

**EARLY LEARNING AND DEVELOPMENT STANDARDS FOR CHILDREN AGED 0 – 5 YEARS (ELDS)**

**LESOTHO**

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# Preface

As a country, Lesotho has made considerable improvement in the attention accorded the early childhood period for children from birth to 5 years of age. The country is signatory to a number of international agreements and protocols aimed at advancing the overall well-being of children, such as the Convention on the Rights of the Child (CRC), Education for All (EFA) and the Millennium Development Goals (MDGs) to name a few. Furthermore, the Ministry of Education and Training has in place a number of policies such as the Integrated Early Childhood Care and Development policy, policy on Free Primary Education and other initiatives aimed at improving education in general.

In that regard, the Early Learning Development Standards (ELDS) is another initiative that provides early learning standards to guide caregivers and parents on competencies young children need to accomplish by what age. The ELDS provide benchmarks against which children’s performance or abilities can be measured so that where children fall behind, interventions can be made immediately. The development of the ELDS for Lesotho was an effort of different stakeholders who also provide services to children through their different programmes. This collaborative effort in approaching children’s matters underscores the importance of multi-sectoral approaches in children’s programmes in Lesotho hence it is MOET’s earnest desire that all other service providers in early childhood matters will use the ELDS to enrich their programmes.

**Prepared by**

**Edith Sebatane**

Institute of Education

National University of Lesotho

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2. M. Nts’aba - MOET (ECCD Unit)
3. M. Mantutle - MOET (ECCD Unit)
4. M. Kali - MOET (ECCD Unit)
5. M. Setlaba - MOET (Special Education Unit)
6. M. Lehora - MOET (National Teacher Trainer)
7. B. Ramakatane - MOET (National Teacher Trainer)
8. M. Maubelle - MOET (ECCD Reception Class Teacher)
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# ABBREVIATIONS

**CECE Certificate in Early Childhood Education**

**CIFS Chief Inspector Field Services**

**ECCD Early Childhood Care and Development**

**ELDS Early Learning and Development Standards**

**ESSP Education Sector Strategic Plan**

**FHD Family Health Division**

**GOL Government of Lesotho**

**LNCW Lesotho National Council of Women**

**LPDCA Lesotho Pre- Schools and Day Care Association**

**MOAFS Ministry of Agriculture and Food Security**

**MOET Ministry of Education and Training**

**MTESP Medium Term Sector Plan**

**MOHAPSPA Ministry of Home Affairs, Public Safety and Parliamentary Affairs**

**MOHSW Ministry of Health and Social Welfare**

**MOTEC Ministry of Tourism, Environment and Culture**

**OVC Orphaned and Vulnerable Children**

**UNDP United Nations Development Programme**

**UNGASS United Nations General Assembly Special Session**

**UNICEF United Nation Children’s Fund**

# DEFINITION OF TERMS

**Component** is a specific area within the sub domain that places focus on a specific competency of a child

**Early Childhood** refers to a period of a child’s life from conception to 8 years when children grow and develop in a supportive and caring environment that allows them to enjoy their basic rights of survival, protection, good health and nutrition

**Early Learning and Development Standards** (ELDS) are statements of expectations of what young children should know and be able to do. The ELDS can also be referred to as competencies, goals or benchmarks. “ELDS articulate expectations for children’s growth, development and well-being…they enunciate a nation’s principles about the development of young children … they reflect the values that each country holds for its children”, (Kagan, 2010).

**Developmental milestones:** are the stages of development that a child goes through across different age groups. Development of the child is cumulative because the child acquires additional skills to those already developed and improves and perfects himself or herself on those as he or she learns to masters higher level competencies and skills. For example, a child crawls before walking, babbles before talking, etc. However, children do different things at different ages because of their individual differences**.**

**Domain** refers to broad categories that specify the developmental areas of a child, e.g. physical development, cognitive development**.**

**Standards** are statements that are used as a basis of comparison in measuring quality, value or quantity or, the skills a person demonstrates to show competency in a specific area. Standards are benchmarks against which we measure required level or attainment of a competence or skill.

**Sub-domain** is a singular category/area derived from the developmental areas that form the domain (broad category), e.g. **Domain** – Social & Emotional Development; **Sub domain** – Emotional Development; **Component** – Self-concept.

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# Introduction

Early childhood spans the period of birth to 8 years of age. This represents a critical time in a child’s cognitive, social, emotional and physical development. Events in the first few years of life – and even before birth – play a vital role in shaping health and social outcomes (Miyahara & Meyers, 2008). Early childhood presents a unique window of opportunity to address inequality, break the cycle of poverty or early mortality, and to produce a healthy, active, productive member of society. Interventions in the early years are essential for achieving optimal quality learning, physical growth and health, and long-term social and economic outcomes (Sayre, Wodon, Elder, Rawlings, and Lombardi, 2014).

To fully benefit from future opportunities in life and become productive members of society, young children must possess age-appropriate developmental growth and learning skills by the end of childhood. Recent brain research suggests the need for holistic approaches to early childhood development that encompass young children’s physical and intellectual well-being as well as their socio-emotional and cognitive development (Sayre et. al, 2014). School readiness curricula further emphasize the importance of physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge (Sayre et. al, 2014).

The Ministry of Education and Training (MOET) has made strides towards embracing an integrated approach to Early Childhood Care and Development (ECCD). The 2011 National IECCD Policy for Lesotho is one of the key documents that emphasise the need for integration in ECCD provision. In the policy, the emphasis is built upon an integration of multisectoral services into the ECCD programme; this includes active participation of sectors such as Education, Health, Nutrition, Protection and Sanitation both within the Government and None Governmental Organisations (NGOs) Service Providers.

To this end, efforts are made to ensure that children under the age of 5 years old have access to IECCD services and most importantly the MOET focuses on ensuring that Early Learning and Development Standards[[1]](#footnote-1) (ELDS) are in place to support the development of children. The standards were developed in line with multiple domains including physical development; cognitive development; social and emotional development; communication, language and literacy; approaches towards learning; and cultural development. Some countries have also included an additional dimension focused on moral and spiritual development, arts and creativity, or approaches to learning. The standards are accompanied by specific and measurable indicators to measure children’s development progress. They are unique in that they provide a systematic basis for an integrated approach to early childhood. As of 2009, approximately 43 countries across the world had developed culturally relevant standards with UNICEF assistance.

A review of early childhood education research indicates there are currently no globally accepted standards or tests of early childhood development (ECD), largely due to concerns that standards and assessments are not generalizable or valid in different country and cultural contexts. UNICEF, however, has been supporting countries in recent years to develop contextually appropriate measures of early childhood development. In 2002, UNICEF, in partnership with Columbia University and Yale University, initiated a global project for the development of Early Learning and Development Standards (ELDS). In the first phase, ELDS[[2]](#footnote-2) were developed in six countries (Brazil, Ghana, Jordan, Paraguay, Philippines, and South Africa) to address the need for monitoring and assessing children’s early development and learning (Miyahara & Meyers, 2008; Rao, N. et. al, 2012, UNICEF, 2010).

Although there is a national policy on IECCD and curriculum for early childhood education, these vital documents need Early Learning and Development Standards for implementation and for review as necessary. Currently, ELDS are in draft form and need to be validated. Parents, caregivers and institutions of higher learning lack standards to act as a reference point on what young children should know and be able to do at a particular age. As such, these ELDS will be a basis for curriculum development and review; assessment of young children; teacher training and certification; and also provide a base for different kinds of standards (e.g. standards for caregiver certification) that are critical for children’s early development and education. The standards will be used for early identification and referral of children with developmental delays and disabilities, and provide guidance on what early childhood caregivers and parents should do to facilitate early learning, stimulation and development. ELDS will provide a framework for quality assurance and measurement of progress based on concrete results and expectations.

Several literature attest to the significance of the ELDS as basis for measuring young children’s learning and a model for ensuring that children develop holistically and draft ELDS stipulate that “The ELDS specify what children should know and be able to do at the appropriate age range. In doing so, adults are able to plan for proper and relevant learning experiences children need in order to enhance their learning. As benchmarks, these standards enable us to help children to gain competencies and capabilities through providing appropriate rich environments for them to learn and explore their world” These standards are designed for teachers, parents, caregivers and all other relevant key stakeholders that have a role in the development of a child. It is against this backdrop that the content validation will be conducted to determine the extent to which the ELDS responds to the knowledge, stimulation, developmental needs of children aged 0 to 5 years.

## What are the Early Learning and Development Standards?

They are a tool that is meant to be used alongside the child’s developmental milestones to ensure and guide parents, caregivers and other service providers to know that the education and early stimulation that the children receive are developmentally appropriate. The ELDS are also responsive to values, cultural and contextual goals of the country.

The ELDS specify *what children should know and be able to do* at the appropriate age range. In doing so, adults are able to plan for proper and relevant learning experiences children need in order to enhance their learning. As benchmarks, these standards enable us to help children to gain competencies and capabilities through providing appropriate rich environments for them to learn and explore their world.

ELDS are a resource document meant to inform teachers, parents, and all adults who contribute to child’s education, development and care about expectations they should have during early childhood years.

ELDS reflect the goals of our actions; they orient and improve our practices according to the specific characteristic of the development during early years by considering a holistic approach of all developmental domains. Therefore, the Early Learning and Development Standards (ELDS) is the cornerstone for the general improvement of all services we provide for our children as the ultimate beneficiaries. For instance, *“…quality care and education during early childhood are beneficial to children’s growth and development throughout life. Environments and programmes must provide varied and age-appropriate experiences for young children in the years before formal schooling. This will ensure that children grow up with the necessary skills and capabilities to cope with the expectations of childhood and later, adulthood,” (*National Early Learning Development Standards, (South Africa p. 7)**.**

How to Use the Early Learning and Development Standards

A child needs to be placed at the centre of all actions that are meant to benefit him or her. The family, which is the basic social unit that a child is born into, has responsibility to ensure the child’s survival, protection, health and emotional stability (psychosocial care). For this to happen, adults need to provide high quality child care services to children and, the quality that is expected must be based on certain standards according to the national context and values of the nation.

The early learning and development standards (ELDS) are important in being used to develop parenting education so that parents and caregivers are guided as to how to ensure holistic development of the child.

Additionally, the community and other partner institutions can gain public knowledge by being exposed to what the ELDS are and what their goal is.

Lastly, national programmes and policies developed for children by the government need to be informed by the ELDS too. This entails development of supervision and monitoring tools of ECCD programmes and evaluation of the same programmes. In a nutshell, uses of ELDS can be summarised as the following:

* Informing ECCD teacher training and preparation
* Improving child development and learning in ECCD programmes
* Curriculum review and development for ECCD programmes
* Evaluation and monitoring of ECCD services;
* General advocacy for ECCD issues
* Promoting parenting education
* Monitoring national progress
* Improving instruction
* Improving public knowledge

Lastly, the ELDS in Lesotho recognize the individual differences of every child. While it is true that all children develop in the same way, it should however be noted that each child moves through each stage at their own pace. For some children, it may take longer than others of a similar age to master certain skills and competencies. Research informs that it is very normal for that to happen. Individual differences therefore recognize the uniqueness of each child. Children’s socio-economic backgrounds and their heredity play a vital role in their development. Due to that, parents, caregivers and teachers will consider the need to use the ELDS to cover the developmental needs of all children. The diversity of all children will be respected, particularly through paying attention to children with special needs, children living in poverty and children infected and affected by HIV and AIDS.

## Values underpinning Lesotho’s ELDS

Values are described by Popenoe (1895), as “ideas shared by people in a society about what is good and bad, right and wrong, desirable and undesirable. Values are general, abstract ideas that shape the ideals and goals of a society. They are usually emotionally charged and provide the basis of justification for a person’s behavior,” (page 57). Therefore, as a nation, the Basotho uphold certain values that define them as a nation and hence what their belief systems are.

Lesotho’s Vision 2020 boldly states that “By 2020, Lesotho shall be a stable democracy, a united and prosperous nation at peace with itself and its neighbours. It shall have a healthy and well-developed human resource base. Its economy will be strong, its environment well-managed and the foundation for its technological advancement well established”. Guided by the broad vision above, the Lesotho Early Learning and Development Standards have been founded on the values inherent in the Vision 2020. Having been identified, the values were used to guide the ELDS content on *what the child should know and be able to do.* The following are the Basotho values underpinning the Lesotho ELDS: Cultural Heritage, Spirituality and Morality, Participation, Human Rights, Assertiveness, Independence and Interdependence, Intellectual Competence, Creativity.

The ELDS are age specific and they are strongly founded on the rights of the child to ensure that the learning requirements of each child are met. The ELDS are further “a base for other types of standards” and one of the critical principles related to how standards are to be utilized is that they “should be used to enhance and augment children’s development, early childhood program design, and family practices”, (Kagan, 2010).

# Domains and Sub-Domains

Based on the values identified, six domains were selected. Within each domain, sub-domains were identified and where relevant, components for the sub-domains are presented. The purpose of this framework is therefore to ensure that all aspects that relate to a domain are presented and hence guide caregivers, parents teachers and all key stakeholders working with children. The six broad domains are presented below and each is briefly introduced. Their sub-domains are presented in the matrix that follow.

**1 Approaches toward Learning** domain is based on a child’s disposition and style not skill, towards becoming involved in learning and acquiring knowledge. It is the child’s way of approaching learning different skills, attitudes and also getting to know and understand concepts**.**

**2 Cognitive development domain** is about the intellectual development of a child and his or her ability to think, to reason and solve problems including developing mathematical skills. It is about the ability to understand relationships between objects and people and to handle different experiences reasonably.

**3 Physical development domain** is based on a child’s physical health, growth, safety, protection and development of skills related to the use of small and large muscles.

**4 Social and Emotional development domain** relates to a child’s socialization process in his or her environment. The child builds relationships with immediate family, peers and adults hence gains understanding of his or her place in society. Furthermore, the child develops emotional expression of feelings and ideas and he or she forms interactions and participation with his or her environment. This description is heavily weighted toward social development; do you want to add anything to support emotional development.

**5 Communication, Language and Literacy domain** refers to the child’s ability to communicate through listening, understanding and using oral and written communication as well as non-verbal communication.

**6 Cultural Domain** relates to a child’s ability to appreciate, value, preserve and practise and identify with his or her own culture

## Table for Domains, Sub-domains, Components, Standards, indicators and Guidelines for Parents/Caregivers

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| 1. **DOMAIN: APPROACHES TOWARDS LEARNING**
 |
| 1. **SUB - DOMAIN: CREATIVITY AND INITIATIVE**
 |
| **I.1.a.STANDARD:** Child creates own play materials with objects in the environment | **STANDARD FOR PARENTS/CAREGIVERS**Provide play materials and engage with the child in mastering daily activities to enhance his/her creativity, curiosity and inquiry minds.  |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **GUIDELINES FOR PARENTS/CAREGIVERS** |
| * Actively explores new

Surroundings.* Shows likes and dislikes for particular activities.
* Creates sounds with objects
* Creates own play using locally available materials.
 | * Initiates new ways to spend time creating own play.
* Creates own play using locally available materials and asks endless questions.

 * Scribbles with crayon on paper.
 | * Selects different play activities.
* Models with clay or play dough to represent his/her imaginations
* Draws pictures using different colours
 | * Provides child with play materials of various colours, shapes, textures and sounds so as to enrich own experiences.
* Allows child to use objects that are not for specific activities so he can experiment.
* Provides safety and safe environment for children to play and learn.
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| **2.SUB – DOMAIN: CURIOSITY, INTEREST AND MOTIVATION**Child’s curiosity aroused through experimenting, observing and classifying with materials provided. |
| **I.2.a.STANDARD:**Child demonstrates curiosity, interest and motivation in approaching and undertaking new tasks and events. | **STANDARD FOR PARENTS/CAREGIVERS** provide materials that are colourful and arouse child`s curiosity and interest. |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | I**NDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/CAREGIVERS** |
| * Reacts to sound.
* Shows interest in toys and other objects.
* Uses sense organs.
* Experiments with different sounds and pictures.
 | * Shows interest in activities
* Explores environment to examine new places, people and objects.
* Asks questions *why, where, and who*
* Helps with simple tasks at home
 | * Uses environmental cues, such as familiar objects, to undertake new tasks and events.
* Shows interest in field- trips and other outings and participates in such.
* Asks questions
 | * Provide opportunities for child to explore in new settings, and with new materials*.*
* Encourage child to follow through on own interests*.*
* Provides opportunities for a child to learn more through all the senses.
* Provides child with opportunities to experiment.
* Encourages child to make choices independently.
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| **3.SUB- DOMAIN: CRITICAL THINKING AND PROBLEM-SOLVING SKILLS** Child collects information through observation, testing, comparing and making mistakes. |
| **I.3.a.STANDARD:** Child is able to think critically, solve problems and form concepts and learn from experiences and different situations. | **STANDARD FOR PARENTS/CAREGIVERS**Provides conducive learning environment for children to learn from experiences and different situations. |
| **AGE RANGE** |  |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/CAREGIVERS** |
| * Solves own problems
* Experiments with objects, drops objects and watches them fall.
* holds two objects and brings them together to make sounds.
 | * Links sounds to objects
* Begins to use the past and future tense.
* Plays games
* Learns how his/her life is related to his/her surroundings and acquires proper practices of behavior.
 | * Asks open-ended questions that need to be answered in order to solve problem.
* Applies knowledge
* Plays a game
 | * Encourages child to share available learning materials.
* Encourages child to experiment using available learning materials e.g. water and sand play.
* Provides child with opportunities to learn and to care for themselves.
* Provides child with task that encourages her/his think critically and solve problems.
* Encourages independence in order to help child solve own problems.
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| **4.SUB- DOMAIN: PERSISTENCE AND ATTENTIVENESS** |
| **I.4.a.STANDARDS:** Child plans, sustains attention and demonstrates persistence on tasks. | **STANDARD FOR PARENT/CAREGIVER**Encourages activities which develop attention span for children. |
| **AGE RANGE** |  |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENT/CAREGIVER** |
| * Plays games with others that involves a lot of repetition.
* Needs time to accomplish activity.
* Displays excitement and recognition of familiar toys and games.

. | * Uses available similar objects that give chances to reach different effects.
* Seeks and accepts assistance when encountering a challenge
* Shares previous information and views with others.
 | * Uses multiple strategies to solve a problem.
* Sets own goals
* follows through on owns plans*.*
* Sustains attention on learning materials or tasks during group activities
* Shares own experiences and lessons learned
* Uses multiple sources of information to complete a project.
 | * Provides safe places where a child can play
* Encourages persistence in accomplishing task.
* Encourages child to plan and achieve goals.
* Motivates child to take responsibility and make choices.
* Encourages child to take responsibility on activities that last more than a day
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| **5.SUB- DOMAIN: REFLECTION AND INTERPRETATION** |
| **I.5.a.STANDARD:** Child is able to use past knowledge to build new knowledge that includes the capacity to seek models, absorb information and work through alternative possibilities. | **STANDARD FOR PARENT/CAREGIVER**Provides opportunities for child to build new knowledge |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS*** Plays games with others
* Applies knowledge
* Finds opportunities to challenges.
 | **INDICATORS*** Discusses what they see
* Associates similar objects and materials.
* Offers different perspectives on a situation.
 | **INDICATORS*** Accepts challenges and continues working through frustration.
* Experiments to see if similar objects will cause similar response
* Thinks out loud about different approaches to a situation.
* Draws assumptions about different consequences of an action or event
* Solves problems through trial and error*.*
 | **LEARNING ACTIVITIES FOR PARENT/CAREGIVERS*** Acknowledges when a child applies new knowledge to new situation.
* Provides child a chance to process information received.
* Assists child work towards own frustration and come up with solutions.
* Provides opportunities for child to express own opinion through a variety of methods.
* Encourages child to share with others own lessons learned.
 |
| **6.SUB DOMAIN: LIFE SKILLS** |
| **COMPONENT**: **DANGEROUS SITUATIONS** |
| **III.4.a.STANDARD**: Child should be able to recognize threats, dangers and practice safety rules in their environment. | **STANDARD FOR PARENTS/CAREGIVERS:**Makes home and school rules to keep children safe. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** | **LEARNING ACTIVITIES FOR PARENTS/ CAREGIVERS** |
| **INDICATORS** | **INDICATORS** | **INDICATORS** |
| * Responds positively to adults’ guidance from danger and threats
 | * Learns about road safety and water safety rules
* Plays at safe places
* Knows basic personal details, e.g. own name & surname, parents’ names, home
 | * Crosses road and the river at safe places with or without assistance e.g. Pedestrian crossing or foot bridges
* Uses safety belts with assistance and not stand at the back of the moving van/truck
* Uses matches and electric appliances with guidance
 | * Ensures safe measures of travelling and crossing the rivers and roads
* Helps children to obey rules (e.g., don’t talk to strangers or go anywhere with a stranger) and not to break them no matter what!
* Ensures child is at the right place at all times.
* Ensures close monitoring of child
* Talks with child about the dangers of talking to strangers
 |
| **COMPONENT: SELF-ORGANIZATION AND ORDERLINESS** |
| **III.4.b.STANDARD:** The child is able to plan and organize him/herself and his activities. | **STANDARD FOR PARENTS/CAREGIVERS**Provides opportunities for the child to learn how to be methodical when carrying out simple and familiar tasks |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** | **LEARNING ACTIVITIES FOR PARENTS/ CAREGIVERS** |
| **INDICATORS** | **INDICATORS** | **INDICATORS** |
| * Engages in solitary play.
* Gets excited at realization of sequenced actions.
 | * Carries out an activity with adult’s guidance
* Arranges his/her belongings (toys, school bags )
 | * Plans how she/he will carry out own activity without adult’s guidance
* Puts clothes and school bag in their rightful places when coming from pre-schools
 | * Maintains neat and organized home and school environment
* Helps child to learn to return things where they were.
* Engages in conversation with children about activities being undertaken with them.
* Talks with child about the importance of following order in performing activities.
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| **II.DOMAIN: PHYSICAL HEALTH,WELL-BEING AND MOTOR DEVELOPMENT** |
| 1. **SUB-DOMAIN: WELL-BEING**
 | A child’s ability to demonstrate hygiene, personal care skills, avoid harmful health practices and understand safety rules. |
| **COMPONENT: PERSONAL CARE AND HYGIENE** |
| **II.1.a.STANDARD:** A child should be able to practice healthy hygiene practices  | **STANDARD FOR PARENT/CAREGIVER** Provides healthy and conducive environment to protect a child from exposure to various harmful substances and situations. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** | **LEARNING ACTIVITIES FOR PARENT/CAREGIVER** |
| **INDICATORS** | **INDICATORS** | **INDICATORS** |
| * Imitates brushing of teeth.
* Washes hands
* Imitates bathing and washing of personal belongings e.g. toys
 | * Communicates with adult when not feeling well
* Performs certain tasks with assistance e.g. wash hands after toilet and before meals.
 | * Practices good oral health care
* Can accomplish small tasks without assistance.
 | * Provides child with oral hygiene items.
* Assists child to practice good oral health care.
* Assists child to perform expected tasks.
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| **COMPONENT: SAFETY** | A child’s ability to demonstrate safety rules. |
| **II.1.b.STANDARD:** A child should be able practice safety rules | **STANDARD FOR PARENT/CAREGIVER**Provides safe conducive learning environment to protect a child from exposure to various harmful substances and situations. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENT/CAREGIVER** |
| * Makes oral warning signs that some things are dangerous {*e.g cha ch*a}
 | * Recognizes dangerous situations
 | * Follows safety rules and instructions
 | * Provides child with safety measures information
* Assists child to practice good safety rules
* Assists child to perform expected tasks.
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| **COMPONENT: Health and Nutrition** |
| **II.1.c.STANDARD: A c**hild should be able to eat properly,  | **STANDARD FOR PARENT/CAREGIVER**Provides child with good nutrition and ensures that the child is immunized. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** | **LEARNING ACTIVITIES FOR PARENT/CAREGIVER** |
| **INDICATORS** | **INDICATORS** | **INDICATORS** |
| * Explores food with fingers.
 | * Feeds self with assistance.
* Identifies foods she/he eats at home.
 | * Feeds self properly.
* Distinguishes healthy from unhealthy food.
* Describes different kinds of food (e.g, fruits, meat, grains)
 | * Teaches proper eating habits and assists in feeding a child.
* Conducts regular anthropometric measurement.
* Ensures that the child completes immunization and micronutrient supplementation.
* Discusses the health benefits of certain foods
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| 1. **SUB-DOMAIN: MOTOR DEVELOPMENT**
 | The child’s ability to use and coordinate movement of large muscle and small muscle group. |
| **COMPONENT: GROSS MOTOR SKILLS** |  |
| **II.2.a.STANDARD: Child shows control and coordination of the body movement.** | **STANDARD FOR PARENT/CAREGIVER** Provides safe opportunities for the child to display gross motor skills. |
| **AGE RANGE** |  |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENT/CAREGIVER** |
| * Holds head steadily
* Sits and stands without support
* Creeps and crawls with ease.
* Moves arms and legs to reach objects including dangling objects.
* Puts objects in the mouth.
 | * Tries to climb stairs *with assistance*
* Kicks and throws ball but with little control of direction.
* Walks holding an object in two hands
* Skips across the room with ease
* Balances on one foot
 | * Hops on one foot properly.
* Catches large ball with two hands with ease
 | * Provides opportunities and relevant materials for physical development such ascrawling, sitting, walking, running
* Provides a clean and safe environment for the physical activities of the child.
* Encourages child to engage in physical motor activities (e.g. jumping, running, hopping, racing, skipping).
* Models some physical exercises, e.g. relay, racing, dancing, stretching).
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| **COMPONENT: FINE MOTOR SKILLS** |
| **II.2.b.STANDARD: A** child gains control and coordinates the motion of small muscles | **STANDARD FOR PARENT/CAREGIVER**Provides safe opportunities for the child to develop fine motor skills. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENT/CAREGIVER** |
| * Grasps toys and transfers them from one hand to another.
* Tears papers.
 | * Holds a pencil and scribbles.
* Attempts to draw a circle and horizontal lines.
* Turns pages of the book (multiple pages at the same time)
* Picks up small objects with thumb and forefingers
 | * Copies letters or numbers.
* Fastens button
* Cuts papers along a line using safety scissors.
 | * Provides clean small toys or objects for grasping.
* Provides scrap paper and thick crayons, safety scissors, pencil or pen
* Encourages child to scribble.
* Involve child in routine tasks that advance fine motor development (e.g., folding laundry, sorting items)
* Guides child to turn pages in a book.
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| **3.SUB-DOMAIN: MOTOR DEVELOPMENT** | The child’s ability to use and coordinate movement of large and small muscles group. |
| **COMPONENT: SENSORY MOTOR SKILLS** |
| **II.3.a.STANDARD:** Child uses his/her senses (sight, hearing, touch, smell and taste) to guide certain motions. | **STANDARDS FOR PARENT/CAREGIVER**Provide assistance and opportunities environment for child to use senses.  |
| **AGE RANGE** |
|  **0-18 months** |  **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/CAREGIVERS** |
| * Turns head towards stimuli
* Focuses eyes on near and far objects.
 | * Imitates simple sounds
* Responds adequately when adults call him/her.
* Enjoys playing with water and sand.
 | * Understands and responds appropriately to oral instructions (bends, runs, hop on one foot)
* Enjoys active games with rules (e.g. hide and find, catch).
 | * Ensures child receives routine vision and hearing screening.
* Stimulates child’s senses (shows child a variety of objects, have them listen to music, talk with them).
* Provide different foods to taste and different textures to touch.
* Plays word games that involve body movements.
* Guides child to do different tasks involving smelling, tasting, touching and seeing.
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| **III DOMAIN: COGNITIVE** |
| 1. **SUB-DOMAIN**: **LOGIC AND REASONING**
 | A child’s ability to think logically and reason convincingly. |
| **III.1.a.STANDARD**: Child is able to follow the logic of events (i.e. give reasons why things happen) either verbally or non- verbally. | **STANDARD FOR PARENTS AND CAREGIVERS** Provide opportunities and experiences for the child to learn to think in a logical manner |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENT/CAREGIVER** |
| * Responds to moving objects.
* Connects activity with object
 | * Relates experiences in sequence
* Completes a simple pattern e.g. beads, pictures, shapes with occasional guidance.
 | * Asks *why* questions about the effect of certain actions.
* Begins to predict the results or effects of certain actions.
* Completes a pattern without guidance.
 | * Talks to child in soft, loving tone and responds to child’s attempts to communicate.
* Exposes child to humorous or absurd scenarios and helps him/her recognize the logic or lack of logic in those.
* Provides materials and experiences that will help the child learn cause-effects relationships (e.g. garden tools, art materials etc)
* Talks about casual relationships with the child.
 |
| **COMPONENT: SEMANTIC MEMORY** |  |
| **III.2.a.STANDARD:** The child is able to store verbal information in short and long term memory. | **STANDARDS FOR PARENTS/CAREGIVERS:**Provide opportunities and experiences for the child to understand and memorize verbal information. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENT/CAREGIVER**  |
| * Responds positively to familiar tune hummed by caregiver
* Imitates caregiver singing
 | * Hums a recognizable tune.
* Recalls recent past events.
* Sings a short song
* Says own name and that of others
 | * Sings a complete song or rhymes with little assistance
* Says own village name
* Recites days of the week and the months of the year perfectly.
* Remembers the gist and many details of the stories read or told
 | * Teaches child action songs and rhymes he or she can easily learn
* Teaches the child to recite the days of the week and months of the year
* Uses different approaches to help child understand concepts of verbal information so these become meaningful and hence facilitate retention
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| **2.SUB DOMAIN: MATHEMATICAL AND NUMERICAL** |
| **COMPONENT: CLASSIFICATION (sorting/grouping; matching/pairing; ordering and sequencing)** |
| **III.2.a.STANDARD**: Child is able to classify, sort and seriate objects and shapes | **STANDARD FOR PARENTS/ CAREGIVERS:** Provide a child with all objects to help him/her to classify and sort. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENT/CAREGIVER** |
| * Plays with and manipulates different objects (toys).
 | * Matches and sorts patterns according to their colours
* Arranges objects guided by caregiver (e.g. smallest to biggest)
* Recognizes similarities between objects, clothing which are familiar etc.
 | * Sorts objects without assistance
* Matches same shapes, sizes, height and weight, length and width.
 | * Encourages child with learning disability to participate in the learning activity but ensures it is at child’s learning pace
* Provides various and appropriate learning materials suitable for all children to use and learn despite their disability
* Introduces child to seriation activities using different objects in the environment
* Teaches child serial counting using real objects child can see.
* Provides concrete experiences and other developmentally appropriate approaches that help child learn counting.
 |
| **COMPONENT: CLASSIFICATION (Counting and sequencing)** |
| **III.2.b.STANDARD**: Child is able to count and develop number skills | **STANDARDS FOR PARENTS/ CAREGIVER:** Provides a child with all objects to help him/her to count and develop number skills, understand shapes and form concept of space. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENT/CAREGIVER**  |
| * Points out to objects when led by caregiver
 | * Counts numbers from 0 to 10- by rote learning
* Traces numerals
* Fixes number puzzle
 | * Counts real / concrete objects from 1 -10, rote counting 1- 50
* Holds out fingers to tell own age
* Recognizes that the number one can be associated with one item, two with two items, etc.
 | * Exposes child to numbers and number symbols.
* Provides flash cards with numbers and numerals on them, wall charts with numerals and their number value, cut outs of numerals, etc.
* Engages with child in activities involving numeral recognition and matching
* Provides writing materials for child to practice
* Writes legibly and in large font numerals for child to copy
 |
| **COMPONENT: CLASSIFICATION (Comparing size and weight)** |
| **III.2.c.STANDARD :** Child is able to compare sizes and weight of objects | **STANDARD FOR PARENTS/CAREGIVERS:** Teaches child to measure length, weight, height, etc. through engaging him or her in appropriate activities. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/CAREGIVER** |
| * Differentiates between light and heavy objects
 | * Notices differences in own fingers
* Learns vocabulary for height, weight, length.
* Looks at two objects, child identifies the difference between two objects bigger, smaller
 | * Compares objects according to their characteristics
* Arranges, recognizes and groups objects appropriately by shape, size, length.
* Pours water in and out of containers of different sizes
* Uses appropriate vocabulary to state operations, (e.g. more than; less than; taller than; heavier than)
* Counts number of puzzle shapes that have covered a given surface area.
 | * Exposes child to objects of different sizes and weights
* Provides sand, and water for child to measure by pouring into different containers
* Supervises and assists child to understand concepts s/he is learning
* Engages child in different activities that will help him or her grasp the different concepts (time, height, length, volume)
* Engages child in racing games and they can tell who is faster than the others
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| **3.SUB-DOMAIN** : **SCIENCE** | Exposure to science teaches children to appreciate their environment and how it is important in their lives. |
| **COMPONENT: PLANTS** |
| **III.3.a.STANDARD**: The child is able to discover about plants, small insects and animals | **STANDARD FOR PARENTS/CAREGIVERS :** Exposes and teaches a child about nature and different plants found in their environment and also develops love, care and appreciation of plants. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** | **LEARNING ACTIVITIES FOR PARENTS/CAREGIVERS**  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** |
| * Observes and explores different plants, using all senses.
 | * Names some plants e.g. vegetables, flowers
* Joins in adult activities relating to tending a vegetable garden in the home
* Colours and paints pictures of plants
 | * Identifies different plants and some of their parts (e.g flower, leaves, etc)
* Experiments by growing plants in or outdoors and cares for them.
* Identifies edible and non-edible plants with assistance of caregiver
 | * Plans activities with nature in mind.
* Provides materials for discovery activities.
* Takes children on an environmental study tour and asks questions to help them discover more.
* Talks about medicinal and non-medicinal plants with child
* Helps children at pre schools to build a science corner and equip it with appropriate Science materials
 |
| **COMPONENT: COMMON INSECTS (fly, bee, mosquito etc.)** |
| **III.3.b.STANDARD:**Child is able to observe and touch insects carefully and observes safety rules in handling them | **STANDARD FOR PARENTS/CAREGIVERS:** Exposes and teaches a child about nature and different species of insects found in their environment and also develops love, care and appreciation of insects. |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS**  | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/CAREGIVERS** |
| * Observes insects in the environment.
* Touches insects without a purpose
 | * Mimics the sounds made by insects e.g. zzzz for bee
 | * Names common local insects and draws them
* Cuts and pastes pictures of insects from magazines.
* Tells the dangers of insects
 | * Provides pictures, books and tell stories about insects and their characteristics.
* Lets child observe and handle insects under adult supervision
* Teaches child proper behavior towards dealing with insects
* Teaches child about insects that are disease carriers and how to care for self.
 |
| **COMPONENT: DOMESTIC AND WILD ANIMALS** |
| **III.3.c.STANDARD**: Child is able to observe, appreciate, identify and classify domestic and wild animals | **STANDARD FOR PARENTS/CAREGIVERS**Provide animal toys, pictures, their products, and take them to their dwelling places |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/CAREGIVERS** |
| * Imitates different animal sounds
* Names domestic animals
 | * Names domestic animals correctly.
* Scribbles and draws domestic animals and paints them
 | * Draws animals.
* Models domestic/wild animals with clay or play dough-
* Classifies pictures of animals
 | * Talks to child about animals and names them
* Encourages child to imitate movement and sounds of different animals around home
* Shows child pictures and drawings of common domestic animals
* Discusses with child the behavior and characteristics of wild animals
 |
| **COMPONENT: PHYSICAL SCIENCE** |
| **III.3.d.STANDARD:** Child is able to explore and observe physical life changes and relate them to their daily life experiences | **STANDARD FOR PARENTS/CAREGIVERS:** Exposes and teaches a child about different weather conditions |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/CAREGIVERS** |
| * Not Applicable
 | * Talks about weather
* Recites months of the year
 | * Differentiates weather conditions and seasons
 | * Talks about weather with children
* Provides pictures, and clothes of different weathers and seasons
* Lets child observe and explore different weather conditions.
* Teaches songs about the moon, sun and stars.
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| **IV.DOMAIN: CULTURAL HERITAGE** |
| 1. **SUB DOMAIN: IDENTITY AND RELATIONSHIPS**
 | The child’s knowledge and appreciation of self, family members, society and the environment |
| **COMPONENT: IDENTITY** | Knowledge of self and appreciation of who one is |
| **IV.1.a.STANDARD:** The child accepts and appreciates self and others. | **STANDARD S FOR PARENTS/CAREGIVERS** Provides an environment for child’s appreciation of self and others. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS**  | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/ CAREGIVERS** |
| * Attempts to say her/his name
* Recognizes nuclear family members
 | * Says her/his name, family name and clan
* Identifies extended family members
 | * Associates different clans with different animals

 * Identifies extended family members in the community and forms relationships
* Emulates parents’ chores (nursing and carrying baby at the back, stick fighting, herding animals)
 | * Calls a child by his/her name, surname, and clan name.

 * Exposes child to different animals associated with different clans
* Calls family members by names and helps child differentiate family members
* Teaches child a family tree
* Discusses roles and responsibilities of each member of the family
 |
| **COMPONENT: RELATIONSHIPS** |
| **IV.1.b.STANDARD:** A child is able to relate to family members, and different societal structures. | **STANDARD FOR PARENTS/ CARE GIVERS:** Provides an environment that will enable a child to relate with family members and societal structures. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** | **LEARNING ACTIVITIES FOR PARENTS/ CAREGIVERS** |
| **INDICATORS** | I**NDICATORS** | **INDICATORS** |  |
| * Responds and communicates with family members, neighbours and peers
 | * Identifies his neighbours and peers
* Imitates adults in different environmental settings
* Listens with interest to folklore tales relating to different customary beliefs and practices, e.g*. lits’omo, lipale*
 | * Participates in different chores, at home, church, school, or village (gardening, cooking, herding)
* Relates and re-tells folklore stories learnt from adults with adequate accuracy
 | * Creates a conducive environment that exposes child to good manners e.g. accompany an instruction with “please”
* Exposes a child to different sounds, movements and settings of the environment
* Gives a child responsibilities at home, school and at the community level
 |
| **IV.1.c.STANDARD:** A child is able to understand and appreciate different gender and roles practised at home and in society | **STANDARD FOR PARENTS/CAREGIVERS**: Creates atmosphere appropriate for a child to explore gender differences and roles. |
| **COMPONENT: GENDER AND RELATIONSHIPS** |
| **AGE RANGE** |
| **0-18 months** | **18-36 months** | **36-60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS /CAREGIVERS** |
| * Differentiates familiar and unfamiliar faces
 | * Identifies differences between roles played by male and female
 | * Enjoys associating more with members of own gender
* Relates to males and females without being gender-biased
 | * Provides equal opportunities for children to engage safely in different games
* Provides a child with toys related to different gender
* Encourages child to play games of their choice irrespective of the child’s gender
 |
| **2. SUB DOMAIN: LIVING HERITAGE** | A child’s ability to appreciate, practice and preserve own culture |
| **COMPONENT: RITUALS, CELEBRATIONS, DANCES AND GAMES** |
| **IV.2.a.STANDARDS:** Child is able to play, perform games and dances relating to Sesotho culture and traditions and also to appreciate, practice and preserve own culture.  | **STANDARD FOR PARENTS/ CARE GIVERS:** Exposes a child to different cultural practices. Creates an environment conducive for a child to appreciate own culture |
| **AGE RANGE** |
| **0-18 months** | **18-36 months** | **36-60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS / CAREGIVERS** |
| * Joins in family celebrations and rituals (birthdays, christenings, *pitiki, initiation*)
 | * Joins in cultural and traditional dances

 * Begins pretend play in cultural games *(e.g Mantloane)*
* Imitates family celebrations
 | * Performs traditional and cultural dances
* Recognises and engages in cultural and traditional dances
 | * Exposes child to performances, celebrations and games
* Exposes and engages a child in different rituals
* Talks about traditional rituals with child
* Teaches child about appropriate attire worn for different cultural activities/dances for male and female, e.g. *thethana,* *ts’eea, mose oa khomo*, etc.
* Takes child along with her/him when attending some cultural rituals
 |
| **COMPONENT: ORAL TRADITIONS** | Transition of customs and traditions through word of mouth |
| **IV.2.b.STANDARD:** A child is able to understand Basotho wisdom through folk lore, songs, riddles tales and poetry | **STANDARDS FOR PARENTS/CARE GIVERS:**Provides opportunity for child to practice folk lore, songs, riddles, fable and poetry  |
| **AGE RANGE** |
| **0-18 months** | **18-36 months** | **36-60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS / CAREGIVERS** |
| * Listens to story -telling and songs about Basotho folklore (e.g. tales, riddles, praise poems)
* Child expresses joy when familiar cultural songs are sung.
 | * Mimics songs
* Tells stories and tales related to the culture/ Sings cultural songs
 | * Makes up stories coherently and resolves cultural riddles
 | * Tells child stories
* Recites poetry for children
* Demonstrates a love for the culture
* Infuses culture into daily life practices
 |
| **COMPONENT: ART AND CRAFTS** | Creativity through art and crafts |
| **IV.2.c.STANDARD:** A child is able to use variety of materials (clay, grass, sticks) to create images and objects of cultural significance | **STANDARD FOR PARENTS/ CARE GIVERS:** Provides material and develops the child’s ability to express themselves through art and crafts  |
| **AGE RANGE** |
| **0-18 months** | **18-36 months** | **36-60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/CAREGIVERS** |
| * Plays with locally available materials (mud, sticks, grass, beads, seeds)
 | * Attempts to model and draw objects.
 | * Models and draws structured objects, e.g. Basotho hat, Basotho shield
 | * Guides a child to express themselves through crafting and art.
* Exposes a child to different cultures
* Exposes children to cultural works of art such as beauty spots ( linyao) ,patterns( litema), beads(Sefaha) Weaving (ho ohla)
 |
| **3. SUB DOMAIN: HERITAGE SITES** | Appreciation and value of heritage places  |
| **COMPONENT: SACRED SITES, BURIAL GROUNDS AND OTHER LOCAL SIGNIFICANT SITES.** | Significant places, sites of cultural significance that may be associated with certain rituals |
| **IV.3.a.STANDARD:** A child is able to identify and respect places of historical, natural and cultural significance | **STANDARD FOR PARENTS/CAREGIVERS:**Exposes a child to, and provides information regarding places of cultural, historical and natural significance |
| **AGE RANGE** |
| **0-18 months** | **18-36 months** | **36-60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS / CAREGIVERS** |
| * Joins in visits to places of historical, natural and cultural significance
 | * Recognizes and engages in activities relating to places of cultural and historical importance.
 | * Joins in excursions, dramatizes and role plays in stories valuing history and culture of the Basotho nation.
* Participates in activities relating to these places e.g filling the tomb with soil during the funeral
 | * Talks with child about national monuments
* Explains the significance of heritage sites to Lesotho and the Basotho nation
* Exposes a child to places of historical, natural and cultural importance (*thotobolo),* grave yard *(mabitla,) koeetsa, historical caves (mahaha a malimo le baroa, patlello*).
 |
| **4.SUB DOMAIN: NATIONAL SYMBOLS** (National flag, Basotho hat, Lesotho coat of arms, National Anthem, Basotho blanket, Lesotho currency) |
| **COMPONENT: NATIONAL SYMBOLS** |
| **IV.3.b.STANDARD:** The child is able to demonstrate pride, and appreciate National Symbols | **STANDARD FOR PARENTS/CARE GIVERS:**Provides a child with opportunities to observe, learn and appreciate national symbols  |
| **AGE RANGE** |
| **0-18 months** | **18-36 months** | **36-60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS / CAREGIVERS** |
| * Not Applicable
 | * Listens to the National Anthem and sings along with others
 | * Identifies colours in National Flag
* Tells what the colors of the national flag stand for.
* Sings a National Anthem correctly with appropriate conduct
* Points out national flag from flags of three (3) different countries
 | * Gives a child an opportunity to draw and colour-in a National flag
* Facilitates correct singing especially of the National Anthem
* Explains the importance of the national flag
* .Exposes a child to situations where national symbols are available.
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| **V.DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT** |
| **1.SUB-DOMAIN: Emotional Development** |
| **COMPONENT: Emotional Expression** |
| **V.1.a.STANDARD: Child has ability to express his/her emotions** | **STANDARDS FOR PARENTS/CARE GIVERS:** Provides both positive and negative emotional stimulation and encourages child to express his or her feelings. |
| **AGE RANGE** |
| **0-18 months** | **18-36 months** | **36-60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/ CARE GIVERS** |
| * Shows positive and negative emotions (smile, cry)
 | * Expresses and communicates different emotions
* Seeks attention through actions
 | * Associates emotions with facial and verbal expressions.
 | * Models positive emotions
* Models how to deal with negative emotions
* Provides time for child to explore different situation where emotions can be expressed
* Praises child for accomplishments
* Teaches child to accept and understand diversity (e.g. understand and be able to deal with emotions of children with special needs)
* Shows understanding and respect for child’s emotions of sadness and happiness
 |
| **COMPONENT: Emotional regulation** |
| **V.1.b.STANDARD**: Child comprehends and displays self-appraisal emotions (shame, pride and guilt) | **STANDARD FOR PARENTS / CAREGIVERS:** gives child opportunities to develop pride in his or her ability and to apologize or make amends for mistakes |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS / CAREGIVERS** |
| * Smiles and claps his/her hands when he/she displays a learned behavior.
* Plays when feeling emotionally secure
* Looks to adult when trying new tasks,
 | * Shows interest in doing things that are his/her own creation.
* Expresses delight with mastery of a skill
* Says “sorry” when he has made a mistake or has hurt someone.
* Controls own emotions when instructs so.
* Follows regular schedule and routine cooperatively (e.g. meal times)
* Shows respect for rights and properties of others (e.g. asks permission, waits for turn, does not deliberately destroy others things
 | * Recognizes and is able to communicate his/her emotions such as pride, shame guilt envy, jealous
* Shows interest in doing things that are his/her own creation
* Expresses delight with mastery of a skill
* Says “sorry” when he has made a mistake or has hurt someone
* Shows respect for rights and properties of others (e.g. asks permission ,waits for turn, does not deliberately destroy others things)
 | * Encourages child to try new things out for himself/herself
* Praises child for good behavior
* Praises child for a job well done and motivates for unsuccessful job
* Engages child in ever more difficult tasks, but scaffolds child’s experience
* Demonstrates confidence in child by allowing him/her to make independent decisions
* Helps child understand that failing at an activity is part of learning Meets the child’s needs within a reasonable amount of time
 |
| **COMPONENT : PERSONAL IDENTITY** |
| **V.1.c.STANDARD : able to express and appreciate his/her own identity** | **STANDARDS FOR PARENTS/ CAREGIVERS :**Gives child opportunities to accept and appreciate own identity in different situations/ contexts |
| **AGE RANGE** |
| **0 - 18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/ CAREGIVERS** |
| * Shows response to own name by turning to look at the person calling his/her name or reaches to be picked up.
* Smiles at reflection of self and tries to touch picture in the mirror
 | * Identifies self by first, last name and nick name
* Uses possessive pronoun e.g. “mine”
* Identifies self in the mirror and photograph
* Calls family members by their names
 | * Demonstrates confidence in own abilities “Look, I can…”
* Shows his/her areas of personal strength.. (e.g., “I am good at….”)
 | * Calls child by his/her given name/ by a positive nickname.
* Teaches child to call others by their names or by their proper titles (Dad, Mum, Brother, Sister. etc)
* Does not embarrass child in front of others by teasing him/her or calling him/her names
 |
| **COMPONENT: RECEPTIVITY TO OTHERS’ EMOTIONS** | Child understands others’ emotions and responds appropriately to those |
| **V.1.d.STANDARD**: Child is receptive to other people’s different emotions and shows empathy. | **STANDARD FOR PARENTS / CAREGIVERS**Provides child with knowledge of other peoples having feelings. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATIORS** | **INDICATORS** | **LEARNING ACTIVITIES** **FOR PARENTS / CAREGIVERS** |
| * Mimics people’s facial expressions
* Watches and observes adults and children
* Reacts when someone is crying or sad
* Smiles at reflection of self and tries to touch picture in the mirror
* Responds to instruction against negative behaviour
 | * Shows empathy and sympathy to others.
* Demonstrates appropriate acceptable response to other people’s emotions (e.g. does not laugh at someone crying)
* Identifies feelings in others
* Expresses how another might feel
* Names and labels different emotions
 | * *E*asily picks up emotions of others (empathy)
* Demonstrates appropriate/ acceptable response to other people’s emotions
* Identifies feelings in others and comforts them when necessary
* Identifies emotions of characters in stories, telling why they feel as they do
 | * Labels others’ emotions for child’s benefit.
* Provides constant opportunities for the child to express his feelings
* Encourages the child to talk about his feelings.
* Discuss why these feelings are normal/not normal.
* Provides opportunities for child to empathize with others caring for an elderly person, helping take care of animals or a garden**.**
 |
| **Sub domain: Forming attachments** |
| **V.1.e.STANDARD**: Child forms healthy attachments with primary care givers and other significant adults and children in his or her life***.***. | **PARENTS/ CARE GIVERS STANDARD:**provide consistent care and affection to child fostering attachment |
| **AGE RANGE** |
| **INDICATORS** | **INDICATORS** | **INDICATORS** |  **LEARNING ACTIVITIES FOR PARENTS / CAREGIVERS** |
| * Shows preference for care giver during time of distress or discomfort.
* Looks to primary care giver for cues about novel situations, objects or people
 | * Is affectionate towards primary care giver and other family members
* Goes to primary care givers for help
* Is comfortable in the company of strangers if primary care giver is present
 | * Asks adults (other than primary care givers or family members) for help
* Willingly does what adults known to him/her ask him/her to do.
* Engages in conversation with adults
* Verbalizes feelings related to events that arise in classroom/home environment in a positive and negative way.
* Appropriately uses cultural gestures of greetings.
 | * Takes child to family gatherings
* Allows child to become interested in and be playful towards other adults.
* Answers child’s questions
* Does not leave child in the care of irresponsible unprepared or uninterested adults.
 |
| **COMPONENT: Interactions with adults** | Child learns to interact with other adult persons besides primary caregiver and relates positively with the**m** |
| **V.1.f.STANDARD:** Child has positive relations and interactions with adults |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** | **PARENTS/PRIMARY CAREGIVER STANDARD:** Provides child with opportunities to have positive interactions with adults |
| **INDICATORS** | **INDICATORS** | I**NDICATORS** | **LEARNING ACTIVITIES FOR CARE/ GIVERS** |
| * Hugs, kisses, pats familiar people
* Imitates adults
* looks at adults faces and makes eye to eye contacts
* Imitates the gestures of familiar adults
 | * Differentiates between strangers and familiar adults
* Enjoys playing interactively with adults
* Establishes a relationship with adult other than the primary caregiver
* Initiates play with adults
* Communicates with adults about recent activities
 | * Approaches adults for assistance when encountering challenges
* Expresses feeling about adults
* Carries out positive actions to please adults***.***
 | * Takes child to day care center, participates in Sunday school etc, to interacts with adults
* Asks older siblings( If any) of child to participate in caring for the child
* Talks with child about feelings
* Provides opportunities for child to interact with different adults
* Shows empathy and understanding for the child
* Uses positive words and behaviors with the child*.*
 |
| **COMPONENT: Interactions with other children** | Provides child with opportunities to have interactions with other children |
| **V.1.g.STANDARD**: Child plays and has positive interactions with other children | **STANDARD PARENTS/PRIMARY CARE GIVERS** : Provides child with opportunities to have positive interactions with other children. |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS /CAREGIVERS** |
| * Smiles in response to facial expression of other children.
* Displays amusement interacting with other children.
* Looks at other children with interest.
* Engages in play alongside other children.
* Grabs others` toys.
 | * Initiates play activities with others.
* Plays side by side with other children
* Takes turns during play with peers.
* Hugs, kisses or hold hands with other children.
 | * Cooperates with other children
* Makes decisions with other children on a group project
 | * Teaches child proper names of people he/she sees,
* Answer child’s questions regarding diverse groups he/she observes without any hint of prejudice or discrimination.
* Provides opportunities for child to engage with familiar and unfamiliar children.
* Provides opportunities for child to help others.
* Read stories to child about children cooperating with each other*.*
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| **2.SUB DOMAIN: SOCIAL DEVELOPMENT** |
| **V.2.a.STANDARD:** Child takes social cues from the environment and adjusts his or her behavior accordingly and also adapt to new situations | **STANDARD FOR PARENTS/CAREGIVERS** Teaches child appropriate behavior and response to non-verbal cues |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS / CAREGIVERS** |
| * Shies away from strangers.
* Refers to care giver for cues on how to respond to unfamiliar persons.
* Recognizes that certain behaviors are associated with expected behavior (It is time to eat, so I sit at the table/on the floor)
* Repeats actions to evoke a desired response.. (e.g., smiles to be smiled at back)
* Engages in solitary play and later parallel play
 | * Feels irritated to wait to be attended.
* Experiments with effects of own action on others.
* Recognizes that negative behavior will elicit negative response from adults
* Asks questions. eg What happens if I do this?
* Demonstrates that his action impact others.
 | * Takes notice when there is a sudden change in mood of caregiver or people around her or him.
* Waits quietly to be attended
* Describes how own actions impact others
* Explains his reactions to others behaviors.
 | * Communicates to child non-verbally and verbally for approval of tchild’s behavior.
* Maintains eye to eye contact with child when communicating
* Helps child to understand that behaviors have consequences
* Provides opportunities for child to take another’s perspective in discerning the appropriate behaviors for different situations.
* Provide opportunities for dramatic play so the child can play different roles.
 |
| **3.SUB-DOMAIN: SPIRITUAL AND MORAL DEVELOPMENT** | The child’s ability to relate his or her spiritual beliefs, cultural practices and moral behaviors |
| **Component: Spiritual Faiths and Beliefs** |
| **STANDARD:** The child understands the meaning of religion and its influence on self as an individual and on others. | **STANDARD FOR PARENTS /CAREGIVER:** Provides preliminary understanding of the basic nature of faith and knowledge |
| **AGE RANGE** |
| **0-18 months** | **18-36 months** | **36-60 months** |  |
| **INDICATOR** | **INDICATOR** | **INDICATOR** | **LEARNING ACTIVITIES FOR****PARENTS/CAREGIVERS** |
| * Responds to rhythm. E.g. dances, claps hands.
* Joins in religious/faith related activities
 | * Recognizes a church from other buildings. e.g. school
* Knows prayer time at home and school and respects it.
* Recognizes God-related pictures and symbols
* Sings hymns and religious citations with guidance.
* Imitates adults in saying prayer.
 | * Says prayer before doing activities. e.g. before meals
* Participates in church related activities. e.g. Sunday school or other.
* Sings choruses and says prayer without guidance.
* Knows the main religious stories e.g. Easter, Christmas or other.
 | * Ensures that children with special educational needs (SEN) benefit from participation in faith and religious activities and materials according to their abilities and needs.
* Provides an environment for children to practice relevant religious activities.
* Exposes children to religious activities and materials.
* Encourages children to participate in religious activities of own beliefs.
* Provides opportunities for child to build own personal world view.
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| **COMPONENT: MORAL BEHAVIOR** |
| **V.2.b.STANDARD:** Child is able to love, respect and to make good choices. | **STANDARD: FOR PARENT /CAREGIVER:** Creates conducive environment for children to learn good behavior and morals. |
| **AGE RANGE** |
| **0-18 months** | **18- 36 months** | **36-60 months** |  |
| **INDICATOR** | **INDICATOR** | **INDICATOR** | **LEARNING ACTIVITIES FOR PARENTS / CAREGIVERS** |
| * Listens to stories.
* Imitates adults’ actions
* Responds to discipline.
* Responds to “no” appropriately.
 | * Shows affection towards others.
* Practices positive interaction between self and adults and, between self and other children
* Shows sensitivity to embarrassing situations.
* Starts behaving appropriately when required to
* Learns to use social etiquette and gestures; e.g. thank you, sorry, etc

. | * Acts and speaks in a polite manner. e.g. “thank you”, “I am sorry” and “please”.
* Asks questions to seek clarification and understanding of issues.
* Likes to help with tasks
* Responds honestly to questions.
* Upholds proper manners when at home and in public.
 | * Teaches proper behaviors and moral ethics
* Provides honest and age appropriate answers to children’s questions.
* Teaches children to know there are consequences to negative behavior.
* Uses positive discipline and helps child understand consequences of bad behavior.
* Teaches child public decency behaviours, e.g. not to spit all over; not to swear in public.
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| **VI.DOMAIN: COMMUNICATION, LANGUAGE & LITERACY** | Child’s ability to communicate through listening, understanding using oral and written language as well as non-verbal communication. |
| **SUB –DOMAIN: COMMUNICATION** |
| **VI.1.a.Standard :**The child should be able to communicate through verbal and non- verbal communication**.**  | **STANDARD FOR PARENTS/CAREGIVERS:** Provides an environment that enables the child to perform different tasks given for appropriate age groups/ranges |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 0 months** |  |
| **INDICATORS**  | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS /CAREGIVERS** |
| * Reacts to stimuli
 | * Responds to simple instructions
* Scribbles and colours
* Constructs a simple sentence
* Recognizes different colourful pictures of boys/girls
* Says his/her name
 | * Responds to more instructions

 * Draws and models different pictures
* Constructs a logical sentence verbally
* Narrates a story logically
* Copies his/her name
 | * Gives simple instructions.
* Provides appropriate materials
* Assists the child to narrate the story correctly
* Provides materials and assists the child to write the name correctly.
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| 1. **SUB –DOMAIN:** **LANGUAGE**
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| **VI.2.a.STANDARD:** The child should be able to use words and gestures to express his/her thoughts and feelings | **STANDARD FOR CARE GIVERS /PARENTS:** Provides an environment that enables the child to perform different tasks given for appropriate age groups/ranges |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS:** | I**NDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/ CAREGIVERS** |
| * Watches primary caregiver intently and points to family member when asked to do so
* Imitates sounds produced by other people and animals
* Identifies some body parts
 | * Colours pictures of family members
* Speaks in short phrases and simple sentences.
* Refers to self by name or nick name
* Attempts to talk even if he/she cannot be clearly understood by adults.
* Responds to simple questions with a word, action or short phrases
 | * Draws and models different pictures
* Narrates a story logically
* Matches objects with words.
* Asks meaning of unfamiliar words and phrases and uses them appropriately
* Cuts and pastes pictured objects
 | * Provides appropriate materials.
* Speaks and narrates story slowly
* Provides the child with correct names for objects to increase vocabulary and improve grammar.
* Talk slowlys to the child and corrects grammatical errors.
* Tells stories and encourages the child to share views, opinions and experiences.
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| **3.SUB –DOMAIN: LITERACY** | Child’s ability to communicate through listening, understanding, using oral and written language as well as non-verbal communication. |
| **VI.3.a.Standard:** The child should be able to read | **STANDARD FOR PARENTS / CAREGIVERS:**Provides an environment that enables the child to perform different tasks given for appropriate age groups/ranges |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/ CAREGIVERS** |
| * Child listens to story read aloud and follows along through making sounds (e.g., babbling) and gestures.
 | * Sings sounds of the alphabet with some errors.
* Names familiar people/objects
* Reads pictures and pretends to read
* Holds the book and is able to turn the pages
 | * Sings alphabet song perfectly
* Pronounces the sounds of more than five letters
* Matches letters with object
* Matches words with objects
* Reads words
* Creates a story using pictures
 | * Teaches sounds and alphabet song and provides materials.
* Teaches letter sounds and provides materials.
* Provides materials and helps the child to turn the pages correctly.
* Provides materials and assists the child to read alphabet sounds and words.
* Helps the child to talk in turns and logically.
 |
| **VI.3.b.STANDARD:** The child should be able to write | **STANDARDS FOR PARENTS/CAREGIVERS** Provides an environment that enables the child to perform different tasks given for appropriate age groups/ranges |
| **AGE RANGE** |
| **0-18 months** | **18 - 36 months** | **36 - 60 months** |  |
| **INDICATORS** | **INDICATORS** | **INDICATORS** | **LEARNING ACTIVITIES FOR PARENTS/CAREGIVERS** |
| * Scribbles
* Tears
 | * Scribbles
* Paints
* Tears
 | * Scribbles
* writes letters and words
* Follows dots to complete a given picture
* Recognizes and writes names, and letters.
 | * Provides relevant materials for pre – writing activities
* Demonstrates writing and asks the child to copy letter and names.
 |

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1. statements of expectations that specify what young children should know and be able to do. [↑](#footnote-ref-1)
2. In their position statement on early learning standards, the U.S. National Association for the Education of Young Children (NAEYC) and the U.S. National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) assert that early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children and support positive development and learning only if they: emphasize significant, developmentally appropriate content and outcomes; are developed and reviewed through informed, inclusive processes; are implemented and assessed in ways that support all young children’s development; and are accompanied by strong supports for early childhood programs, professionals, and families (NAECS/SDE. [↑](#footnote-ref-2)