



Early Learning and Development Standards

**for children
from birth to 7 years old**

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Introduction

The more we know about children, the better we treat and support them in developing and becoming the adults we all wish for in our society. On one hand, being responsible for children represents a part of our daily life. On the other hand, being fully aware of the importance of this period in later development of a person, has conferred early childhood (on an international level) a special attention and new funds for caring and educating children in this period.

Before presenting the significance of this document, here are some information as a preamble:

- **80% of the brain architecture** develops in the **prenatal** period. **60% of the mental structures** of an adult develop in the **first three years** of life and 50% of those **before birth**. The child is born with 100 billion brain cells, between $\frac{1}{4}$ and $\frac{1}{5}$ of brain cells of an adult, and spends the **first three years of life** adding glial cells for nurturing the neurons. In the first year of life a synaptic explosion takes place supported by the interactions with the caregivers. The neurons make thousands of interconnections called dendrites and axons which extend in different regions of the brain. At six years old a child has $\frac{2}{3}$ of an adult brain and 5 to 7 times more connections between neurons than a 18 months child or an adult. A 6/7 years old child has a tremendous capacity to make thousands and thousands of dendritic connections between neurons. This development potential finalizes around 10-11 years old, when a child loses around 80% of the volume of neuronal connections. What we do not develop or use, we lose as capacity. An enzyme is liberated in the brain and dissolves all the weak neuronal pathways.
- Children who present a high level of anxiety produce more quantity of stress hormones, cortisol, which has negative impact on cognitive functions and on immunity system.
- Premature infants which were massaged carefully everyday in the hospital got weight faster than the others and at the end of the first years were more developed in the cognitive and motor developmental domains than those who were not stimulated. The massage pressure stimulates a part of the brain which activates the gastrointestinal tract, stimulating the production of hormones like insulin. The higher the level of insulin the better absorption of food, and children grow faster. Children who benefited if massage have a low level of cortisol in urine, hormones that kill important immunity cells.
- Certain micro-elements, like iodine zinc, are extremely important for the brain healthy development. Malnutrition leads to lethargy damaging child's interest for the world around him.
- Breastfeeding protects child from diseases because mother's antibodies are transmitted through milk. Infants with premature birth who were fed with milk from the feeding bottle developed better than those fed with adapted milk.¹

These are just some of the data provided by child development research in the first 7 years of life, which strengthens the importance of early childhood period in the life of any individual, as well as the way in which child development is determined by many factors regarding child's care, protection and education. All those factors simultaneously influence and calibrate child's interdependent progress in each developmental domain: physical, socio-emotional, cognitive.

It is not enough just to take care about children, the same way is not enough just to feed him or teach him new things. The child needs simultaneously to be healthy nurtured, get proper caring, attention, love, stimulation, trust, patience and a proper environment to develop, etc. on the right time. Neglecting any of these conditions in this period of life has long term consequences.

Therefore, through this document, we hope to support all those who contribute to child's growth, care and learning from birth to 7 years old in Romania, in creating a common vision upon the way children develop and learn, thus promoting a coherent approach of early childhood and a strong premise for integrating public policies regarding small children up to 7 years of age.

1. What are the Early Learning and Development Standards (ELDS)?

ELDS represent a **set of statements that reflects the expectations concerning what children should know and be able to do**. These are defined for supporting child's growth and development from birth to when they start school. These

¹ *Early Childhood Resource Pack, Young Child Survival, Growth and Development*, Module 2, 3. UNICEF, New York, 2004

expectations have are being developed by countries throughout the world; they incorporate new theories concerning children’s development generated by psychology, brain research, child development and education and the national values to be promoted. .

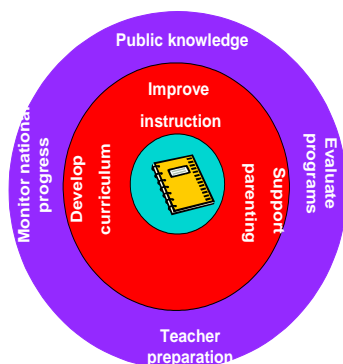
ELDS represent a resource, a document that informs teachers, parents, and all adults who contribute to children’s education, development and care about the expectations they should have during early childhood years. ELDS reflect the goals of our actions; they orient and improve our practices according to the specific characteristics of the development during early years by considering a holistic approach that includes all developmental domains.

Because we know that there are significant differences between children’s individual developmental pathways, the ELDS need to be flexible, allowing small variations from one child to another. But by setting them, we orient and guide adults in their process of supporting child’s learning and development in the best way.

For caregivers and teachers ELDS represents a helping point in organizing and planning activities in the early education centers. The standards can provide information about the children’s level of development in the domains conveyed by the standards. By conducting a standards based observation (based on the indicators), teachers can gain information about groups of children that produce a developmental profile for the group of children. In this way, teachers can identify the domains of development that need to be addressed with learning activities. All this information serves as a strong input for improving activity planning and teaching practices. **It is important to note that such observations can not be used to label or judge individual children.**

ELDS represent the starting point in conceiving a whole standard system concerning human resources, education and care services, and public policies for early childhood development, care and protection. Once elaborated they have many uses:

- improving the educational process from crèches and kindergartens;
- improving the early childhood education curriculum for children from birth to 7 years old;
- improving the teachers pre-service and in-service training;
- developing and improving parental education programs;
- evaluating and improving educational programs;
- improving the public knowledge and awareness about the importance of early childhood;
- creating a continuum of learning which integrates early development and care with later school and life success, by connecting the standards with the following stages of child’s development.



The main goal of the development of ELDS is to confer a common reference background for all early childhood development services (health, protection and education) to approach the child with the same integrated perspective. ELDS reflect a certain perspective about the child and his development. By adopting standards, improvement in services for children in early childhood as well as progress for children will be achieved.

2. ELDS development process

In 2002 UNICEF initiated a global project for the development of Early Learning and Development Standards. In the first phase, 6 countries joined the process. In 2007 Romania stepped into the project when a consultants’ team participated to a training course in Istanbul, organized and supported by UNICEF Regional Office from Geneva. Romania, like many other countries who participated to this global initiative, benefited of UNICEF Regional Office and international experts’ ongoing support. During the three major steps process of ELDS development – meaning drafting ELDS, content and age validation, ELDS review -, UNICEF Office in Romania allocated all the necessary technical, logistical and financial resources required by the process. Also along the process, Romania was represented on the global level in various consultations organized with the UNICEF support.

ELDS were developed through a comprehensive and collaborative process which involved many information resources, expertise and support. The whole process took three years.

An experts' team supported by UNICEF Office Romania, including representatives from the Ministry of Education, Research and Innovation, University of Bucharest and NGO coordinated the whole process.

Three stages were completed:

1. Organization of a **workshop** with representatives from the ministries that coordinate the elaboration and implementation of policies regarding child's care, protection and education from birth to 7 years old, early childhood experts from academic area, representatives of governmental agencies activating in the field of education quality and human resources development (pre- and in-service training), representatives from NGOs which activate in early childhood development area, researchers in education sciences, to present the philosophy behind the ELDS document and to debate on the national values that are to be promoted through early childhood development from birth to 7 years old. As a result of the consultations, the following values were identified: **child's individuality/diversity/plenary development, well-being, health, interculturality, self control, self-esteem, independence, dignity, identity, creativity, responsibility, inner order, environmental care, solidarity towards community.**
2. **Development of the ELDS draft following the national values to be promoted.**
3. **Content validation of the ELDS.** The content validation process involved a wide range of experts in: pediatrics, psychology of development, child development and child psychology, early childhood education, social protection, as well as teachers and parents, the general aim being to validate the range of developmental domains for which the standards were formulated, the content of the standards, indicators and of the proposed supporting practices corresponding to indicators. The validation criteria were: coverage of all important aspects of child development and learning from birth to 7 years old, avoidance of overlapping or gaps between the developmental domains, promotion of practice that put the adult in the position of supporting child with learning contexts and opportunities appropriate for each age. In the same time, a two well known experts' team, UNICEF consultants, were involved in validating the ELDS content. Consequently, the ELDS were revised according to the results of the content validation process.
4. **ELDS age validation process.** The age validation process was coordinated by a team of experts consisting in: child psychology experts, early childhood education experts, child development experts and a statistician. The validation process took 9 months and was carried out considering a nation representative sample of children aged between birth and 7 years old. This time the main goal of the validation process was to validate the age appropriateness of the indicators considering the child's development and learning in Romania. The variables of the sample included: child's residence, sex, ethnicity, siblings, and enrollment in early childhood education services. 13 counties plus Bucharest and 26 field operators were involved in validating the indicators. Based on the results of the validation process a second revision of the ELDS was carried out.
5. **Finalizing ELDS.** The final version of the ELDS was a result of the two stages validation process which concluded in two revisions.

The whole ELDS development process, as well as their implementation, relies on specific principles (presented in the following section) which reflect the today's perspectives on child development, on adults' role around him/her, as well as on how learning and development should be viewed in this period of life. The reference point in ELDS is the CHILD.

3. Guiding principles concerning ELDS content and implementation

3.1. Principles related to the Content of ELDS

Teaching staff, parents and caregivers use ELDS as a way to better understand what they can expect to see as their children develop and to better enhance and support their children's development and learning.

- ➔ **The content of the ELDS should be age-appropriate, taking into consideration individual differences in children's rates of development.** Each child is unique in his/her development, growth, and acquisition of

skills and competencies. Children typically progress through similar stages of development, but at individual rate. All children within an age range should not be expected to reach the same standards at precisely the same time.

- ➔ **The ELDS should recognize that young children are active learners; children are not passive recipients of knowledge, They learn through play, active involvement, engagement, exploration, and the use of their senses-sight, hearing, taste, etc.** ELDS should recognize that children must be exposed to rich learning opportunities in a variety of ways and through multiple contexts.
- ➔ **The content of the ELDS should acknowledge that early learning and development are multidimensional and that all developmental domains are interrelated.** Consideration should be given to all domains because children learning and development are multifaceted, occurring across domains simultaneously.
- ➔ **The content of ELDS should acknowledge the important role played by families, communities, and the environment in the development of young children.** The family is a significant contributor to children’s lifelong learning and development. ELDS should recognize that all children learn and develop in the context of interactions and relationships with primary caregivers, their community, and their environment.
- ➔ **The ELDS should acknowledge all children are capable of learning, achieving, and making developmental progress regardless of their physical/emotional conditions, backgrounds, experiences or cultural heritage.** The ELDS set is universal and should be developed for all children, regardless their cultural differences, social economic status, presenting disabilities and physical and learning challenges. The ELDS should take into consideration this diversity and make accommodations for the unique nature of each child’s learning and development. Most of the children have the potential to fulfill this age –appropriate standards, if a proper support and stimulation are assured.
- ➔ **The content of ELDS should acknowledge and respect children’s cultural heritage and linguistic differences.** The importance of children’s diverse backgrounds and cultural heritage should be incorporated into the standards.
- ➔ **The ELDS should recognize that at an early age children acquire skills from a multiple teaching approaches so that they should be provided with diverse learning environments.** Early learning environments provide support and stimulation for the learning and development of young children. The ELDS should recognize that these early learning environments represent diversity in terms of teaching approaches, learning and development experiences.
- ➔ **The content of ELDS should be guided by research and proven quality practices.** As ELDS are often used to maximize the development of educational programs and the educational experiences of young children, they should be informed by reliable, rigorous, and realistic knowledge of child and family development. The ELDS should be based on the experience and the expertise in working with young children.

3.2. Principles related to the Implementation of the ELDS

- ➔ **The well-being of children and respect for families should be given the highest priority in the implementation of ELDS.** Families are their children’s first, most important, and lifelong teachers, caregivers, and decision makers. Family involvement should be seen as essential to implementing ELDS.
- ➔ **The ELDS should be used to enhance children’s development, early childhood program design, and family practices.** The ELDS should be used as tools to help young children, families, early childhood teachers, and early learning programs excel. ELDS should not be viewed as tools to criticize, exclude, or punish children, teachers, programs, families, or communities.
- ➔ **The ELDS should be used judiciously and for the specific purposes for which they were developed.** The ELDS are being developed for use by families and those who primarily work with children. The ELDS should not be used to track, retain, or label children.
- ➔ **The ELDS should be reviewed and update at least every five years.** In order for ELDS to remain relevant, a systematic, interactive process should be set up for their periodic review and revision.
- ➔ **Implementation of the ELDS should be evaluated to ensure appropriate use by families, early childhood educational settings, and communities.** The results of the evaluation should lead to better use and implementation of the ELDS.
- ➔ **Adequate resources and technical assistance should be allocated to ensure optimal use and implementation of the ELDS.** Families, caregivers, teachers, and early child care providers should receive training in using the ELDS

appropriately. This group of users should be supported so that the use of ELDS contributes to the child's development in the domains showed by standards.

The ELDS are:

- **Not an exhaustive guide to child development** and should not be seen as a developmental checklist or an exact sequence of developmental indicators.
- They direct the tools' **content assessment**; however **they are not their substitute**. They can be used as a ground for children's observation and accomplish a profile of a children's group concerning the development domains that were the most they are solicited during the activities made by the teacher.
- They underline the elaboration of the assessment's tools of the teacher's competence. **They are not an assessment tool** of the teacher's activity quality.

4. Defining developmental domains and age grouping

ELDS are based upon the child's developmental domains. This division should cover the child's complex development.

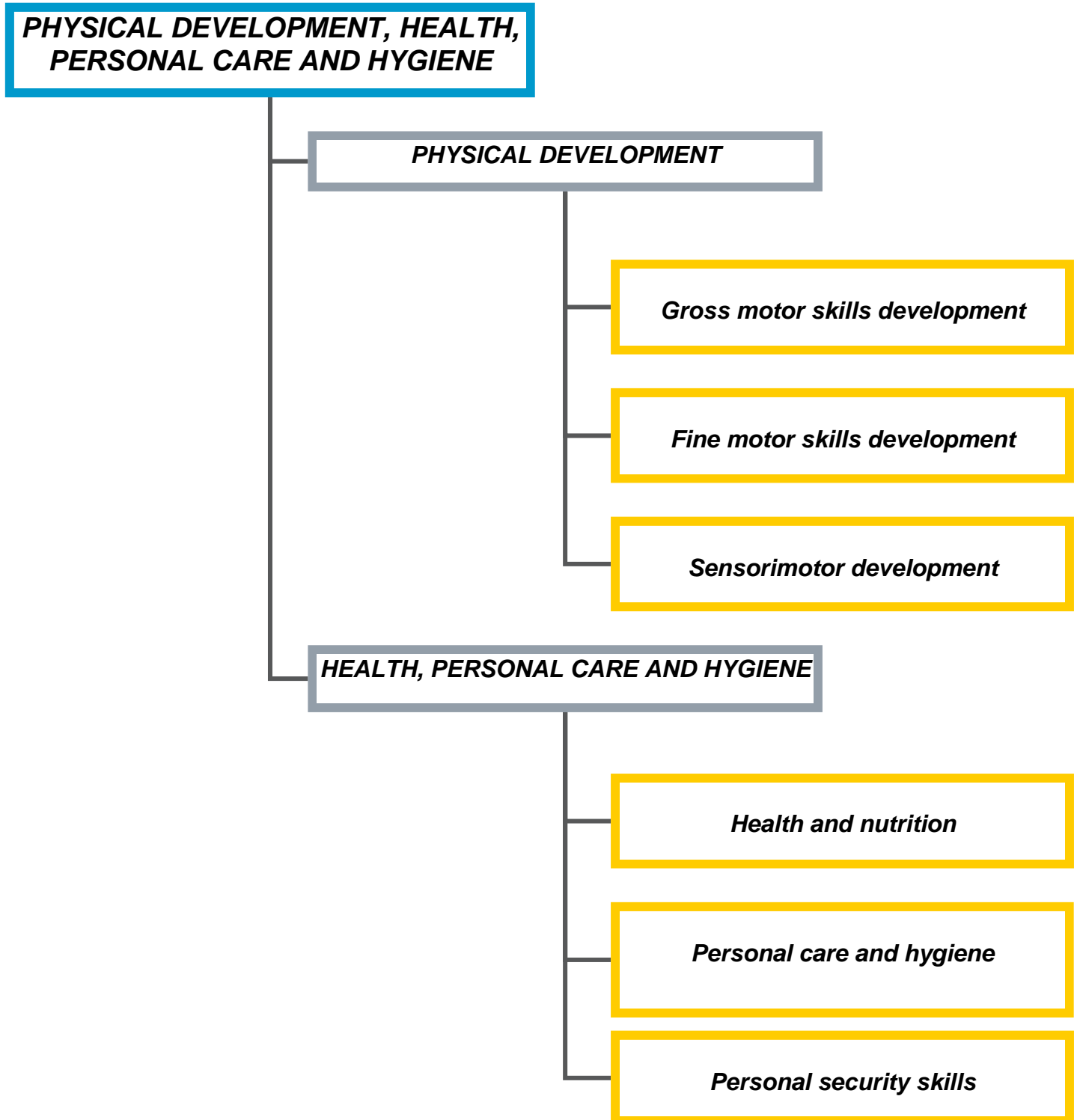
This section includes **defining developmental domains** based upon the following **premises**:

1. During the first three years, children learn faster than anytime. They move rapidly from total dependence on caregivers toward moderate independence and autonomy.
2. Early-age children's development changes radically from one stage to another; we could say even daily. Although children grow and develop by passing through similar stages, every child is a unique individual who develops at her/his own rhythm. Children's learning and development is a continuous process based upon the child's previous knowledge and learning. The child's unique way of learning, abilities and experiences come together to support this continuum process/evolution.
3. Young children's physical, social, emotional, cognitive or linguistic development doesn't take place separately. Children learn in an integrated way so that every domain influences the others and none works independently. A child who learns to walk will follow his mother's look, and if she shows worry or fright, he will stop his recent attempt; if she shows content and trust, he will have courage to go on. The child's social reference is essential to the child's self-confidence to further explore under the adult's supervision. Once he/she learns to walk, the child learns to coordinate his movements, to focus his attention, to understand a verbal message sent by an adult and to respond verbally or non-verbally. In the same way, a well cared and nourished child has a larger capacity to learn.
4. Young children need to be globally exposed, simultaneously induced in all developmental domains. Focusing on any of the domains and passing by the other domains, can harm the child's full development. Although the standards are elaborated on developmental domains, the child's development should be seen as holistic.
5. The standard's structure on developmental domains has the goal to show every domain's uniqueness and to pursue the child's global development. Every developmental domains includes sub-domains and in some cases sub-domains specific aspects
6. Defining the developmental domains represents the expression of the **values** and the way we prepare our child for the future. The values that underline the developmental domains were enunciated as follows: **child's individuality/diversity/plenary development, well-being, health, interculturality, self control, self-esteem, independence, dignity, identity, creativity, responsibility, inner order, environmental care, solidarity toward community.**

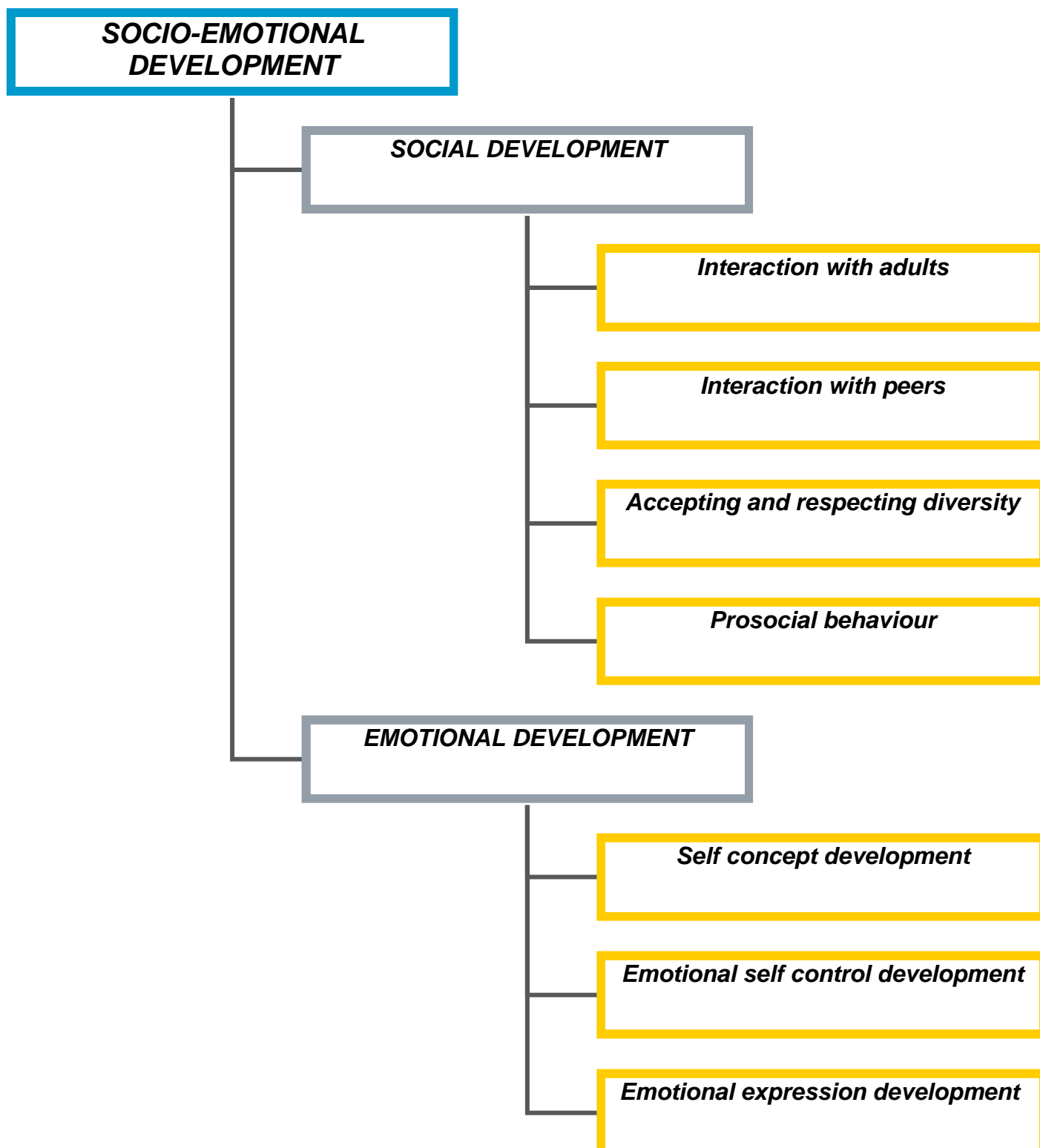
Note: Seeing the child as unique individual, but also his growing up through diverse world's value and also the concern about his plenary development represent ideas that mark development domains. This view reflects in the way, the today's early education approach and how it structures quality programs provided to children from birth –age 7.

4.1. Developmental domains for which the ELDS are elaborated:

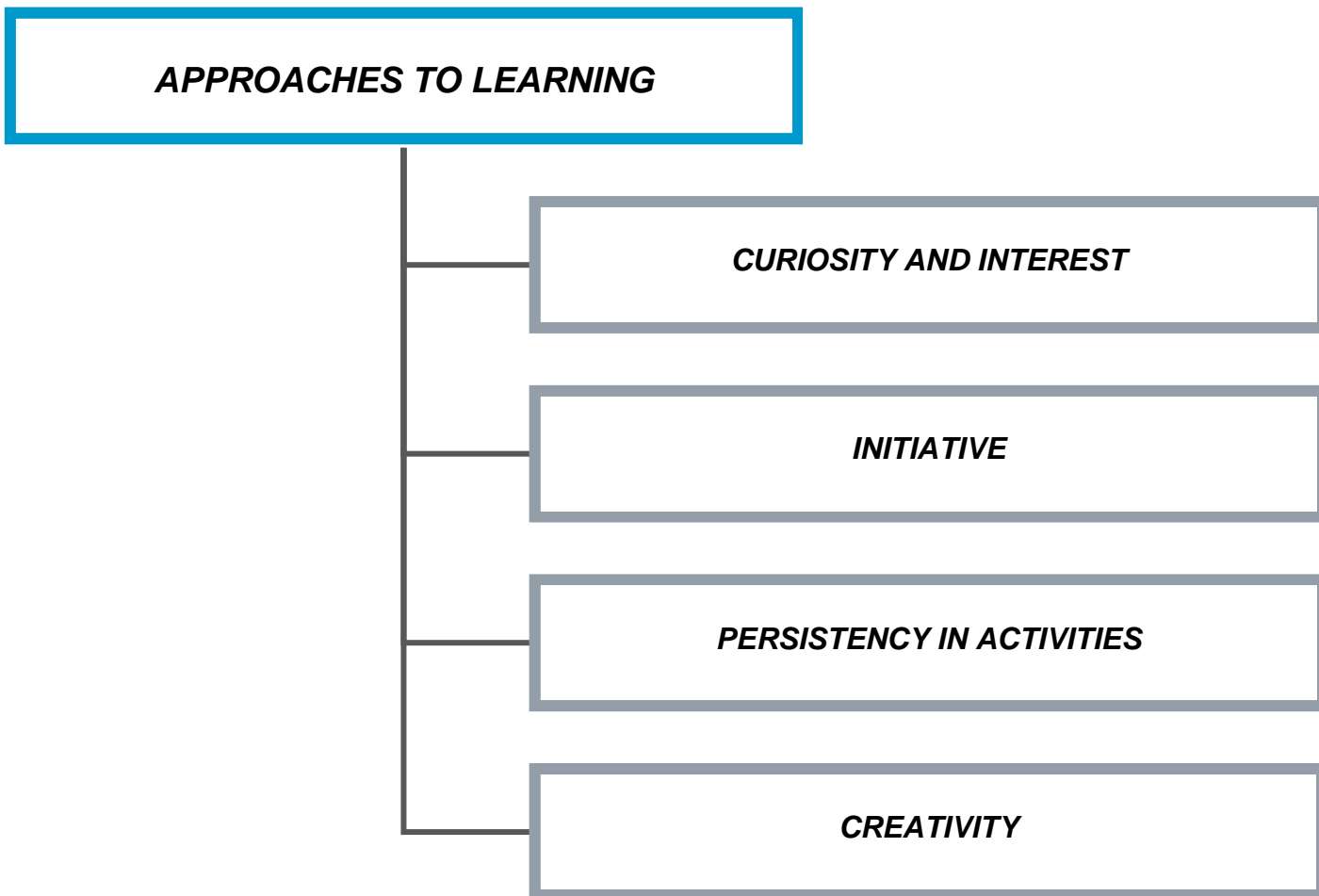
- A. **PHYSICAL DEVELOPMENT, HEALTH AND PERSONAL CARE AND HYGIENE** – Well-being, health and personal care development covers a large domain of skills and abilities (from large movement as jumping, running, to small movement as drawing or forming) but also the coordination, sensorial development, together with knowledge and practices regarding care and personal hygiene, nutrition, personal health and security practices.



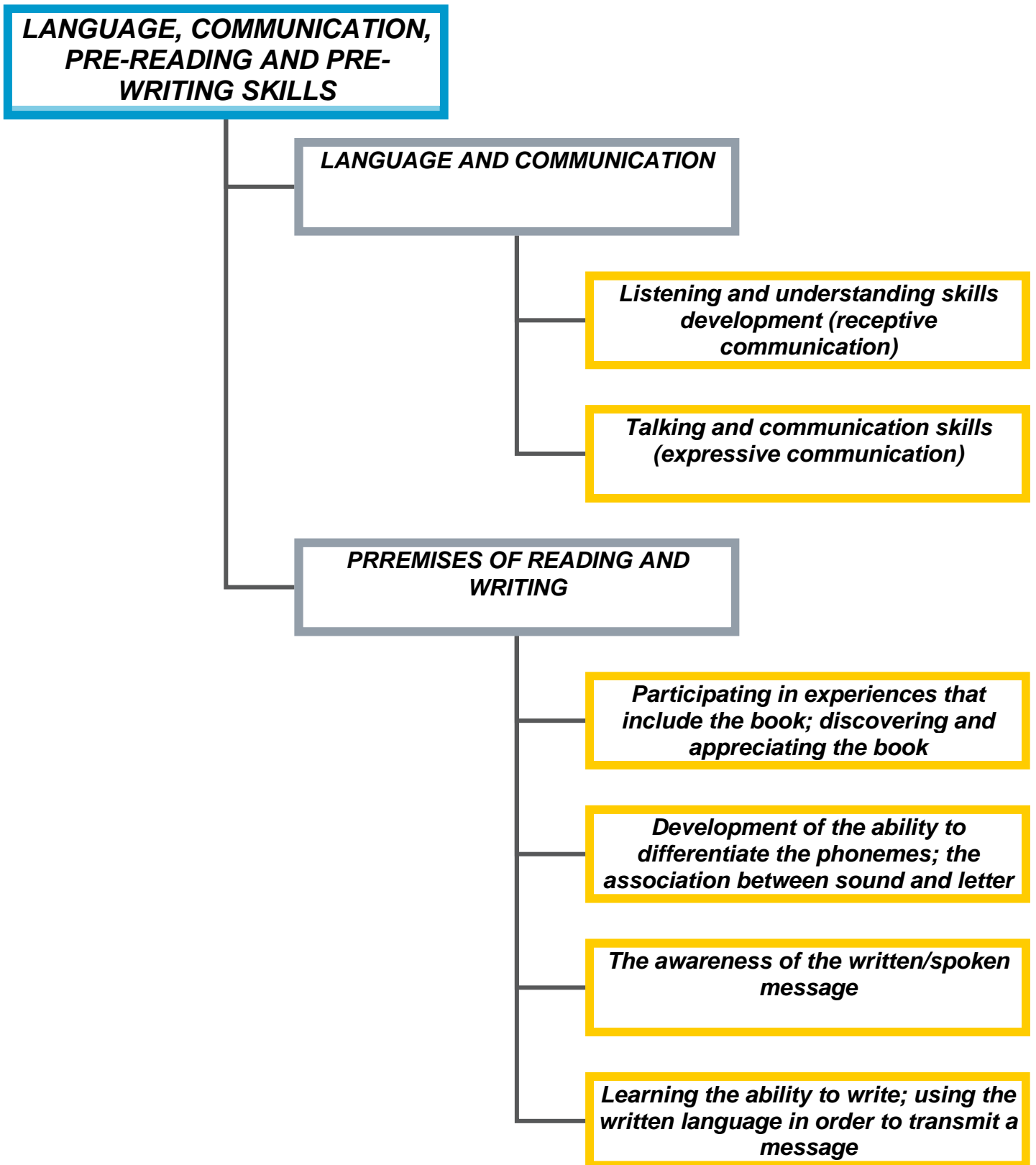
B. SOCIO-EMOTIONAL DEVELOPMENT – Social –emotional development sees the child’s social life debut, his capacity to establish and maintain interactions with adults and children. Social interactions mediate the way in which the children see themselves and the environment. Social development underlines emotional development that concerns especially children’s capacity to express their emotions, to understand and act toward other’s emotions, as well as self-concept development, crucial for this domain. Together with self-concept, the child’s image develops and influences decisively the learning process.



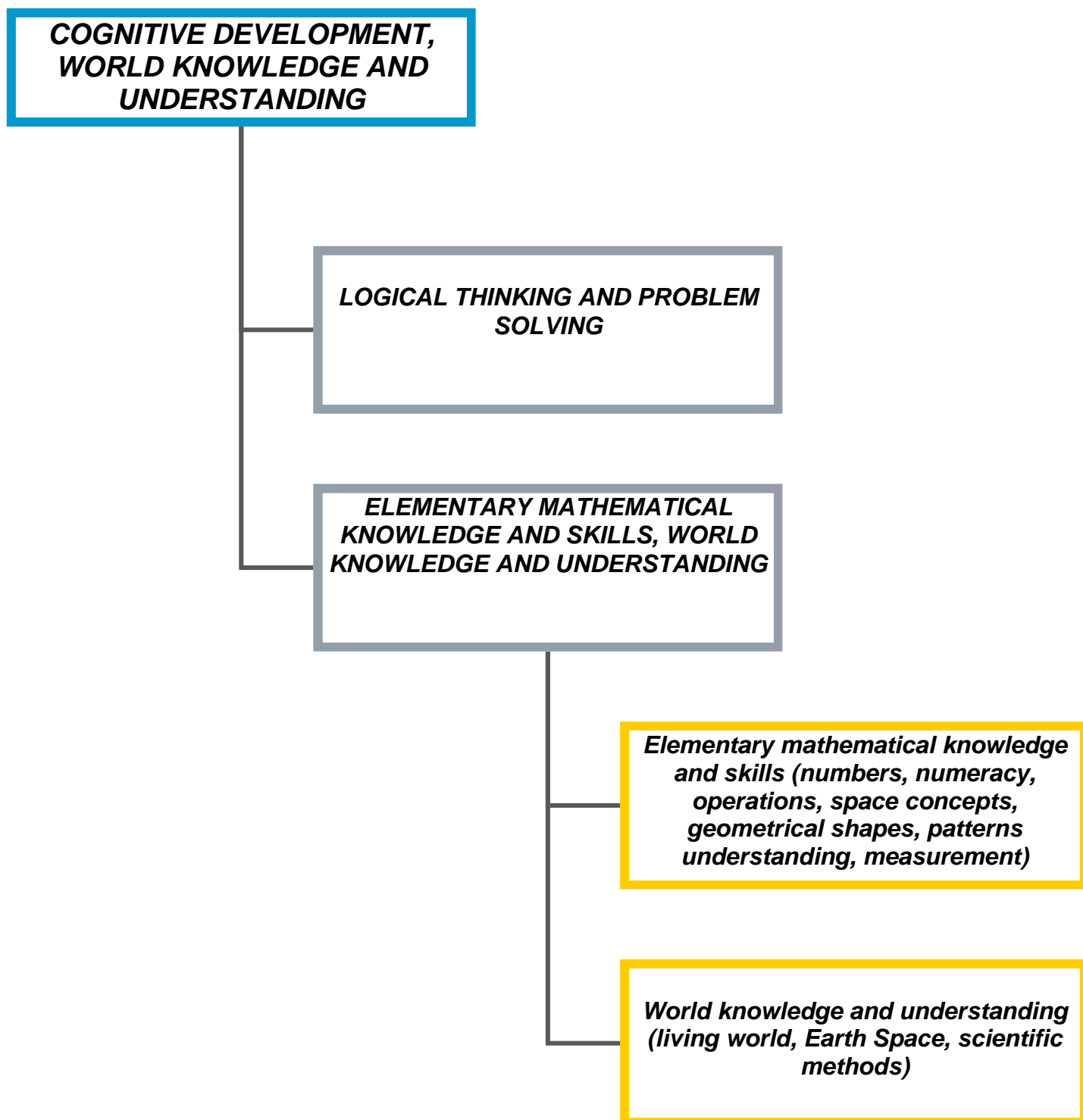
C. APPROACHES TO LEARNING – Approaches toward learning-refers to the way the child evolves in a learning activity, a way he approaches his tasks and learning contexts, as well as his approaching in interacting with the environment and caregivers, besides the skills and abilities mentioned within the development domains.



D. LANGUAGE, COMMUNICATION, PRE-WRITING AND PRE-READING SKILLS DEVELOPMENT – Language, communication and literacy development includes language development (regarding vocabulary, grammar, syntax, but also meaning's understanding) communication (covering listening abilities , written and oral communication , verbal or non verbal), pre-acquisitions for reading and writing and comes with all others development domains.



E. COGNITIVE DEVELOPMENT, WORLD KNOWLEDGE AND UNDERSTANDING– Cognition and general knowledge development was defined in abilities child’s terms to understand the relations among objects, phenomena, events and people beyond their physic characteristics. The domain includes child’s mathematic knowledge and those regarding the environment.



4.2. Age classification reasoning

Romania initiates the ELDS elaboration process view the development of an entire standards system in an integrated approach over the young child's education, care, and development. The reference period in the ELDS elaboration is the whole early childhood period: birth-age 7.

Meaningful differences with this period lead to the next age classification:

- a. **Birth-18 months**
- b. **19-36 months**
- c. **37-60 months**
- d. **61-84 months**

The full-field steps specify what the majority of children should know and should be able to do by the end of each of the 4 mentioned periods respectively at 18 month, 36 months, 60 months, and 84 months.

The proposed periods are wide enough and include periods in which children grow up and develop dramatically. The age intervals selection could offer a better accuracy, but the reasons that the options periods were chosen for are:

- Children's classification in pre-school institutions doesn't reflect accurately homogeneity age criteria. The appropriate age when every child reaches every indicator represents an informative standard. Knowing the children's individual characteristics, we expect and accept differences when children reach the recommended indicators. Not all the children will reach the indicators in the time interval specified. Some of them will reach faster their acquisition; meanwhile other will reach them slowly, or not at all. In all these situations, the time interval is an informational standard and doesn't play the role of forcing the child's natural development course.

Some reasons in favor of the age classification from birth to age 7:

- The standards for every developmental domain are defined to raft across the period from birth-age 7, as final expectations toward early childhood. Within every standard there are indicators that reflect certain age specific features. In other words, the standards reflect the child development from birth to 7 years old in certain developmental domains, while the indicators reflect our expectations for the child by the end of each age group. We resort to a more synthetically age classification because the individual differences in children's development rhythm are very wide/large. This classification regards the major differences among the child's development steps pointed out by the child's psychology. [How is what you are saying here different from the last point above and highlighted?]
- **Birth – 18 month** period was established to allow age specific observation of many acquisitions in all developing domains. Thus, at the end of this age period, we can observe the developmental domains in which the child shows a slower development and those wherein the child may need some support or specific early intervention. Based on the brain's development research, this is an especially important time period in the life of the developing child.
- **19-36 month** interval was chosen, as it marks a period of greater steps in the development steps that are easily differentiated in all the development domains, from the previous or following period. This period is very important especially for the independence point of view/adult "dependence".
- **37-60 month** period focus on the middle pre-school period. This period shows a certain specific from a social, language acquisition, cognitive process, play, social peer, interaction perspective.
- **61-84 month** period is fated to the preparation of child's school's entry; period where the child shows a great capacity of dealing with objects, words, environment and interacting with others. His social-emotional, physic, cognitive availability differs from the previous periods where the child refers to the surroundings/environmental reality, where he/she process received messages and integrates them in psychical structures.

Defining the terms used in this document:

Domain

A domain is defined as a broad category of children's learning and development. The domains are uneven in length and vary by the age of the child. They occur from birth to age 7 even if at certain developmental degrees, certain domains are more central.

Sub domain

Each domain is broken into sub domains that indicate the general facets of the domain. All sub- domains within a domain represent the comprehensive conceptualization of the domain.

Sub-domains specific aspects

Some domains specify essential aspects of learning and development articulated within the sub-domain.

ELDS

ELDS represents the terms regarding the children’s expectations of what they should know and be able to do.

Indicators

Indicators describe expected observable behaviors and skills of children. There are several indicators for each ELDS and they are hierarchically arranged, in order to follow progress toward the attainment of a particular goal (standard). The indicators represent some ways that children will demonstrate progress attaining ELDS’s goals.

Supportive practices

Supportive practices represent learning activities/strategies that ease child’s development and where adults can engage or use within the early childhood services, but also at home, toward the attaining the indicators. There are examples of modalities where adults can interact with children view their development and stimulation. The supportive practices indicate what we do together with children, not with the children.

The number of indicators and strategies can vary because some developmental and learning aspects are more intense in certain periods of the age span.

Within the domain, the following scheme was used:

A. Domain:			
A.1. Subdomain:			
A.1.1. Specific aspect:			
Standard 1:			
Indicators - 0-18 months	Indicators – 19-36 months	Indicators – 37-60 months	Indicators 61-84 months
Supportive practices	Supportive practices	Supportive practices	Supportive practices

5. Why do we need ELDS?

The more we know about children, the better we treat and support them in developing and becoming the adults we all wish for in our society. On one hand, being responsible for children represents a part of our daily life. On the other hand, being fully aware of the importance of this period in later development of a person, has conferred early childhood (on an international level) a special attention and new funds for caring and educating children in this period.

The conception about the young child and the period of childhood has been accorded much attention by philosophers/ pedagogues; this attention is influencing the manner in which the child’s education is conceived. Over the years, there have been various ideas about human development, but today the holistic approach is dominant. In all countries a certain dominant conception about child and childhood is manifest. This conception represents a combination of ideas, values, models, norms, and expectations concerning children, and how we want to educate and socialize them. These concepts change over time and vary in diverse social-cultural contexts. The context represents the environment where the development takes place, environment that is influenced by historical, economical, social and cultural factors. The

culture includes behavior models, beliefs, and other achievements that are handed down from one generation to another.

Along the time the education syntax encompassed a dynamics which today cristalyzed in the holistic approach on child development (see Annex 1 which presents a short universal hystorical perspective on child's education and also in Romania). The today's and, most of all, the tomorrow's society, as well as the last decades' theoretical and practicum background of the public policies, of the social/education/health programs urges us to adjust our view on early years period in order to secure the best start in life for every child.

Actual approaches of child and childhood. Integrated approach to early childhood and the necessity of this kind of approaches

We talk about two analyzing directions in early childhood education:

1.3.1. The child in his integrality as individual (development perspective)

1.3.2. Policy, structures and services that concern child's development (politic, economic, cultural and social perspective, human rights perspective)

a. The child in his integrality as an individual

Around the world, the dominant approach to child development is relational and holistic. The child is seen as whole, with his own body, mind, emotions, and creativity, but also with his personal history and social identity (Moss and Petrie, 2002). This developmental perspective, documented in various investigations all over the world, reflects regularities that are found in physical and psycho-social development during childhood. Research drew the attention to correlations between child development and nutrition quality, caring and educating, and of course to education and children's vulnerability during this period, [considered critic or sensitive?]. Concretely, concerning the age 0-6/7 development, the following aspects are important:

- physical, mental, social and emotional evolution is different from older children or adults, having stages, rhythms and guide marks;
- in modern societies various progressive transformations concerning children's physic, mental, cognitive and social-emotional abilities have their roots in early childhood. This transformation marks the development of abilities, capacities formation, communication, learning and play;
- in early childhood it is also the period when the human-being presents the highest need for communicating with the others (parents, brothers, peers, other adults) not only for surviving but also for emotional security, social inclusion, cognitive skills development, and cultural acquisitions;
- child's development is very sensitive to the negative impact of malnutrition, of inappropriate caring, and lack of parental affection, treatments that may harm children;
- provide safe environment for children both indoors and outdoors that facilitates physical activity and does not restrict movement for prolonged periods of time;
- although we can speak about a long series of universal principles, experiences that mark development are variable, being seen especially through child's individual capacities, his/her special needs, ethnic pertinence, economical, social and cultural circumstances;
- early intervention positively reduces the effect of disabilities on children's perceptual and motor development.

In conclusion we can speak about scientific concordance about the importance of children's crucial evolution from birth to 6/7 years.

b. Policy, structures and services that concern child's development

In the synthesis "*Changing perspectives on early childhood: theory, research and policy*" (2006), Martin Woodhead shows three dominant perspectives that help provide the rationale for focusing on young children. These are complementary with the developing perspectives mentioned above:

- **Political and economical perspective** work on developing profiles and help in social and educational interventions, inspired by economic models of human capital. Early education is a key factor in reducing the

social inequality, especially the ones concerning the socio-economical status. Investing in early education is the most efficient one (Cuhna, 2005; Penn, 2002).

- **Social and cultural** perspective draws the attention on the diversity of ways where the education can be applied. We can remark on an international level some themes and tendencies that sustain and reflect the incorporated approach of the XXI century's child: parents' involvement in child's education, creating new jobs (beside teachers and teacher's help lots of specialist work for different activities, and more).
- **Human rights perspective** is resizing the conventional approaches concerning theory, documentation and educational practice in a way of respecting the child's dignity, recognizing his capacities in contributing to his own development and services. The main rights are: the right to achieve his potential, right to have protection from harming influences, abuse, exploitation, and the right to fully participate in family's life, cultural and social life.

If we intersect the three perspectives, we will know that all expectations concerning **early development and learning** should correlate with other domains referring to **families, teachers, social workers**, but also to **programs, access to services, social indicators, and system efficiency**.

6. National and international legislative context concerning early childhood education

Legislative documents that define the early childhood context internationally and in Romania:

- **Children's Rights Convention** of adopted by United Nations Organisation on 20 November 1989 New York, ratified by Romania by Law republished nr.18/1990;
- **World's Conference from Jomtien in 1990 referring to Education for All**, who points the fact that learning starts from birth and emphasizes the need of integrated services of nutrition, hygiene domain together with cognitive and emotional child's development;
- **Salamanca Declaration from 1994**, regarding the accomplishment of inclusive schools, access to education, the participation and quality of education for all;
- **Then Millennium Development Goals** till 2015 reintegrated within the World's Summit in 2005;
- **Global Movement for Children** who instates in everybody attention, governments public opinion, governmental or non-governmental, 10 prior imperatives among them: the elimination of social exclusion and any kind of child's discrimination, respecting the children's rights, ceasing the children's exploitations, all children's educational access, fight against HIV/AIDS, children's and youngsters speech rights, protecting children from wars, protecting the environment, and not at least fighting against poverty by investing in children;
- **Educational Law 85/1994** that concerns public educational services made for children between age 3-6/7;
- **Law no. 272/2004 regarding child's rights protection and promotion;**
- **Government Decision number 539/2001** for the approval of governmental strategy protecting the child in need (2001-2004);
- **The law concerning maternal/paternal leave** on child care proves that mothers or fathers can take 2 years leave on child care- action that has decreased the children's number in daycare institutions, as a result, many daycares were shut down.
- **The National Pactum for Education**, elaborated under the Romanian Presidency initiative, signed in 2008 by all parliamentary parties, and representatives of trade unions and civil society, which coagulated the political class in a common vision about national education and education priorities, for the next period of 5 years, from 2008-2013. For the first time in Romania early childhood education is mentioned as an important national objective to become a public good.
- **Early Childhood Education National Strategy** developed in 2003 that draw the main action lines in the field of ECE which consequently were persued in governmental national programs and projects developed in the last 6 years with the financial support of international funders/donors (World Bank, Council of Europe Development Bank, UNICEF).
- **New Law of Education** (2009) which for the first time in Romania includes provisions regarding education services for children from 4 months to 3 years.

7. Responsibility regarding the development of a coherent strategies concerning early learning –ministry and responsible agencies

Early child's development is produced as a cumulative effect of the child's care, stimulation, education and nutrition. These factors involve a set of interventions that should take place in each and every domain (health, child protection and educational domain) coherently and incorporated.

So far in Romania, we cannot talk about *politics regarding early child development*, but of *sectorial policies* focused on different aspects of child development.

If we consider, in the child development policies, the CHILD as the starting point and the early years the most important and effective investment, then all public policies through their implementing means should refer to the coordination and convergence of all adults' actions around the child in a common vision regardless of the adult's status in child's life: parent, tutor, teacher, social worker, maternal assistant, medical assistant, medical doctor, etc.

Therefore, by promoting this document, we aim to create a platform for a common and coherent approach on child development, and a step forward for a convergent action in the development and implementation of the public policies in all sectors that serve the child from birth to 7 years of age - education, health, protection.

Early Learning and Development Standards
for children
from birth to 7 years old

A. PHYSICAL DEVELOPMENT, HEALTH AND PERSONAL CARE AND HYGIENE

A.1. Sub-domain: Physical Development

A.1.1. Specific aspect: Gross motor skills development

Standard 1: The child should be able to demonstrate coordination of large motor muscles with a purpose of movement.

Standard 2: The child should be able to participate to engage in a variety of physical activities.

A.1.2. Specific aspect: Fine motor skills development

Standard 3: The child should be able to use fingers and hands for different purposes.

A.1.3. Specific aspect: Sensorimotor skills development

Standard 4: The child should be able to demonstrate the use of senses (sight, hearing, smell, taste, touch, etc.) during interaction with environment to guide his/her motions.

A.2. Sub-domain: Health and personal care and hygiene

A.2.1. Specific aspect: Health and Nutrition

Standard 5: The child should be able to eat a variety of nutritious foods.

A.2.2. Specific aspect: Personal Care and Hygiene

Standard 6: The child should be able to demonstrate personal care and hygiene skills

A.2.3. Aspect specific: Personal Security Skills

Standard 7: The child should be able to demonstrate ability to avoid harmful objects and situations.

Standard 8: The child should be able to demonstrate awareness and understanding of safety rules.

A. DEZVOLTAREA FIZICĂ, A SĂNĂTĂȚII ȘI IGIENEI PERSONALE

Physical development, health and motricity are central elements of all children's learning experiences and are at the basis of an active and healthy lifestyle during their entire life. A healthy physical shape gives children energy and stamina, balance and resistance to engage actively in various activities. Motor development is strongly connected with language and communication development (e.g. babbling, pointing objects, etc.), with cognitive development (e.g. exploring the environment), with social development (e.g. hugging, bye-bye sign), and emotional development (e.g. smiling, laughing).

Although a certain predictability in the above mentioned abilities development exists, physical development and motor skills development is seldom uneven due to the individual path of development and also to the external factors that influence development, such as nutrition, stimulation for physical movements provided by adults to children.

Motor development include three main categories of skills: gross motor skills, fine motor skills and sensorimotor skills.

Gross motor skills refer to large body movements or parts of the body where large groups of muscles are involved, such as: rolling, walking, jumping, and crawling. These skills provide children with the opportunity to coordinate the body muscles in his/her process of adaptation to the environment and exploration. Development of the muscles' force assures children to engage actively and independently in play and learning activities in familiar or new environments.

Fine motor skills refer to child's ability to coordinate the small muscles of hands, arms, fingers, as well as face. These abilities include: grasping and catching objects, use of writing/modeling/painting instruments, of self serving instrument, beading, cutting, zipping/unzipping, buttoning/unbuttoning. All these abilities are the basis of many other skills very important throughout the life.

Sensory-motor skills refer to child's capacity to use the senses to guide his/her movements: hearing, sight, smell, taste, and touch. The ability to use the connection between sight and touch helps children distinguish colors, dimensions, categories and is strongly linked with language and cognitive development. Attention is supported by hearing development, by child's ability to move towards sounds, music or words. Language also is influenced by child's achievements in sensory-motor skills. Exploring objects with mouth helps child develop tasting and smelling perception and sensations, allow him/her to identify his/her preferences and to learn more about the world around him/her. Eye-hand coordination is fundamental for acquiring many skills which are absolutely necessary for the entire life (self-serving, writing, etc.) and which are strongly linked with child's cognitive development.

Health and personal hygiene are basic conditions for a child's healthy development. Health and personal hygiene include: *corporal hygiene (bath, dental care, and dressing), sleep hygiene, nutrition, and outdoor physical movement*. For acquiring a healthy lifestyle, child needs self serving skills, healthy nutrition skills, sfincterian control capacity, independent use of toilet, bathing skills, and appropriate and soluntarily ability to use personal care and hygiene objects.

Child's need for affirming his/her independence depends on *personal security skills'* development which preserves and assures his/her security. But in order to achieve this, child has to know his corporal scheme, has to be aware of his/her motor skills, to be able anticipate gestures and movements, and to regulate his/her emotions according to his/her wishes. For child's personal security, his/her ability *to distinguish between safe, risk or dangerous* is essential. He/she needs to have the ability to ask for help in such kind of situations. Integrating general rules (healthy life rules) with specific rules (depending on various life contexts or child's development – e.g. children with special needs) represent an important aspect for child's healthy development.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.1. Sub-domain: Physical Development

A.1.1. Specific aspect: Gross motor skills development

Standard 1: The child should be able to demonstrate coordination of large motor muscles with a purpose of movement.

Indicators – 0 - 18 months

1. Lifts head and chest while on tummy.
2. Gains control of arm and leg movement.
3. Rolls over.
4. When sits on the back, reaches feet and bring them to mouth.
5. Sits with support and then without support..
6. Rocks back and forth on hands and knees and later on crawls.
7. Pushes self to stand up, holding on something or someone.
8. Walks holding on furniture.
9. Bends to explore objects on the ground.
10. Tries to climb stairs with support.

Supportive practices – 0 - 18 months

Provide children with moments when he/she is on tummy. Look after him/her.

Put the child on tummy and show him/her toys that make sounds, moving them in the child's visual area so he/she can follow them. Look after him/her

Play with the child movement games by rolling back and forth or by using a towel to roll the child from one side to another. (Rolling means changing the body position from sitting on the back to sitting on the tummy)

Initiate movements similar to gymnastics: put the child on the back and move his/her hands and arms, then legs by flexing and stretching. Make mild and easy movement without forcing.

Provide children with objects that can be pulled, pushed, held.

Give children space to move freely, to try to walk, to try to rise and climb.

Play games with children, accompanied with songs, which involve feet and hands movements.

Put the child on the floor, help him/her to hold and stand then help him/her to walk hanging on furniture.

Make sure the environment is safe and secure for child physical activity.

Indicators – 19 - 36 months

11. Carries in hands object while walking from one point to another.
12. Walks and run easily changing direction and speed.
13. Walks backwards.
14. Climbs on and out of bed or adults' chair.
15. Kicks and throws a ball with little control of direction or speed.
16. Jumps in place.
17. Walks in straight line.
18. Pushes objects.
19. Walks up and down stairs, on alternating feet, without support.

Supportive practices – 19 - 36 months

Provide child with opportunities to walk, run, climb, and jump in safe conditions. Help him/her when he/she needs support by encouraging him/her to make new movements independently. Provide a variety of toys and different materials which involve children in physical activities (horses to ride, block to climb, toy houses of Lego pieces, toy pram, trucks to push, etc.)

Involve children in activities that promote balance, different body positions.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.1. Sub-domain: Physical Development

A.1.1. Specific aspect: Gross motor skills development

Standard 1: The child should be able to demonstrate coordination of large motor muscles with a purpose of movement.

Indicators – 37- 60 months

20. Walks up and down stairs carrying an object in one or in both hands.
21. Crawls easily through tunnels, under tables.
22. Climbs on play equipment.
23. Catches a large ball with two hands.
24. Kicks the ball forward.
25. Jumps on both feet and over small objects keeping balance.
26. Pedals consistently when riding a tricycle.

Indicators - 61 – 84 months

27. Walks and runs easily, coordinating harmoniously movements.
28. Moves body accordingly when imitating something and somebody or for performing a movements (catching a ball, throwing a ball).
29. Kicks large ball to a given point with some accuracy.
30. Throws a medium ball with some accuracy.
31. Skips with ease.

Supportive practices – 37- 60 months

- Look after child when walks up and down stairs. Help him/her be aware of feet's alternation and of adapting the walking path to his/her safety and smoothness of breathing.
- Provide children with play equipment to run around them, to crawl under, to climb them.
- Ask children to roll over a big ball, to play with small balls. Play with them and demonstrate them new skills and movements encourage them to try.
- Play with children imitating animals that jump. Sing with them by associating movement with music. Use dance for involving both parts of the body.
- Look after children when walking up stairs.
- Assist the child when riding a tricycle. Show him/her how to move the pedals, how to brake in safety. Exercise bicycle ride and walk only on safe appropriate places.

Supportive practices - 61 - 84 months

- Provide children permanently with opportunities to move outdoor.
- Ask them to bring objects, toys from the classroom when playing activities outdoor on the playground.
- Play imitating games of animal movements, dance movements. Encourage children to perform like different characters from fairytale or stories or from their neighborhood.
- Provide children with balls of different shapes. Involve them in playing ball games.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.1. Sub-domain: Physical Development

A.1.1. Specific aspect: Gross motor skills development

Standard 2: The child should be able to participate to engage in a variety of physical activities.

Indicators – 0 - 18 months

- 32. Attempts new gross motor activities with assistance.
- 33. Demonstrates willingness to try new games and toys.
- 34. Indicates excitement when toys and objects are used in play.

Supportive practices – 0 - 18 months

Provide few hours daily for children to play and engage in physical activity.

Assist them daily in walking, running, rising. Appreciate their efforts and encourage them.

Secure a daily routine and a clear schedule for sleeping and napping and the transition moments for these two activities.

Play daily with children movement and physical activities games.

Indicators – 19 - 36 months

- 35. Tries new activities that involve physical movement without adult's support.
- 36. Actively participates to games, dances and outdoor activities, etc.

Supportive practices – 19 - 36 months

Provide children with at least 60 minutes every day for physical activity. Talk with them about the importance of physical activity and of the positive effects it has on their health.

Provide children the opportunity to use equipment and objects that involve structured physical activity (movements accompanied by song, rhythm), climbing, balance exercises, etc. Provide children with periods of rest after performing physical activities.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.1. Sub-domain: Physical Development

A.1.1. Specific aspect: Gross motor skills development

Standard 2: The child should be able to participate to engage in a variety of physical activities.

Indicators – 37- 60 months

- 37. Participates with enthusiasm to various physical activities: running, climbing, throwing, rolling, dancing, etc.).
- 38. Integrates various physical activities during transition moments from one activity to another, from one area to another.

Supportive practices – 37- 60 months

- Involve children in a wide variety of physical activity and movement in different moments of the day and during activities.
- Provide children with at least 60 minutes of physical activity everyday.
- Make physical activities fun and enjoyable.

Indicators - 61 – 84 months

- 39. Participates regularly to physical activities like running, dancing, games or even sports.
- 40. Participates to domestic duties which involve movement, physical activity (sweeping, hanging washed clothes, cleaning toys, moving objects from one part of the room to another, etc.).

Supportive practices - 61 - 84 months

- Provide children with enough time for outdoor physical activity and show them new movements, challenge them with new things. Practice their speed, strength and precision.
- Use routine moments to involve children in physical activities.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.1. Sub-domain: Physical Development

A.1.2. Specific aspect: Fine motor skills development

Standard 3: The child should be able to use fingers and hands for different purposes.

Indicators – 0 - 18 months

41. Catches adults' fingers.
42. Reaches out with both hands for toys/objects around him.
43. Imitates the good-bye, applause/bravo gestures.
44. Transfers small objects from one to hand to another.

45. Grasps an object with one hand.
46. Empties boxes of content.
47. Manipulates objects.
48. Turns pages of large books, turning often multiple pages
49. Makes large marks on paper when given writing/drawing instruments.
50. Fills boxes with content.

Indicators – 19 - 36 months

51. Most of the time turns pages of the book one by one.
52. Scribbles with crayons beginning to imitate signs, like circle.
53. Uses paintbrush.
54. Opens door, with assistance, by turning and pulling doorknobs.
55. Competes puzzles of 3, 4, 6 pieces.
56. Uses some eating utensils appropriately.

Supportive practices – 0 - 18 months

Provide opportunities for child to reach objects, to grasp them, to hold them.

Play games and sing songs that involve hands and finger movements (clapping hands, playing piano, imitating the drum player, rain, wind, etc.)

Give child appropriate finger foods to eat (cereals, small biscuits, etc.)

Encourage children to play with toys during bath time, to sink them, to empty them, etc.

Play with ping-pong balls and tennis balls. Provide him/her with a ball and hold his/her hand to make him/her grasp with the other hand, then leave the child to manipulate the balls while transferring them from one hand to another, Demonstrate the child to imitate you.

Provide children with books with gross pages, written instruments (wax crayons, gross pencils etc.). Read to them, write and draw with them.

Supportive practices – 19 - 36 months

Provide children with activities that involve grasping objects in hands..

Provide children with story books, images, and give them the freedom to explore them. Encourage small group, pair or individual "reading" activities,

Provide children with writing materials (large papers, crayons and gross brushes, paint colors) and encourage them to write, draw, and paint. Appreciate all the time their efforts.

Provide children with puzzles of 3to 6 pieces representing big and clear mages, big blocks for constructions.

Provide children with personal eating utensils (spoon, fork with safe margins) and encourage using them independently during lunch time.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.1. Sub-domain: Physical Development

A.1.2. Specific aspect: Fine motor skills development

Standard 3: The child should be able to use fingers and hands for different purposes.

Indicators – 37- 60 months

- 57. Eats with utensils.
- 58. Uses various drawing and art materials (crayons, brushes, finger paint, etc.).
- 59. Copies shapes and geometric designs.
- 60. Cuts in a straight line or curve line.
- 61. Manipulates small objects easily (string beads, fits small objects in holes, etc.).
- 62. Fastens large buttons.
- 63. Uses large zippers.
- 64. Completes puzzles of 10 to 25 pieces.
- 65. Writes some letters or numbers which can be recognized.

Supportive practices – 37- 60 months

- Provide children with various sets of toys like eating utensils, clothes for dolls, and time to play with them. Demonstrate, if needed draw attention, on how you use the eating utensils.
- Provide children with materials and engage them in writing, drawing, cutting, gluing activities where they can use their fingers and hands coordination.
- Involve children in paper cutting activities or tailoring clothes for their favorite dolls and characters.
- Practice writing instruments use rules; provide children with a safe environment.
- Organize activities in the manipulative activity center with appropriate material.
- Use symbolic play to practice clothing and unclothing dolls.
- Use any opportunity during the activities to encourage children to write letters and numbers they know. Draw children attention to every written material in the classroom.
- Assist the child in completing the puzzles. Up 'til the child learns the strategy to complete a puzzle, you can make your own puzzle by cutting some images in curve lines into 4, 9, 16 pieces (previously glued to a thick paper).

Indicators - 61 – 84 months

- 66. Puts shoes and ties shoe laces with assistance.
- 67. Writes different letters (like those from his/her own name) and numbers with which she/he is familiar in her/his everyday environment.
- 68. Uses independently and easily various materials and techniques to draw, paint, and model.
- 69. Buttons large button on clothing. Dresses and undresses with assistance.

Supportive practices - 61 - 84 months

- Practice children self serving skills in every appropriate situation. Demonstrate child how to do it and support him/her in performing it.
- Involve children in decorating activities where they can ornament objects using various writing instruments. Ask children to “sign” on their own pieces of work.
- Provide daily opportunities for child to develop fine motor skills, even routine moments like preparing lunch, organizing toys, preparing materials for activities, etc.
- Make together with children collective art works using different techniques (points, lines, shadows, etc.), gluing leaves, textures, ornamenting objects etc.
- Encourage children to play with water and sand engaging small muscles.
- Provide children with writing, drawing and painting materials and instruments. Encourage them to use them.
- Involve children in art activities and experiment with them the use of different instruments and techniques (finger painting, feet painting, sponge painting etc).
- Provide children with different props in the symbolic center where they can practice buttoning. Encourage child to independently dress and undress.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.1. Sub-domain: Physical Development

A.1.3. Specific aspect: Sensorimotor development

Standard 4: The child should be able to demonstrate the use of senses (sight, hearing, smell, taste, touch, etc.) during interaction with environment to guide his/her motions.

Indicators – 0 - 18 months

- 70. Reacts by turning towards perceived sounds and touch.
- 71. Focuses eyes on near and far objects.
- 72. Explores environment with hands and mouth.
- 73. Coordinates eye and hand movements (puts objects into large container).
- 74. Explores and responds to different textures and surfaces.

Indicators – 19 - 36 months

- 75. Imitates animals by moving, reproducing sounds, dressing, dramatizing, etc.
- 76. Demonstrates eye hand coordination when constructing with blocks, or making a puzzle, when putting beads on a string, etc.
- 77. Enjoys playing with objects from different textures (sand, water, leaves, plastic, sponges etc.).

Supportive practices – 0 - 18 months

- Monitor noise level near the child and avoid exposure to strong noise.
- Touch the child on one cheek and on another; express your joy when the child moves the head towards the part you touched.
- Clap softly close to child left ear, and then to the right. Play with a bell on the left and right ear and talk with the child: Do you hear the bell?
- Stimulate child's sight with pendulant toys which children can grasp. Indicate and name objects around children and also those far from the children.
- Rock and swing child slowly using their arms, using rocking chairs or play structures
- Provide children with toys and objects of different materials and textures.
- Name when talking with children the colors, shapes, smells, tastes, temperature, etc.
- Explain children when some food or objects are too warm or too cold to avoid them, to no touch them.

Supportive practices – 19 - 36 months

- Read with child books with large images representing animals and imitate their movement, their sounds. Encourage the child to join you in imitating them.
- Provide children with puzzles, lego, blocks, and beads to make rows.
- Play games that involve favorite animals. Imitate the movement, sounds. Invent play roles.
- Play games in which children perform different favorite animals. They imitate, their movements, sounds, invent different roles.
- Provide children with physical activities that integrate movement with the uses of senses (shadows game, feet painting, sign signal movements, etc.).
- Model body movements by making certain activities together with them: dancing, drum playing, playing piano, etc.)
- Provide toys and objects of different textures. Name them all the time.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.1. Sub-domain: Physical Development

A.1.3. Specific aspect: Sensorimotor development

Standard 4: The child should be able to demonstrate the use of senses (sight, hearing, smell, taste, touch, etc.) during interaction with environment to guide his/her motions.

Indicators – 37- 60 months

78. Reacts appropriately to environment stimuli (bends his/her knees when to soften landing, moves quickly to avoid obstacles, avoids, feels smells that are bad, etc.).

79. Performs artistic movements like dancing or rhythmic movements together with the adult.

80. Demonstrates good eye-hand coordination (catches a ball that jumps from floor).

Indicators - 61 – 84 months

82. Demonstrate awareness of sense in actions (recognizes hidden objects by touching them without seeing them, performs certain movements when hearing a certain sound or direction, recognizes smells with eyes closed, etc.)

83. Changes rhythm, direction and speed of movements when hearing different kinds of signals (colors, sounds, graphic symbols).

84. Manipulate simple puppets.

85. Participates with joy to active plays combined with social contact and game rules („Statues”, „Hide and seek” etc.).

Supportive practices – 37- 60 months

Use games that involve the use of senses and body movements, imitating games, songs with signals that indicate certain movements, etc.

Listen together with children favorite music songs. Encourage them to express through movements inspired by music. Dance together with them and after the movements invented by them.

Provide opportunities for children to use play equipment in the outdoor area.

Make itineraries with obstacles that children must avoid or pass over or climb, etc.

Supportive practices - 61 - 84 months

Play with children recognizing games with shapes, textures, sounds, all that involve the use of senses (e.g. *What's hidden in the small sachet?*)

Use games like “Stop and Start”.

Ask children to change movements when hearing a certain signal, or when changing the rhythm of a music. Play games with the change of the direction and speed of movements.

Play “Remote Control Robot”. Ask children to perform the movements indicated by you or another child.

Make a puppet theater.

Involve children in mutual help activities, like preparing lunch, cleaning the tables, organizing the toys.

Teach children games like “The Statues”, “Hide and Seek” a.s.o.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.2. Sub-domain: Health and Personal Hygiene

A.2.1. Specific aspect: Health and Nutrition

Standard 5: The child should be able to eat a variety of nutritious foods.

Indicators – 0 - 18 months

- 86. Breastfeeds.
- 87. Regulates the speed and intensity with which she/he eats..
- 88. Consumes a variety of nutritious foods from all groups of foods group 1: cereals, group 2: vegetables and fruits; group 3: meat, fish, eggs and milk; group 4: sweets and fats).
- 89. Explores foods with fingers.

Supportive practices – 0 - 18 months

Breastfeed child when asks. Exclusively breastfeed the child until 6 months (no other fluid or solid food, not even water or tea). Begin to diversify food after 6 months continuing to breastfeed up until 2 years. Provide fluids with teaspoon, not with sucking bottle; Do not add salt to food until 2 years.

Introduce progressively food from all groups in the order and doses recommended by medical doctors.

Provide a relaxed environment proper for breastfeeding. Treat meal times as an opportunity to help child enjoy food and become gradually independent in feeding. Talk with child while feeding.

Indicators – 19 - 36 months

- 90. Begins to recognize and eat a variety of nutritious foods.
- 91. Makes the difference between things that can be eaten and which cannot be eaten.
- 92. Makes choices from different options of food.
- 93. Tries new foods when offered.

Supportive practices – 19 - 36 months

Establish regular schedule for meals and snacks.

Talk with children about the importance of food and water for body health. Encourage children to drink water during the day.

Provide children with the opportunity to choose between different types of food.

Add new food to the menu together with foods that child likes very much.

Avoid adding sugar in child's food until 2 years old. Limitate even after this age concentrated sweets (sugar, candies, cookies, syrups, sweet beverages).

Provide children daily with various vegetables and fruits.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.2. Sub-domain: Health and Personal Hygiene

A.2.1. Specific aspect: Health and Nutrition

Standard 5: The child should be able to eat a variety of nutritious foods.

Indicators – 37- 60 months

- 94. Participates in preparing nutritious snacks.
- 95. Names some qualities of good nutritious food.
- 96. Helps serving meal and estimates the appropriate sized portions of food.

Indicators - 61 – 84 months

- 97. Explains the benefits and the dangers of eating certain foods for human body.
- 98. Recognizes foods from different food groups with adult’s assistance.

Supportive practices – 37- 60 months

Engage children in preparing some snacks, salads. Discuss about each ingredient and the importance of food hygiene and of eating nutritious foods.

Organize activities where to discuss about favorite foods and foods they don’t like. Practice how to wash fruits and vegetables and discuss why it’s so important to wash them before eating.

Involve children in seeding, harvesting. Make a small garden where they can practice these skills.

Supportive practices - 61 - 84 months

Involve children in preparing meals and serving them.

Talk about foods which are healthier and more nutritious than other. Ask the child to help when serving meals.

Organize games that refer to foods, serving meals and appropriate behavior during meal time, in which children play different roles (e.g. “At the restaurant”).

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.2. Sub-domain: Health and Personal Care and Hygiene

A.2.2. Specific aspect: Personal Care and Hygiene

Standard 6: The child should be able to demonstrate personal care and hygiene skills

Indicators – 0 - 18 months

- 99. Relaxes during bathing routines.
- 100. Responds through movements, sounds, mimics to routine moments (feeding, diapering, dressing).
- 101. Washes and dries hands, with adult's assistance.

- 99. Relaxes during bathing routines.

Supportive practices – 0 - 18 months

Respect child's schedule for personal hygiene. Make these moments enjoyable, talk to him/her, sing him/her while changing diapers, bathing, or dressing, etc.

Accompany child to bathroom and appreciate his/her efforts to wash and brush teeth independently.

Indicators – 19 - 36 months

- 103. Uses tissues to wipe nose, with assistance.
- 104. Indicates by pointing if the diaper is wet or soiled.
- 105. Shows interest in toilet training and is able to use it by 30 months.
- 106. Washes and dries hands at appropriate time with minimal assistance (before meals, after toileting, etc.).
- 107. Brushes his-her teeth with adult's support.
- 108. Identifies personal hygiene products (soap, shampoo, tooth paste, toothbrush, etc.)

Supportive practices – 19 - 36 months

Model and practice child skills to wash and dry his/her hands to brush his/her teeth, to use toilet. Appreciate permanently his/her efforts.

Use poems, songs, stories about personal hygiene skills. Provide children with opportunity to exercise the personal hygiene skills in play: to wash the doll or the stuffed puppy, to wash the dresses of various toys, etc.

Discuss with children about personal care and hygiene rules while supporting them to practice the skills („we must put the hand on the mouth when coughing or sneezing because...”, “we must change the diaper because...”, etc.). Accompany the rules with explanations.

Name the discomfort or illness symptoms, e.g. „my tummy hurts”, „I feel hot” etc.

Create a space where children can keep his/her personal hygiene objects (soap, tooth brush, comb, etc.).

Go shopping together with the child when buying personal hygiene products for adults and children. Let them choose out of choices the one he/she prefers (tooth brush, shampoo, etc.).

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.2. Sub-domain: Health and Personal Care and Hygiene

A.2.2. Specific aspect: Personal Care and Hygiene

Standard 6: The child should be able to demonstrate personal care and hygiene skills

Indicators – 37- 60 months

- 109. Uses tissues to wipe nose and throws it to the basket.
- 110. Takes care of own toileting needs.
- 111. Washes and dries hands before meals, after toileting without assistance.
- 112. Cooperates with adults in tooth brushing.
- 113. Identifies the body caring products (soap, shampoo, toothpaste, toothbrush, etc.)
- 114. Covers mouth while coughing.

Supportive practices – 37- 60 months

Provide child permanently with tissues for using them when needed.

Watch constantly the respect of personal hygiene rules (hands wash, tooth brushing, etc.).

Create a special place where children can keep their personal hygiene belongings (soap, comb, toothbrush, etc.).

Play symbolic games like “Going shopping” when children can make use of different hygiene objects to buy or sell (soaps, shampoos, shower gel, tooth paste, bath sponges, towels, etc.)

Appreciate constantly when child cover his/her mouth while coughing and makes use of tissues. Organize small group games where some children play the patient’s role and other’s the medical doctor’s role. Discuss about illness symptoms.

Indicators - 61 – 84 months

- 115. Demonstrates independence in personal hygiene.
- 116. Uses correctly and independently the toothbrush.

Supportive practices - 61 - 84 months

Provide daily children with opportunity to practice personal care and hygiene skills. Encourage them to respect them and remind them constantly about the importance of respecting these rules.

Make together with children little books about health and personal hygiene; create with children small poems and song about personal hygiene rules.

Talk with children about the profession of being a dentist. Go together and visit a dentist cabinet.

Invite a dentist to the kindergarten to talk to children about mouth hygiene, about proper toothbrushing, toothbrushes and toothpaste.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.2. Sub-domain: Health and Personal Care and Hygiene

A.2.3. Specific aspect: Personal security skills

Standard 7: The child should be able to demonstrate ability to avoid harmful objects and situations.

Indicators – 0 - 18 months

- 117. Reacts when caregivers say “no” but still may need surveillance to stop unsafe behavior.
- 118. Reacts differently to adults that take care of him/her and unfamiliar adults that interact to him/her.
- 119. Responds to adults’ cues about warnings of danger.

Supportive practices – 0 - 18 months

Provide constant supervision over child and use various way of pointing attention over dangerous situations. Use the same signals all the time so the child can recognize their significance

Explain children constantly the reason for which you forbid certain behaviors and which is the danger you want to avoid („No, it’s not allowed to go there/to do that, because.....”)

Explain the child when talking to him which is your status: Mum, Dad and the same for all adults that daily interacts with child. Avoid situations when adults which do not correspond to the status make use of it („Come to mummy”, when she is not mummy).

Indicators – 19 - 36 months

- 120. Begins to avoid dangers (stove, ironing machine, knives, etc.), but does not confer the confidence not to be supervised.
- 121. Says to caregivers when somebody hurts him/her or makes her/him feel bad.

Supportive practices – 19 - 36 months

Explain permanently to the child, on his level of understanding, which are the situations that may lead to risk for him/her and for other around him/her. Discuss about the accidents that might happen and what dangerous consequences might cause. Use books with images and short stories that could help you in explaining.

Use toys from the Symbolic Center or from other activity centers to discuss about dangerous objects and liquids. Discuss about possible accidents that can happen and their serious consequences.

Encourage child to talk about his/her personal experience when he/she felt danger.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.2. Sub-domain: Health and Personal Care and Hygiene

A.2.3. Specific aspect: Personal security skills

Standard 7: The child should be able to demonstrate ability to avoid harmful objects and situations.

Indicators – 37- 60 months

- 122. Communicates to peers and adults when he/she sees a dangerous behavior.
- 123. Understands the difference between safe and unsafe touch.
- 124. Recognizes symbols that indicate danger and avoids it.
- 125. Does not take medicines in the absence of a caregiver, but knows that medicines are good for improving health if taken properly.
- 126. Looks both ways before crossing the street.

Supportive practices – 37- 60 months

- Use images to illustrate risk situations, dangerous situations (drinking liquids from unknown bottles, getting closer to a plugged ironing machine, to a flame, etc.) and ask children to tell you what they would do if they were in such a situation.
- Read stories that describe dangerous situations and discuss about possible ways to avoid them and about the risks they present.
- Provide children in the Symbolic Play area with objects, dolls, doll clothes, symbols etc. where children can demonstrate understanding of danger.
- Mention constantly the difference between safe and unsafe, dangerous.

Indicators - 61 – 84 months

- 127. Does not accept toys, candies, money or other things from strangers.
- 128. Understands that some behaviors may be harmful for the body (smoking, drinking alcohol, playing with matches, etc.).
- 129. Identifies the adults who can help him/her in dangerous situations (other than parents).

Supportive practices - 61 - 84 months

- Use stories to discuss about danger and way of action in dangerous situations. Be sure that children understand whom they can rely on in such situations.
- Use examples from their personal experience to discuss about harmful behaviors.
- Create together with children posters, campaigns advocating for avoiding dangers and ways to avoid dangerous situations.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.2. Sub-domain: Health and Personal Care and Hygiene

A.2.3. Specific aspect: Personal security skills

Standard 8: The child should be able to demonstrate awareness and understanding of safety rules.

Indicators – 0 - 18 months

130. Can be distracted from unsafe behavior with words, sounds, physical prompts from caregivers, but still needs supervision.

131. Follows some already set up rules and routines.

Indicators – 19 - 36 months

132. Demonstrates recognition of safety rules even if he/she does not follow them all the time.

133. Anticipate the consequences of not following the rules.

134. Pays attention to indications in dangerous situations („*please give me your hand while we cross the street*”).

Supportive practices – 0 - 18 months

Provide children with a safe and secure environment.
Supervise him/her constantly.

Use toys and equipment age appropriate and weight appropriate for child.

Supportive practices – 19 - 36 months

Draw children’s attention to the importance of following safety rules when using play equipment in order not to get hurt or hurt other children.

Use stories to stress the safety rules in various contexts (on the street, in shops, in public places, on the playground etc.). Remind children constantly the safety rules.

A. Domain: Physical Development, Health and Personal Care and Hygiene

A.2. Sub-domain: Health and Personal Care and Hygiene

A.2.3. Specific aspect: Personal security skills

Standard 8: The child should be able to demonstrate awareness and understanding of safety rules.

Indicators – 37- 60 months

135. Anticipates and understands the consequences of not following the rules.

136. Identifies the signs in classroom or on the street or at home for safety protections against dangers.

137. Follows basic safety rules in public transportation, on the street, when riding a bicycle, etc.

Supportive practices – 37- 60 months

Use the opportunities when you go out with children in public places to discuss about safety rules and ways to avoid dangerous situations. Draw their attentions to symbols and signs that indicate danger or how to behave. Use such symbols and signs in activities.

Make books and posters about safety rules, traffic rules.

Appreciate constantly when children follow the rules.

Indicators - 61 – 84 months

138. Follows accordingly the behaving rules on the street, in public transportation or other public places, in order to avoid accidents and dangerous situations.

139. Tells where and when he/she can ask for help.

140. Demonstrate safety rules knowledge and understanding in symbolic play.

Supportive practices - 61 - 84 months

Play with children games for recognizing the colors of the semaphore, traffic signs. Discuss and play orienting games in new environments.

Make traffic maps with children.

Encourage children in the Dramatic Play to play on themes like: visit on the museum, on the store, on the medical doctor, on the open market, etc and practice traffic rules and ways to avoid dangerous situations.

Invite policemen, medical doctors and fire workers to talk to children about dangerous situations.

Play a role play which involves different roles children can play in dangerous situations - medical doctors, fire workers, policemen, helping persons etc.

Create together with children schemes, drawings of sources and persons they can ask for help in dangerous situations.

B. SOCIO-EMOTIONAL DEVELOPMENT

B.1. Sub-domain: Social development

B.1.1. Specific aspect: Interactions with adults

Standard 1: The child should be able trust and interact with familiar adults.

Standard 2: The child should be able to ask for help and receive help when needed.

B.1.2. Specific aspect: Interactions with peers

Standard 3: The child should be able to interact positively with peers.

B.1.3. Specific aspect: Accepting and respecting diversity

Standard 4: Child should be able to recognize, appreciate and respect similarities and differences amongst people.

B.1.4. Specific aspect: pro-social behavior

Standard 5: The child should be able to perceive rules and their effects.

Standard 6: The child should be able to take responsibilities, negotiate and participate in decision making.

Standard 7: The child should be able to demonstrate empathy towards other persons.

B.2. Sub-domain: Emotional development

B.2.1. Specific aspect: Development of self concept

Standard 8: Child should be able to perceive himself/ herself in a positive way, as a unique person, with specific characteristics.

B.2.2. Specific aspect: Development of emotional self-control

Standard 9: Child should be able to adapt feelings and emotions.

B.2.3. Specific aspect: Development of emotional expressivity

Standard 10: Child should be able to recognize and express appropriately a range of emotions.

B. SOCIAL-EMOTIONAL DEVELOPMENT

Child's social and emotional development represent essential aspects of development especially in the learning process..

In many approaches, socialization and emotional development are presented separately. In this document both are included in the same domain because they are so strongly involved and intricately connected with child's learning, difficult to be separated during the acquisition processes in which children are engaged right after birth.

Social development consists in acquiring the abilities to interact with other persons (adults and children). Interactions with adults refer to child's capacity to show trust and easily interact with them, to recognize adult's various roles and perceive them like persons who guide them, support them in everything they do, think and feel. Child's ability to establish interactions with peers is fundamental for child's sense of self, as well as for child's definition of the world in which they live. By interacting with peers, children exercise building and maintaining friendship, capacity to ask and give help to other child, to belong to a group.

Under social development domain are included also child's abilities: to recognize, respect and appreciate differences between individuals, physical and cultural differences (especially in the context of the cultural exchanges of the today's society), to exercise his/her ability to cooperate with other, to negotiate, to participate to decision making in a group, to respect other's wishes, and group's rules. All these abilities contribute to child's development as member of a community.

Emotional development refers to child's sense of self, to the way the child perceives himself/herself as a unique person, the way he/she perceives and reacts to other's emotions/reactions during the interactions he/she establishes with them. The positive image of self represent an important anchor in child's learning continuous support. The more trust he/she will have in his/herself, the more willing he/she will be to learn new things and to explore new experiences.

In the same time, emotional development refers to child's emotional self-regulation and his/her capacity to recognize, express and understand his/her and other's emotions and to appropriately respond to them. Emotions accompany all child's actions and are strongly connected to child's ability to interact and communicate, as much as to motivation and interests support, including learning motivation and interests. For example, curiosity as a human specific feature, demonstrates how socialization and emotional support connect in learning. Curiosity impulsionate exploring and knowing and the outcome of this process brings satisfaction which opens the door to a new action.

This domain represents by his interconditioning connections with other developmental domains represent an important anchor in child's healthy global development. The social and the emotional potentiate every action child makes and determine qualitative progress in every other developmental domains.

B. Domain: Socio-emotional development

B1. Sub-domain: Social development

B 1.1. Specific aspect: Interactions with adults

Standard 1: Child should trust and interact with familiar adults.

Indicators - 0-18 months

- 141. Child becomes quiet when there are familiar adults around him/ her.
- 142. Initiates and keeps interactions with adults who take care of him/ her.
- 143. Shows preference for some of the familiar adults by facial expressions and gestures (smile, moves hands, babble, etc.)
- 144. Uses body movements and gestures to initiate social interactions (touch with hands to ask for attention, hang hands to be taken).
- 145. Shows fear to be separated by crying (when he/she cannot see the familiar adults or in the presence of the strangers).

Supportive practices - 0-18 months

- Behave with calm and affection to the child.
- Say the child's name when talk to him/ her, smile, hug.
- Encourage to imitate gestures and sounds made by the familiar adults. Look in the eyes of the child when talking with him'/her.
- Talk and sing frequently, especially while feeding and changing diapers.
- Respond to child initiated gestures.
- Ensure an environment populated by trustful people; reassure the child that he/she is safe. Help the child to overcome the fear. Name all the time the activities that you intend to do with the child in the next. By assuring the predictability, the child feels safer and engages easily in activities.

Indicators - 19 – 36 months

- 146. Attaches with an adult, other than the caregiver.
- 147. Express verbally the need for security in unpleasant/ uncomfortable situations, looking for trustful adults.
- 148. Imitates adult's reactions (helps to put away the toys, pretends to read or cook near the adult who is doing the same thing).
- 149. Interacts positively and plays with adults.

Supportive practices - 19-36 months

- Provide children with possibility to interact with trustful adults, others than caregivers
- Express sympathy and understanding for children's reactions
- Encourage the child and provide models of behavior, which avoid the reproduction of gender stereotypes (reading, domestic activities, for spare time, etc.).
- Demonstrates receptivity towards verbal and non-verbal messages initiated by the children, play together with him/her.

Standard 1: Child should trust and interact with familiar adults.

Indicators - 37 – 60 months

150. Separates with assistance from familiar adults (without showing a great deal of fear, like in the case of younger children).

151. Express affection towards the familiar adults.

152. Knows the names of the sisters or brothers and call them on their names.

153. Responds to forms of greetings used by the adults.

154. Expresses feelings towards certain adults („I love X...“).

155. Helps the adult in simple tasks.

156. Takes pleasure in doing things to please the adults (brings the slippers, dances or sings, etc.).

Indicators - 61 – 84 months

157. Interacts easily with familiar adults from community (parents, grandparents, other grandparents from the playground, neighbor, pediatrician or family physician, shop assistant, etc.).

158. At kindergarten separates easily from family members.

159. Interacts appropriately with adults (does not interrupt, answers to questions, etc.).

160. Uses politeness (greetings) forms in communication with adults.

Supportive practices - 37 – 60 months

Use positive expressions and behaviors while separate from the child

Encourage and praise for positive behavior expressed while interacting with adults. Demonstrate the same behavior towards the children, regardless the gender; do not express higher expectations towards girls in relation to the emotional control and the use of more sophisticated regulation strategies (in comparison to the boys).

Use children's name while interacting and discourage the excessive use of the personal pronouns, which generate ambiguity (they, she, he etc.). Encourage the child to tell about his./her siblings. Use family photos in the kindergarten to support child in his/ her interventions about his/her family members.

Use appropriate greetings forms according to different moments of the days and social contexts; pay attention to its use in the park, kindergarten, other social settings

Encourage child to express positive feelings towards the adults, provide opportunities to interact respectfully with adults.

Discuss more with boys about the whole spectrum of feelings and avoid the exaggeration in discouraging negative emotions, otherwise boys will become less expressive from an emotional point of view

Engage children in daily tasks and cooperate with them (watering plants, lay the table), avoiding the reproduction of gender stereotypes.

Demonstrate that most of the time there are many people involved for accomplishing a tasks. Comment with children that each contribution matters.

Facilitate for children to put into practice behaviors which represent the basis for social skills, which will help him/her in the future to be effective in interactions with the others in order to reach the settled goals.

Supportive practices - 61 - 84 months

Facilitate interactions with adults in various social contexts and encourage communication with them and participation to actions (e.g. to ask for information, to answer to questions, do simple shopping). In kindergarten or family, play „seller and buyer“, „physician and patient“, etc.

Prove respect and trust towards the child, discuss about the relationships with others, about daily activities and about the significant events experienced by the children.

Provide an appropriate communication model by avoiding interrupting the child while he/she is speaking.

Offer examples and model child' behavior through respectful interactions with others; repeat with the children the appropriate politeness forms, for example playing *To the doctor*, *Doing shopping*, *To the theater*, etc.

B. Domain: Socio-emotional development

B1. Sub-domain: Social development

B 1.1. Specific aspect: Interactions with adults

Standard 2: Child should be able to ask for help and receive help when needed.

Indicators - 0-18 months

161. Indicates through sounds, movements, crying that he/she needs help from the adult.

162. Anticipates/ tests caregivers' reactions through various behaviors (e.g. when he/ she wants to take a forbidden object, he looks to the adult first, to test the reaction).

163. Waits for adult's approval or disapproval for his/her appropriate or inappropriate behaviors.

Supportive practices - 0-18 months

Provide promptly and attentively help and attention while needed. Make distinction between behaviors that ask for help and behavior that just express child's will to draw adults' attention.

Talk to child and answer to him/her by facial expressions, behave in a way that he/she can see your receptivity towards his/her needs.

Keep constant and firm behavior in connection to the forbidden or dangerous objects for children.

Facilitate for children the identification of appropriate or inappropriate behaviors by verbal or non-verbal behaviors of approval or disapproval of certain behaviors.

Indicators - 19 – 36 months

164. Asks help from the adult while faces a difficulty (cannot open a box with toys, cannot ensure the stability of a tower made by wooden blocks etc.).

165. While playing with other children, from time to time asks for help and confirmation from adult.

166. Starts an activity after getting suggestions or directions from adult (e.g. to find a missing piece of a toy).

Supportive practices - 19-36 months

Responds positively to child's questions and request for help, support him/her specifically to overcome the difficulty.

Watch attentively children' activity, encourage to continue and praise for what he/she did; from time to time insure that you are present and provide support, if needed.

Provide in children' environment objects and toys and help him/her to start an activity, by stimulating by questions, explanations.

Standard 2: Child should be able to ask for help and receive help when needed.

Indicators - 37 – 60 months

- 167. Asks frequently questions to adults to get information.
- 168. Follows adults' indications regarding the appropriate behavior in diverse settings.
- 169. When needed, asks for help and provides help, as well.
- 170. Follows the directions or obeys to the authority figure, proving trust to him/her. („Mum said so, „teacher does not do...“).
- 171. Brings simple problem situations to adult's attention (another child is hurt or needs help, hears strange noises or the food is burning on the oven, etc.).

Indicators - 61 – 84 months

- 172. Asks for help from adults in the community (neighbor, librarian, friends' grandparents etc.).
- 173. Chose the right moment to bring into adult's attention specific problems.
- 174. Asks questions before breaking the rules and routines.

Supportive practices - 37 – 60 months

- Answer clearly and directly to children's questions; encourage children to ask questions to get information.
- Clarify every time needed the acceptable limits for behavior.
- Provide support when asked and needed, discuss with the child the meaning of asking and providing help (when relevant situations occur).
- Demonstrate positive attitudes; avoid negative behaviors which could be imitated by children. For example, if the teacher frowns every time while talking to a child, the other children will do the same while interacting with that child, because the teacher represents an authority for them.
- Describe and discuss with children simple problem situations by helping him/her to correlate the idea of danger with ask for help; comments specific situations observed in the kindergarten or park, on TV or movies.

Supportive practices - 61 - 84 months

- Offer suggestions to child to manage to ask for help and encourage him/her to solve the problem. Put the children in situation to see that asking and providing help represent regular social behaviors, not the expression of being unable. Create situations which counteract the fact that girls ask more frequently for help than boys. Address the stereotype that boys have to manage on their own.
- Provide children with the opportunities to observe and participate in adults' talk; discuss about not talking while somebody else is talking, waiting for your turn, having the right tone.
- When a child is making a mistake, discuss about what we have learnt from it.
- Help the child to ask the adult before deviating from rules and routines.
- Show openness towards the child to make him/her feel comfortable to come and seek for help.

B. Domain: Socio-emotional development

B1. Sub-domain: Social development

B 1.2. Specific aspect: Interactions with peers

Standard 3: Child should be able to interact positively with peers.

Indicators - 0-18 months

- 175. Smiles to other children.
- 176. Express through sounds, gestures, facial expressions the joy to play with other children.
- 177. Express interest for other children by watching them and my imitating their behavior (e.g. siblings' behaviors).
- 178. Plays in parallel to other children

Supportive practices - 0-18 months

- Smile frequently to the child. Provide him/her the opportunity to be in the presence of other children.
- Respond positively to child's sounds, gestures, facial expressions through verbal and non-verbal behaviors.
- Give children the possibility to play and interact with other children (from family, but also other children with different cultural background).
- Provide examples of cooperating in daily activities (preparing meals and other domestic activities).

Indicators - 19 – 36 months

- 179. Plays near to other child.
- 180. Observes and imitates other child's behavior.
- 181. Initiates social interactions with peers.
- 182. Enjoys being with other children when playing.
- 183. Demonstrates spontaneously the preference to play with familiar children.

Supportive practices - 19-36 months

- Spend time with child playing, give him/her the possibility to be among other children, regardless the age. Join the child in the park and let him-her play with other children and interfere in his/her play only when he/she asks for that.
- Facilitate child's contact with children from diverse cultural backgrounds in order to become familiar with peers from various social, cultural, linguistic environments.
- Provide children with toys which could be used by 2 or 3 children at once.
- Create opportunities that he/she can play together with children from different background, which facilitate positive interdependence, cultural exchanges (while playing, children hear words from another language).
- Provide opportunity to play regularly with 1 or 2 familiar children.
- Stress positively children's behavior when interacting positive with other children.

Standard 3: Child should be able to interact positively with peers.**Indicators - 37 – 60 months**

- 184. Joins a group of children playing, with adult's help if necessary.
- 185. Initiates an activity together with another child.
- 186. Separates willingly from adults to play with peers, most of the time.
- 187. Follows the group's decisions.
- 188. Cooperates, exchange objects while playing.
- 189. Makes and maintain a friendship with at least one child.
- 190. Stays with the group and doesn't leave with a strange adult.

Supportive practices - 37 – 60 months

- Read books, use puppets to demonstrate through characters what it means sharing, waiting your turn, cooperating with others.
- Facilitate the use of strategy to play in parallel to other children and then to contribute to other's play.
- Help the child to join another child who is playing.
- Make conversation with the child so he/she learns how to listen and talk to others
- Support child's play by staying nearby, offering props, and assisting with conflict resolution
- Encourage children to be involved in activities traditionally considered inappropriate to his/ her gender and provide immediate positive feed back when you observe that they chose such activities.
- Facilitate and stress on homogenous playing grouping, because girls and boys are tempted to group separately. In the same time, monitor the playing group and assist when girls are less involved in the game because of the dominating boys.
- Give children opportunity to share materials and opinion about how to continue/ follow up the game.
- Provide opportunities for child to meet friends: this helps to experience the trust in each other, and to feel less vulnerable while expressing difficulties in a field.
- Identify elements specific to the group to which the child belongs to (kindergarten group, or peer group) in order to built on the sense of belonging, which is associated with solidarity and social and emotional security.
- Use names and symbols to help to identify himself/herself with the kindergarten group

Indicators - 61 – 84 months

- 191. Interacts from own initiative with peers in different contexts.
- 192. Invents activities which involve more than one child.
- 193. Asks and provides help (assist other child to lay the bed, to find a toy).
- 194. Proposes and follows a playmate's suggestions about how to play.
- 195. Identifies herself/himself as the friend if other children from close environments (kindergarten, block/ home, grandparents).

Supportive practices - 61 - 84 months

- Provide children with possibility to play in small groups, where everybody has a specific role and responsibility.
- Structure the group activity on interest centers and encourage the interactions between girls and boys. The focus should be on involvement in the task and progress, not on the performance. Stimulate group playing for girls and dyadic structures for the boys: dyads stimulate communication skills of the boys and group play cooperation skills and competition amongst the girls.
- Invent regularly in classroom roles for all children, roles that make them understand how responsibilities complement and what means living together (e.g. one takes care of plants, one takes care of time, one takes the garbage, etc.). Help children understand that cooperating for answering to a request is different then submitting to a command.
- Monitor daily, encourage and praise behaviors through which children help each other.
- Name regularly positive behavior of help in order to motivate children to repeat it in the future and to identify themselves. Comment and immediately address bullying and exclusion behaviors.
- Encourage children to take responsibilities that contradict the gender stereotypes.
- Encourage the child to express opinion, to identify many alternatives for solving a problem or for developing a play. Praise children when accept other children' suggestions and help each others.
- Stress mixed grouping, because seldom children group themselves depending on sex. Monitor group play and intervene when girls are less involved because boys take the lead. Children grouping based on sex has consequences in strenghtening gender based stereotype behaviour.
- Give opportunity to be part of different group activities in various social settings (kindergarten, block/ home, grandparents) in order to identify with those groups and to practice inclusion and collaboration on different settings.

B. Domain: Socio-emotional development

B1. Sub-domain: Social development

B 1.3. Aspect specific: Accepting and respecting diversity

Standard 4: Child should be able to recognize, appreciate and respect similarities and differences amongst people

Indicators - 0-18 months

- 196. Watches herself/himself in a mirror.
- 197. Watches interested persons around him.
- 198. Observes/ perceives physical characteristics of others (e.g. touches the skin or hair of somebody).
- 199. Interacts with persons different from the point of view of the gender, ethnicity, spoken language, age, special educational needs.

Practici de sprijin - 0-18 luni

Put safe mirrors in the environment, where children can see. Watch together into the mirror and guide to watch own image. Help with questions like „who’s there?” and say names X, mother, Y.

Provide possibility to be in contact with other persons, others than caregivers. Encourage eye contact when you talk to the child.

Facilitate and guide perceptive activity of the child. Use words which describe different parts of the body (nose, hair, cheek, eye, etc.), verbal encouragement and gestures („Măi, măi”).

Participate to family meetings and cultural events in the community, in order to make the child familiar with own and other’s cultures.

Become familiar and use in the early childhood care units methods specific to the family and group to which he/she belongs. Use words and signs familiar to the child.

Indicators - 19 – 36 months

- 200. Plays in the presence of other children (different from the point of view of the gender, ethnicity, spoken language, age, special education needs).
- 201. Show interest towards other children or familiar adults (asks simple questions *Where is X?*).
- 202. Notices the gender difference between him/her and the others

Practici de sprijin - 19-36 luni

Provide child with possibility to play with other children in various contexts (playground, family, kindergarten), providing assistance to facilitate interactions (e.g. in case children have different age, speak different languages or have different ability level).

Provide children resources for dramatic play which reflect diversity.

Make children familiar with persons, experiences, social environments through books, songs, social interactions

Encourage children to perceive their own physical identity/ characteristics. Discuss with children about similarities and differences they noticed. Provide children with books and photos.

Standard 4: Child should be able to recognize, appreciate and respect similarities and differences amongst people

Indicators - 37 – 60 months

- 203. Is able to engage in symbolic play (pretends he/she is something or is somebody else etc.).
- 204. Makes comparisons with other from the company in regard to hair color, height, etc.
- 205. Plays with different children from the point of view of gender, language, ethnicity or SEN, with adults' guidance.
- 206. Identifies similarities and differences between persons (gender, physical appearance, age, profession, cultural and linguistic background, etc.).

Indicators - 61 – 84 months

- 207. Formulates questions regarding other's family, ethnicity, spoken language, physical characteristics.
- 208. Recognizes the skills of other children in different fields (X plays piano, Y runs fast...).
- 209. Names and accepts differences and similarities in regard to his/her and other children favorite food, favorite games.
- 210. Notices that other children use different words for the same object (e.g. for *water, mother, toy*, etc.).
- 211. Observes that the same person can play different social roles (*mother is his/her mother, but also an employee... and the daughter of his/her grandma, etc.*)

Supportive practices - 37 – 60 months

- Stimulate children' play by pretending that you are some animals or characters;
- Insure in the children's environment objects to reflect diversity and stimulates intercultural learning (objects, tapes with songs, art objects, labels with words written in various languages) which children could use during play
- Provide children with possibility to describe his/her own physical and cultural characteristics. Guide him/her to perceive similarities and differences starting from the own person. Help him/her to interpret these differences without a judging value. For example, when the child says „I am taller than Y”, you could add „you are taller than Y because you are one year older”.
- Facilitate play between children different from the point of view of gender, language, ethnicity or SEN.
- Set up a common task in order to stimulate positive interdependence, facilitate taking realistic tasks by each child and provide assistance (e.g. when there are communication difficulties in another language or when SEN child needs support).
- Read together with the children books and analyze images which reflect people from different cultural background, abilities or physical characteristics.
- Discuss about characters, heroes, celebrations, songs which reflect this diversity.
- Provide children with objects and images that reflect cultural diversity.

Supportive practices - 61 - 84 months

- Organize activities where children become familiar with the variety of characteristics of a person (occupations, age, gender, language spoken, national clothes, etc.). Provide children with objects and images that reflect cultural diversity, books, and encyclopedia. Consider opportunities of contacts with other cultures (e.g. visits, vacations, etc.)
- Comment with children about physical characteristics and preferences as aspects of identity. Organize activities which focus attention of the whole group of children on difference and capacities in a positive way, e.g. show the SEN children in a positive light, value bilinguism, etc.
- Invite family members to share specific traditions (food, music, dance, celebrations) and organize with children activities to value them.
- Encourage children to use both mother tongue language and teaching language to name actions and objects in the environment. Use labels in different languages. Stress on respect for linguistic diversity and address immediately biased behaviors (e.g. when on purpose a child's name is pronounced in a wrong way). Provide books in many languages.
- Provide the opportunity to become familiar with a person from the perspective of different roles he/she plays in different social contexts. Visit different institutions to become familiar with the jobs, roles played by the child's family members, e.g. visit to the library, Police, hospital, etc. where parents work.

B. Domain: Socio-emotional development

B1. Sub-domain: Social development

B 1.4. Aspect specific: Development of pro-social behavior

Standard 5: The child should be able to perceive rules and their effects.

Indicators - 0-18 months

212. Follows simple rules and routines for sleep, food.

213. Associates certain adults' behaviors with his/her own behaviors (while put in the bed, it is expected to sleep, raises hand to be hold and fed).

Indicators - 19 – 36 months

214. Anticipates and follows simple rules, if reminded and under supervision (to put the toys at the right place, not to destroy what other children built, etc.).

215. Follows family routines (behavior during lunch).

216. Anticipates the consequences of not respecting the rules.

217. Recognizes that negative behavior attracts negative reactions from adults' side.

Supportive practices - 0-18 months

Set and respect rules and routines for food, hygiene and sleep, taking into account both individual particularities of the child and the cultural characteristics of the family.

Constantly demonstrates availability and sensitivity towards the child, and also persistence in respecting specific routine.

Supportive practices - 19-36 months

Set routines and rules which to be regularly respected, taking into account and balancing in a flexible way individual needs of the child.

Repeat simple rules: „Now we eat, before eating we have to wash our hands“; „before we go to the playground, we put the toys on the right place“.

Praise the child for respecting these rules and routines.

Set simple rules, repeat them in similar situations and react to child's behaviors.

Thorough direct observations and verbally put the children in the situation to become aware that each social context has its own rules (*ex. if I want to play slige, I need to wait my turn, if not, we get hurt*).

Balance the behavior's limits with a range of alternatives. In the same time, respect consistently the rules you set together with children, e.g. „we go out to play only after we put the toys back in the right place“.

Standard 5: The child should be able to perceive rules and their effects.

Indicators - 37 – 60 months

- 218. Follows simple rules without reminders (e.g. not to throw down the toys).
- 219. Waits his/her turn during the play.
- 220. Recognizes the positive behavior of other children.
- 221. Uses play to explore, practice and understand social roles.
- 222. Anticipates what's next in the daily schedule, whether there respected a clear daily schedule.

Indicators - 61 – 84 months

- 223. Plays or works without disturbing the others.
- 224. Tailors behavior according to the rules specific to situations (whisper when he enters the library or in the hospital, museum, etc.).
- 225. Express disagreement for inappropriate behavior („*this is not right, wait for your turn*”).
- 226. Respects simple rules to participate in activities and play.
- 227. Participates in small or bigger groups' activities, sometimes as a leader, sometimes as a player.
- 228. Uses independently rules in new but similar situations.
- 229. Explains to others the rules and the rationales for them

Supportive practices - 37 – 60 months

- Remind children rules and routines; display them on the walls in an accessible, appropriate graphic format.
- Use repeatedly advises like „Now we wait ...”, „first you do that ..., then we do that ...”
- Provide children with a sandglass/ hourglass, to see when the time for a game is over or when it his/her turn to play with a toy.
- Make lists (according to children's understanding) or draw positive behaviors you appreciate to children; Model children to identify and appreciate these behaviors;
- Motivate children with comments like „*before lunch I'm going to read the nice behaviors you did today*”, nominating the authors. After a few days you will notice that some children ask you to pay attention to nice behaviors.
- Give children possibility to get involved in play, by providing them with costumes, toys, time and by suggesting topics
- Display in the environment elements specific to daily schedule and rules to be followed, in a synthetic and accessible format.

Supportive practices - 61 - 84 months

- Remember children whenever appropriate that when doing individual work besides others, we are more efficient if we concentrate on our work without being disturbed or disturbing others . Give yourself as an example of such behaviour by intervening only when necessary.
- Communicate clearly the rules and expected behaviors.
- Organize visits to the museum; model their behavior through your own desirable conduct.
- Support children to become aware about the connection between emotions and actions by asking direct and specific questions and by interpreting the feelings behind behaviors; encourage them to express when feel frustrated or treated unfair.
- Help children anticipate the consequences of actions that will help in the future to solve effectively problems and develop empathy.
- Make together with children daily plans, identifying the new elements brought into the daily routine. Give children possibility to mark their participation (in a game) on a table or small board.
- Provide children with a clock (waiting for your turn) and, together with the children, chose a responsible for time.
- Give opportunity to play in various size groups. Pay special attention to integration of marginalized children (behave aggressively, shy, do not cooperate, have ADHD, anxious, belong to a minority ethnic group, those who are less physically developed, have shabby clothes, SEN (intellectual, physical, motor, language, etc.)
- Identify and give additional support the introvert children, who don't dare to interact with others, either because of low stimulation or lack of opportunities to practice their social skills being under an authoritarian/hiper-protective environment.
- Create opportunities for children to interact with other children and adults in a wide range of contexts.
- Take advantage in a flexible way of the cultural differences linked to the relationship between autonomy and obedience, speaking all in the same time, waiting for your turn.
- Practice through game and drama rules of conduct. Encourage children to tell what happened in the family, at home, in regard to the relationship between rules and their consequences in the social life.

B. Domain: Socio-emotional development

B1. Sub-domain: Social development

B 1.4. Aspect specific: Development of pro-social behavior

Standard 6: Child should be able to take responsibilities, negotiate and participate in decision making.

Indicators - 0-18 months

230. Accepts adults' interventions to negotiate disputes about toys.

Indicators - 19 – 36 months

231. Starts to share and give back toys, with adult's assistance.

232. Names preferences and simple intentions.

233. Talks to other child to solve a conflict, with adult's help.

Supportive practices - 0-18 months

Create opportunities to share toys, as a first step in learning pro-social behaviors. Take advantage of the fact that this behavior is the most frequent one (in family, if there are many siblings, at the playground, in the kindergarten).

Model this behavior through your own conduct.

Supportive practices - 19-36 months

Provide assistance to share toys. You could ask: „Are you still playing with X? X could take it? Want to keep it?“. You can use play with objects that could be thrown or pushed from one to another (colored balloons, balls).

Model children behaviors by doing together an activity, like drawing. Bring only one box of pencils. While drawing, ask child to give you the pencil he/she uses and praise for the behavior. (E.g. *Please give me the yellow pencil. Thank you! Look how nice we can draw together!*).

Create opportunities and encourage the child to express the wish to do certain things, in order to let others know about it.

Have conversation on topics like „My favorite food“, „My favorite game“, etc.

Give children enough time to discuss and negotiate before you act in case of the conflict. Explain the importance of positive conflict resolution, e.g. *It's so good when a child gives us the ball! We play very nice together! We can share our toys to other children, as well!*

Standard 6: Child should be able to take responsibilities, negotiate and participate in decision making.

Indicators - 37 – 60 months

- 234. Participates to decision making, with adults' assistance.
- 235. Uses various strategies to participate in games (bargain, exchange).
- 236. Uses simple strategies to solve the problems, either individual, or group problems (e.g. ask assistance from an adult).
- 237. Negotiates with other children problem solving, with adults' help.
- 238. Makes explicit his/her rights and other's reasons in conflict negotiation („I give you the glue after I finish the doll...”).

Indicators - 61 – 84 months

- 239. Takes into consideration wishes and needs of other children.
- 240. Uses multiple strategies for conflict resolution (first talk, and then ask adult's help).
- 241. Is looking for solutions to solve problems occurred while interacting with other children, without adult's help.
- 242. Avoids situations leading to conflict.
- 243. Accepts and respects responsibilities.
- 244. Tries to repair or correct the possible destructive consequences of his/her behavior.
- 245. Makes simple decisions, with a minimum supervision from adult (food, clothes, toys, books).

Supportive practices - 37 – 60 months

- Present several alternatives to children. Discuss about common activities, like: *What would you like to do today? Or What meal would you like to prepare?*
- Build on social situations where children feel comfortable (some children feel uncomfortable when there are many children around); Invite at home or in a playground one or at the most 2 children to practice social skills.
- Give suggestions for problem solving „if we play one by one, everyone will play at the computer”.
- Ask child to solve alone the tasks you are sure that he/she is able to be successful, in order to give confidence. If he/she is not prepared, could face the risk to be scared and to avoid or reject similar tasks in the future. Provide assistance, on request.
- Read stories and fairy tales, create with puppets situations where the characters solve the conflicts in a positive manner.
- Document about the ways the conflicts are solved in the family and community where the child comes from. Provide additional help for children with speech difficulties.

Supportive practices - 61 - 84 months

- Facilitate the expression of child' feelings when other children do not want to share toys, in order to become aware about the negative consequences of this behavior.
- Give children opportunity to describe facts, as an important step to teach children about talking and not about the person, to avoid labeling and blames.
- Provide guidance by practicing appropriate responses for conflict resolution. Encourage their initiative for conflict resolution, by asking their opinion: *What do you think we should do to solve this problem?*
- Facilitate activities which allow children to negotiate conflict resolution (dramatic play, constructions, use of costumes specific to ethnic communities, etc.).
- Discuss with children the alternatives for diverse situations. Give children enough time to discuss, negotiate and gain the sense of control.
- Give children possibility to register to some activities drawing a symbol or mark on a board. Show images with social situations and discuss together about how to solve a task.
- When made a mistake, make children familiar with the behavior models; make comments on examples from stories, poems, and movies. Identify daily contexts in order to demonstrate children ways to correct/ remedy/ recover.
- Give opportunities for children to make choice. Support them to make choices, by proposing models to examine different opportunities.

B. Domain: Socio-emotional development

B1. Sub-domain: Social development

B 1.4. Aspect specific: Development of pro-social behavior

Standard 7: The child should be able to demonstrate empathy towards other persons.

Indicators - 0-18 months

246. Observes attentively the movements and reactions of other beings surrounding him/ her.

247. Reacts when a human being manifests joy or suffers.

Indicators - 19 – 36 months

248. Notices if other children are joyful or sad.

249. Demonstrates through role play awareness about different emotional feelings (comfort doll which is crying).

Supportive practices - 0-18 months

Provide children the opportunity to explore a range of secure environments. Talk with the child clear and friendly while doing activities with him/her.

Provide children with mirrors which do not break and opportunities to see faces and various emotional expressions.

Manifest respect for emotional behaviors in culturally diverse groups. Model empathy by your empathic behavior towards children, adults and animals.

Supportive practices - 19-36 months

Use in conversations words which describe emotions (joyful, angry, sad), encourage children to be careful towards the people around them. Talk daily with children on how do you feel, what do you feel in certain situations, and encourage them to talk about their emotions.

Provide children opportunities to identify feelings/emotions by using images, posters, mirrors, playing with dolls which reflect different cultures.

Standard 7: The child should be able to demonstrate empathy towards other persons.

Indicators - 37 – 60 months

250. Shows empathy towards the emotional or physical pain of other children.

251. Comforts peers, with adult's assistance.

252. Expresses feelings and emotions towards stories' characters.

Indicators - 61 – 84 months

253. Knows when to help for problem solving, without acting in somebody else' place.

254. Talks about the others' emotions.

255. Comfort family members who do not feel well (by his/her initiative)

256. Demonstrates emergent understanding of the situation of different people in various natural and social contexts (poverty, natural disasters, etc.).

Supportive practices - 37 – 60 months

Encourage children to understand others' emotions, ideas and actions by reading books, cartoons or movies. While a conflict between two children occurs, show empathy for both children. Name and discuss emotions and feelings: „*you are sad because...*”

Demonstrate positive expressivity in daily behavior in the family and kindergarten; this develops the feelings of security for children, the sense of control and trust in the environment. In this way it is likely to decrease children's concern and worry, which make more likely the probability that they take into account and respond to other's emotions.

Use stories where characters have to overcome unpleasant situations; remind children how specific characters behave in those situations, e.g. „*Do you still remember what the bunny did when he was annoyed/upset by the mouse?*”.

Supportive practices - 61 - 84 months

Offer similar explanations about other children's behavior. While children are able to recognize verbal and physical hints (evidence) regarding other's emotions and feelings, they can develop empathy and compassion towards the others.

Create opportunities for children to share and discuss about their emotional experience/ state.

Encourage children to draw a friend's face while he/she was feeling happy, lonely or sad. Discuss why a character behaved in a certain way in a story, taking into account the differences between different cultures.

Support children to recognize others' feelings and encourage them to try to understand what another child could feel, by asking questions like: „*How do you think that X is feeling now?*”

Discuss about a characters behavior, taking into account differences between cultural groups.

Support children to recognize others emotions, asking questions like: „*How do you think X is feeling now?*”

Present images with people living in poor and rich parts of the world, discuss about resources preservation and about balanced use of resources. Model children's behavior by your own care for the environment and by explaining them the effects of certain behavior on the natural and social environment.

B. Domain: Socio-emotional development

B.2. Sub-domain: Emotional development

B.2.1. Specific aspect: Self concept development

Standard 8: Child should be able to perceive himself/ herself in a positive way, as a unique person, with specific characteristics

Indicators - 0-18 months

- 257. Explores own body (touches, looks).
- 258. Reacts through sounds and gestures when he/she hears own name.
- 259. Recognizes himself/herself in the mirror.

Supportive practices - 0-18 months

Take care with affection of the child, respond to all his needs in order to develop the attachment, provide time for him/her to explore the body. Before bathing, let the child few moments undressed so he/she can touch his/her body, the same when diapered.

Use child's name while interacting.

Provide in the environment mirrors which do not break to look and to play in front of them.

Indicators - 19 – 36 months

- 260. Își spune numele și vârsta, dacă este întrebat/ă.
- 261. Își exprimă apartenența de gen: „Sunt fetiță”, „Sunt băiat”.
- 262. Își recunoaște propriile obiecte.
- 263. Atrage atenția asupra sa în fotografii sau oglindă.

Supportive practices - 19-36 months

Use the name of the persons he/she is interacting with.

Cultivate a positive self-image, avoiding gender stereotypes like „girls are pretty”, „boys are strong”.

Accustom child to keep the toys in order, provide with storage opportunities.

Facilitate children's preoccupation to self-evaluate „*I am curly, blond and blue eyed*”.

Avoid calling “girl” or “boy” a child whose sex is not corresponding, as a way of caressing or denial of reality,

Standard 8: Child should be able to perceive himself/ herself in a positive way, as a unique person, with specific characteristics

Indicators - 37 – 60 months

264. Says correctly the first name, family name, and age.

265. Uses appropriately the pronoun (does not use any longer the third person to refer to himself/ herself).

266. Describes family' members, associating correctly their status and name.

Supportive practices - 37 – 60 months

Give possibility to introduce himself/herself in different situation (playground kindergarten, to the doctor, meeting with the neighbors).

Write down child's name and the date on child's' works.

Build opportunities to speak about self and the others, taking into account also linguistic and cultural characteristics.

Facilitate children to describe family life, by valuing the difference in regard to the family structure (monoparental, divorced parents, etc.), economic, professional, cultural, linguistic characteristics or residence (urban, rural). Invites family members in kindergarten activities. Encourage children to tell about their family and to draw it.

Indicators - 61 – 84 months

267. Knows the day, the month, city and country where born and the telephone number.

268. Shares to others information about self.

269. Asks for silence and space.

270. Is able to demonstrate the awareness regarding the changes that happen within his/ her own person, as well as in the environment (the child grows; the plants have a life cycle).

271. Manifests trust in ongoing developing skills.

272. He/she has a positive self image.

Supportive practices - 61 - 84 months

Use dramatic play to help them realize the instrumental value of these information, e.g. when pretend to make an emergency call to the ambulance or fire station, children should be able to communicate name, address, telephone number.

Make together with the children the calendar of the birthdays, which to be used in the classroom to prepare birthdays parties.

Call children by name and ask them to use names while talk to each other. Use in the kindergarten group games to memorize other children's names.

Stimulate children to chose activities in the kindergarten, by reflecting on what she/he can do best and prefers; discuss individually and in small groups about children preferences; discussions on topics like „My favorite activity”, „My favorite place”, My favorite game”, etc.

Arrange at home and in the classroom environment a corner where she/ he can go when tired, sad (you could spread pillows on, he could listen to music in the headphones). Respect child's need for privacy.

Create opportunities to discuss about the life cycle for plants, animals, and people. Create a graphic with the children's physical characteristics (height, weight, preferences) at the beginning/ending of each school year, so that they can sense the evolution

Encourage child to describe his/her actions in children's action, in general. Discuss about what each of the children can do. Involve girls in games which develop not only verbal skills, but also cognitive and motor skills, by providing the opportunity to feel competent in as many as possible fields of activity. Prove attention towards gender differences (it was documented research that girls receive more frequently praise than boys and less punishment from adults);

Encourage children to praise and say greetings/ compliments. Name children's achievements, appreciate their efforts. Build on positive self-image by stressing on children' quality, on nice behaviors they do.

Organize the game „Let's introduce our self" (child introduces, tells about self).

Teach/ learn children (both boys and girls) to express joy and hapiness; although both gender express hapiness in the same way, girls can share/ express it, while boys are usually encouraged to control it.

B Domain: Socio-emotional development

B.2. Sub-domain: Emotional development

B.2.1. Specific aspect: Emotional self-control development

Standard 9: Child should be able to adapt feelings and emotions.

Indicators - 0-18 months

- 273. Signals through sounds and movements his/her needs.
- 274. Relaxes when feels comfortable (while holding arms, when speaking with calm).
- 275. Comfort herself/himself when he/she is tired (e.g. uses comforter, holds the favorite toy or blanket)

Supportive practices - 0-18 months

- Show care and concern for children's needs, behave such as the child feels that you are close to him/her when you change certain elements in his/her environment (like when you leave the home and child has to adapt to an environment which is not familiar to him/her).
- Talk to the child and respond through facial expressions, behave yourself so that he/she can see your receptivity toward his/her needs.
- React to any sound the child makes, trying to identify what he/she want to tell you. Verbalize with clear voice what you deciphered from his/her behavior.
- Ensure child's comfort by seating close to him/her and behave according to the familiar routine.
- Provide children with familiar objects which calm him/ her down (sleeping song, toy, blanket etc.).

Indicators - 19 – 36 months

- 276. Names some emotions (joy, sad, scared, etc.).
- 277. Seeks for emotional support when he/she experience strong emotions.
- 278. Starts to control drives (says „no” in relation to the forbidden objects).

Supportive practices - 19-36 months

- Design imaginary situation or describe situations in which the child could identify his own emotions and other person's emotions in various contexts.
- Encourage the child to recognize own emotions, model children's behaviors through your own expressivity.
- Discuss issues related to emotions; in this way you communicate the idea that such problems could occur and discussing about it help children to be aware about different emotional states/ moods he/she experiences.
- Organize games with movements at signal.
- Encourage children to postpone the fulfillment of some wishes for a specific period of time. (e.g. *“We cannot eat now cake, because isoon we will have lunch. But after you'll wake up, surely we will”* or *„We cannot go in this moment to buy crayons because it's getting late and grandma is waiting for us. But when we leave her I promise we'll buy”*).

Standard 9: Child should be able to adapt feelings and emotions.**Indicators - 37 – 60 months**

279. Waits for his/her turn

280. Calms down with adults' assistance/help (goes in a quiet place or asks the adult to read the favorite book when he/ she feels sad).

281. Copes with difficult tasks without expressing high frustrations.

282. Shows patience until he/she gets attention or a reward.

283. Refers to others' wishes and thoughts when interpret their behavior.

Supportive practices - 37 – 60 months

Provide children with a clock, hour glass/sandglass to remind them when the time is over for a game or when it somebody else' turn to play with a toy.

Express positive emotions in order to model to child positive ways to answer to others' and to adapt herself/ himself to events that occur in his/her lifes (the parents who express negative emotions model hostile and ineffective approaches to cope with emotions).

Discuss with children about both positive and negative emotions. Not speaking about negative emotions can induce to children that the emotions have not to be expressed, that affects their capacity to regulate their own emotions.

Suggest interesting activities for children or embed the difficult task into something pleasant.

Provide explanations about the task completion, model through your own behavior the availability to do something requested; guide children to coordinate actions in order to achieve a goal.

Create regularly situations where children are motivated to postpone getting an imediate and small reward, in favour of a later, but substantial reword (eg. „*you can watch cartoons now, but if you dont' put the toys at the right place now, we will not have time to go to the zoo*”).

Select situations from children' life and demonstrate that every child has his/her own needs and wishes.

Use appropriate opportunities in everyday life to help children to take into account other people wishes and needs.

Indicators - 61 – 84 months

284. Controls feelings' expression (especially the negative ones).

285. Remains calm when the situation changes or when he/ she cannot do something (controls anger).

286. Expresses his/her own feelings constructively, without arguing.

287. Modifies expression and behavior according to the context.

Supportive practices - 61 - 84 months

Encourage child' self-evaluation and do not make comparisons between him/"her and other children. Children become critical with themselves if they are failing.

Show positive emotional expresivity, which buil on children's ideas about how many and what types of emotional expressions are aproprate and effective during the social interactions. Parents could teach children about ways to express emotions and strategies to cope with emotions. This training enhances children's ability to inhibit negative emotions, to diminsh them, to focus attention and to regulate own emotions.

Develop situations where children could recognize the social value of an emotional message.

Provide both girls and boys with the oportunity to practice anger management (it was documented by research that mothers and fathers accept easier the expression of anger in the case of boys compared to girls). Teach boys to be more atentive to other's problems; parents should talk with boys about positive emotions and sadness.

Discuss with children the behavior of some characters, which illustrates that misinterpretation of an emotional message could make difficult the social relations.

Facilitate the practice and use of emotioanl regulation strategies, like: finding aproprate solutions to problems they face, rationalization or minimization.

Offer emotional guidance, because even if at this age children apreciate peers as friends, they ask adults for help (especially parents).

Create situations where children can recognize emotions taking into consideration the non-verbal component: facial expression, posture and interpret the correlation between these and the context.

Give enough time for symbolic play in which children can play roles the way they perceive them and how they invest them with significance. Intervene in play with new roles for reconfiguring the context and stimulate new reactions and behaviors.

B. Domain: Socio-emotional development

B 2. Sub-domain: Emotional development

B .2.3. Aspect specific: Emotional expresivity

Standard 10: Child should be able to recognize and express appropriately a range of emotions.

Indicators - 0-18 months

288. Cries, uses facial expressions and body movements to express emotions.

289. Responds to others' behavior (cries when other children cry).

290. Smiles, laugh, babbles as response to positive interactions with adults.

291. Frowns when he/she cannot succeed to do something.

Supportive practices - 0-18 months

React positively (verbally or by facial expressions) to child's cry or to other behaviors he/she uses to express himself/herself.

Demonstrate empathy towards other adults, children or animals.

Comfort child in stressful situations.

Play with child by making him to have fun by unusual expressions and facial movements, sounds (e.g. Cucu-bau).

Encourage the child to continue „very well”, „bravo!”, „you almost succeeded!” and show how to solve the problem (if he/she is unsuccessful after several tries out).

Indicators - 19 – 36 months

292. Recognizes simple emotions (fear, joy, sadness).

293. Uses context appropriate means for emotional expression.

Supportive practices - 19-36 months

Help children to understand words which express emotions; such words are difficult for children, because they reflect emotional moods difficult to observe.

Use play/ games to develop expresivity, where children could simulate expression of joy, enthusiasm, sadness, fear, etc.

Analyze the expressions of the cartoons' characters. Insist on verbal and nonverbal expression of the feelings, especially in the case of children who experience frustration, anger, loneliness etc.

Stimulate children to talk about their feelings, to reproduce verbally and by mimics the emotions of different characters from movies and books.

Use games to select words about emotion, use poems and stories to talk about moods, feelings.

Give children possibility to discuss that some expressive behaviors are useful to substitute, cover, diminish or maximize their emotional expressivity according to certain situations and for self-protection (eg.: a child exaggerates the affective expression by crying in order to gain attention or to get an answer from adults). React in a way that children perceive that you decoded correctly his/ her emotional expressions.

Standard 10: Child should be able to recognize and express appropriately a range of emotions.

Indicators - 37 – 60 months

- 294. Respond to emotions (e.g. by using role play)
- 295. Associates emotions with words and facial expressions.

Indicators - 61 – 84 months

- 296. Expresses emotions through play and arts.
- 297. Shares with others (peer and familiar adults) his/ her feelings/ emotions.
- 298. Reacts emotionally in an adaptative and flexible way in various social and physic environments.
- 299. Expresses frustration in words.
- 300. Expresses an adequate mimicry, according to somebody's message.

Supportive practices - 37 – 60 months

Be child's partner in new games, in a way that he/she could imitate facial expressivity style and non-verbal behavior.

Use the reflection of feelings, when children learn about emotions and do not know emotions' names. Do not ask children „ho you feel?“, try instead to identify child's emotions and then to communicate it to him/her as a question or sentence.

Supportive practices - 61 - 84 months

Propose games to associate sounds, colors, movements with diverse emotions. Demonstrates ways of expressing emotions. Discuss with children about music and emotions.

Involve children in different artistic activities (painting, colouring) and ask them about what they do and how they feel. If they start describing an event, a dream or an emotion, listen carefully to them and provide support like "I understand" or "and then?"

Encourage children to use words and expressions which name emotional moods. Ask wustions like „How this X makes you feel?“ „How do you feel when...?“ to help children to identify their own emotions. Children will learn that is OK to experience different emotions and talk about them.

Cultivate the emotional flexibility, which involves quick re-evaluation of the situations which brings emotions, access to a range of emotions and reaching the proposed goals. Offer additional assistance to those children who have to adapt to difficult or stressful conditions in the families (children exposed to domestic violence or in the community, who live with depressive parents, etc.).

Dialogue with children about emotions they experience in group activities (watching movies, listening to the music, dancing, story telling, etc.).

Examine photos, ask children to identify emotions. Use games like „joyful man, sad man“.

Use first person in message to express own emotions, opinion, expectations (e.g.: instead of „you made me angry“, you could say „I was angry when you didn't came to me“, so far children will learn to express in the same way.

Stimulate children to name emotions, this helps them to remember events; if children do not use verbal labels for emotions, it is likely that they will not be aware that a certain bbehavior generates an emotion.

Encourage children by providing positive feed back every time they faced a frustrating situation, telling them what they did; in this way you will promote positive behaviors on their side.

During daily conversations with children reffer not only directly to emotions, but also interpret the emotions occured during the social interactions. Provide explanations for these interpretations of the emotions, because they provide children with a causal theory which is implicit and socially shared.

C. APPROACHES TO LEARNING

C.1. Sub-domain: *Curiosity and interest*

Standard 1: The child should be able to manifest curiosity and interest, to experience and learn new things.

C.2. Sub-domain: *Initiative*

Standard 2: The child should be able to take initiative in interactions and activities.

C.3. Sub-domain: *Persistence*

Standard 3: The child should be able to persist at a task even if he/she faces difficulties.

C.4. Sub-domain: *Creativity*

Standard 4: The child should be able to manifest creativity in daily activities.

C. APPROACHES TO LEARNING

This domain is different from the others, because it includes abilities that could be thought of belonging to other developmental domains such as cognitive or social-emotional. The decision of defining it separately marks and underlights the importance given to it within child's global development, by recognizing that development of these abilities and skills in early childhood set the ground for learning throughout the whole life.

Curiosity and interest as a sub-domain refers to children's willingness to investigate the world around him/her, to get to know it, to children's interest to find new things, to know more about everything around him/her. These are two cognitive engines that support the learning process.

Initiative refers to children's will to participate in learning activities and to initiate individual or group activities. Initiative needs self-confidence, willingness, motivation, and sets the ground for autonomous learning ability.

Persistence represents a sub-domain which refers to child's ability to focus his/her attention on a task, and to persist on it until the end even if he/she encounters difficulties. This capacity develops in time and contributes significantly to child's learning progress. It is intricately connected with emotional factors involved in learning.

Creativity refers to child's ability to extend/construct his/her knowledge based on previous knowledge and experience, by combining them in new forms, beyond conventional ways, by finding new, divergent solutions to a problematic situation, to construct new realities by using images, sounds, movements, words, objects, and materials around him/her.

C. Domain: Approaches to learning

C.1. Sub-domain: *Curiosity and interest*

Standard 1: Child should be able to manifest curiosity and interest to experience and learn new things.

Indicators- 0-18 months

301. Reacts to new sounds and lights (twists, calms down or becomes excited).

302. Manifests his curiosity through exploring environment (for instance holds the hand to catch rain).

Indicators - 19 – 36 months

303. Manifests interest for new activities and objects.

304. Asks questions about new people and unknown objects.

Supportive practices - 0-18 months

Call child his name and calm him down when he is restless.

Stimulate child providing him gradually a variety of new stimuli (toys, games that make noise, lights).

Ensure child a safe environment and full of objects/toys and stimulation sources (visual, hearing, tactile).

Observe child to identify his preferences, styles of learning, temperament.

Provide support to children who are hesitant and do not dare to explore new things.

Supportive practices - 19-36 months

Gradually provide new objects that child could explore in the environment. Describe to child new places and people when go into community (Look to the postman, X is ...)

Give the child the possibility to interact with various persons, extend gradually the interactions' area and encourage him/her to put questions.

Provide children with books and other accessible materials that could meet their interests.

Encourage the child to ask questions being a model for him. In case of the familiar things ask "What is this?"

Answer promptly, clearly and accessibly to children's questions.

Standard 1: Child should be able to manifest curiosity and interest to experience and learn new things.

Indicators - 37 – 60 months

305. Manifests enthusiasm about visits outside and to new places.
306. Experiments with new materials and new combinations of materials.
307. Manifests interest towards how and why people make various things.
308. Formulates frequently the question "Why" and "How" in order to understand what happens around.
309. Demonstrates emerging fields of interest (dinosaurs, animals, heroes like Spiderman, Ninja Turtles, Barbie dolls, etc.).

Practici de sprijin - 37 – 60 luni

- Organize short trips in the neighborhood or in community, visits to the Zoo, botanical garden, Antipa Museum, etc
- Provide child a variety of new materials and encourage him to try various combinations.
- Encourage him: „Bravo”, „Let's see what happens if you mix blue and yellow!”
- Give child the opportunity to watch you while you perform different activities (reading, cooking, driving, gardening, using the computer, using the CD player, taking picture etc.)
- Answer patiently to child's questions. Encourage child to generate the answers.
- Provide child a variety of information materials (children encyclopedias, books) and look together for answers to his questions.
- Watch together with children accessible scientific broadcasts, use children game (on the internet or on CD/DVD) and provide him supplementary explanations.
- Encourage the identification of interests, paying special attention to the gender dimension; the perpetuation of gender stereotypes limits their development through the exploration of a narrow set of activities and the construction of a set of limited perceptions on their own competencies (girls have domestic preoccupations, boys build and repair things).
- Provide children toys traditionally non-specific to the gender (construction blocks, dolls, policeman, doctor, cooker, fireman etc. costumes) and assist child in exploring and discovering them.

Indicators - 61 – 84 months

310. Formulates questions about the changes around him.
311. Looks for new information about his/her interests.
312. Demonstrates satisfaction in discovering and discussing new information and situations.
313. Shares enthusiasm when making new discoveries

Supportive practices - 61 - 84 months

- Practice with children activities of observing and recording the changes around them and encourage them to formulate questions regarding the phenomena.
- Use “calendar of the nature” in the classroom or the method “I know/I want to know/I learnt”
- Watch together with children accessible scientific broadcasts.
- Provide various information materials (encyclopedias, magazines, books) and help him/her when looking for information (for instance look together for images on the Internet).
- Encourage child in his/her exploratory activities and praise.
- Organize scientific centers in the classroom (study plants growing up, germination, make small safe experiments).
- Within the kindergarten group stimulate them to take responsibilities in fields they feel competent.
- Initiate role play such as the "journalist", "researcher" in which to present the discoveries.

C. Domain: Approaches to learning

C.2. Sub-domain: *Initiative*

Standard 2: Child should be able to have initiative in interactions and activities.

Indicators- 0-18 months

- 314. Explores new environments.
- 315. Wants to make alone certain things (to eat, to drink, to dress).
- 316. Shows that he / she likes or dislikes certain activities, experiences or interactions.

Supportive practices - 0-18 months

- Play with the child every day.
- Provide multiple possibilities of active exploration, discourage watching TV.
- Give the child the possibility to choose toys to play with and books to watch to/to read for them.
- Respect child's preferences; don't push him/her to make things that he/she is afraid for the moment.
- Give him the chance to take risks, for instance to stretch /look after a toy under the bed.

Indicators - 19 – 36 months

- 317. Tries new things and starts to take risks.
- 318. Initiates games with other children.
- 319. Chooses an activity out of many and carries it on for a short period.
- 320. Proposes an idea of spending time.
- 321. Explores materials on his/her own initiative.

Supportive practices - 19-36 months

- Give new tasks to the child and describe them.
- Ensure an environment in which he can explore safely new things and to take risks.
- Give to the child various possibilities to play alone and with other children.
- Provide child time and opportunity to make choices.
- Discuss about the adults' initiatives and activities.
- Ensure an environment in which the child does not feel criticized.
- Assure child have easy access to materials that are to be used by him/her. Encourage him/her to explore them.

Standard 2: Child should be able to have initiative in interactions and activities.

Indicators - 37 – 60 months

- 322. Asks another child to play together.
- 323. Finds and uses materials to put an idea into practice (blocks for construction).
- 324. Makes decisions regarding activities and materials from a wider range.

Practici de sprijin - 37 – 60 luni

- Provide children the possibility to work in small groups and in pairs during activities.
- Modify group's activities to ensure also the participation of children with SEN.
- Encourage children to improvise using available resources (empty card boxes, wrappings etc.). Praise child's results and encourage him/her for his pro-social behaviors.
- Provide various resources. Respect child's initiatives and decisions taking into account that he can have initiatives in presence of children of the same age but not in presence of older children.

Indicators - 61 – 84 months

- 325. Chooses and carries on an activity which fits his/her interests or for which he/she has been appropriately motivated. .
- 326. Plans an activity and puts it into practice.
- 327. Initiates games and activities with other persons, (children and adults).
- 328. Expresses the wish to learn to do certain activities of self-service, to make objects, toys or to find information about the interesting objects.

Supportive practices - 61 - 84 months

- Provide children the possibility to choose the activity and the partners.
- Exercise with children the basic skills of planning, discussing before an activity what has to be followed (for instance, *If we go to a picnic, what do we need? What we have to do?*).
- Give children opportunities to manifest the initiative: ask children to propose games, topics for discussion, subjects of artistic activities etc).
- Provide children the possibility to choose their activity, to select partners.
- Provide time every day for the free game of the child when he initiates games.
- Support initiatives that come from the child and facilitate their access to information and materials. Be open to child's interests and initiative.

C. Domain: Approaches to learning

C.1. Sub-domain: *Persistence*

Standard 3: Child should be able to carry on the task even if he/she faces difficulties.

Indicators- 0-18 months

- 329. Repeats simple movements (to take a toy).
- 330. Focuses on short periods on time on the person who reads or tells him/her a story.
- 331. Remembers where he/she finds the favorite objects.

Indicators - 19 – 36 months

- 332. Repeats the preferred activities.
- 333. Finalizes small projects (for instance, a 3-5 pieces puzzle).
- 334. Tries several times a difficult task for a short period (to build a tower in 3-5 minutes).
- 335. Asks and accepts help when he/she faces a difficulty.

Supportive practices - 0-18 months

- Play daily with the child.
- Observe child to see what activities are exciting for him/her and maintain his/her interest.
- Facilitate child's game and activities together with other persons.
- Provide child enough space and time to play or to carry on simple tasks without being interrupted.
- Keep the same place for storing the child's objects (toys, clothes) that he/she uses frequently so he/she can use them when he/she wants.

Supportive practices - 19-36 months

- Provide children with the opportunity to repeat the activities that they enjoy (making a puzzle several times, building a tower out of blocks, etc.).
- Respect child's pace; provide him/her with the necessary time before getting bored of the same activity.
- Reduce factors that can disturb him/her, for instance turn off the TV.
- Speak with child about the activity he/she carries on, asking open questions like "*How did you do that? Tell me*".
- Answer to child's request for help.

C. Domain: Approaches to learning

C.1. Sub-domain: Persistence

Standard 3: Child should be able to carry on the task even if he/she faces difficulties.

Indicators - 37 – 60 months

- 336. Focuses on tasks that interest him/her.
- 337. Keeps attention on task between 5 and 10 minutes.
- 338. Persists in solving a task even if he/she didn't manage (to make a puzzle, to build up blocks tower).
- 339. Says "I don't know" when he/she cannot fulfill a difficult task.

Practici de sprijin - 37 – 60 luni

Show availability to the child and answer when he/she asks you without being intrusive.

Help child to focus his/her attention telling him/her "*I want you to keep following the story, Look here!*"

Make positive comments regarding the consistency and focusing child' attention.

Speak with child about what he/she succeeded to and what it didn't work, help him to put into practice more alternatives to solve a problem.

Tailor your expectations regarding the persistency in activity in case of children with SEN (for instance children with ADHD). Support the child with positive explicit attitude not to demobilize him/her. Encourage the child to have a constructive attitude toward a failed activity.

Indicators - 61 – 84 months

- 340. Focuses on activity for 20 minutes without supervision.
- 341. Plans a 3-4 steps activity and finalizes it.
- 341. Carries on a task returning on it at various times.
- 343. Returns to the task even if he/she has difficulties or is disturbed or has certain dissatisfactions.

Supportive practices - 61 - 84 months

Create enough opportunities and time to choose and develop activities that are interested for children.

Provide children opportunities to set and follow objectives.

Propose children to select an activity they are interested in and to elaborate a plan to carry on it (Ask questions like: *What would you like to do? What would you need? What would you do first? And then? Do you think you have all you need? Do you have enough time?*)

Give children the possibility to assume responsibilities for activities that unfold more than a day.

Develop together with children long term projects that involve more steps (for instance growing plants to take care of them and to observe how they grow)

Provide him/her help to solve problems and to maintain the trust in his /her potential.

Discuss the task individually or in group, examine other approaches and propose to the child to return to it. Urge the child to think about the task and to come back on it.

Provide enough time to finish games and complex tasks.

C. Domain: Approaches to learning

C.4. Sub-domain: Creativity

Standard 4: Child should be able to manifest creativity in daily activities.

Indicators- 0-18 months

344. Diversifies learnt operations: hits objects to see the effect, to produce noise, sounds and other.

345. Uses various objects to build or to reach where he wants (places different objects one above the other).

Supportive practices - 0-18 months

Play daily with the child. Leave the child touch with finger and mouth.

Manifest creativity in the game with the child, for instance use stuffed dolls to transform them into the characters of a small drama play.

Change regularly the objects, materials and the toys in the child's environment.

Facilitate the child to experience of getting dirty, of making disorder, by providing him/her with objects and materials in various colors, shapes, textures, sounds, and smells.

Indicators - 19 – 36 months

346. Finds new uses of objects with the help of the adult (turns the plate and the spoon into a drum).

347. Uses opportunities to invent symbolic games.

348. Pretends that he/she is something or someone else, he/she uses imagination in the game.

Supportive practices - 19-36 months

Demonstrate what new uses can have the materials and objects. Allow child to mix up materials and toys.

Provide child with materials, space and time to play (for instance, arrange a place where he/she can use materials for painting or modeling)

Ensure materials that can reflect child's his/her own culture to be used in the game.

In the interactions with the child use open questions and encourage his/her descriptive language to tell you what he/she does.

Stimulate child to pretend to be a character, to use his/her imagination.

Standard 4: Child should be able to manifest creativity in daily activities.**Indicators - 37 – 60 months**

- 349. Suggests topics for symbolic play and role play.
- 350. Gets involved and remains involved in complex games („the house”, „on the trip”, „super-heroes”).
- 351. Invents songs, stories or words.
- 352. Expresses ideas through artistic activities, constructions, music or movement.
- 353. Creates rules acceptable in a group game.

Practici de sprijin - 37 – 60 luni

- Create an environment in which the child to be stimulated to experience and use his/her imagination.
- Use open questions to stimulate creativity.
- Give children enough time to initiate games and to put into practice their ideas about the unfolding of the game.
- Encourage children to imagine another end for known stories, formulating questions such as "What should have been if..."
- Formulate tasks that involve applying alternative strategies and not finding a correct or incorrect answer.
- Facilitate the access to artistic products and to the meetings with the artists who represents his/her own culture.
- Demonstrate what means to be flexible and be able to change certain routines. Provide supplementary support for structuring activities in case of SEN children.

Indicators - 61 – 84 months

- 354. Brings new ideas into familiar activities.
- 355. Modifies the content of familiar stories and introduces characters invented by him/her (changing the whole story).
- 356. Invents new games and activities.
- 357. Uses and combines materials and strategies in new ways to explore or problem solving.
- 358. Finds new forms and means to express feelings and thoughts (by music, painting, dance, symbolic play).

Supportive practices - 61 - 84 months

- Use open questions in dialogue with children. Don't use patterns
- Encourage children to use what they know in new situations: to make new objects using the geometric shapes they know, to sing the lyrics of a poem, do make drama using familiar stories, etc.;
- Suggest to children to replace some characters from the stories, cartoons, movies and to express what would they suppose to happen „what if...?”
- Encourage new ideas and activities of children.
- Demonstrate how to combine different materials or actions. Suggest to children to try. Suggest new tasks (celebrate an event, prepare for a community member's visit) and ask for ideas, solutions.
- Discuss together with children about reuse of waste, about new use of paper box, about how to improvise necessary objects in kindergarten.
- Use games where the rules do not allow verbal communication, suggesting children to sing, draw, dance or use movements to express themselves.

D. DEVELOPMENT OF LANGUAGE, COMMUNICATION AND THE PREMISES OF READING AND WRITING

D.1. Sub-domain: Development of language and communication

D.1.1. Specific aspect: Development of the listening and understanding capacity (receptive communication)

Standard 1: The child should be able to listen in order to understand the language.

Standard 2: The child should be able to understand the meaning of the language.

D.1.2. Specific aspect: Development of speaking and communication (expressive communication)

Standard 3: The child should be able to communicate efficiently.

Standard 4: The child should be able to demonstrate his/her capacity to express correctly (grammatically).

Standard 5: The child should be able to progressively extend his/her vocabulary.

D.2. Sub-domain: Emerging reading and writing

D.2.1. Specific aspect: Participating in experiences that include the book; discovering and appreciating the book

Standard 6: The child should demonstrate an interest in book and printed materials.

Standard 7: The child should be able to be interested in reading.

D.2.2. Specific aspect: Development of the ability to differentiate the phonemes; the association between sound and letter

Standard 8: The child should be able to identify different sounds of the language.

Standard 9: The child should be able to put in correspondence abstract symbols with sounds.

D.2.3. Specific aspect: The awareness of the written/spoken message

Standard 10: The child should be able to appreciate and use the written language and the printed materials every day.

Standard 11: The child should be able to use the written/spoken messages for various purposes.

D.2.4. Specific aspect: Learning the ability to write; using the written language in order to transmit a message.

Standard 12: The child should be able to use various methods to communicate graphically.

D. DEVELOPMENT OF LANGUAGE, COMMUNICATION AND THE PREMISES OF READING AND WRITING

Language, communication as well as premises to reading and learning represent the outcomes of a long complex and intense process which starts at birth.

The child's new born road from babbling (sounds making) as an expression of joy in the presence of his/her mother, to symbolic play, which indicate mastering of language, is an interactive process in which child learns sound (phonology), words (morphology), grammar structures (syntax), and words meaning (semantics) and proper use of them being assisted/supported/stimulated by family, formal or informal playing groups, or by community. Child's verbal patterns, the means of stimulation, the diversity of learning experiences, adults' attitude towards books, the interest manifested for written communication in early childhood, all these represent variables that influence and have impact on child's acquisitions in language and communication and reading and writing premises.

Both sub-domains are strongly related and they simultaneously happen from birth to 7 years old. It is impossible to separate one from the other, even if within the whole age range the focus can change from one aspect to another.

Development of language and communication refers to: child's capacity to listen and understand the significance of spoken language, child's capacity to effectively speak and communicate, child's capacity to correctly speak and progressively extend his/ her vocabulary, so that he/she can be understood not only in his/her family but in various contexts in the community. The acquisitions in this sub-domain gradually happen since birth and depends strongly on the stimulations provided to child in the environment where he/she grows and develops.

Sub-domain **Premises of reading and writing** highlights the development of interest for book and written materials, implicitly for reading, for identifying and discriminating sounds, letters and for making the correspondence between abstract symbols and sounds. It also focuses on the acquisition and interpretation of information, on following directions, locating the events in time and space by using written language, the awareness of spoken/written message, and acquisition of writing skills for communicating a message.

This sub-domain draws the attention on many abilities which all contribute even since birth to the development of the premises of reading and writing, so important for the rest of their life. It is very useful to know that there are experiences with books that child should and is recommended to be provided with since birth, in this way supporting him/her to make the passage from sensorial-exploring experiences to development of capacity to choose a book as a favorite object and acquiring information from books to be shared with peers and adults. Cultivation of interest for reading in early years is showed in the supportive practices provided as an inspiration for adults around children. Reading stories, poems in which the child play as central role, story books about children from other cultures or about "special" children, everyday reading up to 3-40 minutes a day (for children close to 7 years old), are only some of the proposed suggestions.

Another specific aspect of this sub-domain refers to writing premises, from the first drawing lines, surpassing the scribbling phase as a pretended writing, up to discovering the meaning of child's own name when written or using the the writing for various ends. This part also indicates the important role of the adults in providing children with materials for exercising the fine muscles or to play different games that include letters.

D. Domain: Development of language, communication and the premises of reading and writing

D.1. Sub-domain: Development of language and communication

D.1.1. Specific aspect: Development of the listening capacity and understanding (receptive communication)

Standard 1: The child should be able to listen in order to understand the language.

Indicators – 0 - 18 months

359. Turns in order to locate the speaker.

360. Is able to recognize the voice of the familiar people and turns after the speakers.

361. Would rather listen to familiar voices than other types of voices or recordings.

362. Is always having a good laugh when he/she is addressed with love.

Supportive practices – 0 - 18 months

Talk friendly by articulating clearly and correct the words. Be sure the child listens to you by getting eye contact. Move gently around child when talking to him/her.

Plan/ organize an environment rich in auditory stimulus (music, musical toys, permanent interactions with family members).

Play with the child games like „Bo-Peep“.

Frequently sing and talk to the child.

Permanently talk to the child about ongoing events, daily activities, emphasize the good results, the positive emotions and describe them.

Indicators – 19 - 36 months

363. Responds to directions that include verbs (come, open, close)

364. Repeats a simple verbal message whenever the child pays attention to it.

365. Participates to songs/ poems accompanied at the beginning by gestures.

366. Listens to short, simple stories and prefers them with a happy ending.

Supportive practices – 19 - 36 months

Try using a vocabulary as various as possible when talking to the child. Speak words correctly while talking to the child.

Ask the child to convey a simple & short verbal message during the daily activities.

Plan different games/ role-plays or sing / use recordings which imply the accompaniment of gestures; role-play the songs' lyrics ("If you're Happy and you know it", "Ball is Jumping").

Read every day to the child, explaining unknown words; introduce new words using what the child is experimenting using all his senses what we see, taste, hear, smell).

D. Domain: Development of language, communication and the premises of reading and writing

D.1. Sub-domain: Development of language and communication

D.1.1. Specific aspect: Development of the listening capacity and understanding (receptive communication)

Standard 1: The child should be able to listen in order to understand the language.

Indicators – 37- 60 months

367. Is carefully listening to the others' discussions in a group for a short period of time.

368. Proves that he/she understands the basic vocabulary by responding to a question/ request with a proper answer.

369. Assimilates information by listening and uses after in appropriate context.

Indicators - 61 – 84 months

370. Likes to listen to recorded stories (audio cassettes, CD) or to radio recordings, or stories read by adults.

371. Is taking part for more than 20 minutes at reading activities.

372. Is actively participating at group discussions, he/ she is listening and is contributing.

Supportive practices – 37- 60 months

Create opportunities for child to participate in group discussion on interesting topics

Encourage the child to share his/her daily activities and experiences; support your child's language abilities by addressing questions.

Read stories to a group of children and encourage them to ask questions or to describe you „how the girl was dressed”, „what the bear was doing”, etc.

Use complex words in different contexts and explain their meaning.

Supportive practices - 61 - 84 months

Offer the child the possibilities to listen to different recordings, before sleep, in the car, during some activities or during the transition period between activities.

Offer story books to the child; challenge the child to anticipate the story line.

Offer the child the chance to participate to group activities, have the right to an opinion and to involve himself/herself in the decision taking process.

D. Domain: Development of language, communication and the premises of reading and writing

D.1. Sub-domain: Development of language and communication

D.1.1. Specific aspect: Development of the listening capacity and understanding (receptive communication)

Standard 2: The child should be able to prove the understanding the meanings of the language.

Indicators – 0 - 18 months

373. Points to the familiar objects when someone utters them.

374. Fulfils simple requests accompanied by gestures (e.g. the child says “Bye-bye” when he/she is asked, or the child claps his/her hands in the same time with an adult).

375. Ends a simple activity when he/ she is told “No” (for 75 % of cases).

376. Is pointing to familiar persons (“Where is Grandma?”) and familiar objects (“Show me your room/ bed”).

377. Answer with yes or no on questions that require such kind of answer (e.g. “Would you like some water?”).

Indicators – 19 - 36 months

378. Points to different persons, objects and actions after naming them.

379. Reacts/ responds to tasks that include the verbs: (“jump”, “run”, “open”, “catch”, “give me” ...).

380. Fulfils two correlated tasks expressed by complex grammatical structures which include nouns, verbs, adverbs, adjectives (“Arrange your building toys quickly and then come to eat”).

381. Addresses simple questions like: “What is this?”

Supportive practices – 0 - 18 months

Make it possible for the child to point to an object when you name it.

Act as a model for the child; encourage him/ her to imitate you.

Explain to the child the reasons for forbidding special things (use natural consequences).

Play labeling games with body parts, persons from family, close objects: “Where are your eyes?”, “What’s this?” (Pointing to your mouth).

Talk to the child from early ages, giving him/her the chance to respond non-verbally and then verbally.

Supportive practices – 19 - 36 months

Play games like: “Hide the Object”. Help the child speak on the phone with a familiar person.

During play, ask the child to hand you objects first by gestures and then without gestures.

Involve the child in simple sequential situations, repeat the task or start solving it together; play listening games with the child (“Do as I do”).

Always answer your child’s questions. Provide child with picture books, magazines, images, in order to provoke and stimulate discussion with him.

D. Domain: Development of language, communication and the premises of reading and writing

D.1. Sub-domain: Development of language and communication

D.1.1. Specific aspect: Development of the listening capacity and understanding (receptive communication)

Standard 2: The child should be able to prove the understanding the meanings of the language.

Indicators – 37- 60 months

382. Proves a high degree of understanding and participating in conversations with adults and children.

383. Proves that he/she evolved that in understanding and applying some simple instructions composed by several stages.

384. Answers verbally to the questions which could be de-contextualized (i.e., not just about the present context).

385. Can tell the difference between real words and fictional words.

Indicators - 61 – 84 months

386. Is curious and asks about the meaning of unknown words.

387. Fulfils tasks with 2 or 3 stages and having no relation with known/ familiar contexts/ situations.

388. Can speak about an event respecting the chronology of the event.

389. Uses dialogues in dramatic/symbolic play.

Supportive practices – 37- 60 months

Valorize the children’s participation in discussion regarding his/her interest.

Play with the child games that imply the observation of some instructions in sequences (manipulative games like Domino, Find the Differences) or sing songs implying the same type (“Itsy Bitsy Spider”).

Appreciate the child’s efforts of answering the questions. Extend the child’s essays in order to use new words and structures, reformulating and moderating his/her expression.

Mediate the child’s access to television children shows and limit his access at 1 hour per day; follow together with the child and explain the meaning of the used vocabulary.

Supportive practices - 61 - 84 months

Answer carefully the child’s questions offering them more information

Offer the child games like: “Do as I do”; solve together with the child short crosswords and games like “Maze”

Create daily opportunities for the child to share to the peers (alone or in groups) different events from personal life, or to tell stories read by parents or teachers.

Encourage the child to play different characters in dramatic play corner, based on classic stories or invented ones.

D. Domain: Development of speech, of communication and the premises of reading and writing

D.1. Sub-domain: Development of speech and communication

D.1.2. Specific aspect: Development of speech ability and communication (expressive communication)

Standard 3: The child should be able to communicate efficiently.

Indicators – 0 - 18 months

- 390. Gaggles, verbalize as an answer to another's person speech and uses "La-La" as a mean of communication.
- 391. Replies with gestures to simple questions.
- 392. Imitates the adult's voice (regarding tone, rhythm, mimic).
- 393. Utters monosyllabic and disyllabic words in order to gain the attention of the people which surround him/ her.
- 394. Uses onomatopoeic words in order to imitate animal sounds, some phenomena or just to name them.
- 395. Communicates a need through words, facial expressions or gestures which describe actions.
- 396. Imitates simple greetings and politeness formula.
- 397. Associates words to onomatopoeic sounds.

Supportive practices – 0 - 18 months

- Expose the child to the maternal language, communicating, speaking and reading to him/her from the moment of birth.
- Show the child that you understand what he/she is saying using gestures or facial expressions; transform his/her answer into a verbal one.
- You should talk expressively: the facial expressions, the intonation is important to stimulate the interest and the child's reactions.
- Show and name different familiar objects in front of the child; invite the child to repeat or to initiate this game; give the child the possibility to contribute with a word when you read it or you tell him/her a story.
- Insert onomatopoeic games when you read books about animals or phenomena known by the child.
- Acknowledge children's intention to communicate; value everyone's level of communication.
- Initiate child from early age in using his/her norms of civilized behavior. Greet and invite the child himself/herself to greet, to say thank you in all adequate setting.
- Prove the understanding use of onomatopoeic words by the child. Repeat correctly the word, so that in time, the onomatopoeic words may be replaced with adequate nouns/verbs.

Indicators – 19 - 36 months

- 398. Says his/ her name or nickname, when asked or when introducing self.
- 399. Knows names of the family members.
- 400. Is able to show his/ her age using the fingers.
- 401. Asks questions in order to widen/ extend his/ her knowledge regarding "What is that?" type questions.
- 402. Uses words which denote simple categories (animals, food, and toys).
- 403. Uses various intonations in order to communicate different messages.
- 404. Uses gestures and the body language in order to describe needs and feelings (he/she spontaneously embraces family members).
- 405. Is able to adapt to the various speakers (he/she uses the name when talking to a child).

Supportive practices – 19 - 36 months

- Offer the child the possibility to express himself/herself in various settings (neighbors, acquaintances, kindergarten, doctor)
- Tell the child little stories about their family, their culture or the community which he/she comes from.
- Help the child to realize the correspondence between the number and the quantity, through imitation, until he/she reaches the age of 3.
- Answer the child's questions. Stimulate him/her to address/put questions about objects and interesting phenomena. Address open questions in order to moderate his/her own questions.
- Offer the child books that represent different categories (for ex: image books such as the animal and its baby, objects, household objects, toys).
- Moderate the child's tone, intonation while he/she is speaking, acting as a communication model.
- Use different puppets when reading stories to the child, in order to teach him/her decipher and use a non-verbal language.
- Give the child the chance to communicate with other children/ adults from different settings (family, neighborhood, institutions).

D. Domain: Development of speech, of communication and the premises of reading and writing

D.1. Sub-domain: Development of speech and communication

D.1.2. Specific aspect: Development of speech ability and communication (expressive communication)

Standard 3: The child should be able to communicate efficiently.

Indicators – 37- 60 months

- 406. Talks clearly enough to be understood by all the speakers.
- 407. Talks about daily experiences both spontaneously and when requested.
- 408. Replies to the question” Why?” and uses explanations.
- 409. Expresses his/ her feelings using his/ her own words, gestures or different signs.
- 410. Uses sentences in order to communicate needs, ideas, actions or feelings.
- 411. Succeeds in transmitting a message (from a colleague to the teacher, from grandparents to the parents).

Supportive practices – 37- 60 months

- Give the child the possibility to start conversations with people outside family (e.g. when shopping).
- Stimulate the child to remember or retell his/her own experiences lived in the absence of family members (a visit, an activity, an anniversary).
- Help the child to built arguments in order to explain a fact, phenomena. Accept, refine the child’s explanations.
- Play with the child games like: “Mime” or give him/her the opportunity to play with other children.
- Encourage the child to express fear, sadness and anxiety feelings. Do not deny these feelings; help the child to use words in order to express these livings/life experiences using words.
- Play together with the child in games like:” Wireless phone.”

Indicators - 61 – 84 months

- 412. Starts a conversation and participates in conversations with other children or adults.
- 413. Easily adapts to the other interlocutors (uses different voice rhythms and words when talking to younger children).
- 414. Addresses questions in order to inform and clarify and also answers to questions.
- 415. Expresses a thought through various means.
- 416. Uses intonation when adapting a story and acting a role.
- 417. Uses courtesy language in common (day to day) language.
- 418. Children whose mother tongue is not the Romanian language can improve it by using the language in communication.

Supportive practices - 61 - 84 months

- Initiate games in which the child should be able to have the possibility to interview various persons, a member of the family, a friend and a neighbor (“Where do you live?” “How many members are in your family?” “Which is your family favorite food/holiday?”).
- Give the child the chance to be able to speak in public, first in small groups, then with their family and friends.
- Ask the child open questions and also answer his questions.
- Encourage the child to express itself through verbal and nonverbal language and using symbols.
- Provide the child with opportunity to see different performances in theatre for children. Allow child to use different home objects as props in role-play.
- Read books about greetings in other cultures. Practice different greetings formulas at the beginning of the day.
- Set a time for bilingual child to engage in meaningful conversation both in Romanian language and/in mother-tongue.

D. Domain: Development of speech, of communication and the premises of reading and writing

D.1. Sub-domain: Development of speech and communication

D.1.2. Specific aspect: Development of speech ability and communication (expressive communication)

Standard 4: The child should be able to prove his/ her capacity to express correctly (grammatically).

Indicators – 0 - 18 months

419. Uses words which can be considered simple sentences (for example “Up” – he/ she communicates the fact that he/ she wants to be held).

420. Uses laconic propositions (Mama bye).

421. Combines the familiar/ known onomatopoeic words in order to express a message (“Look-Quack”).

Indicators – 19 - 36 months

422. Uses simple grammatical structures by associating nouns, nouns and verbs, verbs and possessive pronouns, nouns and adjectives, nouns and adverbs.

423. Uses verbs at Past Time (“Daddy left”).

424. Uses the possessive pronoun “mine” and then the personal pronoun first person, singular (“I”).

425. Starts to use the plural of nouns adequately.

426. Uses negation in spontaneously speech (“No”).

427. Formulates questions (incorrect from the grammatical point of view or with a wrong order of words).

428. Formulates simple or complex sentences with 3 or 4 words.

Supportive practices – 0 - 18 months

When you address to the child use simple sentences correctly (grammatically).

Praise the child for his/her attempt to use his/her words in sentence. Retake the sentences in their complete form: “Mother left”.

Use while you are speaking with your child a simple language, without diminutives.

Supportive practices – 19 - 36 months

When you are speaking with the child you should constantly use the description of daily routines: “*We woke up this afternoon and now we are ready to go out and play, but first we are going to the bathroom, to wash up, and then change our clothes...*”

When you address questions to the child, allocate enough time in order for him/her to answer.

Give the child the possibility to have conversations and address him/her open questions, without encouraging monosyllabic answers.

Play with the child games like: “I say one, you say more”.

Accept this opposition moment that the child is passing on.

Repeat the answer correctly from grammar point of view.

Use complex sentences when you’re speaking with the child. Encourage the children’s expression/deliverance in complex sentences.

D. Domain: Development of speech, of communication and the premises of reading and writing

D.1. Sub-domain: Development of speech and communication

D.1.2. Specific aspect: Development of speech ability and communication (expressive communication)

Standard 4: The child should be able to prove his/ her capacity to express correctly (grammatically).

Indicators – 37- 60 months

- 429. Uses the plural of nouns in current conversation, correctly and structured.
- 430. Correctly uses the personal pronoun (I, you, they, and you).
- 431. Uses time adverbs (today, tomorrow).
- 432. Expresses future actions in current speech (“I have to...” “I will...”).
- 433. Talks using long sentences in order to describe current events, people, places using past tense verbs.
- 434. Describes an object from the activity, a project in 3 or more sequence of sentences.
- 435. Uses the right prepositions in current speech.

Indicators - 61 – 84 months

- 436. Uses the correspondence with gender, number, person and time.
- 437. Correctly uses the time adverb (“today”, “tomorrow”, “yesterday”).
- 438. Uses verbs which imply option (“I could”, “I wish”).
- 439. Proves the use of sentences in the logical sequence.

Supportive practices – 37- 60 months

- Appreciate the correct use of plural irregular forms.
- Organize/plan games in association with his/her first name and some personal qualities/ interests, like: “What do you know about me/us?”
- Implicate the child to speak about events, facts that include the adverb’s use practice). Play games like “When/where happened?”
- Read stories to the child. On the story route, give the child the possibility to anticipate the events or to modify the thread events or the end
- Offer the child images, comment the images, create short stories on their basis or give the child the possibility to create his/her own cartoons in order to illustrate the created stories. Play games like: “Where is/was?”
- Listen to the child when he wants to say something, to share with you his/her learning experiences. Accept the child’s rhythm, don’t rush him/her up and appreciate the accomplished process as well as the process through which the child passed.
- Use image games in order to consolidate the use of correct prepositions, like: “Tell me, where bunny is?”

Supportive practices - 61 - 84 months

- Play with the child matching word games like: “Find the right words” or “Answer quickly and correctly.”
- When the child begins to speak try to be his/her model. Try to determine him/her to correct his/her own language/expression.
- Initiate role-playing games like: “Being a hero” or “Being a magician” with the aim of feeling strong, of having control over their feelings and dreams.
- Use the time spent together with their family (for ex: serving dinner) in order to offer the child the chance to share his daily experiences, joy and worries/concerns.

D. Domain: Development of speech, of communication and the premises of reading and writing

D.1. Sub-domain: Development of speech and communication

D.1.2. Specific aspect: Development of speech ability and communication (expressive communication)

Standard 5: Children should be able to progressively extend their vocabulary.

Indicators – 0 - 18 months

- 440. Vocalize using unclear vowels, which afterwards become clear („a, e, i, o, u”).
- 441. Gaggles using many sound (“bbb”, „ppp”, „mmm”).
- 442. Pronounces vowels together with consonants and makes the difference among them (a is pronounced with m, n, p, b, t, d).
- 443. Repeats the same syllable twice or three times (ma, ma, ma) spontaneously.
- 444. Repeats the sounds he/ she hears at someone else.
- 445. Uses the words which act like sentences and combines them with gestures („The cat yummy-yummy”, „The girl buff”).
- 446. Uses a number of words which are easily comprehended („mama, papa, water”) – 10-12 words and onomatopoeic words.

Supportive practices – 0 - 18 months

- Talk to the child changing the role of speaker, auditor even before children begins to use words; you are a model in practicing vocals.
- Offer the child an environment rich in auditory stimulus (music, communication with people).
- Give sense/meaning when the child is trying to communicate (be, be-baby).
- Expand the child’s attempts in order to use words (mother).
- Moderate the child’s way of speaking in order to repeat, using the correct form of the wrong pronounced words.
- Demonstrate the understanding of the sentences used by the child. Appreciate his/her trying to communicate in sentences. Retake the sentence in the correct form and encourage the child to repeat the new word.
- Play with the child word games. Show him/her different objects, name them, encourage the child to repeat them, having around (at disposal) books or adequate images.

Indicators – 19 - 36 months

- 447. Often uses new words in daily experiences.
- 448. Uses disyllabic, three syllabic words.
- 449. Uses sentences from 2, 3 words.
- 450. Verbalizes the sensorial activities which imply taste (sour, sweet, salty), smell (the cent of the flower, of perfume), hearing, touch (rough, smooth...) or visual (naming the vivid colors at the beginning).
- 451. Asks in order to discover the name of objects, new events (“What is this? “ What is it called?).

Supportive practices – 19 - 36 months

- Use different ways to express the same things, expose the child to a vocabulary as various as possible. Praise his/her new used words in different situations/contexts.
- Play games like “Divide words in syllables” in order to facilitate the word’s pronunciation formed from many syllables.
- Expand child sentences, into long sentences; arrange the topic if necessary.
- Play games like: “Magic Box” in order for them to develop the capacity of sensorial experiences. Initiate physical/exploring/sensorial games giving the child the chance to verbalize his life experiences.
- Offer the child the adequate explanations at his/her own understanding level; show him/her the functioning way, the usefulness of that object.

D. Domain: Development of speech, of communication and the premises of reading and writing

D.1. Sub-domain: Development of speech and communication

D.1.2. Specific aspect: Development of speech ability and communication (expressive communication)

Standard 5: Children should be able to progressively extend their vocabulary.

Indicators – 37- 60 months

452. Understands and uses words which name relative/ kindred relationships
453. Frequently asks the following questions: “Why?” “What for?”, “Where?”, “When?” as an growing curiosity that leads to the extension of the vocabulary.
454. Asks for explanations for the words that he/ she uses but does not understand.
455. Uses words to evaluate actions or situations (“he/ she skated nice, fast, he/ she played well...”).
456. Expresses his/ her state of spirit and feelings using a various/ wide range of words and expressions (“I am happy/ sad/ scared, amazed”).
457. Understands and uses antonyms (words which have opposite meaning) in current speech.

Indicators - 61 – 84 months

458. Expresses more easily his/her own feelings or the others’ using words.
459. Names objects that are not in his/ her visual field, using the appropriate words.
460. Can describe certain objects that are part of his/ her universe with help (the dog is an animal with four legs).
461. Understands and uses synonyms and antonyms (words which have opposite meaning) in his/ her speech.
462. Proves the understanding of a specialized vocabulary (for example regarding the medical field he/ she talks about the dentist or the pediatrician).
463. Wishes to use new words, verbal creations, fantasies.
464. Solves riddles, crosswords.
465. Uses sentences and complex sentences.

Supportive practices – 37- 60 months

- Read stories and tales to the child written by classic authors from Romanian Literature like (H.Ch. Anderson, Ch. Perrault, Grimm Brothers).
- Appreciate the child’s addressed questions. Help him/her to obtain answers using different sources: images, dictionaries, or children’s encyclopedias.
- Use the dictionary in order to offer explanations, explaining the child the way of searching. If you use a child’s dictionary, involve the child in image “reading”.
- Involve the child in behavior evaluation/ self evaluation and lived situations.
- Act emphatic and help the child to free his/her life experiences, emotions and to express them through words, Use theme games in order to develop his/her personal intelligence, thus the child starts to realize his/her own feelings, thoughts, things that make him/her or not pleasure.
- Organize small group play in which children recognize words and find opposite meaning of words. For example, “if it’s not, then it’s”. Explain antonyms starting from their life and learning experiences: „When you are not cold at all, you may say you are...”.

Supportive practices - 61 - 84 months

- Implicate the child in role-games or in known dramatic stories; encourage the child to choose by himself/herself and to act his/her favorite role; talk about how the child felt, acting that role.
- Encourage the child to tell/retell stories and beloved stories having or not as support some images.
- Play games like: “Define the word”.
- Play antonymic games: “Say the word with a different meaning “or “Up/Down” and homonymic games like: “Tell me, what it means?” ex: sleep- state or fish, salt- verb “to jump”, noun “salt”.
- Read poetries to the child; explain him/her the unknown words using the help of synonym games like: “How can we say in a different way?” or “Can you find the twin word?”
- Praise the child when he uses while he/she is speaking new words; help him/her to introduce the new words in new contexts and sentences.
- Encourage the child to create his/her own stories, tales, short histories, which you can write according as he/she creates them in order to be read.
- Guess riddles read in books or magazines or encourage the child to create riddles and rimes.
- Give children to tell a story from their memory. Read together cartoons from children’s magazines and encourage the child to tell/narrate his own history/life experience based on images.

D. Domain: Development of language, communication and the premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.1. Specific aspect: Participating in experiences that include the book; discovering and appreciating the book

Standard 6: The child should demonstrate an interest in book and printed materials.

Indicators – 0 - 18 months

- 466. Explores the book with all his/her senses (sight, taste, touch, smell).
- 467. Expresses happiness/joy whenever he/ she touches and handles books.
- 468. Brings the books to an adult in order to be read to him/her.
- 469. Shows preferences for certain books.

Indicators – 19 - 36 months

- 470. He/she is interested in books, magazines, pictures, looks at it with out assistance.
- 471. When “reading” a book with the adult, comments images.
- 472. Picks up books to be bought to him/her when he/she’s told to choose his/ her favorite object.

Supportive practices – 0 - 18 months

- Choose for the child and give to him/her card boarded books, plastic made books or books made of various materials (shiny texture, polished textured, felt texture).
- Make sure there’s a mini library for the child into his/her room or in other place; it’s enough to just arrange some books on open shelves to encourage the child to use them by himself/herself.
- Remain in visual and even tactile contact with the child (holds his/her hand; hold in arms).
- Select books with easy rhythms, predictable texts and with few words per page.

Supportive practices – 19 - 36 months

- Make available to the child different edited materials (story books with or without images, textbooks, magazines, photo albums), look through them and talk together upon them.
- Initiate and encourage the child’s comments and the child’s associations between the read book and his/her life experience.
- Read to the child every day for 30 minutes.

D. Domain: Development of language, communication and the premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.1. Specific aspect: Participating in experiences that include the book; discovering and appreciating the book

Standard 6: The child should demonstrate an interest in book and printed materials.

Indicators – 37- 60 months

473. Knows which is his/ her favorite book and can describe it.
474. Leafs with interest books brought by other children that he/she find in the classroom.
475. Shows a high interest and involvement in listening and discussion of a wide diversity of genres: fiction/ non- fiction, children-poetry, folk poetry, fairy tales, and magazines.

Supportive practices – 37- 60 months

- When you read to the child, present to him/her the book's title and author, discuss upon the first and the last cover of the book.
- Encourage the child to borrow, to give back books and to use the book, to share it with other children. Stimulate children in doing so by providing them with opportunities to present their favorite books, so that we get to know their interests and also stimulate other's curiosity for books.
- Talk with the child upon the read texts, about the main characters and about their qualities.

Indicators - 61 – 84 months

476. Understands what are the title and the author of a book.
477. Is interested in a book's manufacture and in different types of books (e.g. encyclopedia for children).
478. Talks to other children about the content of different books (the new information).
479. Is willing to find many books that are in his/her area of interest (about dinosaurs, ships).
480. Has a favorite author or illustrator or even a series of books written by the same person or printed at the same printing center.
481. Demonstrates that he/she knows how to use properly books.

Supportive practices - 61 - 84 months

- Talk with the child about the title, the author and also the illustrator of the read book, as well as about the author, the stage manager, and the set designer when the child is exposed to a theatre performance or cartoons.
- Read to the child, along with stories, fairy tales and poems, also science books (about how objects function, about seasons, about plants' and animals' life).
- Give to the child the chance to talk to partners of his/her age, on common interest themes.
- Give to the child the chance to explore books into a bookstore, a library, a shop for children, in order to identify his/her interests.
- Create books together on various interesting children themes. Help the child give a title to the book, to write the author and to illustrate the book (The Book about Me, The Book about My Family, The Holiday's Book, Our Encyclopedia about Houses/ Animals, The Book about the Group's Trips).
- Value the child, praise the child when he/she uses books in the right way and when (s)he takes care of books.

D. Domain: Development of language, communication and the premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.1. Specific aspect: Participating in experiences that include the book; discovering and appreciating the book

Standard 7: The child should be interested in reading.

Indicators – 0 - 18 months

- 482. Express different feelings when someone is reading to him/her (smile).
- 483. Points to pictures from the book if these are named.
- 484. Is able to focus for short periods of time when looking through books.
- 485. Follows and “reads the images” of his/ her favorite book when assisted by an adult.

Indicators – 19 - 36 months

- 486. “Reads” his/her favorite book to an adult or to himself/herself.
- 487. Wants his/her favorite story to be read to him/her over and over.
- 488. Keeps in mind words, expressions from his/her favorite story.

Supportive practices – 0 - 18 months

- Choose books with images, pictures, photos of children and adults, with pictures of familiar objects.
- Name the books’ images or magazines you look with the child through and encourage the child to do the same.
- Provide child with opportunities to interact with books as often as (s)he wants to do this, when (s)he’s rested and in a good mood.
- Make a book/story whose main character is the child and his daily activities; use his/her photos to illustrate the book.

Supportive practices – 19 - 36 months

- When you read to the child, chance roles, so that the child can become a story teller and so that the adult can listen to the story too.
- Agree to the child’s request regarding his/her favorite story to be read more several times.
- Use in the daily vocabulary phrases, expressions from stories; remind to the child about what story you talk about.

D. Domain: Development of language, communication and the premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.1. Specific aspect: Participating in experiences that include the book; discovering and appreciating the book

Standard 7: The child should be interested in reading.

Indicators – 37- 60 months

- 489. Pretends he/ she reads to other children or to some toys.
- 490. Reads the words that are posted in the class.
- 491. Recites a stanza or repeats the last line of his/her favorite poem or uses words, expressions from his/ her favorite story.

Supportive practices – 37- 60 months

Help the child to understand that the reading is from the right to the left, from the up of the page to its bottom, following the text sometimes while reading.

Name child's belongings, his works as well as different places of the group (library, the doll's angle, the table for writing...)

Read the child stories from his/her own/others' culture poems from children's literature or written by classical authors. When narrating the stories, encourage children to use expressions heard in the story.

Indicators - 61 – 84 months

- 492. Is interested in reading and tries to read his/ her favorite stories.
- 493. Wants to look through books and to read independently.
- 494. Is interested by books about different aspects of life.
- 495. Differentiates a text in lyrics from one in prose.
- 496. Takes part in reading time and assist until the end of the lesson.

Supportive practices - 61 - 84 months

Make available to the child books with few amounts of text that the child can read/ keep in mind.

Encourage children to read a book one to the others.

Make available to the child books about children that look and live like him/her or in a different way, books about how we make friends, about the joy of having siblings, about differences between living in the city and living in the village, on the mountain side or plain side, or seaside.

Read to the child his/her favorite poems more times a day, point to each word while reading it, insist on the fact that between words there are spaces, that some words have more/less letters.

Extend the reading time to 30-40 minutes.

D. Domain: Development of language, communication and the premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.2. Specific aspect: Development of the ability to differentiate the phonemes; the association between sound and letter

Standard 8: The child should be able to identify/ recognize different sounds of the language.

Indicators – 0 - 18 months

- 497. Imitates sounds made by other people.
- 498. Begins to be aware of the difference between sounds and begins to react differently to them (the noise of a thunder may be frightening).
- 499. Recites the last words of easy rhythms when helped.

Indicators – 19 - 36 months

- 500. Finishes the familiar lines by completing them with the last word(s).
- 501. Recites or sings familiar rhymes by himself /herself or along with other children.

Supportive practices – 0 - 18 months

- Talk to the child in a moderated rhythm, so she/he can understand the pronunciation.
- Play games that develop the auditory distinction ability (games with sounds emitted by different musical instruments: we beat the drum, we puff the whistle, we play the piano; or games with sounds emitted by home-used objects). Draw child's attention when listening to music and clapping on the sound and rhythm of it.
- Recite to the child easy poem lines or sing with him/her songs for children. Encourage the child to recite with you.

Supportive practices – 19 - 36 months

- Repeat with the child poems and song well known. If child's knows the lyrics let him/her continue alone without correcting him/her. Start from the beginning without insisting/forcing the child.
- Play karaoke type games or try to hum the verses/lines together, having only the melody (the negative).

D. Domain: Development of language, communication and the premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.2. Specific aspect: Development of the ability to differentiate the phonemes; the association between sound and letter

Standard 8: The child should be able to identify/ recognize different sounds of the language.

Indicators – 37- 60 months

- 502. Proves an understanding growth regarding the first sounds of a word by recognizing them with or without help.
- 503. Becomes aware of the fact that many words start with the same sound (G- grandfather, goose, grandma...).
- 504. Picks up words that start with the same sound, from some images.
- 505. Can tell correctly all the vowels and most of the consonant.

Supportive practices – 37- 60 months

- Play games about the distinction of initial sounds of words, using in the beginning words that begin with vowels: A, E, I, O, U.
- Organize games/activities in which the child has to distinct different sounds, using games of “Say with what it begins” kind.
- Play games with cards with different objects; select object using different criteria: initial sound/final sound.
- Make possible the child’s participation in games as syllables’/words repetition.

Indicators - 61 – 84 months

- 506. Demonstrates the understanding growth of initial and ending sounds of a word by recognizing them without help.
- 507. Is able (with support) to separate the words into syllables.
- 508. Starts to create new words by changing the initial sound of a word (good, mood, food).
- 509. Identifies rhythms of familiar words in games, songs, poems.

Supportive practices - 61 - 84 months

- Involve the child into activities and language games of “Pheasant” type.
- Play games that makes associations between the child’s, your and other acquaintances’ first name and between the number of syllables these first names have
- Involve the child in games with sounds or syllables.
- Encourage the child to create rhymes; you can put them down in order to be read later.

D. Domain: Development of language, communication and the premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.2. Specific aspect: Development of the ability to differentiate the phonemes; the association between sound and letter

Standard 9: The child should be able to make connections between abstract symbols and sounds.

Indicators – 0 - 18 months

510. Imitates sounds when looking through books at different objects or the words associated to them (the picture of a train, the word train associated with Chu-Chu).

511. Asks to be read different words from a book (the title, some favorite pages).

Supportive practices – 0 - 18 months

Stimulate the child to verbalize the images met; appreciate his/her communication level.

Read to the child respecting his/her wish; help him/her decide upon his/her favorite texts.

Indicators – 19 - 36 months

512. Cântă sau recită cântece și poezii care includ sunete/litere („A, a, a, acum e toamnă, da”).

513. Începe să spună că „scrie” când desenează.

Supportive practices – 19 - 36 months

Sing together songs that comprise sounds (different onomatopoeias, the vowels, the alphabet).

Provide children with the opportunity to tell you about what he/she has written in his/her drawing, where was that on the paper, to whom he/she wrote, etc. “write” close to him/her on the same page (if he/she allows you to).

D. Domain: Development of language, communication and the premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.2. Specific aspect: Development of the ability to differentiate the phonemes; the association between sound and letter

Standard 9: The child should be able to make connections between abstract symbols and sounds.

Indicators – 37- 60 months

514. Sings or recites songs and poems that include the same sounds/ letters.

515. Starts to say he/she is writing when drawing.

Indicators - 61 – 84 months

516. Recognizes most of the small/ big letters and associates them with the corresponding sound.

517. Can say the initial sound in one word, how many sounds are in that specific word.

Supportive practices – 37- 60 months

Encourage the child's trial/achievement of identifying the letters of his first name. Give children letters from the alphabet to compose his/her name.

Follow the words with the fingers when reading to the child; indicate image of the objects and associated words.

Supportive practices - 61 - 84 months

Indicate some letters/words from the environment. Play games of "Say where the wheel stopped" kind.

Illustrate the poems/songs that the child memorizes combining the writing of some easy words (monosyllabic or two-syllable ones) with images.

D. Domain: Development of language, communication and premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.3. Specific aspect: The awareness of the written/ spoken message

Standard 10: The child should be able to appreciate and to use every day the written language and the printed materials.

Indicators – 0 - 18 months

518. Uses books specific for his/ her age (made out of textiles, paper, or plastic) and learns to place them in the right position.

519. Learns to turn the pages of a book with support.

520. Concentrates on the images or the sounds found in the book.

Indicators – 19 - 36 months

521. Learns to turn on the pages of a book, one by one.

522. Places the books correctly when she/he's looking on them by her/ him own.

Supportive practices – 0 - 18 months

The adult is a model for the child regarding the way (s)he holds the book, turns the pages on, take care of the book, respect the book.

While reading to the child, exercise the positioning, the holding of the book and the book's pages turning on.

Make available to the child different kinds of books: three dimensional, sound making books, books that contain various texts that you can explore together.

Supportive practices – 19 - 36 months

Provide child with books of different size and materials and encourage him/her to use them everyday. Let the child hold the book and leaf the pages. Praise the child when trying to hold the book.

Help the child position in the right way the book. Repeat the concepts of: author, title, cover.

D. Domain: Development of language, communication and premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.3. Specific aspect: The awareness of the written/spoken message

Standard 10: The child should be able to appreciate and to use every day the written language and the printed materials.

Indicators – 37- 60 months

523. Understands the fact that written language can take different shapes (graphical signs, letters, and newspaper, books, menu, and internet messages).

524. Recognizes the cover, the first and the last page of a book.

525. Identifies the messages written with graphical signs or symbols inside his/her home or class; symbols like “Stop”.

526. Starts to become aware of the fact that words are made of letters.

Indicators - 61 – 84 months

527. Is able to identify the letters that compose his/ her name and the letters of other familiar words.

528. Recognizes the letters and numbers in different contexts and is able to make the difference between them.

529. Can read own name and the colleagues’ names in various contexts.

530. Is able to read certain words which name familiar objects (kindergarten, hospital, museum...).

531. Is aware of the fact that a message is written/ read from left to right, from the top of the page to the bottom.

532. Is aware of the fact that spoken language can be written and also printed.

Supportive practices – 37- 60 months

Make together message for the other family members. Use the welcoming message in collectivity.

Encourage the child to make his/her own books on interesting themes that (s)he can illustrate. Help them to write down name of the author and title of the book.

Identify/discuss with the child the traffic signs as well as those met during your walks (M–metro, H-hospital).

Play games with the known letters, from counters or operating via magnetic means; encourage the child to arrange them to rearrange them; read them together again.

Supportive practices - 61 - 84 months

Encourage the child to label his/her works, the products of his/her activity; praise his/her trial.

Make small books where the child illustrates the pages, writes the title and the author and, if it’s possible, puts the pages’ number down.

Encourage the child to present to you his/her works and the colleagues’ ones, from the class or from the notice board; honor them and give the children to take home some of the works done into the class.

When you are walking or are in a shop with the child, try to discuss upon the signs/symbols you meet, try to recognize letters.

When you read to the child follow the text and point to the title, to the main punctuation marks (full stop, question mark).

Tell the child a story about his/her first step/said word; write the story and invite the child to illustrate it; read the story to the child later on.

D. Domain: Development of language, communication and premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.3. Specific aspect: The awareness of the written/ spoken message

Standard 11: The child should be able to use the spoken/ written messages for various purposes.

Indicators – 0 - 18 months

533. Is having fun when looking on three-dimensional books or sound making books.

534. Enjoys looking on books about daily activities (arranging the table, washing up).

Indicators – 19 - 36 months

535. Uses pictures to describe action (picture of a person running - child say "run")

536. Continues a familiar story by looking at its pictures.

Supportive practices – 0 - 18 months

Read to the child showing joy, laugh together, and teach him/her that reading produces joy, amusement.

Read to the child from different books. Make connection with the child's life experience.

Supportive practices – 19 - 36 months

Look together with the child to cards with mages, photos, pictures and describe to the child what the characters in the images are and do. Then ask the vchild to tell what is he/she seeing.

Use cards with pictures and corresponding words in activities with child.

When reading with child, change roles; have child become the storyteller and „read” to you - especially based on pictures.

D. Domain: Development of language, communication and premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.3. Specific aspect: The awareness of the written/ spoken message

Standard 11: The child should be able to use the spoken/ written messages for various purposes.

Indicators – 37- 60 months

537. Recognizes and uses a wide variety of printed materials (books, magazines, newspapers, recipes, prospects, toy boxes, food boxes).

538. Understands the editing/printing's role.

539. Recognize familiar signs in the environment.

Indicators - 61 – 84 months

540. Identify written messages in family or class environment.

541. Uses the images as information sources (uses signs for completing the weather calendar).

542. Recognizes various icons in the environment which facilitate its understanding (Metro station, Taxi, etc.) or advertising.

543. Uses a cooking book in images for preparing a recipe/ uses a map for children.

Supportive practices – 37- 60 months

Show to the child and look with him/her at different materials that give information: phone book, books of how home used objects function, folders, theatre's tickets, shopping bills.

Assemble a toy together following the instructions.

Allow the child to press the elevator's button, to use the TV's remote control, to listen by his/her own a tape.

Show the child advertising signs of stores.

Supportive practices - 61 - 84 months

Read different materials like folding from Zoo, museums or parks to auto cars, the metro or city map, fashion magazine or cooking book.

Make up a calendar so that the child can remember easier what you've done together during the day/week or different family events. Talk to the child about how we should dress watching the weather forecast on TV or from a newspaper.

Make together tickets for his favorite show combining the painting with the writing of letters and numbers.

Make together a recipe book with favorite food; count the recipes.

D. Domain: Development of language, communication and the premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.4. Specific aspect: Learning the ability to write; using the written language in order to perform a message

Standard 12: The child should be able to use various methods of graphical communication.

Indicators – 0 - 18 months

544. Leaves shapes on the dough when playing; uses the colored fingers to paint pieces of paper.

545. Grabs and holds writing instruments: pencils, markers, thicker colored pencils.

546. Sketch spontaneously (makes balls on the paper).

547. Imitate vertical movement to draw lines on the paper.

Indicators – 19 - 36 months

548. Sketches and leaves shapes on paper with a purpose.

549. Describes what (s)he has drawn / written / represented.

550. Uses in the right way various writing instruments: pencils, colored pencils, painting brushes.

551. Draws horizontal lines. Draws dots. Draws circles.

552. Colors out of the shapes.

553. Draws the shape of the hand with help.

Supportive practices – 0 - 18 months

Make available to the child materials that allow him/her to use his/her musculature; encourage the little child to grab things with his/her hand.

Make sure the child has a space with instruments for writing and big sheets of paper.

Encourage the child to use writing instruments when (s)he wants to do this.

Play with the child and write down vertical lines on different surfaces, horizontal and vertical ones (easel) or on large papers posted on the wall, on a convenient height for the child.

Supportive practices – 19 - 36 months

Give the chance to the child to draw/paint on big surfaces.

Write on the child's work the commentaries and the description (s)he makes about it.

Draw together, so that the child can notice how to position different writing instruments or his/her body.

Make sure the child has different surfaces where (s)he can exercise the writing (at the table, on the easel, on faience parts with painting brushes and water color, on the wall, at the water jug etc)

Don't insist upon respecting the contour when coloring at this age. Make available to the kids writing A3 sheets of paper or large surfaces.

Help the child to draw starting with his/her hand's contour and in his/her fingers' places: different facial expressions (happiness, sadness).

D. Domain: Development of language, communication and the premises of reading and writing

D.2. Sub-domain: Emerging reading and writing

D.2.4. Specific aspect: Learning the ability to write; using the written language in order to perform a message

Standard 12: The child should be able to use various methods of graphical communication.

Indicators – 37- 60 months

- 554. Adjusts his/her body's position and the paper's position when writing.
- 555. Draws the sketch of the human body.
- 556. Starts to respect the images' shapes and to color inside of them.
- 557. Sticks pieces of paper or vegetable wastes in order to create a image.
- 558. Starts to represent stories and personal experiences using drawings, compositions and games.
- 559. Experiences writing using various instruments (pencils, painting brushes, and computers).
- 560. Can copy or write his/ her name with help.

Supportive practices – 37- 60 months

- Help the child correct by his/her own his/her body position establishing some reference points; make connection with the read/looked through nooks about the human body.
- You can exercise the drawing of human body using big mirrors in order to notice the human body, but also to pain ton the mirror the contour of a doll.
- Appreciate the child's effort to draw inside the contour; use images on A 4 papers.
- Ask the child to describe the work done, write his/her description in order to read it some other time, ask the child to sign and, if it's possible, to date his/her work.
- Make together a book about three things that the child does before going to sleep: add images that illustrate each thing; add words, choose a title, draw an image on the cover, read the book along with the family's members.
- Make available to the child, if possible, a computer or a typing machine in order to exercise the writing.
- Write the child's name with letters big enough and easy to be read; count together the letters that the names are made of; help the child to utter every sound; write down your name and the child's name; in what are they similar/different?

Indicators - 61 – 84 months

- 561. Uses/ writes familiar words (his/her name, mother, etc.)
- 562. Copies familiar words or the date.
- 563. Uses various writing instruments (pencil, pen, colors, and computer).
- 564. Adjusts his/her body position, the way of holding the writing instrument and arranges the paper when writing.
- 565. Understands the concept of writing as a mean of sharing an information or a message.(names the drawings, writes short greeting messages).
- 566. Uses table games with letters (scrabble, cross words).

Supportive practices - 61 - 84 months

- Involve the child in group projects' developing which involves writing (making a diary, making a children magazine, collages making out of cartoons).
- Make the child responsible concerning his/her own portfolio. Explain the importance of dating and labeling his/her work.
- Make sure there's a space where the child can write at home and in the classroom too, for individual and group activities.
- Explain with the child's help the importance of having the right writing position in order for the body to develop in the right way.
- Help the child to choose a special person and talk with this one about the message (s)he wants to share; encourage the child to illustrate the greeting and add words to it if it's possible, let the child do it or help him/her.
- Play games with letters made from different materials. Encourage the child to copy the letter's contour and to describe it.

E. COGNITIVE DEVELOPMENT, WORLD KNOWLEDGE AND UNDERSTANDING

E.1. Sub-domain: Logical thinking and problem solving

Standard 1: The child should be able to demonstrate awareness of cause and effect.

Standard 2: The child should be able to observe, compare and evaluate experiences, actions and events.

Standard 3: The child should be able to use past experiences to build new experiences.

Standard 4: The child should be able to find multiple solutions/answers to questions, tasks, problems and challenges.

E.2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.1. Specific aspect: Mathematic knowledge and basic skills (numbers, numeracy, operations, space concepts, shapes, patterns understanding, measurement, ordering)

Standard 5: The child should be able to demonstrate knowledge of numbers and counting.

Standard 6: The child should be able to demonstrate knowledge and skills to operate with size, shapes, weights, heights, lengths, and volumes.

Standard 7: The child should be able to identify and name shapes.

Standard 8: The child should be able to sort, group, classify, and organize objects.

E.2.2. Specific aspect: World knowledge and understanding (living world, Earth, Space, scientific methods)

Standard 9: The child should be able to gain/ obtain information about the environment and the living world through observation, handling and investigation of the environment.

Standard 10: The child should be able to use specific instruments and methods for investigating environment

Standard 11: The child should be able to observe and describe the characteristics of the living world

Standard 12: The child should be able to observe and describe the characteristics of Earth and Space

Standard 13: The child should discover the human as part of the living world and as a social being

E. DEZVOLTAREA COGNITIVĂ ȘI CUNOAȘTEREA LUMII

Cognitive development is a domain of the same importance like all others before, but the first three years of life represent a crucial life period for the development of cognitive skills and abilities, especially because of the brain's plasticity in these early years.

Cognitive development and world knowledge refer to child's ability to think, to assimilate information and use what he/she knows, to discover and construct his/her understanding through interaction with persons around him/her and with the physical environment in which he/she lives.

Therefore, the abilities included in this domain do not refer only to what many could think that a child should know before entering school, like a specific set of knowledge (e.g. colors, forms, numbers, cifres, etc.), but a much broader range of capacities like: logical thinking; exploring the environment in order to know and to establish connections between characteristics of objects, living beings, phenomena, events and situations, as well as problem solving. Besides providing him/her with various information about the world around him, all these capacities means to teach children to think and to construct his/her knowledge.

Logical thinking and problem solving development, as a first sub-domain, refer to children capacity to analyze and establish relations between objects, events, persons, situations. Causality, critical and analitical thiking, and problem solving represent key-aspects of this sub-domain which grounds the cognitive development in the later years. Since birth, the child manifests a great disponibility to receive information about the world around him/her, to explore movements and actions. But adults' role is crucial in stimulating and supporting child in this process. The child needs to be guided in understading why, how, when and under which conditions some things happen, in order to make logical connections between actions and knowledge acquired. The child has to be the main actor in discovering all these connections with adults' support.

The Subdomeniul *Mathematic knowledge and basic skills, world knowledge and understanding* sub-domain includes various knowledge about numbers, colors, forms, measuring, living and non-living world, Earth and Space. Besides this general knowledge, this sub-domain includes also many abilities which develop by connecting knowledge in learning experiences: grouping, seriating, ordering, categorizing, measuring, and associating objects, characteristics, living or non-living beings, phenomena, events. All these abilities need concrete support (materials, objects, images), attention and continuos support as well various learning contexts provided by adults so that children can explore and extensively understand the linkages, connections and associations.

This sub-domain draws the attention on another important aspect: if we want to raise children who clearly understand and are aware of the place and the role of human being in his interaction with the environment, especially in the context of the climate changes which threatens the planet of today, for a child will be not enough to know how to count, to know the colors, to make simple calculations, or to know the main categories of objects and living things. It is urgent to develop ecological behaviours for sustainable development, which are nothing else but explanations of causal relationships between human being and the physical environment and of the way the living and non-living world continuously interact. These behaviours develop since birth.

E. Domain: Cognitive development, world knowledge and understanding

E.1. Sub-domain: Logical thinking and problem solving

Standard 1: The child should be able to demonstrate awareness of cause and effect.

Indicators - 0-18 months

- 567. Watches an object when dropping.
- 568. Uses movements, sounds, gestures to observe their impact on interactions and environment.
- 569. Acts on objects to get a sound, a movement that pleases him/her.
- 570. Repeats certain movements to cause desired effects.

Indicators - 19 – 36 months

- 571. Experiments to observe effects of his/her own actions on objects or others.
- 572. Observes other's actions to see the effect of their actions upon objects or persons.
- 573. Demonstrates he/she begins to understand cause/effect relation (if you turn the light off, it will get dark).

Supportive practices - 0-18 months

- Provide children with toys that make sounds when squeezed, pushed, hit. Draw children's attention upon the effects of his/her movement.
- Respond to child's actions by stimulating and encouraging her/him to interact with objects.
- Demonstrate and explain to her-him the relationship between objects and phenomena, e.g. what happens if he/she throws the toy from his/ her bed.
- Provide child with experiences that indicate the cause/effect relationship (if I throw the ball in an object, it will fall, if I push a button the light will turn on, etc.).

Supportive practices - 19-36 months

- Provide children with various safe and age-appropriate materials to manipulate them and act upon them.
- Demonstrate various experiments that indicate the causation and explain the changes that happened. Repeat them.
- Provide constantly explanation of causation, of what happens when we act upon certain objects. Leave the child to experiment under careful supervision.

E. Domain: Cognitive development, world knowledge and understanding

E.1. Sub-domain: Logical thinking and problem solving

Standard 1: The child should be able to demonstrate awareness of cause and effect.

Indicators - 37 – 60 months

574. Identifies objects that influences or have effect on other objects (if I put sugar in water, the sugar will melt).

575. Ask the question “Why” indicating interest for understanding causation.

576. Explains effects of simple actions on objects (if I switch off the radio, it will be quiet).

577. Recognizes in simple relations between objects, which causes the certain effects (“*the little rocks inside the box make this noise*”).

578. Tries to explain based on causation how things might change in given changes in circumstances (“*if I put a it’s cloudy it might rain*”).

579. Gives reasons for which some events happen (“*Mihai was not here yesterday because he got sick*”).

Indicators - 61 – 84 months

580. Makes experiments to discover the causation by seeing how changes on one factor influences changes in others (puts water in two small cups, one in the sun the other in the refrigerator and looks for the temperature’s impact on water).

Supportive practices - 37 – 60 months

Give the child the possibility to experiment, under adult’s supervision, to understand the effects of his/her actions upon objects: to put flour in water, sugar in water, to plant seeds, to water flowers, etc.

Accompany constantly your experiments with explanations.

Ask questions while children make an experiment: “*But what happened with the sugar when you put it in the water? Where it disappeared?*” or “*Where from did this little plant appeared? How did you do it?*”

Ask constantly for children explanations in simple causation relations: “*Why is the ground of this flower so dried?*” or “*Why is so dark in the classroom?*”.

Ask for explanations to see if they have grasped the causation relation between phenomena. Use every opportunity to discuss about weather, clothing appropriate for weather so children can see the connection between phenomena (“*if it’s too warm, we must dress with summer clothes and protect us from the sun, because it harms the skin*”, etc.)

Use any opportunity to point the causation relation: “*Why did I put fewer plate on the table? Why do we have to wash our hands?*” etc.

Supportive practices - 61 - 84 months

Organize with children experiments to see the cause-effect relation: to put ice in water to see how it melts, to freeze objects in water, to put plants in water to see how it gets new roots, to put out objects in water to see how some are floating and some are sinking, etc.).

E. Domain: Cognitive development, world knowledge and understanding

E.1. Sub-domain: Logical thinking and problem solving

Standard 2: The child should be able to observe, compare experiences, actions and events.

Indicators - 0-18 months

581. Watches others' actions.

582. Explores in different ways objects, by mouthing, shaking, throwing, banging, etc.).

583. Imitates movements, gestures and sounds of others right after seeing them.

Indicators - 19 – 36 months

584. Imitates actions seen in different moments and contexts.

585. Notices and describes the similarities and differences between two objects of the same kind (one ball is bigger than the other one; my skirt is longer than Maria's, etc.)

Supportive practices - 0-18 months

Play with child singing, gesturing, imitating sounds.

Provide children toys and objects of different colors, shapes, sounds to compare them. Accompany child's play with explanations.

Name objects around child pointing at them.

Supportive practices - 19-36 months

Appreciate every child's effort to try imitating new actions, seen in different contexts. Read child story and ask child to discuss actions and events and encourage imitation of actions as well as discuss about similarities and differences between characters, events, objects.

Demonstrate, explain and involve children in comparing objects based on size, shape or other characteristics.

Use every opportunity to make comparisons between actions and objects.

E. Domain: Cognitive development, world knowledge and understanding

E.1. Sub-domain: Logical thinking and problem solving

Standard 2: The child should be able to observe, compare experiences, actions and events.

Indicators - 37 – 60 months

- 586. Demonstrate understanding of concepts like “the same”, “different”.
- 587. Recognizes and names a characteristic of an event (long, fun, noisy, etc.).
- 588. Compare events with adult’s assistance.
- 589. Identifies some characteristics based on which comparison can be done (size, color, shape, etc.).
- 590. Groups objects based on two criteria simultaneously.
- 591. Uses words that indicate a comparison (more....than....).

Supportive practices - 37 – 60 months

- Use games to establish similarities and differences between objects. Use small images, photos, books, toys, etc.
- Encourage children to talk about events from their personal experiences, various events. Ask them how it was, what their impression was. Participate with children to different performances and comment with them. Use such opportunities to compare objects and phenomena.
- Choose two different criteria based on which children should group themselves.
- Provide various materials children can play with and ask them to compare them and use only those that are needed.
- Involve children in systemizing the objects in the room. Ask them to group object by two criteria. Introduce in the following grouping exercises two criteria: e.g. objects which are red and made of plastic.
- Ask children to bring you objects by using a comparison „I’d need a thicker crayon.....” or “Where can I find a bigger block?” or “Who’s closer to the window?”.

Indicators - 61 – 84 months

- 592. Compares events and characters from fairy tales or stories.
- 593. Describes events using words that indicate a comparison (today I ate more than yesterday).
- 594. Explains his/her own simple decisions, choices.

Supportive practices - 61 - 84 months

- Organize reading activities and discuss about children’s favorite characters. Ask questions like: „But with whom does he/she look like”, „But in what story hapened almost the same?”
- Discuss with children about what they have done in that day in the kindergarten and compare their work with previous days.
- Challenge children with open ended tasks like: “Let’s make a beautiful entertainment park in the classroom for our friend dolls using only the object we have here. How do you think it would be better to do/start? Ask for the reasons of their choices and decisions. Talk about pros and cons of their decisions.

E. Domain: Cognitive development, world knowledge and understanding

E.1. Sub-domain: Logical thinking and problem solving

Standard 3: The child should be able to use past experiences to build new experiences.

Indicators - 0-18 months

595. Tries to use objects that she/he saw how have been used (drinks from cups, puts a hat on the head, etc.)

596. Demonstrate awareness of permanence. (Realizes that people and objects exist even if they are out of view.)

Supportive practices - 0-18 months

Engage children in trying using different familiar objects and toys. Encourage their initiative.

Play games that help understand permanence (hide objects and than show them).

Indicators - 19 – 36 months

597. Generalizes ideas based on past experiences (e.g. how adults blow on hot food before eating and blows on food him/her too at the next meal).

598. Makes connections between objects (broom is for sweeping, umbrella for rain, etc.).

Supportive practices - 19-36 months

Explain your actions so that children understand them and use them in similar situation. Involve children in simple routine activities.

Name constantly the objects you use and for what purposes.

Organize role plays in which children can use various objects for their specific purpose, recalling their previous experience.

E. Domain: Cognitive development, world knowledge and understanding

E.1. Sub-domain: Logical thinking and problem solving

Standard 3: The child should be able to use past experiences to build new experiences.

Indicators - 37 – 60 months

599. Use new information and vocabulary to activities.

600. Uses information gained through other ways to apply it to a new context, in a different modality (e.g. builds a castle out of blocks like he/she saw in a story book).

Indicators - 61 – 84 months

601. Explains a new situation or a problem using past experience and knowledge.

602. Explains that a person stays the same even if his/her appearance has changed through masks or makeup.

Supportive practices - 37 – 60 months

Provide children daily with time for symbolic play. Integrate new objects and toys in the symbolic play area to stimulate child' use of new information and words.

Organize small group activities that involve transfer of information and experience („Let's do a multiple level store, like a mall, just for children. What kind of shops you would like to have there?“)

Supportive practices - 61 - 84 months

Challenge children with new problems that need solutions based on their past experience. Ask for explanations for the solutions children suggest.

Involve children in symbolic play and dramatization, providing them with different props, masks, etc. Encourage them to play different roles.

E. Domain: Cognitive development, world knowledge and understanding

E.1. Sub-domain: Logical thinking and problem solving

Standard 4: The child should be able to find multiple solutions/answers to questions, tasks, problems and challenges.

Indicators - 0-18 months

- 603. Reaches a toy or an object that has rolled away.
- 604. Seeks in adult a solution for solving a problem, by drawing his attention using sounds, gestures, mimics.
- 605. Uses objects around as means to an end (uses a toy truck to transport blocks, uses the spoon to reach the food, etc.).

Supportive practices - 0-18 months

Provide children with safe objects, age/appropriate. Put them enough close to him to determine the movements toward them.

Responds constantly to child's signals for assistance.

Provide children with toys that allow him/her to use them as means to an end (trucks, boxes, containers).

Play with them games of putting small objects in big objects, to full containers with various objects and empty them. Build shapes out of geometrical shapes using various strategies.

Appreciate constantly children's new actions which independently initiate to reach an end.

Indicators - 19 – 36 months

- 606. Uses exploration, trial and error to solve problems.
- 607. Tries various ways to solve a problem before asking for support.

Supportive practices - 19-36 months

Challenge child to solve problems without providing him/her assistance (e.g. to pull of his/her favorite toy which sits under a group of toys). Let him/her try alone.

Talk to him/her or demonstrate, after multiple trials, possible solutions.

Play with children games that have multiple solutions (e.g. building a castle for a favorite character).

E. Domain: Cognitive development, world knowledge and understanding

E.1. Sub-domain: Logical thinking and problem solving

Standard 4: The child should be able to find multiple solutions/answers to questions, tasks, problems and challenges.

Indicators - 37 – 60 months

- 608. Explores more ways to solve a problem and chooses one of them.
- 609. Seeks for support to other children or adults to solve a problem.
- 610. Re-orientates his/her strategy in finding a solution when new elements intervene.

Indicators - 61 – 84 months

- 611. Works in group for solving a problem, using groups' strategies.
- 612. Discusses when and why a situation is challenging.

Supportive practices - 37 – 60 months

Assist children in their trial to find solutions to a problem. Challenge him/her with questions. Talk to him/her and ask for explanations for the solutions he/she found. („How did you do it?“)

Give individual tasks for problem solving.

Introduce new elements in problematic situations (a new character, a new object, a new event etc.)

Supportive practices - 61 - 84 months

Provide small group tasks which involve group problem solving. Intervene as a moderator to help smooth the problem solving process.

Discuss with the child the pros and cons of a solution and help child find the best solution.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.1. Specific aspect: Mathematic knowledge and basic skills (numbers, counting, operations, space concepts, shapes, patterns understanding, measurement, ordering)

Standard 5: The child should be able to demonstrate knowledge of numbers and counting.

Indicators - 0-18 months

613. Understands the concept of “more” when referring to toys or food.

614. Uses gestures to ask for “more”.

615. Imitates words that name numbers.

Indicators - 19 – 36 months

616. Counts to at least 5 from memory.

617. Imitates songs and rhymes with numbers.

618. Recognizes some quantities of some objects (two books, three boxes, etc.).

619. Identifies and compares quantities using comparatives like: bigger/smaller, more/less.

Supportive practices - 0-18 months

Vorbiți cu copilul utilizând termenii „mai mult”, „mai puțin”, numărând cu voce tare obiectele.

Puneți în mediul copilului materiale cu cifre și numiți-le tot timpul.

Cântați cu el cântece care utilizează numerele și numerația.

Supportive practices - 19-36 months

Use constantly in everyday activities counting and numbers („*We need two of these more*”, „*Now we are only four in the room*”, etc.)

Sing with children songs that use numbers.

Name constantly the quantity of objects you use („two books, four pencils, three dolls, etc.). Ask the child to bring you two..., three.....etc.

Organize cooking activities where you use many vegetables and fruits and use terms like: more, less, bigger/smaller.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.1. Specific aspect: Mathematic knowledge and basic skills (numbers, counting, operations, space concepts, shapes, patterns understanding, measurement, ordering)

Standard 5: The child should be able to demonstrate knowledge of numbers and counting.

Indicators - 37 – 60 months

- 620. Names some numbers (from 0 to 100).
- 621. Understands one to one correspondence [e.g. that numbers indicate quantity]
- 622. Uses numbers and counting in daily activities (counts how many children are in the group, how many plates are on the table, etc.).
- 623. Recognizes and names some of the numbers.
- 624. Counts easily from memory up to 10.
- 625. Counts 10 objects based on one to one correspondences.
- 626. Can make estimations of quantities using numbers.
- 627. Makes comparisons understanding the meaning of concepts like: all, some, none, the same, more, less, etc.
- 628. Knows the order of numbers from 0 to 10.

Supportive practices - 37 – 60 months

- Organize small group activities and ask children to count how many children are in the group. Ask them to group the toys, 3 or 4 together, for a new game.
- Name all numbers in all daily activities and make them be seen in the environment using written language.
- Involve child in preparing snack time or meal time. Use numbers and counting: how many children are present, how many chairs we need to put, how many plates, how many bread baskets, etc.
- Encourage the use of numbers in symbolic play: "At the grocery store" – making the inventory of the products, "At the pharmacy" - number of pills, etc.
- Encourage children to make small books, greeting cards where they can use numbers (the new age of the greeting person, the age of the characters in the book, the number of friends, etc.). Encourage children to write their age, their parents' age, number of their street, number of the apartment, etc.
- Provide children daily with activities in which they should count: objects, persons, symbols, shapes, etc.
- Involve children in symbolic play that use quantitative estimations („The cooker", "The salesman", etc.)
- Suggest children an activity in which they should group objects on various categories depending on different criteria. Then talk about the grouped objects („Are there more dolls with blue eyes than dolls with dark eyes?", „Do the truck have more wheels than the police cars?" etc.).
- Make a chart with children birthdays and discuss every month what's their order in which they will celebrate.
- Provide children with the opportunity to choose an object from a row and name the ordinal number of the object.

Indicators - 61 – 84 months

- 629. Counts easily up to 20 and from 10 to 10 up to 100 from memory.
- 630. Uses in daily activities math pieces of manipulative games, objects with numbers, coins.
- 631. Uses numbers and simple operations (I have too candies and one I am giving to Angela)
- 632. Knows the order of the numbers up to 20.

Supportive practices - 61 - 84 months

- Ask frequently children how many children are in the room, how many children are working on a table, how many children have finished their task, etc.
- Provide children with manipulative games that use numbers.
- Use everyday life situations to stimulate children to make simple operations („We have three bicycles, but one is broken.....").

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.1. Specific aspect: Mathematic knowledge and basic skills (numbers, counting, operations, space concepts, shapes, patterns understanding, measurement, ordering)

Standard 6: The child should be able to demonstrate knowledge and skills to operate with size, shape, weight, height, length, volume.

Indicators - 0-18 months

- 633. Plays with toys of different sizes and shapes.
- 634. Identifies when asked small objects and big objects of the same kind.

Indicators - 19 – 36 months

- 635. Seriate with assistance few objects based on its size.
- 636. Uses appropriately words like “big”, “small”, “more”, “less”.
- 637. Compares the size of two familiar objects of the same kind (shoes, purses, etc.)
- 638. Identifies by comparing two objects of the same kind, which object is bigger or smaller.
- 639. Explores measuring tools (weight tool, ruler, cups for volume, etc.).

Supportive practices - 0-18 months

- Describe the child object by size, shape, weight, length, as well as the persons.
- Initiate plays with pyramid blocks, or Russian dolls type.

Supportive practices - 19-36 months

- Provide children with objects of the same kind that have different size or different height.
- Involve children in organizing blocks in the shelves, and ask for grouping them by certain criteria.
- Play with children games that call for comparison by size, shape, volume.
- Involve children in Water and Sand area for experimenting volumes: to full recipients with water, with sand and compare them.
- Provide children with various measuring tools and play game like “Shopping at the open market” or “At the grocery store”, etc.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.1. Specific aspect: Mathematic knowledge and basic skills (numbers, counting, operations, space concepts, shapes, patterns understanding, measurement, ordering)

Standard 6: The child should be able to demonstrate knowledge and skills to operate with size, shape, weight, height, length, volume.

Indicators - 37 – 60 months

640. Uses activities that develop vocabulary for length, height, weight, and volume.

641. Uses measuring tools in play, Water and Sand area, etc. measure lengths, height, weight, and volume

642. Estimates sizes, length, weights (“is of the same length like ...”)

Indicators - 61 – 84 months

643. Measures water and sand using different containers.

644. Measures, with assistance, ingredients for making a receipt.

645. Estimates how many steps will take to walk the room from one part to another.

Supportive practices - 37 – 60 months

Involve children in measuring activities: the heights of children in the group, the lengths of shoes, the lengths of hair, the weight. Make a chart together with them. Use comparison between measures « the same », « longer », « smaller », etc.

Teach children how to use un—conventional measuring tool: a piece of thread, for measuring the length of a table, a punch to measure the rice from a box, etc. Make charts with children.

Supportive practices - 61 - 84 months

Involve children in activities in Water and Sand area or in Cooking area. Use conventional and un-conventional measure tools to measure liquid and solid objects. Ask for estimations: “Which is heavier?” or “Which is longer?”

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.1. Specific aspect: Mathematic knowledge and basic skills (numbers, counting, operations, space concepts, shapes, patterns understanding, measurement, ordering)

Standard 7: The child should be able to identify, name, seriate and classify shapes.

Indicators - 0-18 months

646. Plays with toys of different shapes even if he/she doesn't match them correctly (the square in the square whole, the round I the round whole, etc.).

Indicators - 19 – 36 months

- 647. Matches simple shapes on simple puzzles on form boards.
- 648. Identifies the rotund form/circle.
- 649. Creates and copies simple shapes made by others.

Supportive practices - 0-18 months

Provide children with toys that involve shapes. Identify and name shapes in child's environment.

Sing songs with children and read books that involve shapes.

Supportive practices - 19-36 months

Use on a daily basis words that name shapes. Name the shapes the child is playing with.

Search together with the child in shapes in the environment. („Where else do you see a rotund?). Explore decorations.

Provide child with geometrical pieces or puzzles. Encourage child to copy the shapes and use them to make artistic works.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.1. Specific aspect: Mathematic knowledge and basic skills (numbers, counting, operations, space concepts, shapes, patterns understanding, measurement, ordering)

Standard 7: The child should be able to identify, name, seriate and classify shapes.

Indicators - 37 – 60 months

- 650. Identifies and names circle, square, triangle
- 651. Compares size and shape of objects.
- 652. Creates, copies and builds shapes.
- 653. Orders shape for the same kind from smaller to bigger.

Indicators - 61 – 84 months

- 654. Recognizes shapes in objects from the environment.
- 655. Combines shapes to make new geometrical shapes (two triangles to make a square, or a rectangle.
- 656. Compares a circle with a sphere; a square with a cube box.

Supportive practices - 37 – 60 months

Use appropriate and correct words whenever you name shapes. Provide child with shapes of different textures and surfaces to be use in various ways. Consolidate the names of the forms by recognizing them in concrete contexts. What does the CD look like? *What about the houses' roof? Could you find around us an object that has the shape of a square?*

Use everyday objects to identify and compare shapes.

Involve children in using shapes to build or design artistic works (thick paper on shapes, pieces of wood of different shapes, plastic shapes, etc.)

Make with children trains, beads, and ornamental designs using the ascending order of shapes from small to large.

Supportive practices - 61 - 84 months

Organize games where children have to identify shapes in the environment.

Make with children posters to celebrate an event or to end a thematic activity, a project, using various shapes. Encourage children to create new shapes.

Use Water Sand area to stimulate children create new shapes by combining sand shapes.

Encourage children to identify and compare two dimensional shapes with tri-dimensional shapes using objects in the environment and printed materials.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.1. Specific aspect: Mathematic knowledge and basic skills (numbers, counting, operations, space concepts, shapes, patterns understanding, measurement, ordering)

Standard 8: The child should be able to sort, group, classify, and organize objects.

Indicators - 0-18 months

657. Groups a few objects by one color with adult's assistance.

Indicators - 19 – 36 months

658. Arrange objects of the same kind in line (a row of blocks)

659. Groups objects by a criterion.

660. Identifies, with assistance, large categories of objects (or living things) like fruits, vegetables, birds, animals, etc.

Supportive practices - 0-18 months

Use books with large images to name shapes, colors, sizes. Sing songs about shapes, and associate them with their images.

Ask children to collect only the materials that have the same color.

Supportive practices - 19-36 months

Build with children trains, snakes out of objects.

Provide children with objects of different shapes and colors and suggest them a theme of a task of a certain color or a certain shape (*"The Yellow day"* or *"Celebrating the Circle's birthday"*).

Read books with images that indicate the same category of objects (animals, vegetables, fruits, birds, etc.).

Play matching games for categories of objects.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.1. Specific aspect: Mathematic knowledge and basic skills (numbers, counting, operations, space concepts, shapes, patterns understanding, measurement, ordering)

Standard 8: The child should be able to sort, group, classify, and organize objects.

Indicators - 37 – 60 months

661. Match everyday objects by their utility (tooth brush with tooth paste, etc.)

662. Orders shapes by one characteristic, using trial and error (from small to large, from thick to gross, etc.)

Indicators - 61 – 84 months

663. Sorts objects in categories, by classifying and comparing them based on two criteria (size, color)

664. Creates and describes a pattern.

665. Describes and explains why objects are ordered or grouped in a certain way.

Supportive practices - 37 – 60 months

Play matching game with children considering their function and utility (shoes with socket, pot with flower, etc.)

Play with children games that call for ordering ascending objects based on one criteria („Sister boxes”, „Spots’ Family, etc.)

Supportive practices - 61 - 84 months

Use two criteria to group children into groups by giving children different objects or cards with symbols (*“Those who are yellow birds come to one group. Those who are red fruits come to another group, etc.”*)

Provide children with the opportunity to play with shapes and use them to create new ones and patterns.

Create with children ornamentals patterns for various purposes (clothes, vases, greeting cards, etc.)

Provide children with different criteria to group objects. Leave the children to suggest themselves criteria for grouping.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.2. Specific aspects: World knowledge and understanding (the living world, the Earth, Space, scientific methods)

Standard 9: The child should be able to gain/ obtain information about the environment and the living world through observation, handling and investigation of the environment.

Indicators - 0-18 months

666. Turns his/ her head after and looks toward where different stimulus sources come (sounds, voices, smell, powerful light...).

667. Uses more a sense when investigating an object (a toy is seen, held in the hands and touched, tasted).

668. Carefully watches objects for short periods of time.

669. Made attentive by the adult observes weather (natural) phenomena using senses (rain, snow, wind).

Supportive practices - 0-18 months

Ensure the child an environment with many objects/ toys and stimuli sources (hearing, sight, touch).

Place near the child objects and toys and help him/ her explore them, stimulating the child with questions, explanations.

Name the objects from the environment, their characteristics and utility/ use and stimulate the child to repeat after you, to point to those objects.

Take walks in the park and describe events and initiate child in sensing the drops of rain, the snowflakes, and verbalize what you felt: wet, cold.

Indicators - 19 – 36 months

670. Notices the details (roughness, sharp edges...) when investigate the toys and the objects of interest.

671. Observes and handles objects in order to identify similarities and differences among them.

672. Observes and examines natural phenomena through senses (fog, thunder) or different living creatures (insects, pets).

673. Notices differences between summer and winter.

Supportive practices - 19-36 months

Ensure the child an environment with many objects and stimulate them him/her with questions in order to identify and describe characteristics (size, color, area), to be aware of the risk aspects.

Encourage the exploration of carious objects and describe the similarities and the differences among them; encourage him/ her to ask questions and answer.

Make anything possible in order for the child to spend in nature as much time possible. Study the living creatures you meet (animals, insects), in a safe environment. Discuss afterwards about what you have observed.

Encourage the child to notice the relationships among the seasons' characteristics and the affects on our lifestyle (how we dress in winter, how we protect from sun during summer).

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.2. Specific aspects: World knowledge and understanding (the living world, the Earth, Space, scientific methods)

Standard 9: The child should be able to gain/ obtain information about the environment and the living world through observation, handling and investigation of the environment.

Indicators - 37 – 60 months

674. Extends information about the environment and the care for self and environment increases.

675. Recognizes the changes in materials and starts to understand the relation cause- effect.

Indicators - 61 – 84 months

676. Searches for information about the environment through senses, observation activities; he/ she gathers information from various sources.

677. Describes and discusses over an activity which implies observing the living world, the living creatures or the natural phenomena.

Supportive practices - 37 – 60 months

Make anything possible in order for the child to spend in nature as much time possible. Discuss about the environmental changes as an effect of natural phenomena: earth quake, erosion and the importance of man in the environment (land clearing, pollution).

Involve with the child in activities that can help the child learn independently, for example observing nature during different parts of the year, the level of rivers/ lakes from the surroundings, the effects of drought/floods.

Supportive practices - 61 - 84 months

Give the child the opportunity to look on pictures with natural phenomena, scientific encyclopedias for children, various instruments and start discussions about objects and phenomena, after observing it.

Create the child the possibility to seed and take care of a plant. Discuss about the changes he/she sees while the plant is growing.

Encourage the child to explore independently and to formulate conclusions related to them.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.2. Specific aspects: World knowledge and understanding (the living world, the Earth, Space, scientific methods)

Standard 10: The child should be able to use specific instruments and methods for investigating the environment.

Indicators - 0-18 months

678. Investigates simple natural phenomena when assisted by an adult (touching the drops of rain, the snow, the heated sand, the ground after snow has melted).

Indicators - 19 – 36 months

679. Makes up simple questions about the living world (“Where are the dinosaurs?”)

680. Uses non-standard instruments for exploring the environment when playing games (binoculars - The pirates’ game).

Supportive practices - 0-18 months

Allow the child to safely explore the elements of the living world in different aggregation states. Tell what you feel, warm/cold, rough/soft, etc.

Supportive practices - 19-36 months

Respond to your child’ natural curiosity by consulting various sources of information (books, simple experiments, trips and nature observation activities).

Create simple experiments using non-standard instruments in order to explain different phenomena (ex. Instead of a magnifier glass use a drop of water on a plastic).

Provide child with objects for exploring the physical environment: sticks to dig in the land, etc.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.2. Specific aspects: World knowledge and understanding (the living world, the Earth, Space, scientific methods)

Standard 10: The child should be able to use specific instruments and methods for investigating the environment.

Indicators - 37 – 60 months

681. Uses sense and standard instruments in order to investigate the environment and to gather information and to observe processes, relations (magnifying glass, magnets).

682. Observes and discusses about the common properties, differences, comparisons among objects, materials, phenomena.

Indicators - 61 – 84 months

683. Uses senses and a variety of instruments and simple investigation appliances (microscope).

684. Participates in simple experiments, discusses and formulates conclusions, generalizations.

685. Gathers information and records information through various methods (drawings, graphics, photographs, narrations).

Supportive practices - 37 – 60 months

Explain and use standard instruments together with the child in order to initiate him/ her in using them. Give the child instruments that can be used only in the presence of the adults and later on independently.

Suggest the child to collect various objects. Arrange a special place in the house for these collections (pinecones, shells, river rocks, leaves, different lids).

Supportive practices - 61 - 84 months

Allow the child to use different instruments and the possibility to use them independently. Ask the child to organize the gathered information.

Stimulate the child to make predictions before an experiment is taking place, to estimate the results which he/ she will compare afterwards.

Encourage the child to record the obtained information after an observation or an experiment. Keep a journal of the experiments made by the child/ children: keep notes with the experiments, estimations, predictions and results.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.2. Specific aspects: World knowledge and understanding (the living world, the Earth, Space, scientific methods)

Standard 11: The child should be able to observe and describe the characteristics of the living world.

Indicators - 0-18 months

- 686. Distinguishes the existence of plants, animals and humans assisted by an adult.
- 687. Names (using words or onomatopoeic words) plants, animals, people.
- 688. Interacts with insects (he/ she touches worms, observes ants), animals (he/ she looks at pets or at farm animals), plants (he/ she takes flowers, collects leaves or twigs).

Indicators - 19 – 36 months

- 689. Senses the existence of living creatures and objects in the environment.
- 690. Classifies the living creatures in the world (animals, birds).
- 691. Observes and understands that the living creatures need water, food in order to grow.

Supportive practices - 0-18 months

- Offer the child the opportunity to observe various plants, animals as well as the interaction among people- others than the family members.
- Stimulate the child to identify and name the objects and the living beings you encounter. Play games with onomatopoeic words in order to identify certain animals.
- Allow the interaction between your child and plants, animals, insects from the environment. Discuss about the hygiene notions for the maintenance of health.

Supportive practices - 19-36 months

- Progressively enlarge your child's vocabulary and notions known by children, which are related to the environment comparing to those from books, pictures, and encyclopedias.
- Play sort out and classification games following different criteria: after the living environment (wild/ domestic animals, wild/ domestic birds).
- Offer to the child the chance to observe plants in different moments (blooming, with flowers, fruits) or animals.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.2. Specific aspects: World knowledge and understanding (the living world, the Earth, Space, scientific methods)

Standard 11: The child should be able to observe and describe the characteristics of the living world.

Indicators - 37 – 60 months

692. Observes the fact that plants grow, bloom and change their appearance.

693. Separates the living creatures and plants depending on the environment and their characteristics.

694. Separates the living and the dead creatures and names the groups of objects (Means of transport: terrestrial, maritime, air....).

695. Describes the similarities and the differences among various groups of objects or in the same group.

696. Uses a vocabulary that includes the name of some scientific principles which explain the processes of the living world (sinking, floating, and dissolution, melting).

697. Asks questions and offer explanations regarding the living creatures interact, grow and evolve.

Supportive practices - 37 – 60 months

Make anything possible for the child to notice the cause-effect relationships like the ones in the environment and the consequences on growing and developing, using simple experiments (watered/ not watered plants, plants kept in the dark/ light).

Offer the child the opportunity to observe the living beings by visiting the Zoo, farm animals, bird farms, the aquarium, a veterinary's cabinet; the plants by visiting an orchard, a vegetables garden, a solarium.

Play games like: "Fly, Fly!" Encourage the child to talk about his/ her personal experiments.

Play sort out and classification games about different types of objects "The trade and its tools", "Terrestrial/ Aquatic Creatures".

Allow the child to perform simple experiments again, and to describe them in front of an audience (family members, other children). Consider the use of scientific language by the children.

Extend the number of sources for informing the child. Use, for a certain subject, a resource person, as many times possible.

Indicators - 61 – 84 months

698. Describes and compares the basic needs of living creatures.

699. Understands and expresses the interactions among animals, plants and their environment ("Sharks live in the water and eat fish").

700. Uses a vocabulary that includes the name of principles and explains the processes that involve the living world (magnetism, gravitation).

701. Has the responsibility of taking care of a plant or an animal in the family or the group.

Supportive practices - 61 - 84 months

Challenge the child with questions like: "What if...?" "What would happen if...?"

Offer the child the possibility to watch short animation films, to look on books which deal with the way of living of different species.

Explain the new concepts. Consider child's use of scientific concepts in daily speaking. Make simple experiments that show simple physical principles and encourage children to present to their families so that they exercise the capacity to describe them.

Offer the child the possibility to take care of a plant or to participate at the care of a pet or of a farm animal.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.2. Specific aspects: World knowledge and understanding (the living world, the Earth, Space, scientific methods)

Standard 12: The child should be able to observe and describe the characteristics of Earth and Space.

Indicators - 0-18 months

702. Observes the celestial bodies (sun, moon, stars) with help and independently.

703. Observes clouds, the moving of the wind, weather changes, with help or independently.

704. Notices various surfaces of Earth (grass, sand, mud, water).

705. Notices the sequence day/ night.

Indicators - 19 – 36 months

706. Expresses weather in relation with familiar phenomena (“Sunny”, “It is snowing”, “It is raining”).

707. Enlarges the vocabulary about investigated materials (stones, rocks, cave).

708. Asks questions about the phenomena and the objects he/she notices in the environment (“Where are the stars?”).

Supportive practices - 0-18 months

Assist the child and explain him/ her about the celestial bodies while you are talking outside walks. Help the child to identify and name them.

Discuss with the child about the changes that occur during a day (in the morning it is sunny, you can see clouds during the afternoon, and it is possible to rain). Make him/her attentive to grass and leaves’ movement when wind blows.

Allow the child to play safely on various surfaces. Name the surfaces and help the child express the sensations the child is experiences. (“Do you like grass? “ How does it smell?”)

Discuss about the activities specific to daytime/ nighttime.

Supportive practices - 19-36 months

Ask the child to name weather phenomena and discuss about its effects upon a day.

Diversify the knowledge experiments of the children considering the local context.

Always answer your child’s questions. You can use the themes interest and discuss following the scheme: What do I know/ What have I found out?

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.2. Specific aspects: World knowledge and understanding (the living world, the Earth, Space, scientific methods)

Standard 12: The child should be able to observe and describe the characteristics of Earth and Space.

Indicators - 37 – 60 months

709. Asks questions about the life elements (earth, water, air, fire).
710. Is able to describe the characteristics of materials and of the surrounding objects (water, stones).
711. Understands and talks about the importance of water and air for life and the possibilities to protect these elements in order to avoid their pollution.
712. Names and is able to differentiate between the heat and the water sources, and also can explain their benefits and risks.
713. Observes and expresses the movement of celestial bodies (sun, moon).
714. Knows and uses the time units: the parts of the day, the days of the week, the seasons.
715. Is able to describe the characteristics of the seasons.
716. Notices the difference among different surfaces or life environments based on images or on personal experience.

Supportive practices - 37 – 60 months

- Discuss about the fundamental elements and explain the children of each one.
- Encourage the child to use adjectives in order to describe the materials he/ she encountered in the environment. Offer the child the necessary information regarding the resistance of materials through simple experiments (the force of water through the erosion process).
- Involve in simple ecological activities in order to grow the awareness regarding the importance of protecting the environment.
- Discuss about the measures for avoiding fire. Introduce terms like fire proof fire, extinguisher... Encourage the role of the child to participate and strengthen the assimilated concepts, using specific properties.
- Discuss and look for phenomena like sun/ moon eclipse (on books or in reality when possible).
- Create simple drawings out of paper cuts/ photographs of the child's basic daily activities and assemble them with the child. Discuss about the activities and their succession.
- Challenge the child to discuss about the season's characteristics in relation with basic activities or to significant events.
- Allow the child to look on pictures with land surfaces and natural phenomena which are hard to access (waterfalls, caves, volcanoes, seas, oceans) and extend their knowledge experiences when possible with visits and trips to unfamiliar environments.

Indicators - 61 – 84 months

717. Identifies and differentiates among surfaces (the plain/ the mountains), types of water (river/ lake/ sea).
718. Names the seasons in the right order (winter, spring, and summer, autumn).
719. Describes the possible evolution of weather and illustrates the characteristics of a type of weather (using common symbols for water, rain...).
720. Knows and uses correctly the days of the week, in sequence, knows the months of a year.

Supportive practices - 61 - 84 months

- Play card games such as "Say where it matches".
- Encourage the child to create calendars, books about seasons and to combine drawing with pictures and text collage.
- Play role games where the child can present the weather using symbols you create in advance.
- Use a calendar which reminds the child about the important events in the child's and family's life.
- Use a week calendar and a daily program in which use symbols besides letters and numbers. Makes reference to clock during the day and to the way clock indices move.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.2. Specific aspects: World knowledge and understanding (the living world, the Earth, Space, scientific methods)

Standard 13: The child should discover the human being as part of the living world and as a social responsible individual

Indicators - 0-18 months

721. Upon request, can point some body parts.

Indicators - 19 – 36 months

722. Describes a few parts of the human body and some sense organs

723. Keeps neat (organizes) the environment, when assisted by an adult.

Supportive practices - 0-18 months

Provide books about human body.

Supportive practices - 19-36 months

Play games about identification of body parts; associate them with numbers (1: the mouth; 2: the eyes...)

Encourage the child to help you maintain a clean environment.

E. Domain: Cognitive Development, World Knowledge and Understanding

E. 2. Sub-domain: Mathematic knowledge and basic skills, world knowledge and understanding

E.2.2. Specific aspects: World knowledge and understanding (the living world, the Earth, Space, scientific methods)

Standard 13: The child should discover the human being as part of the living world and as a social responsible individual

Indicators - 37 – 60 months

724. Participates at the cleaning and maintaining the environment.

725. Is aware of the characteristics of humans as part of the living world.

726. Is able to describe a few internal organs and their function.

Supportive practices - 37 – 60 months

Promote the child's responsibility in house activities and in the group.

Discuss about the children's abilities/ talents, individually for each child.

Allow the child to have access to books about the human body, the internal organs and their function. Invite doctors when you discuss about these matters.

Indicators - 61 – 84 months

727. Is able to demonstrate the awareness regarding the changes that happen within his/ her own person, as well as in the environment (the child grows; the plants have a life cycle).

728. Knows what are the specific conditions of human life and their significance.

729. Participates at the cleaning process and protection of the environment, the recycling of materials.

730. Is aware of the existence of technology and the way this makes our lives better and all affects it.

731. Is interested by the exceptional natural phenomena (natural disasters) and understands the damage that can appear.

732. Identifies ways in which s/he can help take responsibility for a more healthful environment.

Supportive practices - 61 - 84 months

Create opportunities to discuss about the life cycle for plants, animals, and people. Create a graphic with the children's physical characteristics (height, weight, preferences) at the beginning/ending of each school year, so that they can sense the evolution.

Discuss on the bases of pictures, films, and various life conditions depending on the geographical regions or cultural spaces.

Participate, together with the child, at events that focus on the awareness regarding the importance of protection of the environment: Earth's Day, Ecology's Day.

Discuss about the energetically resources and create an action plan which includes proper activities for the children: we do not leave the light on during daytime, we do not leave electronic appliances turned on when we are not home, when having to go to a close place, we can walk or ride the bike.

Involve the child in ecological activities.

Discuss about news in the world which stress the climate change and its effects on the planet.

Discuss topics like "No Smoking" in order to have a healthy body and environment

Views about the young child and childhood

The conception about the young child and the period of childhood has been accorded much attention by philosophers/pedagogues; this attention is influencing the manner in which the child's education is conceived. Over the years, there have been various ideas about human development, but today the holistic approach is dominant. In all countries a certain dominant conception about child and childhood is manifest. This conception represents a combination of ideas, values, models, norms, and expectations concerning children, and how we want to educate and socialize them. These concepts change over time and vary in diverse social-cultural contexts. The context represents the environment where the development takes place, environment that is influenced by historical, economical, social and cultural factors. The culture includes behavior models, beliefs, and other achievements that are handed down from one generation to another.

A brief historical perspective

In the XXIst century the child is viewed as an important individual, with a distinct status and universal rights. However, in Europe for many years the child had been seen as an adult in miniature and only in the XVIIth century did children begin to be regarded as having a distinct status. We can identify many conceptions concerning the child and childhood with different accents, but having connections with theoretical and practice domains of child's development is critical. One perspective regards the nature of childhood and the way a child has to be educated. In the medieval period the child was associated with the original sin, and the purpose of his education was of saving and releasing him from sins. At the end of the XVIIth century, ideas about young children were influenced by the "tabula rasa" model suggested by John Locke. He was promoting the idea that experiences from childhood are important in impacting the future adult's characteristics, and provides the reason for encouraging the parents to spend more time with their children and help them grow up and contribute as future members of society. This model has been developed later as behaviorist theories (Skinner, Bandura). The model of natural bounty (promoted by Rousseau) predominates in the XIXth century. Children should be led to grow naturally, with reduced surveillance and restriction from adults, because they are born being kind. This model has later been developed by the hereditary theories (Gesell, Chomsky).

Childhood is no longer seen as a waiting period which has to be crossed before being an adult. This fact is seen from another analysis perspective for one and a half century. Childhood is recognized and seen as a unique period, different from other developmental periods. More than that, childhood is the richest period in learning experiences that supports the later evolution as an adult. The psychoanalytic theories are based on the distinct nature of childhood, suggesting that this is the most important stage in understanding the biological, social, emotional and rational human being (Freud, Erickson). The integrationist theories (Piaget, Vígotsky) suggest that play is the fundamental way of developing the mind, the pedagogue's role being to encourage daily social and physical interactions as opportunities to stimulate the child. The child is a unique individual who grows and develops in different pace and all his actions are visible in his emotional and cognitive develop. The constructivist theory continues these theoretical directions. Children are building their own way of understanding the world. They learn by interacting with adults, children and the whole environment making a connection between their new experiences and what they have already understood. The adults have to offer materials, support, and child guidance to ensure the validity of his learning opportunities.

We remark on another possible classification from a classical nature-culture dichotomy's perspective. Concerning the dominant development theories, we can identify the polarization between hereditary theories (inspired by Rousseau) and the ones inspired by Locke saying that the human being is passive and receptive. The dialogue between the two orientations has lead to the third theoretical orientation that supports the role of interaction between heredity and environment in human development. Learning theorists have claimed that the truth has its source in a development process that isn't a biological one but reorganizing psychological structures resulted from the organism-environment interaction. The human experience represents building the reality and determines development. The constructivism suggests that reality is influenced by the socio-cultural environment where the child is educated.

Another classification is Kohlberg's (2003) that identifies three educational paradigms that are dominant in the occidental culture important for child development and learning. The romantic paradigm inspired by Rousseau and sustained by Freud, Gesell and Neill says that the most important aspect of development comes from inside. Romantics sustain the biological metaphor of health and education physically and mentally. The pedagogical environment should be permissive in emotional and social development through interactions with other persons than family, and ensure cognitive development by stimulating the curiosity. The cultural heritage is another paradigm, focused on classic

academic traditions of European education. Education consists in passing on all knowledge, rules and values formed in the past. Unlike romantic paradigm that was focused on the child, the cultural heritage paradigm is based on society, defining the results of education as keeping the values and relevant knowledge for a culture. If the romantic culture turns to good child's freedom, the second paradigm is focused on learning the discipline and social order; meanwhile the romantic current appreciate authenticity, new, and personal disposition, the cultural heritage paradigm revolve on what's stabile and ordinary.

Approaches to education, child and childhood in Romania

In Romania, the child and childhood have passed historically the European tendencies with a delay rhythm induced by the diffusion of information in the XIXth century, and also especially because of the intellectual, cultural and social isolation that has affected the Romanian family in the communist period.

Being in a full modernizing process of the education system, in the second half of the XIX century in Romania, there has been an interest in Herbart and herbatianysm because of the ineffectiveness of the **monitorial system** practiced in schools but also because of the influence of the pedagogy of teachers, many of whom were German or studied in Germany or Austria. For Herbart (representing the pedagogic strictness), education represents the forming process of the person. He introduces the **fundamental theory of rule** concerning present, preceding induction, and being necessary for explaining "the child's wild playfulness". Herbart suggests a teacher's active role, which had the task to observe the children's actions, to impose rules, orders and to punish him. Herbart leads the child in forming the listening capacity through force. In the short term, Herbart's education purpose was gaining knowledge and on a longer term assimilating moral issues and forming personality. Simultaneously with herbartianysm, there were other pedagogues' ideas that saw the child and early childhood differently.

The importance of early childhood found its support in **Froebel** whom in 1837 founded the first kindergarten in Blankenburg; this is promoted in Romania by the "**Small schools law**" (in 1909) during Spiru Haret's leadership. In Froebel's conception the world is God's creation, the human being had divine essences, and if the man is seen as a creative and active human being, the child is also active. Froebel was promoting **play** at early ages (from three to nine years) as a way of developing child's internal straight but also as a way of developing the intuition. All these are ideas that have arrived in Romania at the beginning of the XX century and unfortunately had a slow progress.

In the XIX century, pedagogy was following the education problem. Practice has shown **the need of knowing the child as an education condition**. This way the educational practice and high interest for education in **new schools** ask for a better knowing of the tools; a new interest in knowing the child appears as a reaction to school and traditional teacher centered education.

The year 1898 is referential to changing the main theme from master to child through the apparition of "**Paidologie – Sketch for a better child knowing**" of **Oskar Chrisman** that represents "more of a manifesto than a positive contribution in studying the child" (Stanciu, 1995).

If in Europe a pleading for changing attitude towards child had debuted with Swedish Ellen Hey "**Child's century**", building an educational system that should have the child as the most important subject lingers on Romanian territory.

At the beginning of XX century the Romanian educational system improved rural schools due to the achievements in the infrastructure and enlargement of children's number in primary school. If in 1899, 84% of the rural population was illiterate, in only 10 years the numbers decrease to 65%. Extending the primary school's number and the way the children institutions have developed, the next period is important in understanding the moment's priorities: teaching the population.

The inter-war period is marked by difficulties: organizing all schools over all the Romanian territory after the Unification, stabilizing the legislation. Even if there is an interest in founding new kindergarten and children's foster by the **Normal Primary Law** (1924).

In 1944-1989 dialect, historical materialist philosophy becomes the official doctrine and the Romanian learning system is influenced by the soviet learning system. The child was seen as belonging to society. In this period we can speak about taking the child away from his family for a better education with a communist ideology.

After 1989 we can speak about important changes in attitude concerning the child with his family but also in the institutional environment, and we can speak about important child centered changes that are experimented by the education services in Romania.

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