.</p> <p><i>Recognise this reaction of the child and have a conversation about the reason for their anger.</i></p>	<p>1. Child expresses anger and sadness appropriately, with a high level of control (when another child would not give them a toy or an object, they offer another object in exchange).</p> <p><i>Provide an opportunity for the child to play whereby you would point out to the importance of control and different manifestation of emotions in specific places.</i></p>
<p>2. Child stops crying when they notice a familiar person nearby.</p> <p><i>Provide enough love, warmth, nice words for the child.</i></p>	<p>2. Child stops being aggressive toward other persons or objects when their attention is redirected.</p> <p><i>When the child behaves aggressively, suggest another activity (let them leave the scene of the conflict).</i></p>		<p>2. Child starts to control their impulses (says no when touching a forbidden object).</p> <p><i>Intervene with a particular attention when the child has a problem related to the impulse control.</i></p>	<p>2. Child waits patiently to take their turn and do some activity they like to (to see-saw or to get some juice).</p> <p><i>Help the child through play to realise the meaning of emotional control and gaining patience in the communication with the others.</i></p>	<p>2. Child calms down their negative emotions and momentary impulses (stops in a short time being cross, or crying, or grumping).</p> <p><i>Let the children independently solve conflict situations with their peers.</i></p>

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
					<p>3. Accepts going to school (kindergarten) without being upset and angry</p> <p><i>Encourage the child to go regularly to the kindergarten and tell them that there they can have fun with other children.</i></p>



APPROACHES TO LEARNING

Early Childhood is a period in which the children learn how to learn and approach this part of learning in different ways. The approach to learning is the foundation for the remaining domains in the process of early learning and childhood development. This domain is related to the way in which children learn, and not what they should learn.

Young children are curious by their nature and they like to explore. A well conceived environment that encourages initiative, curiosity and interest to learning are the key factors that promote the approach to learning of young children. The key role in this is played by the professionals involved in the educational processes during the early childhood. The creation of a positive learning environment stimulates the children to explore, solve problems, to demonstrate a high level of initiative, to encourage their curiosity and to encourage them to ask questions. In such an environment the children develop a positive attitude toward the learning which is necessary for the further success in the school, but also for the process of active life-long learning.

The approach to learning refers to the learning habits, dispositions and styles through which the child embarks on the learning path. More specifically, the approach to learning is related to the child's curiosity and interest, the child's taking initiative, their persistence and dedication, creativity and inventiveness, as well as the ability for reflection and interpretation.

This domain is not about the competences and skills which children possess, but it is rather about how the children can give themselves orientation and directions in the learning process.

"The children learn and express themselves in different ways. The different ways of learning are not and should not be understood as a disadvantage"¹⁷. In the educational process very often emphasis is put on the mediocrity principle. From every child, regardless of the individual abilities, it is expected that they have a command of the foreseen curricular content at the same pace, in an identical way and with success. The child's previous experience is of great importance. The ways in which the child demonstrates their own approaches to learning depends also on their temperament, but also on the child's individual context of life. The socio-cultural characteristics of the environment that the child is coming from should be respected in the educational process.

The family, the broader surroundings, the kindergarten, the school and all those who are somehow directly related to the early childhood development and learning, point out at the meaning and importance of this domain for the development of every person.

The children's curiosity, their interests, taking initiative, persistence, inventiveness and creativity are all characteristics of a child's personality which develop within the other

developmental domains. To point out to the special meaning of each of the above mentioned characteristics and their furthering and promotion in everyday life, especially in three educational process, are of invaluable importance for the successful start of school, but also for later in a child's life. Every child should have the opportunity to gain experiences through the learning process according to their unique needs and abilities. Every child is an individual. They have unique potentials which need to be encouraged and catered to.

The child's approach to learning is also related to motivation, behaviour and the cognitive styles which children demonstrate when they learn something new and always in different situations. Children should be motivated to use the previously gained knowledge and skills. They should be empowered for life-long learning.

The development and the cultivation of this domain hallmark the child's life.

The key values expected from children aged 0-6 years represent the foundation for defining the Early Learning and Development Standards in the domain Approaches to learning and are as follows:

- ▶ Curiosity and interest;
- ▶ Taking initiative;
- ▶ Persistence and dedication;
- ▶ Creativity and inventiveness;
- ▶ Reflecting and interpretation.

The developmental process of children within the domain - **Approaches to learning** occurs in two subdomains:

- I. SUBDOMAIN – Curiosity and taking initiative** including the following standards:
 - Standard 1: Child is able to learn new things and to gain new experiences;
 - Standard 2: Child is able to take initiative.
- II. SUBDOMAIN – Creativity and persistence** including the following standards:
 - Standard 1: Child demonstrates persistence in the undertaken activities;
 - Standard 2: Child is able to use their own creativity in everyday activities;
 - Standard 3: Child is able to learn in different ways from their own experiences.

II. SUBDOMAIN: Curiosity and taking initiative

Standard 1: Child is able to learn new things and to gain new experiences;

0-2 years			2-3 years	3-4 years	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child looks forward or backward in different objects or persons.</p> <p><i>Encourage the child to follow the object which you are moving forward and backward. You should also move forward and backward.</i></p>	<p>1. Child gazes at unfamiliar objects in their surroundings.</p> <p><i>Play with the children using new objects with different colour, shape and sounds.</i></p>	<p>1. Child asks about the people from their surroundings.</p> <p><i>Let the more shy children be curious. Encourage them to ask questions.</i></p>	<p>1. Child asks questions related to a story or some previous activity.</p> <p><i>Give the child answers and always provide them with some additional information.</i></p>	<p>1. Child asks questions (What is this? Why is the Moon round? How was I born?)</p> <p><i>Let the children ask questions. Always give answers to their questions.</i></p>	<p>1. Children develop personal interest for specific things (collect cars, different objects of interest, miniature animals).</p> <p><i>Let the child develop their own interest. Respect their choices.</i></p> <p>2. Child shows interest and wants to know more about events and stories about unknown things (e.g. dinosaurs)</p> <p><i>Provide different sources to answer the children's questions (if interested in dinosaurs, buy a dinosaur toy, find a book on dinosaurs).</i></p>
<p>2. Child turns around to identify the source of the sound/the voice.</p> <p><i>Use some sound producing toy in order to encourage the child to identify the direction of the sound.</i></p>	<p>2. Child pushes buttons in order to produce some sounds.</p> <p><i>Provide objects that will encourage the child to discover the principle of their functioning (e.g. music box).</i></p>	<p>2. Child asks questions: What? How? Why?</p> <p><i>Read the child books through which you will familiarise them with different places and cultures.</i></p>	<p>2. Child listens attentively a new story or asks to be read a new book.</p> <p><i>Try to tell the child always new stories or to tell them about new things that happened.</i></p>	<p>2. Child asks questions about things they noticed for the first time in their surroundings.</p> <p><i>Change often the surroundings in which the child is moving about with new content (toys, objects) in order to challenge their curiosity.</i></p>	<p>3. Child is interested in discussions about specific new experiences and events (wants to have a conversation and learn something more about a past event).</p> <p><i>Have conversations on topics which are interesting for the child, encourage them to participate in the discussion.</i></p>

Standard 2: Child is able to take initiative

0-2 years			2-3 years	3-4 years	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child smiles at a close person in order to draw the person's attention to themselves.</p> <p><i>Respond to this initiative of the child and dedicate them attention (smile at them or talk to them).</i></p>	<p>1. Child chooses their favourite toy from a number of toys in front of them.</p> <p><i>Give the child opportunities to choose a toy, a picture book...</i></p>	<p>1. Child initiates play independently with a specific toy or object to offer for the play.</p> <p><i>Provide many opportunities for the child to play independently and with other children.</i></p>	<p>1. Child gives ideas on how they like to spend their time.</p> <p><i>Provide enough space and time for the child to choose an activity;</i></p> <p><i>Plan the activities in collaboration with the child.</i></p>	<p>1. Child initiates help in given situations (e.g. wipes off spilled milk).</p> <p><i>Support the child's initiative and offer them help.</i></p>	<p>1. Child independently makes a selection offered materials and play objects.</p> <p><i>Support the child in their choice of materials.</i></p> <p>2. Child asks friend to join them in their play (shows initiative for group play).</p> <p><i>Support the child in pro-social activities and let them know about the positive effects of socialising.</i></p>
	<p>2. Child pretends that they open the door with a toy or object resembling a key.</p> <p><i>Include different toys with a specific function and encourage the child to use them according to their purpose.</i></p>	<p>2. Child starts a new activity and takes a risk (minimum), climbs a chair in order to catch an object of interest.</p> <p><i>Provide new activities which you will previously explain to the child</i></p>	<p>2. Child suggests an activity out of a range of proposed activities.</p> <p><i>Have a conversation with the child on how adults take initiatives.</i></p>	<p>2. Child independently chooses materials for the activity (e.g. building blocks).</p> <p><i>Provide a creative environment for play and activities where the child can freely express their own initiatives.</i></p>	<p>3. Child makes a plan about their activity and participates in the activity.</p> <p><i>Encourage the child to independently organise an activity and support their ideas.</i></p> <p>4. Child participates in a specific activity out of their interest.</p> <p><i>Let the child design an independently organise activities and games.</i></p>

II.SUBDOMAIN: Creativity and persistence

Standard 1: Child demonstrates persistence in the undertaken activities

0-2 years			2-3 years	3-4 years	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child keeps their attention for a short time on a specific object (turns the toy in their hands).</p> <p><i>Encourage the child to focus their eyes for a longer time on some object or a toy.</i></p>	<p>1. Child is looking for their favourite toy.</p> <p><i>Hide the child's toy and encourage them to find it.</i></p> <p><i>Encourage the child not to give up from the activity.</i></p>	<p>1. Child likes to repeat constantly their favourite activities.</p> <p><i>Let the child play their favourite games and activities.</i></p>	<p>1. Child is persistent in the attempts to put on a sweater correctly.</p> <p><i>Respect the child's wish for a particular thing (favourite clothes)</i></p> <p><i>Comment positively on their persistence.</i></p>	<p>1. Child continues the activity (e.g. colouring, stacking blocks), although the other children have finished with the activity.</p> <p><i>Help the child to focus their own attention.</i></p>	<p>1. Child tries to successfully finish the activity, sets goals, follows the set plan with the help of an adult (waters the flower every day, feeds the pet every day...)</p> <p><i>Encourage the child in their persistence (e.g. this week you will give the cat drinking water).</i></p>
<p>2. Child lifts arms and is crying until you take them in your arms.</p> <p><i>Recognise this need of the baby and take them in your arms.</i></p>	<p>2. Child is playing for a longer time dedicated to one game/toy.</p> <p><i>Observe the child. Notice which activities interest them most.</i></p>	<p>2. Child is trying for some time to stack the blocks</p> <p><i>Let the child persist in the activity (stacking blocks). Don't interrupt their concentration with other things. (turn off the TV).</i></p>	<p>2. Child insists on eating or drinking juice from their cup alone.</p> <p><i>Support the child in their attempts and praise them for a job well done.</i></p>	<p>2. Child is engaged in an activity for 5-10 minutes.</p> <p><i>Encourage the child in their persistence and modify the expectations of the children with special needs.</i></p>	<p>2. Child accepts challenges and persists in the activity despite possible frustrations.</p> <p><i>Give the child enough time and support to finish the more complex task or play they are engaged in.</i></p>

Standard 2 : Child is able to use their own creativity in everyday activities

0-2 years			2-3 years	3-4 years	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child inspects their own hands by watching them, putting them in mouth, and touching the one with the other.</p> <p><i>Encourage the child in this activity and stimulate them to play with their hands.</i></p>	<p>1. Child uses differently their toys. Combines them in a creative way (takes an object resembling a telephone and pretends to be talking on the phone).</p> <p><i>Encourage the child to use their toys in different ways and let them access enough materials; change regularly the materials available to the children.</i></p>	<p>1. Child changes the purpose of the objects for general use (pot and spoon as percussion).</p> <p><i>Let the child use and combine the toys and the materials from the everyday life.</i></p>	<p>1. Child pretends and imagines things during the play (takes a newspaper and pretends to be reading it).</p> <p><i>Encourage the child in the symbolic play and use their imagination.</i></p>	<p>1. Child creates new games and activities.</p> <p><i>Let the child create and complete activities in their own way.</i></p>	<p>1. Child plays symbolic play (role playing, as a vendor, doctor, teacher, mother, father..).</p> <p><i>Join the child in the symbolic and drama play, introduce them to different people, cultures and places.</i></p>
<p>1. Child repeats actions they had previously seen (constantly drops a given object or a toy).</p> <p><i>Give the child a toy and encourage them to drop it in alternate order.</i></p>			<p>2. Takes their mothers bag and pretends to be going to work.</p> <p><i>Observe the child during their symbolic play and support them in this activity.</i></p>	<p>2. Child invents stories and songs in the activity.</p> <p><i>Create an environment in which the child will experiment and use their own imagination.</i></p>	<p>2. Child amends well known stories, adds their own characters and changes the outcome of the story.</p> <p><i>Encourage the child to such activities and have fun together, creating your own stories.</i></p>

Standard 3: Child is able to learn in different ways from their own experiences

0-2 years			2-3 years	3-4 years	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child pushes buttons of specific toys or objects in order to cause some changes (sound, picture...).</p> <p><i>Give the child access to toys or objects with buttons and encourage them to press them in order to cause certain changes.</i></p>	<p>1. Child repeats the play from the previous day.</p> <p><i>Comment when the child uses their experience and knowledge in new situations, use descriptive language.</i></p>	<p>1. Child predicts the outcome of a specific activity (e.g. if mom puts the pot on the stovetop, she will surely cook).</p> <p><i>Have a conversation with the child and let them share with you their own thoughts and ideas about the world around them.</i></p>	<p>1. Child tells events from the past.</p> <p><i>Talk to the child about the things they had seen, heard or done.</i></p>	<p>1. Child is thinking aloud and talks when engaged in some activity.</p> <p><i>Ask the child open questions to encourage them to think (e.g. what if...? How could that be differently ...?).</i></p>	<p>1. Child uses different methods to express their own ideas (tells, draws, sings).</p> <p><i>Let the child express their own thoughts and experiences in many different ways.</i></p>
		<p>2. Child goes slowly when holding a cup filled with milk or water in order not to spill it.</p> <p><i>Encourage the child to recognise the consequences of their behaviour.</i></p>			<p>1. Child plans activities and sets goals based on previous experiences.</p> <p><i>Let the child share their own previously gained experiences (e.g. to tell about them, to draw...)</i></p>

LANGUAGE, COMMUNICATION AND LITERACY DEVELOPMENT

Language acquisition and its correct use is important for the successful functioning of every individual in the society. The newborn babies, regardless of their cultural background, come into the world prepared to communicate with sounds, gestures and words.

The correct language acquisition is a complex process which begins at childbirth and is first of all, conditioned by a number of factors. With the process of language acquisition the child also acquires a powerful and complex system of symbols, which develops and improves during the child's entire life. The facial expression and the body talk which youngest babies use to communicate is quickly then replaced by "babbling", word building and sentence building.

"It is generally known that the literate population today is essential for the advancement of every society, both for humanitarian and economic reasons. On an individual level, literacy determines the quality of life, the personal promotion, the building of a self image and the possibility for successful functioning in a modern world of accelerated technology progress. Hence, to be literate means to have access to knowledge. On a national level, the society's function and economic prosperity depend on well-educated persons with flexible and highly developed professional skills."¹⁵

Children need the language so that they can express their thoughts and feelings, but at the same time, they also need it to understand the other persons with whom they communicate on an everyday basis.

Language is acquired in a specific social and cultural context. In the beginning, that is the family as a primary social environment, later on, it is the school and the larger social environment.

In the language and literacy development, key moment is the child's ability to demonstrate their starting skills in their mother tongue.

Regardless of the child's mother tongue (Macedonian, Albanian, Turkish, Roma, etc.) their everyday environment should be rich with written and spoken language.

"The external influences from the surrounding, the teaching of specific speaking skills and the rich cultural diversity influence the acquisition of language and communication abilities".¹⁶

The key values expected from the children serve also as the foundation for defining the standards within the domain Language, communication and literacy development and are as follows:

- ▶ Listening and comprehension skills of spoken language;
- ▶ Correct speaking skills and eloquence;
- ▶ Communication skills;
- ▶ Interest for reading books;
- ▶ Development of written expression skills;
- ▶ Promotion of cultural and linguistic diversity awareness.

The domain Language, communication and literacy development covers three key sub-domains including the following standards:

- I. **SUBDOMAIN – Communication** whereby the child responds appropriately to the spoken language, starts to understand it demonstrating speaking skills in the communication with their own surroundings:
Standard 1: Child has listening and comprehension ability of the spoken language;
Standard 2: Child is able to talk and communicate;
Standard 3: Child is able to enrich their own vocabulary and to demonstrate progress in correct speech production.
- II. **SUBDOMAIN – Reading** whereby the interest for printed materials and recognition of written symbols and letters is developed:
Standard 1: Child shows interest for printed materials;
Standard 2: Child is able to recognise written symbols and letters.
- III. **SUBDOMAIN – Writing** whereby the child starts activities (scribbling, drawing..) which then further develop into writing skills that the child uses to express specific ideas:
Standard 1: Child is able to join activities related to writing;
Standard 2: Child expresses their individual ideas through written symbols and letters.

I. SUBDOMAIN – Communication

Standard 1: Child has listening and comprehension ability of the spoken language

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child moves arms and legs when they hear a familiar voice.</p> <p><i>Talk t the child during the everyday activities (while you are changing clothes, feeding them, bathing them).</i></p>	<p>1. Child turns their eyes toward an object that has been mentioned (where is the cat...).</p> <p><i>In the communication with the child, ask them questions and encourage them to reply appropriately.</i></p>	<p>1. Child repeats short verbal messages when they hear them.</p> <p><i>When you are playing with your child or during the everyday activities, encourage the child to repeated a short message.</i></p>	<p>1. Child shows two fingers when asked how old are they.</p> <p><i>Encourage the child to show you with their fingers how old they are.</i></p>	<p>1. Child understands the meaning of spoken words – acts on given instruction consisting of several activities.</p> <p><i>Ask the child to show you how to wash hands.</i></p>	<p>1. Child becomes involved in a conversation, comprehends what they hear and responds appropriately.</p> <p><i>Initiate a conversation about the child's everyday activities, ask them questions and encourage the child to answer them.</i></p>
<p>2. Child gazes at the speaker's face.</p> <p><i>Tell them stories or sing songs when you are with the child.</i></p>	<p>2. Child moves their head to answer simple questions with "yes" or "no" (e.g. would you like a cookie, chocolate, or a toy).</p> <p><i>Ask the child simple questions and encourage the to answer appropriately.</i></p>	<p>2. Child connects words with specific objects.</p> <p><i>Encourage the child to show at specific objects in their surroundings (where is the table, where is the toy, where is the cat, the tree, etc.).</i></p>	<p>2. Child responds appropriately to adult's spoken words.</p> <p><i>Encourage the child to look down to their shoes (look how nice your shoes are...)</i></p>	<p>2. Child listens to a longer story and responds with laughing at the funny parts.</p> <p><i>Read out loud or tell the child comical or funny stories.</i></p>	<p>2. Child knows the meaning of several specialised words (e.g. paediatrician is a doctor for children, dentist is a teeth doctor).</p> <p><i>Encourage the child in their conceptual understanding of words and encourage them when they use correctly some new word.</i></p>

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>3. Child redirects their attention to focus on an object or a person which are being looked at by the adult.</p> <p><i>Verbalise your act and direct the child's attention to specific objects (e.g. "Here is mom", and when they look at her you repeat "Yes, you found mom").</i></p>	<p>3. Child stops an activity when told "no, no".</p> <p><i>Observe the child when moving around and playing in your vicinity and let them stop a specific activity using the words "no, no".</i></p>	<p>3. Childs interrupts the adult when they read aloud from a book and asks "why?".</p> <p><i>Stop the reading and answer the child's question.</i></p>	<p>3. Child responds appropriately to a verbal prompt.</p> <p><i>Encourage them to respond to a verbal instruction ("Bring me the book from the table").</i></p>	<p>3. Child listens attentively to stories that are told, read aloud, radio or TV broadcast of stories, and ask for an additional explanation.</p> <p><i>Read aloud to the child and apply every day various verbal stimulations (have a conversation, answer questions, encourage them to ask questions).</i></p>	<p>3. Child retells a story with easiness, or an event they heard about from another person or a TV series, movie, theatre play.</p> <p><i>Encourage the child regularly to retell a well known story or an event, a movie, a theatre play. In this way you strengthen the child's linguistic skills in the communication.</i></p>
	<p>4. Child listens to a short and simple story.</p> <p><i>Tell the child simple and short stories and encourage them to listen to them with attention.</i></p>				

Standard 2: Child is able to talk and communicate

0- 2 years		2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years	
0-6 months	6-18 months				18-24 months
<p>1. Child utters sounds to draw other people's attention.</p> <p><i>Respond appropriately to every baby's vocalisation (look at them, smile at them or embrace them).</i></p>	<p>1. Child uses sounds from their own mother tongue.</p> <p><i>Repeat what the child is saying and expand every vocalisation they make.</i></p>	<p>1. Child says a sentence consisting of two to three words.</p> <p><i>Show the child an object from their surroundings and encourage them to name it and to expand the sentence.</i></p>	<p>1. Child uses social expressions such as "thank you", "please"...</p> <p><i>Encourage the child to use these expressions always when appropriate.</i></p>	<p>1. Child starts a discussion and asks questions.</p> <p><i>Include the child in the conversation always when possible and answer their questions.</i></p>	<p>1. Child shows their own ideas in several ways.</p> <p><i>Include the child in a discussion that interests them.</i></p>
<p>2. Child "babbling" uttering double vowels.</p> <p><i>Follow the child's vocalisation and talk to them using vowels for specific words.</i></p>	<p>2. Child is able to say the name of mom, dad, granny...</p> <p><i>Ask them questions („What is mom's name? What is dad's name? ") and repeat the child's answers correctly.</i></p>	<p>2. Child uses an increased number of words and puts them into sentences or phrases.</p> <p><i>Talk to the child frequently using a simple language of an adult.</i></p>	<p>2. Child regularly asks questions in order to keep the conversation going.</p> <p><i>Answer the asked questions and encourage them to ask new questions when you are making a talking break.</i></p>	<p>2. Child hands correctly a short message from the teacher to the parent and vice versa.</p> <p><i>Ask the child to hand a specific spoken message at home and inquire the next day about it.</i></p>	<p>2. Child has a conversation with their peers about some event (how was the birthday party, the walk, the vacation...)</p> <p><i>Encourage the discussion between the children in the group.</i></p> <p>3. Child tells about their experience.</p> <p><i>Encourage the child to tell from the memory (how was the birthday party?)</i></p> <p>4. Child uses different intonation when telling about some event.</p> <p><i>Encourage the child to talk in front of a smaller group.</i></p>

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>3. Child talks “to themselves”, by uttering different sounds.</p> <p>Stay near the child and when they are in the mood to “talk” encourage them to continue (e.g. with verbal support: “Go on, tell me more“...).</p>	<p>3. Child imitates simple words.</p> <p>Encourage the child to repeat new words.</p>	<p>3. Child uses negation (no) or simple interrogative words (what, why).</p> <p>Always answer the child’s questions appropriately.</p>	<p>3. Child speaks clearly enough to be understood by their listener(s).</p> <p><i>Initiate a play in which you will encourage the child to ask questions.</i></p>	<p>3. Child tells a story they heard (when asked what is the story in the book or the movie about, child answers about a child, about a friendship...)</p> <p>Encourage the child to retell a part of the story or a part of the movie they watched.</p>	<p>5. Child recites a poem and changes their intonation of their voice.</p> <p><i>Encourage the child to recite a poem and encourage them to change the intonation of their voice to emphasise particular parts of the poem.</i></p>



Standard 3: Child is able to enrich their own vocabulary and to demonstrate progress in correct speech production

0- 2 years		2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months			
<p>1. Child responds with vowels (a, u, e...).</p> <p><i>Encourage the child attentively when they utter the vowels.</i></p>	<p>1. Child uses one word to communicate with an adult (says "up" when they want to be lifted from their bed).</p> <p><i>Recognise the child's speech and positively respond to their demand.</i></p>	<p>1. Child imitates words which they hear for the first time.</p> <p><i>Support this initiative of the child and explain to them the meaning of the word or encourage them to pronounce it correctly.</i></p>	<p>1. Child describes some persons or objects using adjectives to give a better explanation (pretty, bad, small...).</p> <p><i>Encourage the child to explain the objects or the persons in their surroundings (what is granny like, what are the followers like).</i></p>	<p>1. Child produces words correctly varied by number and gender</p> <p><i>Encourage the child to use correctly gender and number when talking and intervene if they make mistakes.</i></p>
<p>2. Child "babbles" alternating vowels and consonants (ma, ga, ba...)</p> <p><i>Respond appropriately by imitating their speech and continue with meaningful words.</i></p>	<p>2. Child babbles unintelligibly over a longer time.</p> <p><i>Listen to the child attentively and respond to the child's babbling with a suitable conversation.</i></p>	<p>2. Child explains a picture or a drawing with three to four words.</p> <p><i>Encourage the child to explain the drawing they made and help them find new and appropriate words.</i></p>	<p>2. Child asks about the meaning of specific words or the name of a specific object.</p> <p><i>Answer the child's question and add words with similar meaning.</i></p>	<p>2. Child knows the opposites of given words (light-dark, small-big, day-night...)</p> <p><i>Encourage the child to say the opposite of a given word (slim-fat, small-big, beautiful-ugly).</i></p>
			<p>2. Child uses a new word or asks about the meaning of an unknown word.</p> <p><i>Encourage the child to enrich their vocabulary and explain them the word meanings.</i></p>	<p>3. Child participates in speech games (finish the sentence, continue the story....)</p> <p><i>Encourage the child to describe, tell and retell about events, and encourage them to use new words.</i></p>

II. SUBDOMAIN – Reading basics

Standard 1: Child shows interest for printed materials

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child crumples a piece of paper or newspaper.</p> <p><i>Give the child a piece of paper and attentively observe them how they manipulate it.</i></p>	<p>1. Child looks at the picture book covers.</p> <p><i>Offer the child a picture book and encourage them to look at the cover illustrations.</i></p>	<p>1. Child shows interest in picture books.</p> <p><i>Provide picture books near the child give them to select one and offer to read it to them.</i></p>	<p>1. Child gazes at various printed materials.</p> <p><i>Offer the child to look at different illustrated books, magazines, food labels.</i></p>	<p>1. Child recognises printed symbols in their surroundings.</p> <p><i>Encourage the child to recognise some printed symbol (logo of a favourite chocolate, favourite toy..).</i></p>	<p>1. Child sits over a longer time and looks at a picture book or some other printed material, holding the book in the correct position.</p> <p><i>Give the child a book and encourage them to look at the book holding it the right side up.</i></p>
<p>2. Child reaches for a picture book with many colours.</p> <p><i>Give the picture book to the baby and encourage them to reach for it.</i></p>	<p>2. Child selects a picture book and asks you to read it aloud.</p> <p><i>Respond positively to the child's request, practice this activity more often.</i></p>	<p>2. Child likes to be read aloud the same story again and again.</p> <p><i>Respond positively to the child's desire and show them the illustrations of the book.</i></p>	<p>2. Child shows in the book where the text is, and where the picture.</p> <p><i>Turn the pages of the picture book together and encourage the child to show you where the pictures are, and where is written the text of the story.</i></p>	<p>2. Child thumbs correctly a picture book, turning the pages one by one, from beginning to end.</p> <p><i>Provide access to different picture books and encourage the child to spend some time turning the pages of the book, help them to do that correctly.</i></p>	<p>2. Child tells a story following pictures which they see for the first time.</p> <p><i>Encourage the child to tell the content of a story from a series of pictures.</i></p>

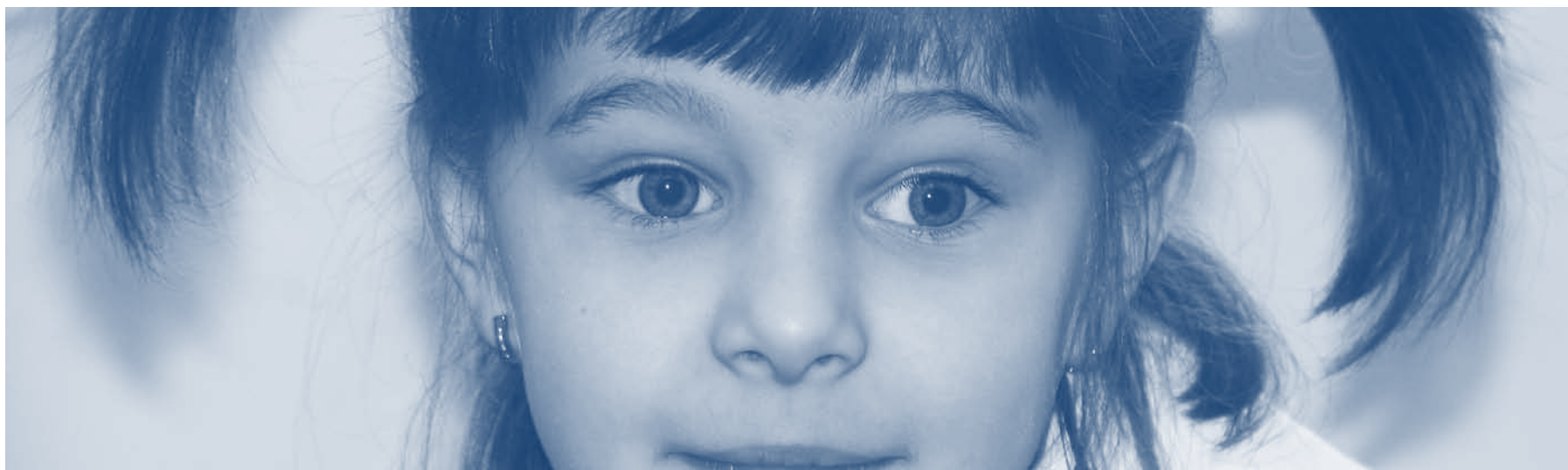
0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>3. Childs pays attention to the adult person's voice when the adult holds them in the lap and reads to them a book.</p> <p><i>Sit down with the child and try to read to them a book using different voices.</i></p>				<p>3. Child shows interest and pretends to "read out" a book to a younger child or a toy (doll, puppy, kitty...).</p> <p><i>Encourage this activity of the child and remind them to "read out" more often to their dolls or favourite toys/animals.</i></p>	<p>3. Child uses a book to gain some information.</p> <p><i>Encourage the child to bring you the book with pictures or a text that interests the child (some animals, favourite stories, seas, rivers, etc.).</i></p>
					<p>4. Child knows that the book has a title, author and illustrations.</p> <p><i>Provide access for the child to various books, illustrated magazines and talk about the book titles and how they are created (who writes them... the names of the authors).</i></p>

Standard 2: Child is able to recognise written symbols and letters

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child gazes at pictures and posters on the walls.</p> <p><i>Place different pictures in the spaces where the child is staying;</i></p> <p><i>Show the child a book and point at the picture.</i></p>	<p>1. Child points at the requested picture in the book.</p> <p><i>Encourage the child to show you a picture from a known picture book (where is the cat, where is the girl...).</i></p>	<p>1. Child recognises printed logos or symbols of favourite objects, food (e.g. labels of their favourite chocolate).</p> <p><i>Encourage the child to select their favourite object by recognising the symbol or the logo on the packing.</i></p>	<p>1. Child recognises their favourite book by the pictures and the symbols on the cover.</p> <p><i>Ask the child to bring you the picture book indicating the pictures and the written text on the cover.</i></p>	<p>1. Distinguishes some letters in a written text (the letter O or the first letter of their first name)</p> <p><i>Encourage the child to show you some letters in the shape of a circle (e.g. the letter O)</i></p>	<p>1. Child relates a voice to a specific letter (o, a...).</p> <p><i>Encourage the child to pronounce a known letter at which you will point in a book or a text, use letter puzzles.</i></p> <p>2. Child spells letters in a written text.</p> <p><i>Encourage the child to name and point at letters which you indicate.</i></p>



0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
	<p>2. Child points at the words in the picture book.</p> <p><i>When reading a book/picture book to the child, show them the text parts and encourage them to do the same.</i></p>	<p>2. Child points at the correct picture when asked ("Where is the flower?" "Where is the dog?")</p> <p><i>Read often to the child and ask them from time to time to point to specific pictures.</i></p>	<p>2. Child distinguishes between letters and other symbols.</p> <p><i>Look together at a picture book and encourage the child to show you the picture on the page where there are letters organised as text.</i></p>	<p>2. Pretends to read looking at a known text.</p> <p><i>Encourage the child to hold their favourite picture book and to turn the pages as if reading.</i></p>	<p>3. Child recognises their first name written on paper.</p> <p><i>Write down a few names and encourage the child to recognise their first name and encourage them to spell the letters.</i></p> <p><i>Provide access to books or picture books and encourage the child to look at them and to tell stories.</i></p>
					<p>4. Child spells two to three letters connecting them in a sequence.</p> <p><i>Write down a few short words and encourage the child to spell the letters from the sequence.</i></p>



III. SUBDOMAIN – Reading basics

Standard 1: Child is able to join activities related to writing

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child experiments with writing tools (turns them in the hand, the pencil, the pen, the felt tip pen).</p> <p><i>Give the child a big felt tip pen or marker pen and encourage them to hold it with both hands; show them how to open and close the cap.</i></p>	<p>1. Child scribbles spontaneously on a piece of paper, without a specific direction and place.</p> <p><i>Provide paper for the child and writing tools (pencils, crayons, and marker pens).</i></p>	<p>1. Child scribbles spontaneously, with one stroke, making circular strokes.</p> <p><i>Provide the child with a variety of writing tools and large pieces of paper placed on horizontal and vertical surfaces.</i></p>	<p>1. Child draws with a marker pen irregular lines or circles with several strokes.</p> <p><i>Encourage the child in this activity.</i></p>	<p>1. Child draws specific shapes resembling letters (circle in the shape of the letter O).</p> <p><i>When the child has drawn the circle explain to them it is the letter O, have a conversation about other letters and write down some of them.</i></p>	<p>1. Child writes or draws different shapes with several strokes.</p> <p><i>Provide enough paper, large pieces of paper and writing tools for the child and encourage them to write.</i></p> <p>2. Child writes a given letter by copying.</p> <p><i>Draw a letter or a more complex shape and encourage the child to observe it and write it alone.</i></p>
	<p>2. Child draws points on a piece of paper with a fat felt tip pen.</p> <p><i>Give the child a piece of paper and a fat felt tip pen and encourage them to draw points on the paper.</i></p>	<p>2. Child draws horizontal and vertical lines with one stroke.</p> <p><i>Encourage the child in this activity and provide a variety of pencils, crayons, felt tip pens.</i></p>	<p>2. Child draws shapes in sand or soil with a sharp object.</p> <p><i>Encourage the child to draw a circle on flat soil or sand surface with a tree stick.</i></p>	<p>2. Child copies a given shape.</p> <p><i>Draw a simple shape (line) and encourage the child to draw it.</i></p>	<p>3. Child writes the letters of their first name independently.</p> <p><i>Encourage the child to write their first name.</i></p>

Standard 2: Child is able to express their individual ideas through written symbols and letters

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
	<p>1. Child shows their piece of papers with drawings and writings to another person.</p> <p><i>Encourage and praise the child for this activity.</i></p>	<p>2. Child scribbles on a piece of paper to draw something.</p> <p><i>upport the child in expressing their ideas and encourage them in this way.</i></p>	<p>1. Child imitates writing when playing as intended activity.</p> <p><i>Encourage the child to imitate an adult person who is writing, offer them a variety of paper, pencils, and felt tip pens.</i></p>	<p>1. Child draws an object or a person from their surroundings.</p> <p><i>Encourage the child to draw the cat, the dog, the granny, the granddad or some other dear person or a known object.</i></p> <p><i>Help them if necessary and praise them how well they made their drawing.</i></p>	<p>1. Uses scribble and drawings that resemble letters in order to write a message.</p> <p><i>Encourage the child to write a greeting cards or invitation card.</i></p>
		<p>2. Child scribbles on a piece of paper to write a letter to a known person.</p> <p><i>Give the child a piece of paper and a felt tip pen and encourage them to write a letter to their mother, grandmother...</i></p>		<p>2. Child draws a picture according to an event.</p> <p><i>Encourage the child to draw known symbols or pictures.</i></p>	<p>2. Child asks an adult person to write something for them in relation to some idea of theirs.</p> <p><i>Respond positively to the child's request.</i></p>

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE ACQUISITION

The cognitive development refers to increasing the child's intellectual and mental abilities. More specifically, it is a progressive process which occurs as a result of the child's interaction with the rest of the objects, subjects and events happening in their surroundings. The cognitive development encompasses several segments, such as: recognition, processing, organisation and appropriate use of the given information. The process of cognitive development includes a complex of mental activities, such as: exploring, discovering, presenting, sorting out, classifying and memorising the information. This domain of the child's development includes at the same time "how the children think and what they know". In the preschool period, the cognitive development refers to the acquisition of appraisal skills, critical skills, problem solving skills, understanding rules and concepts, as well as visualising possibilities and consequences.

"Children are not only different in the way they acquire general knowledge, but also in the way in which they learn, remember and understand". Therefore, in the educational and care giving process great attention should be paid to the ways in which children acquire knowledge.

The cognitive development refers to the strategies that children use to explore and learn about the world around them, while the knowledge acquisition is a process of gathering information which they receive through their interaction with the outside world with the aim to actively participate in the problem solving and to improve their critical thinking skills.

Lately, a greater emphasis is put on the social and emotional intelligence as important prerequisites for successful adaptation and functioning of the children in the educational context.

The newly acquired knowledge is the foundation for the children's everyday activities, including their approach to learning. The stimulation of the cognitive development is the foundation for the success the children will achieve in their further process of education. The cognitive development is not an isolated process, it depends on the developmental degree in the other domains, above all the physical health and the socio-emotional development.



The developmental process in the domain Cognitive development is subdivided in four domains as follows:

- ▶ Logic and thinking;
- ▶ Mathematics and numbers;
- ▶ Arts;
- ▶ Sciences.

Through the development of mathematical and numerical skills we support the development of mathematical expression, development of logical thinking and problem solving, development of skills related to use of numbers, numerical operations and measuring units.

The artistic expression is a very important component in the development of the child's personality and child's experience.

The children who have the opportunity to develop their fantasy and creativity in various ways also learn how to express their individuality, their individual interests, abilities and skills. Playing together, children learn from one another, share their experiences and learn to respect the differences in the culture and self expression.

The child is able to express their own feelings in their own authentic way through music, theatre, drawing, movements, and all this as a part of their cognitive development.

The key values expected from the children aged 0-6 years which also serve as the foundation for defining the Early Learning and Development Standards in the domain Cognitive development and general knowledge acquisition are as follows:

- ▶ Child's ability to think;
- ▶ Ability to gain and use new information;
- ▶ Ability for active problem solving, depending on their developmental stage;
- ▶ Ability for critical thinking.

Within the domain Cognitive development and general knowledge, we look at the following standards:

I. SUBDOMAIN – Logic and thinking

Standard 1: Child demonstrates the ability to explore and discover.

II. SUBDOMAIN – Mathematics and numbers

Standard 1: Child demonstrates knowledge of quantity, numbers and counting;

Standard 2: Child demonstrates the ability for classification and seriation.

III. SUBDOMAIN - Sciences

Standard 1: Child gains information about their surroundings through observation and manipulation;

Standard 2: Child observes and describes the characteristics of the animate world (plants and animals);

Standard 3: Child observes and describes the characteristics of the inanimate world;

Standard 4: Child experiences the human being as living and social being.

IV. SUBDOMAIN – Arts

Standard 1: Child demonstrates the ability to distinguish between different sounds/voices;

Standard 2: Child demonstrates interest to participate in musical activities;

Standard 3: Child demonstrates interest to participate in different types of visual creativity.

I. SUBDOMAIN: Logic and thinking

Standard 1: Child is able to explore and discover

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Gazes or turns their body to follow a toy or an object in motion.</p> <p><i>Simultaneously hide and show a specific toy in front of the child's eyes.</i></p>	<p>1. Child presses a button on the TV or radio receiver and understands the consequences.</p> <p><i>Let the child explore the appliances while you are supervising them.</i></p>	<p>1. Child manipulates a mechanic toy.</p> <p><i>Allow the child access to a mechanic toy or object which can be opened, closed, wound, unwound.</i></p>	<p>1. Child discovers a new way to use a toy or object (watched how to build a tower and tries to do the same, uses a lid as a steering wheel).</p> <p><i>Allow the child access to safe objects for domestic use; encourage them to discover why and how they are used.</i></p>	<p>1. Child explores different types of objects and materials.</p> <p><i>Allow the child access to safe objects and materials which they can use.</i></p>	<p>1. Child disassembles and reassembles different toys/objects.</p> <p><i>Allow the child access to mechanic toys which can be disassembled and reassembled.</i></p>
<p>2. Child finds a partially hidden object.</p> <p><i>Hide their favourite toy under a cover and encourage the child to an activity in which they will find the toy.</i></p>	<p>2. Child opens drawers and cupboards to discover what is in them.</p> <p><i>Let the child open and close drawers and encourage them to tell you why they are doing that.</i></p>	<p>2. Child pours water in the sand (the soil) to make mud.</p> <p><i>Let the child play with sand, soil and help them make mud. Explain them that the soil or the sand becomes flexible and one can make figures out of it.</i></p>	<p>2. Child uses tools for discovery (uses a magnifying glass to see some object).</p> <p><i>Allow the child access to safe objects which they can manipulate.</i></p>	<p>2. Child asks questions about things they see or hear.</p> <p><i>Encourage the child to ask questions and offer them an answer (What happens if you do this? Why does that happen?).</i></p>	<p>2. Child observes and discusses the changes which they have observed (e.g. there is a new building here, in the past there had not been one).</p> <p><i>Encourage the child to observe the changes and the newly emerged conditions in their surroundings and have a conversation about it.</i></p>

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>3. Child constantly drops a toy which you give them and observes what will happen.</p> <p><i>Give them the toy they dropped and encourage them to repeat the activity.</i></p>	<p>3. Child places a ball on an inclined plane and watches it roll down.</p> <p><i>Demonstrate this activity to the child and encourage them to repeat it several times independently.</i></p>		<p>3. Child begins to understand the causal and consequential relationships (if you turn off the radio, there will be silence).</p> <p><i>Allow the child to explore with the objects and to notice the effects (e.g. light-dark, loud-silent).</i></p>	<p>3. Child participates in simple exploring activities (e.g. kneels down to breathe in the scent of different boxes and tries to find out what is in them).</p> <p><i>Support and encourage the child's curiosity.</i></p>	<p>3. Child predicts what will happen; their prediction is based on observation and investigation. They test their hypothesis.</p> <p><i>Give the child a magnet and a couple of metal button; encourage them to also use the magnet with other metal objects.</i></p>
				<p>4. Child solves a problem through active observation and exploration (e.g. adds a bigger amount of water to the mill wheel in order to speed up the wheel rotation).</p> <p><i>Allow access to different toys or objects for general use which the child will explore and will find out how they function and what are they used for.</i></p>	<p>4. Child stacks blocks up and wants to see at what height they will crush.</p> <p><i>Allow the child access to different objects, toys, learning devices, tools to explore and observe.</i></p>

II. SUBDOMAIN: Mathematics and numbers

Standard 1: Child demonstrates knowledge of quantity, numbers and counting

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child uses gestures to ask for “more”.</p> <p><i>Introduce them to a play with balls or other smaller objects, hide them and show them in alternate order.</i></p>	<p>1. Child hands an empty cup and asks for more water or juice....</p> <p><i>Take the cup, affirm that it is empty, fill it with the requested content and give them the cup back explaining that it is full.</i></p>	<p>1. Child mentions numbers when playing (songs with numbers, counts steps, toys, blocks).</p> <p><i>Let the child sings songs and play games where numbers will be mentioned.</i></p>	<p>1. Child counts to five.</p> <p><i>Show the child a picture of a pet (cat, dog) and encourage them to count the legs, the ears, the eyes.</i></p>	<p>1. Child identifies parts of a whole (half an apple, half cup of juice).</p> <p><i>Allow the child to actively participate during the meals in activities which are related to measuring and counting (show the child through activities that the numbers indicate a specific measure or quantity).</i></p>	<p>1. Child tells the number in a given text.</p> <p><i>Show then a book with numbers and letters or write some numbers and a letter and have them tell you where the number is.</i></p> <p>2. Child tells which number comes after or which number comes before the number five.</p> <p><i>Have the child tell you which number follows the number (e.g. 5 or what number comes before the number 5);</i></p> <p><i>Repeat this activity more often and link it to some other play.</i></p>
	<p>2. Child shows with their fingers how old they are.</p> <p><i>Ask the child to show you with their fingers how old are they;</i></p> <p><i>Encourage them to show you one or two fingers.</i></p>	<p>3. Child hands a block (or another object) when requested to do so.</p> <p><i>Allow the child access to blocks or other objects and give them instruction to hand you a block (“Give me only one block”, “Now give me two blocks“...).</i></p>	<p>2. Child asks for two apples because they want to give one to their friend.</p> <p><i>Ask the child how many apples they need for the two of them.</i></p>	<p>2. Child connects a number with specific objects, discovers that there is a sufficient number of plates for every child.</p> <p><i>Play with blocks or other objects and ask the child to give you two, three blocks.</i></p> <p><i>Encourage the child to tell you how many plates you should put on the table so that everyone at the table has one.</i></p>	<p>3. Child recognises the numbers from 1 to 10.</p> <p><i>Write down the numbers and have the child tell you what number is that.</i></p> <p><i>Play cards or other games where there are coupons with numbers.</i></p>

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
				<p>3. Child uses the numbers for many purposes (How old are you? How much money is there in the wallet? How many apples are on the table? What is your house number..).</p> <p><i>Encourage the child to use the numbers in the everyday communication and have a conversation with them where can we use the numbers.</i></p>	<p>4. Child tells their house number.</p> <p><i>Encourage the child to learn exactly their address and house number.</i></p>
				<p>4. Child counts to ten.</p> <p><i>Encourage the child the count to ten and encourage them to tell you the numbers in order.</i></p>	<p>5. Child links the quantity with the symbol of the number – child counts six blocks and places them next to the number 6.</p> <p><i>Give the child blocks or other objects (stones) and draw on a piece of paper the number form 1 to 10.</i></p> <p><i>Encourage the child to count six objects and to place them next to the number 6.</i></p>

Standard 2: Child demonstrates the ability for classification and seriation

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child links the hat to the head</p> <p><i>(puts the hat on and off from a doll's head or from a familiar adult).</i></p> <p><i>Show the child how to put the hat on and off and encourage them to try doing that more independently.</i></p>	<p>1. Child sorts several objects into groups according to size, with help.</p> <p><i>Place blocks of different size and encourage the child to separate the big ones from the small ones with your help.</i></p> <p><i>Show them pictures and encourage them to point only at the pictures with animals.</i></p>	<p>1. Child groups the children into "babies" and "big children".</p> <p><i>Encourage the child to talk about other children and to tell which of them are babies and which are big children.</i></p>	<p>1. Child sorts balls, blocks and balloons into groups according to their colour (red, yellow, blue, green) and puts them in the boxes of the respective colour.</p> <p><i>Place: red, yellow, blue and green balls; red, blue, yellow and green blocks; red, blue, yellow and green balloons; red, blue, yellow and green cardboard boxes.</i></p> <p><i>Encourage the child to put the objects in the coloured cardboard boxes respectively.</i></p>	<p>1. Child observes opposite features of the objects (big-small, long-short, light-heavy) and sorts them into groups.</p> <p><i>Allow the child access to different objects with specific features and encourage them to organise them and sort them by several features (e.g. thin and long in the green box).</i></p>	<p>1. Child describes the daily activities according to the time they happened.</p> <p><i>Have a conversation with the child about their daily activities and encourage them to tell you what they do in the morning and what in the evening.</i></p> <p><i>Look together at pictures and photos which show morning, afternoon and evening activities.</i></p> <p><i>Encourage the child to independently describe an event that takes place in the morning and in the afternoon in their everyday life.</i></p>
	<p>2. Child sorts out the pots from the lids.</p> <p><i>Encourage the child to put the lid on one side and the pot on another side.</i></p>	<p>2. Child sorts objects into groups according to their shape independently.</p> <p><i>Give the child different shapes (balls, blocks) and encourage them to separate the respective shapes.</i></p>	<p>2. Upon verbal instruction, the child puts the objects in the right place.</p> <p><i>Encourage the child to "hide" the ball behind them or to put the toys in the right place (e.g. to put the car in the garage, the ball under the table, the dolls on the chair, etc.).</i></p>	<p>2. Child tells which objects are: in front of them, behind them, far away from them).</p> <p>Let the child observe objects which are above, beneath, and around them (furniture, toys, equipment, trees, etc.), and then encourage them to list all the objects they can see and are under them, then those which are above them, then those which are in front of them, then those which are behind them, and finally, those which are far away from them.</p>	<p>2. Child sorts buttons according to the number of holes in them.</p> <p><i>Encourage the child to separate only those buttons that have two holes. Repeat the activity with buttons that have four holes.</i></p>

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
		<p>3. Child covers a smaller object with a bigger one.</p> <p><i>Give the child two cups of different size each, turn them with their bottom up and encourage the child to cover the smaller cup with the bigger one.</i></p>		<p>3. Child orders objects according to their length, from the shortest to the longest.</p> <p><i>Give the child pencils (or some other kind of objects) of different length and ask them to put aside the shortest or the longest pencil and to place it on position one of the sequence.</i></p>	<p>3. Child draws with stencils in a given position (in front of-behind, inside-outside, they touch-they don't touch).</p> <p><i>Using stencils the child draws on a piece of paper: square, triangle, in a drawn square they draw a circle, inside the circle a triangle, inside the square a triangle.</i></p>
				<p>4. Child identifies a position in the order: I'M FIRST, YOU'RE SECOND.</p> <p><i>Encourage the child to tell the sequence order; provide everyday activities where the child could categorise, classify or order objects and event in a specific order.</i></p>	<p>4. Child sorts objects in a series according to several features (colour, size, shape)</p> <p><i>Allow the child access to different objects and encourage them to sort them according to different features, individually or in a series.</i></p>



III. SUBDOMAIN: Sciences

Standard 1: Child gains information about their surroundings through observation and manipulation.

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child hold an object in their hands and puts it in their mouth, takes it out of their mouth, looks at it and puts it again in their mouth.</p> <p><i>Chose simple and safe toys and give them to the child so that they can explore them.</i></p>	<p>1. Child links the things that happen (smashes two objects to hear the sound of smashing).</p> <p><i>Provide the opportunity for the child to manipulate different objects.</i></p>	<p>1. Child shows the parts of an object.</p> <p><i>Let the child explore objects and encourage them to show at specific parts of the object.</i></p>	<p>1. Child experiences the objects and the occurrences through their senses (this is soft, the flower smells nice...).</p> <p><i>Encourage the child and let them apprehend through all their senses.</i></p>	<p>1. Child collects different objects which they find when having a walk.</p> <p><i>Encourage the child to explore new objects from their surroundings.</i></p>	<p>1. Child uses standard objects (magnet, magnifying glass, etc.) to explore the surroundings.</p> <p><i>Let the child and encourage them to use other objects to experience and explore the surroundings.</i></p> <p>2. Child experiments with objects and materials from the surroundings (makes dough, mud...).</p> <p><i>Let the child observe different experiments, to make some elementary safe experiments; to describe them and recognise them in a picture.</i></p>

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
	<p>2. Child pushes buttons of a toy or object to turn it on.</p> <p><i>Demonstrate and explain to the child how to use the objects so as to utilise them in a better way.</i></p>	<p>2. Child distinguishes the between specific objects (e.g. in their size).</p> <p><i>Let the child explore different objects, to notice their differences and similarities, and to ask questions about them.</i></p>	<p>2. Child observes and recognises the causal and consequential relations between the objects.</p> <p><i>Encourage the child to observe and demonstrate the link between the objects (one can out the small into the bigger one, to drive the car it needs to have wheels, etc.).</i></p>	<p>2. Child uses non-standard objects to explore the surroundings (child drills holes in the soil with a stick).</p> <p><i>Let the child and encourage them to use different alternative and other objects to explore the surroundings</i></p>	<p>3. Child identifies, describes and compares objects, phenomena and their meaning (describes the difference between water and ice, stone and soil...).</p> <p><i>Always find time for different activities where the child will have the opportunity to independently explore and apprehend.</i></p> <p>4. Child seeks and collects information from the surroundings using their senses, through observations and conversation.</p> <p><i>Encourage the child to use other objects and equipment, etc. to collect basic information about the objects and the phenomena in the surroundings.</i></p>
		<p>3. Child asks: "What is that?" if they hear or see something unknown.</p> <p><i>Always explain to the child about the occurrences or the objects that are unknown to them, and for which they show interest.</i></p> <p><i>Let the child manipulate them and encourage the child.</i></p>	<p>3. Child links specific objects with natural phenomena (when it is raining, they look for an umbrella).</p> <p><i>Encourage the child to observe and demonstrate the link between the objects and the natural phenomena (when it is raining, we use an umbrella, etc.).</i></p>		<p>5. Child recognises visual presentations (pictures, models, etc.) of the objects and the phenomena in the surroundings.</p> <p><i>Let the child apprehend the immediate surroundings in different ways through making presentations of the things observed (drawing, painting, filming, etc.).</i></p>

Standard 2: Child observes and describes the characteristics of the animate world (plants and animals)

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child gazes at colourful flowers in a vase or pets which move about in their surroundings.</p> <p><i>Let the child observe different types of plants and animals (toys or alive).</i></p>	<p>1. Child observes the movements of the fish in the aquarium.</p> <p><i>Allow the child access to an aquarium and encourage them to watch the fish.</i></p>	<p>1. Child points at specific plants and animals on the picture or in nature.</p> <p><i>Encourage the child to observe and look at a specific plant or animal.</i></p>	<p>1. Child names the body parts of specific animals.</p> <p><i>Provide access to books and picture books with plants and animals and encourage the child to describe them.</i></p>	<p>1. Child knows the differences between specific plants and animals (tall tree, low flower, small animal, etc.).</p> <p><i>Support and encourage the child to learn through observing and using all their senses.</i></p>	<p>1. Child tells and recognises the use of specific plants and animals.</p> <p><i>Encourage the child to talk about the use of the vitamins which can be found in the vegetables and the fruits or about the role of some domestic animals (horse, cow...) in the nutrition of the people.</i></p>
	<p>2. Child links specific sounds with the images of specific animals (cat with "miao", dog with "woof-woof", the frog with "quack"...).</p> <p><i>Encourage the child to imitate sounds of animals which they see in their vicinity or in pictures of animals in picture books.</i></p>	<p>2. Child names specific plants and animals when asked to do so.</p> <p><i>Encourage the child to name a specific plant and animal.</i></p>	<p>2. Child knows that the plants and the animals grow and change (the little kitty will grow up...).</p> <p><i>Provide opportunities for the child to observe plants and animals in different seasons of the year and feeding them (water the plants, giving drinking water, feeding the animals, etc.).</i></p>	<p>2. Child knows that the plants and the animals need water and food (child feeds the kitty or waters the flower).</p> <p><i>Let the child participate in activities where they provide care for the plants and the animals (water the flowers, take care of the pet, etc.).</i></p>	<p>2. Child demonstrates care and interest for the plants and the animals (waters the flowers, feeds the fish in the aquarium...)</p> <p><i>Include the child in activities such as sowing, watering, feeding, etc. of plants and animals.</i></p>

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
	<p>3. Child bows down to smell a flower in the vase.</p> <p><i>Let the child touch and smell plants and flowers in their surroundings.</i></p>		<p>3. Child listens to the bird singing and asks the adult to listen to it.</p> <p><i>Respond to the child's request and talk about the sounds other animals make.</i></p>	<p>3. Child names a number of factors which influence the animate world (the animals need food, the plants need water and sunshine).</p> <p><i>Discuss and offer information about the factors which positively or negatively influence the animate world; involve the child in environmental activities.</i></p>	<p>3. Child names different living environments (fish living in the sea, the wolf living in the woods).</p> <p><i>Take a walk with the child in the nature and encourage their curiosity;</i></p> <p><i>Have a conversation about different animals.</i></p>
	<p>4. Child turns over a leaf of some plant in their hands, tears it, and crunches it.</p> <p><i>Give the child a larger tree leaf or the leaf of some fruit and encourage them to explore it, turn it in their hands, smash it, squeeze it...</i></p>		<p>4. Child knows the basic differences between the animate and inanimate world – from a range of pictures they make two groups – pictures of animate and inanimate nature.</p> <p><i>Together with the child look at pictures of different animals, plants and inanimate nature and encourage the child to sort the one group from the other.</i></p>		<p>4. Child recognises the dangers in a direct contact with some animals or plants.</p> <p><i>Let the child talk to people who have had different experiences (some plants are dangerous – they have thorns, the snake is poisonous...).</i></p>

Standard 3: Child observes and describes the characteristics of the inanimate world

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child turns toward a source of light (the sun, the thunderstorm, etc.).</p> <p><i>Give the child an opportunity to observe different phenomena (sunshine, rain, etc.);</i></p> <p><i>Take the child outside.</i></p>	<p>1. Child constantly splatters the water to splash when they take a bath.</p> <p><i>Let the child take a longer bath and encourage them to play in the water.</i></p>	<p>1. Child recognises the outside weather conditions (wants to go out when the snow is falling).</p> <p><i>Give the child an opportunity to have a walk when it is snowing.</i></p>	<p>1. Child names different features of specific natural materials (wool, elastic, stone, sand, water, air).</p> <p><i>Let the child observe and name different features of natural materials and objects: stone, sand, water, air.</i></p>	<p>1. Child is able to recognise and name the basic features of different natural elements (the water is liquid, the stone is hard, the sand is soft).</p> <p><i>Provide activities and play for the child where they can use natural materials (water, sand, mud, stone, tree).</i></p>	<p>1. Child names specific geographical terms (mountain, forest, meadow, river, lake).</p> <p><i>Take the child out for a walk with the aim to observe.</i></p> <p><i>Give the child opportunities to look at different picture books, images, movies, etc.</i></p> <p>2. Child is able to describe the characteristics of the seasons of the year</p> <p><i>Allow the child to observe, look and explore freely.</i></p> <p><i>Encourage the child to tell the basic characteristics of the seasons of the year.</i></p>

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
	<p>2. Child puts water in the sand to make it softer</p> <p><i>Let the child have their corner in the garden with sand, add water and encourage them to mix the sand with the water.</i></p>	<p>2. Child tries to catch a snowflake or a drop of water when it is snowing or raining.</p> <p><i>Stay with the child outside when it is raining</i></p>	<p>2. Child is able to distinguish day and night (in the mornings mom goes to work, in the evenings it is dark and we go to bed).</p> <p><i>Encourage the child to indicate which activities are done during the day, and which during the night.</i></p>	<p>2. Child tells the characteristics of the seasons of the year (in the summer it is warm, in the winter there is snow).</p> <p><i>Encourage the child to tell stories and events about the seasons of the year.</i></p>	<p>3. Child is aware of time relationships (hour, minute, day, week, month, year).</p> <p><i>Have a conversation with the child about events that happened last year, the week before...).</i></p> <p>4. Child names a feature of different materials (wood, rubber, paper, glass).</p> <p><i>Encourage the child to talk about the features of specific materials (glass breaks, wood burns easily, rubber twists...).</i></p>
			<p>3. Child tells the differences between a river and a sea (the river is small and flows; the lake is big and doesn't flow).</p> <p><i>Have a conversation with the child on water spaces and encourage the child to tell you about some differences between a river and a lake.</i></p>	<p>3. Child holds an ice cube in their hands to melt or puts an ice cube in a cup of water.</p> <p><i>Encourage the child to talk about the water and why does the water freeze or melt.</i></p>	<p>5. Child shows basic knowledge about "reading" weather changes (if it is cloudy, it may rain).</p> <p><i>Together with the child make a "weather-meteorological calendar"; Involve the child in different activities; offer materials (pictures) to the child.</i></p>

Standard 4: Child experiences the human being as living and social being

0- 2 years		2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years	
0-6 months	6-18 months				18-24 months
<p>1. Child follows with their gaze the persons who move about in their vicinity.</p> <p><i>Give the child the opportunity to stay in the same room with the other family members.</i></p>	<p>1. Child shows parts of their own body.</p> <p><i>Encourage the child to show one part of their body (e.g. arms or eye).</i></p>	<p>1. Child tells the professions of some familiar persons (this is the doctor).</p> <p><i>Perform activities-play with the aim to name and recognise things.</i></p>	<p>1. Child recognises the function of specific parts of the human body.</p> <p><i>Encourage the child to talk about the function of the eyes, the ears...</i></p>	<p>1. Child names several characteristics of the people.</p> <p><i>Encourage the child to name about different types of people (good, bad...).</i></p> <p><i>Provide the opportunity for the child to look at pictures, picture books, short movies, etc.</i></p>	<p>1. Child names several functions of the human organs (the heart is beating, the blood is red and it flows...).</p> <p><i>Let the child look at different picture books, pictures, movies, etc with topics about the human body.</i></p>
<p>2. Child explores the face of an adult by touching different parts of it (nose, mouth, chin).</p> <p><i>Allow the child to touch the parts of your face.</i></p>	<p>2. Child imitates specific movements from other people in their surroundings.</p> <p><i>Encourage the child to imitate specific sounds, movements.</i></p>	<p>2. Child names the activities done by a familiar person in the vicinity (mom is writing, granddad is reading...).</p> <p><i>Encourage the child to name the activity of the people in their vicinity.</i></p>	<p>2. Child distinguishes between the outside appearance of the adults and that of the children.</p> <p><i>Let the child notice and explore the elementary similarities and differences between the outside appearance of the adults and that of the children.</i></p>	<p>2. Child shows where the inner organs are situated (e.g. where is mom's heart).</p> <p><i>Encourage the child to notice and describe the inner and the outside organs, and the organs of the senses.</i></p> <p><i>Read out to them different texts.</i></p>	<p>2. Child names several similarities and differences between the humans, the animals and the plants.</p> <p><i>Let the child observe and discover.</i></p> <p><i>Encourage the child to find out and to talk about the differences between the humans and the animals (the people talk, read, make objects, draw...).</i></p>

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
					<p>3. Child role plays different ways in which the people do specific professions.</p> <p><i>Talk about the kinds of jobs the persons from your surroundings do and encourage the child to role play the professions.</i></p>



IV. SUBDOMAIN: Arts

Standard 1: Child is able to distinguish between different sounds and voices

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child turns their head toward a familiar voice (mother, foster parent...).</p> <p><i>Call the child and follow their response.</i></p>	<p>1. Child responds to different sounds (familiar person's voice, music show, popular song), sways their body and pretends to dance.</p> <p><i>Let the child play a play to discover sounds and encourage them to dance or you dance together with them.</i></p>	<p>1. Child recognises the music of a favourite TV show for children and gazes at the TV.</p> <p><i>Encourage the child and acknowledge their ability to recognise, but limit the time which the child spends in front of the television..</i></p>	<p>1. Child participates in a play where they notice and can recognise the difference when someone sings, and when someone talks.</p> <p><i>Let the child join in when someone else is singing, the other person may start singing and will explain to the child that they should continue too, together with the adult person.</i></p>	<p>1. Child recognises and names the sounds of different vehicles (lorry, motor-bike, helicopter).</p> <p><i>Organise activities and play where the child will name and imitate sounds of a vehicle in motion.</i></p>	<p>1. Child moves and follows the rhythm of the music (slow, fast...).</p> <p><i>Encourage the child to dance to the rhythm of the music they are listening to.</i></p> <p>2. Child likes to listen to their favourite music (on TV, radio, CD...).</p> <p><i>Organise activities and play where the child can listen to music and sing.</i></p>
<p>2. Child turns their head when they hear a familiar voice.</p> <p><i>Use a sound toy or objects which produce sound and follow the baby's response.</i></p>		<p>2. Child constantly opens a musical toy to hear its pleasant sound.</p> <p><i>Provide access to different musical picture books in the room where the child is.</i></p>	<p>2. Child recognises the songs they've already learned.</p> <p><i>Start singing a familiar song and encourage the child to continue singing with you.</i></p>	<p>2. Child asks to listen to their favourite song on the radio, TV, CD.</p> <p><i>Let the child listen to their favourite song.</i></p>	<p>3. Child recognises words of a favourite song and sings while doing another activity.</p> <p><i>Provide the opportunity for the child to listen to different musical performances, songs and encourage the child to sing when they play or are engaged in some other physical activity.</i></p>

Standard 2: Child demonstrates interest to participate in musical activities

0- 2 years		2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years	
0-6 months	6-18 months				
<p>1. Child experiments with a musical toy (turns the toy in the hands).</p> <p><i>Let the child hold in their hand a musical toy and encourage them to produce a sound.</i></p>	<p>1. Child imitates a sound of an instrument, some sound toys or a favourite sound from the television.</p> <p><i>Encourage the child to play imitating the different sounds and identifying the source of the sound.</i></p>	<p>1. Child moves their body to the rhythm of the music (tries to dance).</p> <p><i>Encourage the child in this activity and dance together with them.</i></p>	<p>1. Child joins in singing when other children are singing.</p> <p><i>Let the child sing in a choir/ group.</i></p>	<p>1. Child listens to and sings familiar songs they have learned</p> <p><i>Encourage the child to sing a known song.</i></p>	<p>1. Child independently demonstrates which music they like to listen to</p> <p><i>Let the child listen to music and encourage them to alone manipulate objects that produce music (radio, TV, musical instrument, cassette player).</i></p>
<p>2. Child responds to a familiar sound or voice with body movements and facial expression.</p> <p><i>Encourage the child to listen to familiar sounds and voices.</i></p>		<p>2. Child sings a familiar and favourite song.</p> <p><i>Let the children look at musical picture books and make an atmosphere with music playing to the children.</i></p>	<p>2. Child sings and follows the rhythm by clapping hands or stamping feet.</p> <p><i>Let the child play with different rattles, to produce sound by clapping hands and stamping feet and sing simultaneously.</i></p>	<p>2. Child sings while pursuing some children's activity.</p> <p><i>Make an atmosphere with music playing for the children, and let them sing to it;</i></p> <p><i>Organise activities and play where singing will take place.</i></p>	<p>2. Child sings independently a part or an entire song they have learned previously.</p> <p><i>Encourage the child to sing their favourite song.</i></p>
					<p>3. Child has proper body posture when singing (is seated/standing properly when singing)</p> <p><i>Provide opportunities for different types of play when the child can sing and learn the rules of proper body posture.</i></p>
					<p>4. Child participates in different musical performances</p> <p><i>Involve the child in musical performances where the child will sing, dance or play a musical instrument.</i></p>

0- 2 years			2-3 years (24-36 months)	3-4 years (36-48 months)	4-6 years
0-6 months	6-18 months	18-24 months			
			<p>3. Child sings short songs with rhythm and rhyme (nurseries).</p> <p><i>Let the child sing the songs they have learned, followed by simple body movements.</i></p>		<p>5. Child uses different musical instruments including non-traditional and natural objects and tries to play music with them.</p> <p><i>Provide access to different musical instruments including non-traditional musical objects which the child created alone and encourage them to use them for production of different sounds (wooden hollow objects, various percussion objects...).</i></p>



3. Standard: Child demonstrates interest in participating in different types of visual creativity

0-2 years			2- 3 years	3-4 years	4-6 years
0-6 months	6-18 months	18-24 months			
<p>1. Child lifts their head spontaneously in order to look at some photograph or picture (focuses eyes on photographs, pictures and the mirror).</p> <p><i>Let the child watch their own face in the mirror.</i></p> <p><i>Show them different pictures with strong colours.</i></p> <p><i>Change often the pictures because the child like new visual stimulations.</i></p>	<p>1. Child holds large felt tip pens, marker pens, chalks and tries to scribble on any surface (on the wall, the table...).</p> <p><i>Give the child different safe arts materials (pencils, chalks, blackboard).</i></p>	<p>1. Child freely draws different types of lines.</p> <p><i>Give them drawing utensils (pencil, colouring pencils, paper)</i></p> <p><i>Let the child make drawings in the sand or the soil.</i></p>	<p>1. Child makes drawings with intertwined lines on given subjects (fence, net).</p> <p><i>Allow access to drawing materials and give the child instructions to make a drawing on a specific subject.</i></p>	<p>1. Child uses watercolours and mixes the colours independently.</p> <p><i>Provide different colours which the children can mix together.</i></p>	<p>1. Child independently draws objects that are familiar to them and models different shapes (snowman, tree...).</p> <p><i>Provide different drawing material for the children.</i></p> <p>2. Child combines different sizes of brushes when drawing and colouring with water colours.</p> <p><i>Provide access to a variety of drawing utensils during the everyday activities.</i></p> <p>3. Child paints different objects to decorate them.</p> <p><i>Provide different painting material for the children.</i></p> <p>4. Child crafts different objects</p> <p><i>Provide the children with different arts materials to craft objects (paper, plasticine, dough, wood, glue...).</i></p>



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