



Early Childhood Curriculum

B.E. 2560 (A.D. 2017)

Ministry of Education
THAILAND



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Preface

The change on economy, society and the progress on information technology; the Constitution of the Kingdom of Thailand B.E. 2560; the 20-Year National Strategy (B.E. 2560-2579); the twelfth National Economic and Social Development Plan (B.E. 2560-2564); the National Plan of Education (B.E. 2560-2579); Strategy Goals of Educational Reform in the second decade (B.E. 2552-2561) and the National Strategy Plan in Early Childhood (B.E. 2560-2564) contribute to the important 21 century skills which are important to set the goals for early childhood development in concordance with all change.

The Ministry of Education continuously instituted a policy to develop early childhood education by appointed the committee to consider and revise the Early Childhood Curriculum in order to be in compliance with the change. The Early Childhood Curriculum B.E. 2560 is the curriculum for educational institutions, early childhood development institutions and all related institutions. All those should apply this curriculum to be the outline and direction for developing the educational institution curriculum with efficiency and meet the criterion of Early Childhood Curriculum B.E. 2560 which aims to develop children's physical, emotional, social, and cognitive development, also be a good member and discipliner, be mindful of Thainess and be responsible to self, society, community, and nation in the future.

Preface

Office of The Basic Education Commission, Ministry of Education thank you all those involved, including the Ministry of Interior, Ministry of Social Development and Human Security, Ministry of Public Health, the Secretariat of the Council of Education, University, Rajabhat University, and the private sector participated in the development of the Early Childhood Curriculum B.E. 2560 which should be suitable for use in management of early childhood education of the country.



(Mr. Karun Sakulpradit)

Secretary of the Basic Education Commission

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Ministry of Education Decree

Ref. Dcid 1223/2560 on the Implementation of the Early Childhood Curriculum

B.E. 2560

In order to ensure that the Early Childhood Curriculum develops children from birth through age six in their physical, emotional, social, and cognitive development, based on age-appropriated considerations, competence, and individual differences, leading to the preparation of readiness in learning and the foundation of life to the full development of the Thai people, to be good people, have self discipline, proud of Thai nation, and responsible in self, family, community, society, and nation, in line with the objectives of the Constitution of the Thai Kingdom B.E. 2560, Article 54.

Also, under the authorization of Article 5 of the National Education Act B.E. 2542 on Revising and Supplement [No.2] B.E. 2545, the Ministry of Education, thus, authorizes the application of the Early Childhood Curriculum B.E. 2560, of which text appears as an appendix to this Decree. This new curriculum shall replace the previous Early Childhood Curriculum B.E. 2546. Every educational institution or early childhood development institution should apply this curriculum as appropriate for the children's development and the local environment.

For practical purposes, the implementation of the Early Childhood Curriculum shall begin in Education Year B.E. 2561.

Effective from the 3rd August B.E. 2560

(Mr. Teerakiat Jareonsettasin)

Minister of Education

Preamble

The Ministry of Education has adopted the Early Childhood Curriculum B.E. 2546 to make every educational institution or early childhood development institution adopt this curriculum to be applied to appropriate for the child and local environment from academic year 2546 to the present. Office of the Basic Education Commission is directly responsible, continuously monitor and evaluate the progress of the curriculum, have found that the Early Childhood Curriculum B.E. 2546 has several good points, such as uniqueness, flexible, universal on the basis of Thai. The educational institutions play an important role in the development of the educational institution curriculum in accordance with their own contexts. Also, the Early Childhood Curriculum B.E. 2546 was applied to all target group. However, the results of this study reflect the issues surrounding the problem and the ambiguity of implementing the curriculum. Those are the problem of the lack of clarity in the development of early childhood educational institution curriculum, the problem of most schools lack the analysis of the link between early childhood development, desirable characteristic standards and the learning content, the problem of early childhood developmental authentic assessment, the problem of the link to the core curriculum, Basic Education Core Curriculum B.E. 2551, (A.D. 2008) including the problem of quality of the children who completed the early childhood education program was that the overall development assessment was not in accordance with the present changing conditions.

Office of the Basic Education Commission has reviewed the Early Childhood Curriculum B.E. 2546 to be compliance and keep up with

all the change in order to develop into the Early Childhood Curriculum B.E. 2560 by incorporating information derived from the research and master plans into the curriculum development for early childhood education to be more appropriate both for the goal of improving the quality of children and the process of introducing the curriculum into practice within Education Area level and educational institutions. However, the management of Early Childhood Curriculum B.E. 2560 will achieve the expected results or fulfillment if all parties involved at the national level, communities and families appreciate the value of early childhood education, be enthusiastic about getting involved, recognizing and supporting education, be an active part in continuing to work for planning, promoting, monitoring, and improving for the rights that all children must received from parenting and good quality education. High quality and standardized educational institutions need to put Early Childhood Curriculum B.E. 2560 into practice in order to build a foundation of quality of life for children to be complete humanity which cause the child's value of self, family, community, society, and the nation.

Philosophy of Early Childhood Education

The Early Childhood Curriculum is designed for developing young children from birth to age six. This is based on an approach of taking care of and enhancing the child's learning process, which is responsive to each individual's nature, development, and potential. The approach also considers the child's socio-cultural context. Caregivers and teachers should use love, thoughtfulness, and care in laying the foundation for a good quality of life, for the individual, family, community, society and nation.

Vision

The Early Childhood Curriculum aims to develop all children's physical, emotional, social, and cognitive development with quality and continuous. Children are provided with a happy and appropriate learning experiences by age, have life skills and practice in accordance with the principle of sufficiency

economy philosophy. Be a good person with disciplines and a sense of Thai, through collaboration between educational institutions, parents, families, communities, and all parties involved in child development.

Principles

According to the Convention on the Right of the Child, all children have the right to be taken care of, to be developed, and to be encouraged through appropriate learning with positive interactions between the child and his/her parents, teachers, caregivers, or others who are knowledgeable and capable of caring for, developing, and educating the child to develop at his or her own rate and potential, in a balanced, holistic manner. The following are five broad principles of the Early Childhood Curriculum:

1. Foster children's learning process and development in all children.
2. Take care of and educate children with attention to individual differences and their lifestyles within the context of community, society and Thai culture.
3. Adherence to the development and development of children with the *whole child* concept through meaningful play and having a variety of activities, children manipulate in an environment conducive to learning, appropriate to their age, and have enough rest.
4. Provide learning experiences for children to have life skills and be able to practice in accordance with the principle of sufficiency economy philosophy. Be a good person with disciplines and happiness.
5. Create knowledge, understanding, and cooperation in the development of children between educational institutions and parents, families, communities, and all parties involved in early childhood development.

Early Childhood Curriculum for Children under Age Three

The Early Childhood Curriculum for children under age three is provided for parents or other caregivers responsible for bringing up and developing children under three years of age. This curriculum is intended for use as a guideline for the care and learning experiences of individual children.

Goals

The Early Childhood Curriculum for children under three years of age emphasizes all areas of a child's development: physical, emotional, social, and cognitive. It is based on age, ability, interest, and individual differences as follow:

1. Physically developed within age-appropriate levels. Healthy and have good health.
2. Mental health is good and children are happy.
3. Have life skills and interact with people around them and get along happily with others.
4. Language is used to communicate and shows interest in learning things.

Desirable Characteristics

The Early Childhood Curriculum for children under three years of age sets the desirable characteristic as follow:

1. Physical Development

1. Physically developed within age-appropriate levels and have good health.
2. Good physical coordination.

2. Emotional Development

3. Expresses happiness and other emotions within age-appropriate levels.

3. Social Development

4. Perceives and interacts with others and the environment.
5. Helps themselves within age-appropriate levels.

4. Cognitive Development

6. Communicates and uses language within age-appropriate levels.
7. Shows interest in learning things around them.

Desirable Characteristics 1: Physically developed within age-appropriate levels and have good health.

Characteristics	Desirable Conditions							
	Birth-2 mons.	2-4 mons.	4-6 mons.	6-9 mons.	9 mons.-1 yr.	1-1 yr. 6 mons.	1 yr. 6 mons.- 2 yrs.	2-3 yrs.
1.1 Weight, height and head circumference according to age criteria.	<ul style="list-style-type: none"> • Weight and height according to age criteria. • Head circumference according to criteria. 							
1.2 Have a healthy body	<ul style="list-style-type: none"> • Have immunity, not sick often, excrete on time. Eat, sleep, and rest with age appropriate. 							

Notation*

Birth-2 months	means	Birth	- 1 month	29 days
2-4 months	means	2 months	- 3 months	29 days
4-6 months	means	4 months	- 5 months	29 days
6-9 months	means	6 months	- 8 months	29 days
9 months-1 year	means	9 months	- 11 months	29 days
1 year-1 year 6 months	means	12 months	- 17 months	29 days
1 year 6 months-2 years	means	18 months	- 23 months	29 days
2-3 years	means	24 months	- 35 months	29 days

Desirable Characteristics 2: Good physical coordination2

Characteristics	Desirable Conditions							
	Birth-2 mons.	2-4 mons.	4-6 mons.	6-9 mons.	9 mons.-1 yr.	1-1 yr. 6 mons.	1 yr. 6 mons.- 2 yrs.	2-3 yrs.
2.1 Use large muscles within appropriate age.	<ul style="list-style-type: none"> Lifts head slightly when on stomach. 	<ul style="list-style-type: none"> When prone can raise head and chest off the floor. When held in a standing position, able to bear slight fraction of weight on both feet 	<ul style="list-style-type: none"> Chest off the floor with the help of arms. Able to sit when back is well supported. 	<ul style="list-style-type: none"> Sits up and turns body, uses hands freely. Crawls by hands and knees. Stands with hand holds the furniture with chest height. 	<ul style="list-style-type: none"> Stands for a moment. Sits from a standing position. 	<ul style="list-style-type: none"> Pulls self up to standing without being held. Stands unassisted. Stands and picks up objects on floor without falling down. Walks unassisted, and easily move arm. Begins to run or walks fast. 	<ul style="list-style-type: none"> Walks upstairs with handholds by putting both feet on each step. Runs and immediately stop and begins to run again. 	<ul style="list-style-type: none"> Sits down without losing balance. Can walk backward. Walks up and down stairs by putting both feet on each step. Jumps off the floor with both feet.
2.2 Use small muscles and eye-hand coordination with age appropriate.	<ul style="list-style-type: none"> Staires. Focuses 8-12 inches from eyes. 	<ul style="list-style-type: none"> Follows moving objects with eyes. Uses the palm to grasp things. 	<ul style="list-style-type: none"> Grasps an object nearby. Transfers objects from one hand to other. 	<ul style="list-style-type: none"> Eyes follow a dropped object. Catches objects with both hands. Begins to pick small things up with thumb, index finger and middle finger. 	<ul style="list-style-type: none"> Put objects into cups and takes them out. Holds food, bites, and chew by self. 	<ul style="list-style-type: none"> Stacks wood blocks in 2 layers. Turns pages of a book 3-4 at a time. 	<ul style="list-style-type: none"> Stacks wood blocks in 4-6 layers. Turns pages of a book one at a time. 	<ul style="list-style-type: none"> Can hold large crayon for scribbling. Immitates to draw circle or vertical lines.

Desirable Characteristics 3: Expresses happiness and other emotions within age-appropriate levels.

		Desirable Conditions							
Characteristics		Birth-2 mons.	2-4 mons.	4-6 mons.	6-9 mons.	9 mons.-1 yr.	1-1 yr. 6 mons	1 yr. 6 mons.- 2 yrs.	2-3 yrs.
3.1	Delight and joy.	<ul style="list-style-type: none"> Good humored, cheerful, easily laugh, and happy eyes. 							
3.2	Expresses emotions with age appropriate.	<ul style="list-style-type: none"> Smiles and laughs when pleased. Makes eye contact. Stares at parent's face. 	<ul style="list-style-type: none"> Forms attachment to parent or close caregiver. Smiles when seeing familiar persons. 	<ul style="list-style-type: none"> Makes sounds to show various emotions. 	<ul style="list-style-type: none"> Expresses emotions and shows feelings. Fears strangers. 	<ul style="list-style-type: none"> Attached to close caregiver. Expresses more own needs. 	<ul style="list-style-type: none"> Clearly show off personal like and dislike. 	<ul style="list-style-type: none"> Shows love to others. Shows anxiety when separated from close person. 	<ul style="list-style-type: none"> Shows pride when doing things successfully. Likes saying "no".
3.3	Interested and enjoys nature, beautiful thing, music, rhythm, and movement.	<ul style="list-style-type: none"> Responds pleasantly to nature, music, rhythm, and beautiful things. 							

Desirable Characteristics 4: Perceives and interacts with others and the environment.

Characteristics	Desirable Conditions							
	Birth-2 mons.	2-4 mons.	4-6 mons.	6-9 mons.	9 mons.-1 yr.	1-1 yr. 6 mons.	1 yr. 6 mons.- 2 yrs.	2-3 yrs.
4.1 Adapts to the environment.	<ul style="list-style-type: none"> Stops crying when held. 	<ul style="list-style-type: none"> Interacts with movement when seeing or hearing people and things that are familiar. 	<ul style="list-style-type: none"> Smile greetings, expresses the joy when seeing what he/she is satisfied. Recognizes parent and familiar persons. 	<ul style="list-style-type: none"> Responds to others' emotions or feelings. Imitates simple acts. 	<ul style="list-style-type: none"> Looks at adults or other children doing activities closely. 	<ul style="list-style-type: none"> Begins to get familiar with others. Asks for help when needed. 	<ul style="list-style-type: none"> Likes to go out. Shows ownership of things. 	<ul style="list-style-type: none"> Likes to keep things close to self and does not like to share with others.
4.2 Plays and participates in activities with peers by age.	<ul style="list-style-type: none"> Smiles and makes sound when others talk, play, or touch. 	<ul style="list-style-type: none"> Laughs loudly when others come to play with. 	<ul style="list-style-type: none"> Smiles at others. Loves to play with people. 	<ul style="list-style-type: none"> Loves to play peek-a-boo with close caregiver. 	<ul style="list-style-type: none"> Plays with close caregiver. 	<ul style="list-style-type: none"> Likes to watch the play of other children, but seldom joins in. 	<ul style="list-style-type: none"> Enjoys solitary play. 	<ul style="list-style-type: none"> Waiting for short periods of time. Engages in parallel play.

Desirable Characteristics 5: Help themselves within age-appropriate levels.

Characteristics	Desirable Conditions							
	Birth-2 mons.	2-4 mons.	4-6 mons.	6-9 mons.	9 mons.-1 yr.	1-1 yr. 6 mons.	1 yr. 6 mons.- 2 yrs.	2-3 yrs.
5.1 Does daily routines on his/her self by age.	-	-	-	<ul style="list-style-type: none"> Expresses the need for holding a bottle of milk by himself or herself. 	<ul style="list-style-type: none"> Takes food by his or herself. Drinks using cup. Collaboration when dressed up. 	<ul style="list-style-type: none"> Be able to take off own dress. Begins to help-self in brush teeth, wash hands with adult supervision. Begins bowel training. 	<ul style="list-style-type: none"> Feeds self using a spoon with a little spilling. Likes to help in simple household Chores. 	<ul style="list-style-type: none"> Being dressed with helper. Be able to tell his or her own toilet needs.

Desirable Characteristics 6: Communicates and uses language within age-appropriate levels.

Characteristics	Desirable Conditions							
	Birth-2 mons.	2-4 mons.	4-6 mons.	6-9 mons.	9 mons.-1 yr.	1-1 yr. 6 mons.	1 yr. 6 mons.-2 yrs.	2-3 yrs.
6.1 Perceive and understand the meaning of the language by age.	<ul style="list-style-type: none"> Responds to sounds. 	<ul style="list-style-type: none"> Locates sound and turns head to the direction of the sound. 	<ul style="list-style-type: none"> Turns head to the sound and stares at his/her mouth. 	<ul style="list-style-type: none"> Perceives language and face expression. Responds to simple orders. Responds to own name. 	<ul style="list-style-type: none"> Likes to listen to words repeatedly. Knows that each word has a different meaning. Stops doing when the noise is prohibited. 	<ul style="list-style-type: none"> Picks or points when told. Points at least one part of the body when told. 	<ul style="list-style-type: none"> Can follow continuously 2 orders. Interested in listening to simple stories. 	<ul style="list-style-type: none"> Can sing some words and sings along. Interested in looking at picture books.
6.2 Expresses and/or speaks for meaningful communication.	<ul style="list-style-type: none"> Makes throaty sounds. 	<ul style="list-style-type: none"> Babbles and coos. 	<ul style="list-style-type: none"> Imitates sounds when others talk. Makes various sounds. 	<ul style="list-style-type: none"> Imitates simple noises. Repeats sounds, for example, "mum-mum". 	<ul style="list-style-type: none"> Links words to action, for example, shakes head for no. Can say one syllable at least 2 words. 	<ul style="list-style-type: none"> Can speak one syllable that has at least 2 meanings. 	<ul style="list-style-type: none"> Combines words into two-and three-word sentences, for example, "go out". 	<ul style="list-style-type: none"> Speaks a short phrase. Often ask "what" and "why" questions.

Desirable Characteristics 7: Shows interest in learning things around them.

Characteristics	Desirable Conditions							
	Birth-2 mons.	2-4 mons.	4-6 mons.	6-9 mons.	9 mons.-1 yr.	1-1 yr.-6 mons.	1 yr. 6 mons.-2 yrs.	2-3 yrs.
7.1 Interested and learning things around.	<ul style="list-style-type: none"> Shows more interest in human faces than objects. 	<ul style="list-style-type: none"> Visually follows moving objects or things that make noise. 	<ul style="list-style-type: none"> Watches objects in the surroundings and that are nearby. Shows curiosity and tries to reach out to objects. 	<ul style="list-style-type: none"> Begins to recognize everyday objects. 	<ul style="list-style-type: none"> Can predict the return of a person or thing. 	<ul style="list-style-type: none"> Explores objects by using a variety of ways 	<ul style="list-style-type: none"> Observes, explores, trials and error with the attribute of things. 	<ul style="list-style-type: none"> Curious about environment. Often ask questions. Has more attention span on one thing.
7.2 Learning through imitation.	-	-	<ul style="list-style-type: none"> Imitates the sound of music and movement. 	<ul style="list-style-type: none"> Imitates others' sounds. 	<ul style="list-style-type: none"> Imitates others' facial, tongue, and mouth movements. 	<ul style="list-style-type: none"> Imitates adults' simple acts. 	<ul style="list-style-type: none"> Imitates word sounds of adults. 	<ul style="list-style-type: none"> Imitates the actions of close person or other children. Tries to imitate the sounds.

Desirable Characteristics 7: Shows interest in learning things around them.

Characteristics	Desirable Conditions							
	Birth-2 mons.	2-4 mons.	4-6 mons.	6-9 mons.	9 mons.-1 yr.	1-1 yr. 6 mons.	1 yr. 6 mons.- 2 yrs.	2-3 yrs.
7.3 Explores by using sensory.	<ul style="list-style-type: none"> Gazes in direction of moving objects or black-white mobile (hang toys). 	<ul style="list-style-type: none"> Interested in playing with hands and takes them into the mouth. Focuses on object and likes to hit at one closest. Recognizes close person's voice. 	<ul style="list-style-type: none"> Likes to explore objects by putting them into his/her mouth. 	<ul style="list-style-type: none"> Explores self and the surroundings. 	<ul style="list-style-type: none"> Uses fingers to explore things or space with holes or channels. 	<ul style="list-style-type: none"> Explores things happen. Uses trial and error to solve the problems. Searches for something. 	<ul style="list-style-type: none"> Explores drawer, shelves, and cloth basket. Likes to play toys that can be pulled, pushed, and threw. Likes to place geometric shapes into shape-sorting boxes. 	<ul style="list-style-type: none"> Searches for hidden objects with 2-3 layers of cover. Enjoys finger paint.

Child Care and Child Development

The Early Childhood Curriculum for children under three years of age is divided childcare and development into two age ranges-first, birth to two years of age, a guideline for the daily life by parents and caregivers, second, 2-3 years of age, a guideline for caring and supporting children's development and learning by parents and caregivers. Each age range has the details as follow.

Children from birth to two years of age

A guideline for children from birth to two years of age, focuses on caring in daily life and promoting all aspects of development: Physical-promote children to use body depend on each child's potential, emotional-promote the responsiveness of children in a warm and safe environment, social-help children to interact with close ones, and cognitive-encourage children to observe things around them, to build understanding and use language for communication and promote thinking and problem solving that are appropriate for each child's age.

Caring in daily life for children from birth to two years is crucial for establishing the foundations of a child's life, both physical, emotional, social, and cognitive. Each day activities should be provided to meet the child's needs, interests, and potential, based on his or her age. Activities should be integrated through daily care and the child's age-appropriate play. The following is a guideline based on daily life.

1. Training for Good Health Habits and Cultivating Good Habits can be developed through eating, sleeping, cleaning the body, toileting, including cultivate good habits in health care, safety and expressing themselves in the appropriate Thai cultural way.

2. Movement and Balance should be promoted through the use of large and small muscles, such as the arms and legs, hands and fingers, and other parts of body. Movements and exercises should be based on the child's ability and age, such as creeping, crawling, standing, walking, finger play, moving the body to music, climbing playground equipment, playing a rocking horse, pulling wheeled toys, ride the small bike with balancing the foot.

3. Training for Hand-Eye Coordination can help the child develop hand muscle strength and support grasping and doing tasks that require hand-eye coordination, include training the child to estimate the distance of things around him/her compared to his/herself in the near and far, such as looking at colorful mobiles or musical mobiles (should be black and white mobiles for first year of life), stringing large beads, dropping shaped blocks into a box with holes in the lid, picking pegboards, throwing and catching balls, pouring water, play dough, scribbling with large crayon.

4. Enhancing Emotions that support a child's emotional needs include providing an environment that stimulates the child to feel warm and happy, such as holding with eye contact, giving hugs, being good role model in emotional expression, responding to the child's feelings with softly, gentle, cultivating appreciation in the natural surroundings.

5. Developing Social Skills that enhance the child's relationship with a parent, caregiver, and other close persons include having a conversation or playing with the child such as playing "peek-a-boo" "pat-a-cake", or taking the child for a walk outside, meeting other children or adults under close supervision such as visiting relatives, participating in religious activities.

6. Using All Five Senses that foster the child's perception include seeing, hearing, tasting, smelling, and touching things that are different in size, shape, length, color, weight, and texture, such as looking self in the mirror, playing with toys of different textures.

7. Promoting Exploration in the Surrounding that enable the child to learn things around through events and a variety of materials. Learns to explore and experiment with unfamiliar things such as visually pursues a moving object, searches to the direction of sound, searches for partially hidden object, makes the simple experiment activities.

8. Promoting Language Skills activities that encourage language skills include imitating and making up sounds for people or animals and knowing his/her

name, parents' or familiar people's names, and other names. Other activities include being able to use meaningful verbalization or actions such as pointing and naming objects correctly, telling stories, singing to other children.

9. Enhancing Imagination and Creative Thinking activities that enable the children to express their imagination such as free play drawing, playing blocks, playing with creative toys, telling story with imagination, dramatic playing.

Children from 2-3 years of age

A guideline for caring and supporting development and learning of children aged 2-3 years focus on providing experiences through natural play that is appropriate for the ages of the child, including the holistic child development-physical, emotional, social and cognitive, by organizing activities in accordance with the needs, interests, and potential of the child's age. Children in this age will develop more than in the first age range (birth-2 years). Children also have self-reliance, self-expression, therefore, need to consider the learning content which consists of key experiences and content of learning that should be learned as well as moral and ethical values as a basis for higher learning.

Learning Content

The learning content of Early Childhood Curriculum for children aged 2-3 years is the media in providing experiences for developing children in all aspects of the physical, emotional, social, and cognitive development, is essential to develop children into full humanity. All of the above can be arranged in the form of an integrated learning unit or selects a suitable format for early childhood learning. The learning content consists of two parts: the key experiences and the content for learning as follows.

1. Key Experiences

Key experiences are necessary important which children need to do it themselves for developing children's physical, emotional, social, and cognitive, especially at the beginning of a child's life and during the early childhood period. Since it is the foundation of the next step in the development of each child's life.

Also, these key experiences are the key factors in providing the child's competencies, self-motivation, curiosity, desire for goodness, and enthusiasm for self-development, which continues to affect the child from early childhood to adolescence and adulthood. Key experiences are related to the provision of an environment that fosters the child's learning and ability to create relationships with everything around his or her way of life and society. These experiences will accumulate as the basic skills in learning and continue to develop to the next level of development.

Key factors in enhancing physical, emotional, social, and cognitive development include support from parents or caregivers for children to have direct experiences that build love and attachment to familiar persons and that allow sensory stimulation, movement, interaction with other people and things around them, and using language for meaningful communication. Thus, building children's skills through routines and play needs to be a holistic, child-centered experience. This gives children an opportunity to learn by imitation, trial and error, exploration, experiment, being active, and interaction with objects, others, and nature in the context of their environment. The key experiences below support holistic child development as follows.

1.1 Key Experiences Enhancing Physical Development. Support children to develop large muscles, small muscles, muscular and neurological coordination in daily routines or in doing activities, sleep, rest, health care, and safety.

Key experiences that should be supported include moving to music, playing outdoors, movement and body balancing, coordination between the muscles and neuron system, playing manipulative toys, drawing, scribbling, molding, cutting, pasting, personal care and safety, etc.

1.2 Key Experiences Enhancing Emotional Development. Support children to express their emotions and feelings in an age-appropriate manner, and to show happiness, delight, and joy. Children will develop a positive self-image and self-confidence by engaging in activities in daily life. Parents or caregivers play

a vital role in making children feel loved, warm, secure, and trustworthy, which will result in them feeling good about themselves and learning to create good relationships with others.

Key experiences that should be supported include perceiving emotions or feelings of self, expressing emotions of happiness, controlling emotions and expression, free play, dramatic play, nature appreciation, growing plants, caring for animals, listening to stories, singing songs, reciting rhymes, doing art activities, etc.

1.3 Key Experiences Enhancing Social Development. Support children to interact with people and their environment in daily life. Children should engage in activities and adapting to the broader world. Children should have opportunities to play and to participate in activities with others of both adults and children whether they are similar and different ages or genders.

Key experiences that should be supported include helping themselves in routine tasks, based on the age-appropriate level, playing (free play), playing in groups, learning to give and take, learning to wait, using language to express their needs, going out to play, going to the park, participating in religious activities, etc.

1.4 Key Experiences Enhancing Cognitive Development. Support children to perceive and learn things around them in daily life through their five senses and movement. Children develop their language skills through meaningful communication and thinking. They learn to observe the color, size, form, shape, texture, and names of objects around them.

Key experiences that should be supported include answering questions from thinking, making connections from children's experiences, serializing (such as the order of a story or an event), flexible thinking by age, attention, observing objects or things in different colors and shapes, listening to a variety of sounds, listening to stories or short stories, speaking of needs, telling stories, exploring and simple experimenting, simple planning, making decisions, solving easy problems by themselves, expressing their imagination and creative thinking, etc.

2. Content for Learning

Children age 2-3 years should learn about the child's self at first, and then expanding to other contents in their everyday world in order to use in daily life. Children will be promoted development and learning in appropriate age. The content for learning should be as described below.

2.1 The self. Children should learn their own names and gender, the names of the face parts and body parts, self-care with adult's assistance, handwashing, toileting, eating, dressing, safety, and sleeping.

2.2 People and places around children. Children should learn about family members and outsiders, the names of parents, relatives, or caregivers, daily interactions with people in the family and community, playing with relatives at home, going to the market and other places in the community, playing at the playground, participating in religious activities, culture and traditions.

2.3 Natural environment. Children should learn through five senses and exploration things in the nature around them such as animals, plants, flower, leaves etc. water play, sand play, taking care animals that not harmful, walking in the garden, growing plants.

2.4 Things around children. Children should know the names of objects, tools, or toys around them, including the relationship of characteristics such as colors, forms, shapes, sizes, textures.

Child Care and Provision of Experiences

The objective of child care and provision of experiences for children under age three are to help children learn from their direct experiences where the children can develop to their fullest potential physically, emotionally, socially, and cognitively. All of the above can be arranged through integrated play activities. Special considerations for child care and provision of experiences for children under age three are as follows.

1. Take care of children and promote learning process that emphasize the child-centered.
2. Recognize and support basic rights that children should receive.

3. Respond to children with love, understanding and reasoning.
4. Promote children's development in all aspects.
5. Cultivate discipline, moral, and Thai culture.
6. Use language appropriate to children's ability and learning.
7. Support the child's natural play.
8. Arrange a safe environment and support the child's learning.
9. Continuously assess the child's growth and development.
10. Promote collaboration between parents, caregivers, educational institutions and communities.

The following are child care and provision of experiences guidelines for children under age three.

1. Take care of children's health and hygiene, and respond to each child's needs.
2. Create an atmosphere of love, warmth, trust, and emotional stability.
3. Provide direct experiences and have children choose, do, and learn from all five senses and movement through play.
4. Provide a variety of experiences for children to interact with people and the things around them.
5. Arrange clean, safe, and appropriate environments (both indoor and outdoor environment), materials, equipment, toys, water play area, and sand play area for children and use them to promote child development.
6. Provide learning materials that is natural, appropriate to the age and development of the child, materials or media that promote interaction, avoid using technology as a nanny.
7. Collect data and consistently follow up on each child's growth, development, and learning.
8. Provide the learning process that parents, families, educational institutions, communities collaborate in planning, supporting materials or media, participating in activities and assessing child development.

Assessing Children's Development

Assessment of young children's development under age three should always focus on individual children over a period of time within every age range because development is a continuous process of change and young children rapidly grow up. Therefore, parents, caregivers, or concerned adults must closely observe changes in children's development, while also taking into consideration individual differences. If adults believe something is wrong, they must take the child to see the doctor or a specialist in child development in order to help the child as fast possible. The following are principles of assessing children's development.

1. Assess every domain of child development.
2. Always assess individual children for consistency.
3. Use a variety of methods that are appropriate for children under 3 years of age to assess children which includes observational methods in activities and daily routines, recording behaviors, conversation, interviews with the child and people who know the child well and analysis of children's work samples.
4. Keep records of the child's development. There are several different forms for recording data from various work units such as the Mother-Child Health Records and the Developmental Surveillance and Promotion Manual (DSPM) of Health Department, Ministry of Public Health.
5. Use the results from developmental assessment to consider to provision of activities in order to provide the opportunities for children to learn and reach the age-appropriate development level.

Curriculum Implementation

In order to implement the Early Childhood Curriculum efficiently and meet the Curriculum's goals, which emphasize caring and enhancing development and learning, parents, caregivers, early childhood development settings, and all concerned persons should proceed with the following.

1. Curriculum Implementation for Parents or Caregivers

Every parent has different beliefs and methods about childcare, depending on the ideas and local environments in which they live. This Early Childhood Curriculum for children under age three is a guideline for parents or caregivers in early childhood development settings to use in caring and providing activities or experiences to promote all domains of a child's development. The following are the guidelines.

1.1 Study the philosophy, principles, and goals of the Early Childhood Curriculum to understand these guidelines in developing children for the quality.

1.2 Study the desirable characteristics as a guideline in designing developmentally appropriate care and practice. In the event of caring children from birth-2 years, parents and caregivers should use a guideline for caring in the daily life as a child development framework and if caring children from 2-3 years of age, should use a guideline for caring and supporting children's development and learning.

1.3 Follow up with assessments of all development domains by observing and keeping records of the child's growth and development within each age range. This includes noting any delays in development or behavioral problems. If any delays or problems are found, a parent or caregiver should consult a doctor or therapist to help the child.

1.4 Accept individual differences in children. Each child develops at his or her own pace. Parents or caregivers should not compare the child to others or favor some children, but instead provide activities for enhancing development and learning in those areas that the child has not yet mastered or lack the opportunity to develop.

2. Curriculum Implementation for Early Childhood Development Settings

Children from birth through three years of age should receive care from parents or family members, although changes in the economy and society have led most parents and other family members to work outside their own homes. Most families are nuclear, and parents must take their children for daycare in early childhood

development settings. Therefore, each early childhood development setting should proceed the early childhood development setting curriculum by planning or managing child care and promoting child's development and learning in full potential follow the philosophy and principles of the early childhood curriculum that emphasizes care and enhancing all domains of development.

Early childhood development settings should manage the curriculum by promoting collaboration between parents, families, public health personnel, caregivers or teachers, relevant committees and communities for the development of children to achieve the desirable characteristics of the Early Childhood Curriculum.

2.1 Formulation of Early Childhood Development Setting Curriculum

The early childhood development setting curriculum should be designed and formulated on the basis of the early childhood curriculum. Also, the early childhood development setting should set up desirable characteristics in accordance with the Early Childhood Curriculum and formulate the curriculum as follows.

2.1.1 Study the early childhood curriculum and handbook of curriculum for children under age three, including collecting data such as caring methods, parent's needs, culture and local beliefs, readiness of the early childhood development setting.

2.1.2 Formulate the early childhood development setting curriculum by set up the philosophy, vision, missions, goals, desirable characteristics, choose content for learning within each age range, covering all four domains of development, based on key experiences that children use in learning in early childhood curriculum and learning content which may differ in context or in the child's environment, then providing the experiences, the learning atmosphere, materials and learning resources and assessment of children's development. Also, early childhood developmental settings may expand the curriculum based on the needs of each early childhood developmental setting.

2.1.3 Conduct assessments in three stages as a way to periodically inspect the early childhood developmental setting's curriculum. First, conduct an assessment before implementing the curriculum. Early childhood specialists of experts, curriculum users, participants in the curriculum and experts in various fields should assess the curriculum's quality. Second, an assessment conducted during implementation is to evaluate how the curriculum works and what should be improved. Third, an assessment after implementation is to evaluate the whole system of the curriculum, its results, and how it should be further developed or improved.

Early Childhood Education Management (Children under Age Three) for Special Target Groups

Early childhood education management for children with special needs or handicapped children, disadvantaged children, and gifted children may be adjusted as appropriate, given the child's potential. Regarding young children who are under three years of age and at risk, parents or caregivers should observe them closely, and immediately seek help when any concerns arise. Parents or caregivers can bring their children to receive services in promoting the development from related organizations such as hospitals, health centers, special education centers, foundations for special needs children, include admission to a specialized school or inclusive school.

Early Childhood Development Connections

Connecting early childhood development is the links between parent's caring and early childhood development setting or a connection between early childhood setting for children at birth-3 years and early childhood development setting for children aged 3-6 years. It is an important connection to the development of children. The development must be continuous. Children need to learn and adapt because the development of children at this age is not conducive to accepting the changes that occur. Adaptation of each child needs to be supported, get assistance from parent, caregiver, teacher, and other concerned personnel as follows.

1. Role of Parent and Caregiver

The following is the important role of the parent and caregiver to create the connection in child development.

1.1 Ready to share basic information about the child as detailed within the Mother-Child Health Records of the Health Department, Ministry of Public Health, or other departments.

1.2 Provides a good family life by being warm and stable, having positive communication between family members, responding to others with love and thoughtfulness, helping each other, using reason to solve problems, and having morality and righteousness in living.

1.3 Chooses an early childhood development setting that meets the standards of care for children under age three.

1.4 Aware of the importance of collaborating with early childhood development settings in promoting child's development and learning according to child's age.

1.5 Works in collaboration with the early childhood development setting, accepts their advice, takes care of the child with love, warmth, thoughtfulness, and safety, and fosters independence by enhancing the child's imagination and creative thinking.

1.6 Works cooperatively with the early childhood development setting to meet learning goals.

1.7 Builds familiarity between the child and early childhood development setting before enrollment.

In addition, parents and caregivers are able to prepare children to the world with confidence, be good and happy person as follows.

1) Encourage children to practice self-help in their daily lives, such as telling their own name, telling their own needs, dressing, eating, etc.

2) Encourage children's self-confidence by giving them the opportunity to do their own thing, even if make them unclean. Parents may not like but should avoid

coercion or punishment or force, but use the method of care with understanding, respect, praise when children do what they should and help when the child needs.

3) Encourage children to listen, compose ideas, practice language by asking children to express their opinions, talk about a story or gesture as children understand after experiencing the various events or storytelling from parent or caregiver.

4) Encourage children to feel good about themselves by caring closely with love and understanding, which will give children the opportunity to interact, create familiarity, love, attachment, and feel loved.

5) Encourage children to enjoy, are happy with creative activities by giving them the opportunity to learn, play and practice in a friendly and safe environment.

6) Encourage children to be friendly and acceptable in society with smile and gentle touch, observe the child's expression, interested to answer the questions and tell the appropriate stories for children to learn language and have the desire to learn.

7) Help children to learn focus attention and self-control. All children need the love and compassion. Parents and caregivers should be a good role model of reasoning and train children to be thoughtful and moral. Avoid punishment or neglect to leave the child alone or unsupervise. Take quality time with children. Pay attention and treat each other with love.

8) Encourage children to use various ways to find answers to questions and make their own opinions and feeling in appropriate ways. Answer the child's questions. Foster the child to observe the surroundings. Also, give opportunity the child to express his/her own thoughts or try out the experiments that are not harmful or dangerous.

9) Encourage children to be motivated to do good things by pay attention to or praise when the child behaves desirable, such as respect the elder, play with the younger, speake politely, pay attention, follow the instructions.

10) Promote the children to use language by talking and listening to children. Use a language that is easy to understand and clear with a friendly gesture. May use storytelling, sharing books with children or telling the incident.

11) Prepare children to enter early childhood development setting, when 3- year-old children are ready to go to early childhood development setting or go to the other day care such as child development centers. Parents can help prepare children to learn the world wide by creating a positive attitude toward early childhood development setting, for example, tell the story about early childhood development setting, take the child to know that place before attending, take the child for playing some toys and does not threaten to leave the child if he/she misbehaves. In addition, parents should create a positive attitude toward caregivers by talk about the place and caregivers to the child before taking the child to join the activitis at early childhood development setting.

2. Role of Personnel in Early Childhood Development Setting

Every staff in the early childhood development setting is important in helping all children to adapt themselves during the period of connection, thus the role of the staff as follows.

2.1 Gathering the child’s information on physical growth, information about the child development, information about the child’s health and medical history, including the basic information about the child and family.

2.2 All staff in the early childhood development setting must be aware of the fear of separation naturally to the child. In addition, staff must build an atmosphere of love and warmth, reliance, express kindness, and help children learn to trust each other as a foundation of personality development.

2.3 All staff in the early childhood development setting should be good models for children by showing kindness, using creative language, having gentle manners, and using reasons rather than feelings.

2.4 Providing activities that enhance children’s familiarity with new environments, teachers, peers, staff, places, and materials. This may include providing opportunities for children to do activities by themselves, preparing toys and materials for playing, and encouraging children to explore, and experiment with new things. Ensure that activities occur in a safe place and no child is ever left alone or unsupervised. However, at first, children may be allowed to bring their loved ones home.

Early Childhood Curriculum for Children from Three to Six Years of Age

The Early Childhood Curriculum for children from three to six years of age provide a guideline for managing early childhood education in the form of early childhood care and education. Physical, emotional, social, and cognitive development goals are outlined to help each child reach their potential.

Goals

The Early Childhood Curriculum for children from three to six years of age aims to support children's development as appropriate for their age, individual potential, and to prepare children's readiness in learning. Therefore, the goals for learning and development include the following:

1. Bodies grow and developed within standards for each age through good health habits and children look healthy.
2. Mental health is good and children are aesthetic and moral.
3. Children have life skills and practice the philosophy of sufficiency economy, self-discipline and other social values.
4. Children develop thinking skills, communication skills, and inquiry knowledge in appropriate for their age.

Desirable Characteristic Standards

The Early childhood Curriculum for children 3-6 year olds sets desirable characteristic standards as follows.

1. Physical Development. Desirable characteristics of physical development consists of two standards.

Standard 1 Bodies grow and developed within standards for each age through good health habits.

Standard 2 Large and small muscles are well developed, and coordination and dexterity increases.

2. Emotional Development. Desirable characteristics of emotional development consists of three standards.

Standard 3 Mental health is good and children are happy.

Standard 4 Emotions are expressed through art, music and movement.

Standard 5 Morality and good emotions are expressed.

3. Social Development. Desirable characteristics of social development consists of three standards.

Standard 6 Children have life skills and practice the philosophy of sufficiency economy.

Standard 7 Nature, environment, and culture are appreciated, and pride is taken in being Thai.

Standard 8 Children getting along happily with others and are good members of a democratic society, under a regime of constitutional monarchy.

4. Cognitive Development. Desirable characteristics of cognitive development consists of four standards.

Standard 9 Language is used to communicate meaningfully within appropriate age standards.

Standard 10 Children develop thinking skills for basic learning.

Standard 11 Imagination and creative thinking is demonstrated.

Standard 12 A positive attitude to learning is expressed and be able to search for new knowledge within appropriate age.

Indicators

The indicator is the target for developing a child with a consistent relationship with the desirable characteristic standards.

Desirable Conditions

Desirable condition is the expected behavior or competency of the child based on development by each age level, to be used to determine the learning content in providing the experience and assessing child's development. Detailed description of desirable characteristics standards, indicators and desirable conditions are as follows.

Standard 1 Bodies grow and developed within standards for each age through good health habits.:

Indicators	Desirable Conditions		
	3-4 year olds	4-5 year olds	5-6 year olds
1.1 Weight and height according to age criteria.	1.1.1 Weight and height according to age criteria from Department of Health	1.1.1 Weight and height according to age criteria from Department of Health.	1.1.1 Weight and height according to age criteria from Department of Health.
1.2 Have good health and good health habits.	1.2.1 Take healthy foods and drink clean water with guidance.	1.2.1 Take healthy foods and drink clean water by self.	1.2.1 Take a variety of healthy foods and drink clean water by self.
	1.2.2 Wash hands before eating and after using the toilet with guidance.	1.2.2 Wash hands before eating and after using the toilet by self.	1.2.2 Wash hands before eating and after using the toilet by self.
	1.2.3 Take a nap or sleep on schedual.	1.2.3 Take a nap or sleep on schedual.	1.2.3 Take a nap or sleep on schedual.
	1.2.4 Perform an exercise on schedual.	1.2.4 Perform an exercise on schedual.	1.2.4 Perform an exercise on schedual.
1.3 Keep self and others safe from harm.	1.3.1 Play and do activities safely with guidance.	1.3.1 Play and do activities safely by self.	1.3.1 Play, do activities and react to others safely.

Standard 2 Large and small muscles are well developed, and coordination and dexterity increases.

Indicators	Desirable Conditions		
	3-4 year olds	4-5 year olds	5-6 year olds
2.1 Moves body with coordination and balance.	2.1.1 Can walk along the line.	2.1.1 Can walk forward on a straight line without stretching arms.	2.1.1 Can walk backward on a straight line without stretching arms.
	2.1.2 Jumps in place.	2.1.2 Jumps in place on one foot without losing balance.	2.1.2 Continuously Jumps forward with one foot and without losing balance.
	2.1.3 Can run and stop.	2.1.3 Can run and move around obstacles.	2.1.3 Can run and move around obstacles with ease.
	2.1.4 Catches a ball with full arms and trunk.	2.1.4 Catches a ball with two hands.	2.1.4 Catches a bounced ball.
2.2 Have control the small muscles such as eye-hand in coordination.	2.2.1 Uses scissors with one hand.	2.2.1 Cuts paper along a straight line with scissors.	2.2.1 Cuts paper along a curved line with scissors.
	2.2.2 Copies a circle.	2.2.2 Copies a square with a clear angle.	2.2.2 Copies a triangle with a clear angle.
	2.2.3 Can string bead with a diameter of 1 cm.	2.2.3 Can string bead with a diameter of 0.5 cm.	2.2.3 Can string bead with a diameter of 0.25 cm.

Standard 3 Mental health is good and children are happy.

Indicators	Desirable Conditions		
	3-4 year olds	4-5 year olds	5-6 year olds
3.1 Able to express emotions appropriately.	3.1.1 Express appropriate emotions or feelings in some situations.	3.1.1 Express emotions or feelings in situations.	3.1.1 Express appropriate emotions or feelings in situations.
3.2 Feel positive about self and others.	3.2.1 Talk and express freely with others.	3.2.1 Appropriate talk and expresses freely in some situations.	3.2.1 Appropriate talk and express freely in situations.
	3.2.2 Shows satisfaction in his/her own works.	3.2.2 Shows satisfaction in his/her own works and abilities.	3.2.2 Shows satisfaction in his/her abilities and their own and others' work.

Standard 4 Emotions are expressed through art, music and movement.

Indicators	Desirable Conditions		
	3-4 year olds	4-5 year olds	5-6 year olds
4.1 Interested in, enjoys and expresses through art, music and movement.	4.1.1 Interested in and express joy through art.	4.1.1 Interested in, and express joy through art.	4.1.1 Interested in and express joys through art.
	4.1.2 Interested in and express joy through music.	4.1.2 Interested in and express joy through music.	4.1.2 Interested in and express joy through music.
	4.1.3 Interested in and express joy through music movement.	4.1.3 Interested in and express joy through music movement.	4.1.3 Interested in and express joy through music movement.

Standard 5 Morality and good emotions are expressed.

Indicators	Desirable Conditions		
	3-4 year olds	4-5 year olds	5-6 year olds
5.1 Honesty.	5.1.1 Tells or points out what is his/her own and what belongs to others.	5.1.1 Asks for permission or waits for something belong to others when guiding.	5.1.1 Asks for permission or waits for something belong to others by self.
5.2 Be kind, generous and sharing.	5.2.1 Shows affection to friends and be kind to pets.	5.2.1 Shows affection to friends and be kind to pets.	5.2.1 Shows affection to friends and be kind to pets.
	5.2.2 Shares things with others when guiding.	5.2.2 Helps and shares things with others when guiding.	5.2.2 Helps and shares things with others by self.
5.3 Have empathy.	5.3.1 Shows facial expression or gestures when percieves other's feelings.	5.3.1 Shows facial expression or gestures when percieves other's feelings.	5.3.1 Appropriately shows facial expression or gestures when percieves other's feelings.
5.4 Have responsibility.	5.4.1 Completes work when helping.	5.4.1 Completes work when guiding.	5.4.1 Completes work by self.

Standard 6 Children have life skills and practice the philosophy of sufficiency economy.

Indicators	Desirable Conditions		
	3-4 year olds	4-5 year olds	5-6 year olds
6.1 Takes care of self in daily routine.	6.1.1 Gets dressed with helper.	6.1.1 Dresses self.	6.1.1 Dresses self with ease.
	6.1.2 Eats by him/herself.	6.1.2 Eats well by him/herself.	6.1.2 Eats well by him/herself.
	6.1.3 Toileting with helper.	6.1.3 Takes care of own toileting needs.	6.1.3 Takes care of own toileting needs, and clean after by self.
6.2 Have self-discipline.	6.2.1 Cleans up toys and put them in storage place when guidance	6.2.1 Cleans up toys and put them in storage place by self.	6.2.1 Cleans up toys and put them in storage place in order by self.
	6.2.2 Is able to line up for his/her own turn when guided.	6.2.2 Is able to line up by self for his/her own turn.	6.2.2 Is able to line up by self for his/her own turn.
6.3 Demonstrates economical and self sufficient.	6.3.1 Uses appliances with economical and self sufficient when guided.	6.3.1 Uses appliances with economical and self sufficient when guided.	6.3.1 Uses appliances with economical and self sufficient by self.

Standard 7 Nature, environment, and culture are appreciated, and pride is taken in being Thai.

Indicators	Desirable Conditions		
	3-4 year olds	4-5 year olds	5-6 year olds
7.1 Saves the nature and environment.	7.1.1 Participates in taking care of nature and environment when guided.	7.1.1 Participates in taking care of nature and environment when guided.	7.1.1 Takes care of nature and environment by self.
	7.1.2 Able to put the garbage in the bin.	7.1.2 Able to put the garbage in the bin.	7.1.2 Able to put the garbage in the bin.
7.2 Be polite according to Thai culture and love in being Thai.	7.2.1 Behave in accordance with Thai manners when guided.	7.2.1 Behave in accordance with Thai manners by self.	7.2.1 Behave in accordance with Thai manners by self in appropriateness.
	7.2.2 Says thank you and apologize when guided.	7.2.2 Says thank you and apologize by self.	7.2.2 Says thank you and apologize by self.
	7.2.3 Stops standing when heard the Thai National Anthem and Thai Royal Anthem.	7.2.3 Stops standing when heard the Thai National Anthem and Thai Royal Anthem.	7.2.3 Stands to and joins in singing the Thai National Anthem and Thai Royal Anthem.

Standard 8 Children getting along happily with others and are good members of a democratic society, under a regime of constitutional monarchy.

Indicators	Desirable Conditions		
	3-4 year olds	4-5 year olds	5-6 year olds
8.1 Respect the similarities and differences between individuals.	8.1.1 Play and do activities with children different from their own.	8.1.1 Play and do activities with children different from their own.	8.1.1 Play and do activities with children different from their own.
8.2 Have good interaction with others.	8.2.1 Play with others.	8.2.1 Play or work with others in group.	8.2.1 Play or work in cooperation with others by having the purpose.
	8.2.2 Smile or greet adults and persons are familiar when guided.	8.2.2 Smile, greet or talk to adults and persons are familiar by self.	8.2.2 Appropriately smile, greet or talk to adults and persons are familiar by self.
8.3 Behave as good members of society.	8.3.1 Follow the rules when guided.	8.3.1 Participate in set the rules and follow when guided.	8.3.1 Participate in set the rules and follow by self.
	8.3.2 Practice as a leader and follower when guided.	8.3.2 Practice as a leader and follower by self.	8.3.2 Practice as a leader and follower appropriately in situations.
	8.3.3 Accept a compromise when conflicts with others.	8.3.3 Compromise the conflicts with nonaggressive when guidance.	8.3.3 Compromise the conflicts with nonaggressive or in peaceful ways by self.

Standard 9 Language is used to communicate meaningfully within appropriate age standards.

Indicators	Desirable Conditions		
	3-4 year olds	4-5 year olds	5-6 year olds
9.1 Have conversation and telling stories to others.	9.1.1 Listen until others finish speaking and then talk about what hearing.	9.1.1 Listen until others finish speaking and talk about in concordance what hearing.	9.1.1 Listen until others finish speaking and are continuously related to talking about what hearing.
	9.1.2 Tell a story with short sentences.	9.1.2 Tell a story with a continuous sentences.	9.1.2 Able to relate element of the story and tell continuously in sequence.
9.2 Able to read and write pictures and symbols.	9.2.1 Read pictures and speak in their own language.	9.2.1 Read pictures, symbols, words with pointing or scanning at the text along the lines.	9.2.1 Read pictures, symbols, words with pointing or scanning from the beginning to the end of the text.
	9.2.2 Write in form of scribbling with in direction.	9.2.2 Write in letterlike forms.	9.2.2 Make or copy letters on their own names and write to communicate in forms of invented spelling.

Standard 10 Children develop thinking skills for basic learning.

Indicators	Desirable Conditions		
	3-4 year olds	4-5 year olds	5-6 year olds
10.1 Have ability to think.	10.1.1 Can identify the characteristics of things by observations with senses.	10.1.1 Can identify the characteristics and components of things by observations with senses.	10.1.1 Can identify the characteristics, components, changes or relationship of things by observations with senses.
	10.1.2 Match or compare things using one characteristic or function.	10.1.2 Match and compare the differences or similarities of things by observing only one characteristic.	10.1.2 Match and compare the differences or similarities of things by observing more than two characteristics.
	10.1.3 Sorting things according to characteristics or functions.	10.1.3 Classifying and grouping objects according to at least 1 characteristic.	10.1.3 Classifying and grouping objects more than 2 characteristics.
	10.1.4 Arranging objects in serial order or identifying logical order of events at least 3 orders.	10.1.4 Arranging objects in serial order or identifying logical order of events at least 4 orders.	10.1.4 Arranging objects in serial order or identifying logical order of events at least 5 orders.
10.2 Have logically thinking ability.	10.2.1 Identify the effects of an event or action when guided.	10.2.1 Identify the cause or effect of an event or action when guided.	10.2.1 Describe the links between causes and effects that occur in events or actions by self.
	10.2.2 Guess or predict what might happen.	10.2.2 Guess or predict what might happen or participate in conclusion from data.	10.2.2 Predict what might happen and participate in a rational conclusion from data.
10.3 Able to solve problems and make decisions.	10.3.1 Make decision on a simple matter.	10.3.1 Make decision on a simple matter and begin to learn the results.	10.3.1 Make decision on a simple matter and accept the results.
	10.3.2 Using trial and error to solve the problems.	10.3.2 Identify problems and solve problems by using trial and error.	10.3.2 Identify problems, make choices, and choose a solution.

Standard 11 Imagination and creative thinking is demonstrated.

Indicators	Desirable Conditions		
	3-4 year olds	4-5 year olds	5-6 year olds
11.1 Using imagination and creative thinking to create artworks.	11.1.1 Create artworks to communicate their thoughts and feelings.	11.1.1 Create artworks to communicate their thoughts and feelings with flexibility and originality or elaboration.	11.1.1 Create artwork to communicate their thoughts and feelings with flexibility, originality and elaboration.
11.2 Move by creatively imagination.	11.2.1 Move to communicate their thoughts and feelings.	11.2.1 Use a various Movement or move with originality to communicate their thoughts and feelings.	11.2.1 Use a various Movement and move with originality to communicate their thoughts and feelings.

Standard 12 A positive attitude to learning is expressed and is able to search for new knowledge within appropriate age.

Indicators	Desirable Conditions		
	3-4 year olds	4-5 year olds	5-6 year olds
12.1 Have a positive attitude towards learning.	12.1.1 Pay attention to listen or read by self.	12.1.1 Ask questions about the symbol or the letter.	12.1.1 Interested in reading books and write to communicate their thoughts continuously.
	12.1.2 Actively participate in activities.	12.1.2 Actively participate in activities.	12.1.2 Actively participate in activities from start to finish.
12.2 Have the ability to search for knowledge.	12.2.1 Find answers to the questions using the method as guiding.	12.2.1 Find answers to the questions using their own method.	12.2.1 Find answers to the questions using their own various methods.
	12.2.2 Ask “what” “who” questions for searching answers.	12.2.2 Ask “where” “why” questions for searching answers.	12.2.2 Ask “when” “how” questions for searching answers.

Learning Timeframe

The early childhood curriculum for children 3-6 years of age provides a framework for provision of experiences for children approximately 1-3 academic years, depending on the age of the child entering the educational institution or early childhood development setting, the child's learning timeframe will be based on each educational institution, with a minimum of 180 days per academic year, each day will take no less than 5 hours, and can be adapted to the context of the educational institution and early childhood development setting.

Learning Content

Learning content is a medium for providing learning experience for children to promote all aspects of children's development to meet the goals of the curriculum. Learning content consists of key experiences and content for learning as follows.

1. Key Experiences

Key experiences are guidelines for teachers used in designing experiences for children to learn, to practice and that kinds of experiences are important for enhancing children's development in all aspects as follows.

1.1 Key Experiences Enhancing Physical Development Experiences that support children to develop large muscles, small muscles, muscular and neurological coordination in daily routines or in doing activities, and support children to take care health and hygiene, health habits and safety in the following.:

Physical	Key Experiences
1.1.1 Using large muscles.	(1) Non-locomotive movement. (2) Locomotive movement. (3) Moving with objects. (4) Movement that help children to improve their coordination using large muscles in throwing, catching, kicking. (5) Playing on playground equipment.

Physical	Key Experiences
1.1.2 Using small muscles.	<ul style="list-style-type: none"> (1) Playing manipulatives and constructing wooden blocks. (2) Drawing and playing with colors. (3) Modelling such as making models out of clay, dough. (4) Creating things from waste material. (5) Picking up objects, using scissors, cutting, pasting and stringing beads.
1.1.3 Health care.	<ul style="list-style-type: none"> (1) Practicing basic rules of hygiene and good habits in daily routine.
1.1.4 Keeping safe.	<ul style="list-style-type: none"> (1) Keeping self and others safe in daily routines. (2) Listening to stories and events about preventing harms or illness and promoting safety. (3) Playing playthings safely. (4) Role playing.
1.1.5 Awareness of the body.	<ul style="list-style-type: none"> (1) Moving by self control in the direction, level, and space. (2) Moving across obstacles.

1.2 Key Experiences Enhancing Emotional Development Experiences that support children to express their emotions and feelings in an age-appropriate manner, be aware of the unique characteristics of self-identity, show happiness, delight, and joy, and empathy for others. Children will develop morality and righteousness, aesthetics, feeling good about self and self-confidence by engaging in activities as follows.

Emotional	Key Experiences
1.2.1 Aesthetics, music.	<ul style="list-style-type: none"> (1) Listening to music, singing songs, and moving to music. (2) Playing rhythmic musical instruments. (3) Moving to rhythm/music. (4) Dramatic play. (5) Doing art activities. (6) Creating beautiful things/Creativity.

Emotional	Key Experiences
1.2.2 Playing.	(1) Free play. (2) Play alone, small group and full group play. (3) Playing in play areas/corners. (4) Outdoor playing.
1.2.3 Morality and righteousness.	(1) Behaving in accordance with one's religious rites. (2) Listening to stories about morality. (3) Discussion and ethical exchanges.
1.2.4 Expressing emotions.	(1) Reflective feelings of self and others in verbal. (2) Dramatic play. (3) Moving to rhythm/music. (4) Singing songs. (5) Doing artwork.
1.2.5 Having self-identity and believe in self that are capable.	(1) Practice the activities according to one's self abilities.
1.2.6 Showing empathy for others.	(1) Congratulation when others are happy or sad. Comforting when others are injured.

1.3 Key Experiences Enhancing Social Development Experiences that support children to interact with people and their environment, to practice a variety of activities through social learning such as playing or working with others etc., doing things in daily routines, engaging in conflict resolution as follows.

Social	Key Experiences
1.3.1 Daily practice.	<ul style="list-style-type: none"> (1) Self-help in daily activities. (2) Follow the guidelines of the philosophy of sufficiency economy.
1.3.2 Nature and environmental care.	<ul style="list-style-type: none"> (1) Participate in taking care of nature and environment both indoor and outdoor. (2) Worth using of materials and supplies. (3) Art work that uses recycled materials or reused. (4) Growing and caring plants. (5) Taking care animals that not harmful. (6) Discussing natural and environmental news or events in daily life.
1.3.3 Local culture and Thai culture practice.	<ul style="list-style-type: none"> (1) Dramatic play which one lives and with Thai identity. (2) The practice of local culture and traditions. (3) Thai cooking. (4) Field trip. (5) Thai folk plays.
1.3.4 Interaction, discipline, participation and social role.	<ul style="list-style-type: none"> (1) Engaging in create rules of the class. (2) Being a good member of the class. (3) Collaboration in activities. (4) Participating in classroom jobs. (5) Participating in special events activities.
1.3.5 Play and work collaboratively.	<ul style="list-style-type: none"> (1) Discussion and exchanges the ideas. (2) Play and collaborate with others. (3) Doing cooperative art activities.
1.3.6 Conflict resolution.	<ul style="list-style-type: none"> (1) Participation in deciding the problem-solving solution. (2) Participation in conflict resolution.
1.3.7 Accepting the similarities and differences between individuals.	<ul style="list-style-type: none"> (1) Playing or doing activities in groups.

1.4 Key Experiences Enhancing Cognitive Development Experiences that support children to perceive and learn things around them through interaction with environment, people and objects with a variety of learning processes. Therefore, children have opportunities to develop their language, imagination and creative thinking, problem-solving, reasoning thinking, concepts of things, including concept of mathematic as the basis of further learning. The following is the key experiences enhancing children’s cognitive development.

Cognitive	Key Experiences
1.4.1 Using language.	<ol style="list-style-type: none"> (1) listening to a variety of sounds in the environment. (2) Listening and following suggestions. (3) Listening to music, stories, rhymes, poems and verses. (4) Speaking of ideas, feelings and needs. (5) Talking with others about personal experiences or telling stories about themselves. (6) Describing objects, events, and relationships between things. (7) Speaking creatively in play and actions. (8) Waiting for a proper timing to speak. (9) Word order speaking for communication. (10) Reading picture books, a variety of story books. (11) Independent reading, shared reading, guided reading. (12) Seeing the model of correct reading. (13) Observing direction of reading print, words and text. (14) Reading and pointing out print from left to right, from top to bottom. (15) Observing the letters in own name or familiar words. (16) Observing the letters that accompany the reading or writing of an adult. (17) Guessing words, phases or sentences that are the same structured from stories, songs and pomes.

Cognitive	Key Experiences
	<ul style="list-style-type: none"> (18) Playing language games. (19) Seeing the model of correct writing. (20) Occasional shared writing and independent writing. (21) Writing words that are meaningful to the child or familiar words. (22) Spelling and writing to communicate freely.
<p>1.4.2 Conceptual thinking, logical thinking, decision making and problem solving.</p>	<ul style="list-style-type: none"> (1) Observation of characteristics, components, changes, and relationship of things by using appropriately sensory senses. (2) Observation of things and places from different perspectives. (3) Telling and displaying the location, direction and distance of things with actions, drawing, photos and pictures. (4) Playing with media that is spherical, rectangular, cylindrical and conical. (5) Sorting, grouping and classification of objects by appearance and shape. (6) Fitting things together, connecting small pieces to completed in large pieces, and taking things apart. (7) Repetition, addition, and patterns. (8) Counting and displaying the number of things in everyday life. (9) Comparing and ordering the number of things. (10) Composing and decomposing. (11) Telling and displaying the positions of things. (12) Measurement by using nonstandard tools. (13) Matching, Comparing and ordering things in length/height, weight, volume. (14) Telling and ordering of activities or events by time.

Cognitive	Key Experiences
	(15) Using mathematical language with everyday events. (16) Describing the link between cause and effect of an events or actions. (17) Guessing or predicting what may happen reasonably. (18) Participation in inferring with reasonable. (19) Decision making and participation in the problem solving process.
1.4.3 Imagination and creative thinking.	(1) Perception and expressing thoughts or feelings through media, materials, toys and workproducts. (2) Expressing creativity through language, gestures, movement and art. (3) Creating workproducts using shapes from a variety of materials.
1.4.4 A positive attitude towards learning and search for knowledge.	(1) Exploring things and learning resources around. (2) Asking questions on interesting topics. (3) Inquiring knowledge for answer the questions. (4) Participation in data collection and presentation of information from inquiry in various forms and simple charts.

2. Content for Learning

The contents in children’s everyday lives can be used as a framework to provide activities for children. Teachers should not stress rote memorization in content areas, but can instead set details in conformity with the children’s age, needs, and interests. The range of educational content is flexible and also is determined by teachers on the basis of the children’s real-life experiences and environment. Children ages three through six should learn the following content.

2.1 The self. Children should learn their own names and family names, their appearance, body parts, how to take care of their own bodies, and how to stay clean and safe, including treating other safely. They should know their backgrounds

and family, how to be a good member of family and school and also respect for their rights and others. Children should learn to express their opinions and hear the opinions of others. They should learn self-regulation, play and work independently or with others, self-awareness, and self-esteem. Children should learn to reflect emotions and feelings of self and others and also express their emotions and feelings appropriately. They should be well mannered, morality and righteousness.

2.2 People and places around children. Children should have opportunities to learn about their families, educational institutions, communities, and the people who are close to them and interact with them in daily life. They should learn about special places, special days, holidays, occupations of people in community, their religion, community culture, symbol of Thai nationality, and the practice of Thai identity, local culture or other local wisdom.

2.3 Natural environment. Children should learn about the name, nature, composition, changes and relationship of humans, animals, plants, as well as the knowledge of soil, water, sky, weather, natural disasters, strength and energy of daily living around children's environment, including the conservation of the environment and the preservation of public domain.

2.4 Things around children. Children should learn to use the language to communicate in everyday life, and the basic knowledge about the use of books and print. Children should know the names, properties, colors, textures, sizes, shapes, forms, volume, weight, numbers, composition, changes, and relationship of things around them. This includes time, money and the benefits of using it. Children should learn about the choice of appliances, vehicles, transportation, technology, and communication equipment used in daily life with economical, safe, and environmentally friendly.

Provision of Experiences

The provision of experiences for children three through six years old shall not be organized into subject matters, but rather integrated into activities through play. This enables the children to learn from direct experiences and builds their knowledge, skills, morality, righteousness, and physical, emotional, social, and

cognitive development. The following are the principles and guidelines for providing experiences.

1. Principles in Provision of Experiences

1.1 Provide play and learning experiences to continually develop the whole child.

1.2 Emphasize child-centered activities, and respond to the needs, interests, individual differences, and social context of the child's life.

1.3 Emphasize the importance of both learning processes and children's development.

1.4 Assess children's development as an ongoing process and incorporate it into the provision of experiences, including use assessment results to maximize children's development and learning.

1.5 Work in partnership with parents, families, communities and all parties involved to develop children.

2. Guidelines in Providing Experiences

2.1 Provide experiences in line with the developmental psychology and brain function that is appropriate for the child's age, maturity, and developmental range in order to all children have full potential.

2.2 Provide experiences in line with the children's learning style. Children learn through five senses, movement, exploration, play, doing things, observation, investigation, experimentation, and solving problems by themselves.

2.3 Provide experiences with an integrated curriculum using both skills and content.

2.4 Provide experiences for children to create, think, plan, make decisions, take action, and present their thoughts. Teachers are supporters, facilitators, and learners along with children.

2.5 Provide experiences for children to interact with peers and adults in an environment that supports learning with a warm and happy atmosphere. Also, children should do activities in various types of cooperation.

2.6 Provide experiences for children to interact with various materials and learning resources and in the context of children's lives or correspond with the social and cultural contexts surrounding children.

2.7 Provide experiences that enhance desirable characteristics and daily life skills by follow the guidelines of the philosophy of sufficiency economy, including morality, righteousness and discipline as part of a continuing learning experiences.

2.8 Provide experiences that are both pre-planned and improvised during teaching.

2.9 Collect information on the individual child's development and learning, reflect on, and use that information in designing learning experiences and for applied classroom research.

2.10 Parents and communities collaborate in providing experiences, including planning, supporting materials and learning resources, participating in activities, and assessing the child's development.

3. Provision of Everyday Activities

Activities for children three through six years old can be provided in various types of everyday activities. It helps both teachers and children to know what activities should be done, and when or how they will take place. Thus, everyday activities can be organized in a variety of types of activities. The important thing is that teachers must consider activities to cover all aspects of development. The provision of everyday activities has the principles and scope as follows.

3.1 Principles of Everyday Activities

3.1.1 Set up the length of time to provide each age-appropriate activity each day, but flexible to meet the needs and interests of children, for example, the children's range of interests,

3-4 year olds are interested in about 8-12 minutes.

4-5 year olds are interested in about 12-15 minutes.

5-6 year olds are interested in about 15-20 minutes.

3.1.2 The activities that focus on thinking for small groups and the whole group should not use more than 20 minutes.

3.1.3 The activities where children choose freely, allow the children to make choices, decisions, solve problems and creativity such as playing in play areas or outdoor playing, should use approximately 40-60 minutes.

3.1.4 Activities should be balanced between indoor and outdoor; large muscles and small muscles; individual, small group, and whole group; child-initiated and teacher-initiated; and active and passive. These activities should be provided in a schedule. Also, activities that are active should be alternated with passive ones to ensure that children do not become too exhausted.

3.2 Scope of Everyday Activities

Selection of activities to be organized on a daily basis can take many forms, depending on the suitability of each educational institution setting. The important thing is that the instructor must take into account the activities that cover all aspects of development. Activities taking place each day must cover all of the following.

3.2.1 Developing large muscles. In order to develop the strength, balance, flexibility, fluidity, coordination, and dexterity in using the body, and rhythmic movements in the use of large muscles, teachers should provide outdoor activities, playing on playground equipment and moving body parts to music.

3.2.2 Developing small muscles. In order to develop the strength of small muscles and eye-hand coordination, teachers should provide activities that promote playing with manipulative toys and puzzles, getting dressed by himself/herself, handling a spoon and fork, and using art media such as crayons, scissors, paint brushes, clay, etc.

3.2.3 Developing emotions and cultivating morality and righteousness. In order to cultivate the children to have positive feelings of themselves and others, self-confidence, and self-discipline; to show expressions; to be responsible, honest, well mannered, and kind; to share, and to behave in accordance with Thai culture and religion, teachers should provide opportunities for children to make decisions, to receive responses to their needs, and to continuously practice morality and righteousness.

3.2.4 Developing social character. In order for children to have socially beneficial behavior; show appropriate expressions; live happily with others; help themselves in their daily routines; love working; and aware of their own and others' safety, including the danger of strangers, teachers should encourage children to be considerate in their daily routines, such as eating, sleeping, going to the

bathroom, cleaning, cooperative playing and working, following rules, cleaning up when they are finished playing or working, etc.

3.2.5 Developing thinking. In order for children to develop skills in conceptualization, reasoning in mathematics and sciences, teachers should provide meaningful activities for children to observe, classify, compare, inquiry, talk, discuss and exchange thoughts, and invite resource persons to talk with the children. Also, children may research information from various resources, experiment, take field trips, play age-appropriate educational games, solve their problems in daily life, design and construction work. Moreover, children should have opportunities to do activities in small groups, as a whole group, or individually.

3.2.6 Developing language. In order for children to have opportunities to use language to communicate and express their feelings, thoughts, knowledge, and understanding of various things, also can ask questions in wonder, teachers should provide a variety of language activities and encourage children to express themselves in speaking, listening, reading and writing. The essential purpose for developing language is to cultivate a love of reading. Concerned persons around children should be good models in using language. The important thing is to be aware of the principles for providing appropriate language activities.

3.2.7 Enhancing imagination and creative thinking. In order for children to promote creative thinking, express their emotions and feelings, and appreciate the beauty of things around them, teachers should use creative art activities, music, movement, and rhythms to enhance imagination. Children should also have opportunities to freely create things, to play in various play areas, and to play with water, sand, and blocks using different sizes and shapes to construct buildings.

Assessing Children's Development

Assessing development in children three through six years of age is to assess their physical, emotional, social, and cognitive development. It should be an ongoing process and a vital part of the activities provided for children each day. The results of assessments of child development need to be documented in a systematic way, by gathering individualized works that tell the experiences the child receives, learns

or makes progress. Teachers can use documentation to determine, adapt, and plan the activities to enhance each individual child's development goals. Assessing children's development is based on the following principles.

1. Assess systematically or plan for systematic assessment.
2. Assess every domain of development.
3. Assess individual children continuously throughout the school year.
4. Use authentic assessments, the context of assessments should be realistic situations where children are engaged in everyday activities with a variety of appropriate methods and instruments. Such methods **should not use paper tests or written examinations.**
5. Summarize assessment information and use the results assessments to further develop children.

The appropriate methods of assessment for children three through six years old are observing, recording the individual child's behaviors, having conversations, interviewing, and analyzing the child's work samples that the teacher has systematically kept.

Educational Institution Curriculum Management

Educational institution curriculum or early childhood development setting curriculum is a program of early childhood education level that is designed or planned to promote the children to achieve desirable characteristics, indicators, and desirable conditions as required by the Early Childhood Curriculum. Also, the educational institutions must take into account the vision, focus, local wisdom, context, and community's needs when design educational institution curriculum as follows.

1. Educational institution curriculum objectives

Educational institutions or early childhood development settings should formulate own curriculum based on the Early Childhood Curriculum, and must link the standards of desirable characteristics in the Early Childhood Curriculum to the educational institution curriculum, including reflect the principles of the Early Childhood Curriculum such as the collaboration between families, communities, educational institution board, teachers, and those involved in developing children.

2. Formulation of educational institution curriculum

The educational institution curriculum or early childhood setting curriculum should respond to social and economic changes, as well as changes in line with the children's nature and learning. Thus, educational institutions and early childhood development settings should formulate the curriculum as follows.

2.1 Study and understand the Early Childhood Curriculum, instruction of Early Childhood Curriculum and other documents, including studying the information about children and families, their current situation, problems in the community, local wisdom and local needs.

2.2 Formulate the education philosophy, vision, missions, goals, desirable characteristic standards, indicators, desirable conditions, and curriculum structure consists of an analysis of learning content of the year to determine the key experiences and content for learning to be learned in each age range, the learning timeframe, the provision of experiences, the learning atmosphere, materials and learning resources, assessment of children's development, and curriculum management. Also, educational institutions or early childhood development settings may expand the curriculum structure based on the needs of each educational institution.

2.3 Conduct assessments in three stages as a way to periodically inspect the educational institution's curriculum. First, conduct an assessment before implementing the curriculum. Early childhood specialists or experts should assess the curriculum's quality and components of the curriculum. Second, an assessment conducted during implementation is to evaluate how the curriculum works and what should be improved. Third, an assessment after implementation is to evaluate the whole system of the curriculum, its results, and how it should be further developed or improved.

Early Childhood Education Management (Children Age Three to Six Years Old) for Special Target Groups

Early childhood education management (children age three to six years old) for special target groups involves adapting the curriculum structure, content for learning, the provision of experiences, and assessment of children's development appropriate to the context, needs and potential of each special target group, in order

to develop children's qualities according to the desirable characteristic standards of the Early Childhood Curriculum as follows.

1. Targeting quality of children. The Early Childhood Curriculum sets desirable characteristic standards and content for learning as a goal and a framework for all concerned parties used in developing children. Educational institutions or educational management persons for special target groups may select or adapt indicators and desirable conditions for the development of the child, in order to develop an individualized educational plan covering the development of the child's physical, emotional, social and cognitive.

2. Assessments of child development. Assessing child's development must take into account the differentiating factors of children, such as children with disabilities, may need to be adjusted to assess their child's developmental disabilities. The methods and instruments used should be consistent with the special target children.

3. Educational institutions with special target children. Educational institutions with special target children should be supported by teachers to provide care and promote development. If the special target children's development does not meet the goal, it should be forwarded to the child development center with special needs in order to be further developed.

Links Between Early Childhood Education and First Grade Education Level

Building connections between early childhood education and the first grade education level are most important. All concerned should be interested in decreasing any gaps in understanding regarding the educational management of both levels, which affects learning management, teaching, children, teachers, parents/guardians, and other education personnel. Making connections create positive effects on early childhood learning to adapt to change and to develop learning smoothly. To succeed in building connections between early childhood education and the first grade education level, all concerned persons should proceed as follows.

1. Educational Institution Administrators

Educational institution administrators take the lead role in connecting the Early Childhood Curriculum with the Basic Education Core Curriculum first level, or primary education grade one. Thus, they must study both curriculum levels for understanding. The administrators should ensure systematic educational links between the two levels as follows.

1.1 Provide meetings between teachers of early childhood education and primary education to develop links between both curriculum levels. This will help teachers in preparing lessons that are appropriate for each age.

1.2 Provide both levels of curricula and academic documents for teachers and other personnel to study sufficiently.

1.3 Provide activities for teachers at both levels to exchange and disseminate new knowledge.

1.4 Supply media, materials and organize environments that promote the building connections.

1.5 Provide activities to educate, interact in various ways, and distribute document regularly to parents/guardians. This helps parents or guardians to understand both education levels and how to help their children adapt better to new environments.

In case of educational institution does not have the first grade education level in its educational institution, the administrators should coordinate with the educational institution that expects the child to attend, to help parents/guardians understand how to help their children adapt to a new educational institution.

2. Early Childhood Teachers

Early childhood teachers must study the Early Childhood Curriculum and provide activities to develop the children under their care. They should also study the Basic Education Core Curriculum and learning management in the first grade level, as well as build mutual understanding with parents/guardians and others concerned to help children prepare for the first grade. The following sample activities are recommended.

2.1 Gather individual children's information and send to first grade teachers who will use the information to help the children adapt to the new learning and environment.

2.2 Communicate with children about good learning experiences in first grade so that children will have positive attitude toward learning.

2.3 Provide opportunities for children to become acquainted with teachers and with the environment of the first grade classroom.

2.4 Provide materials, books that are appropriate for child's age, also encourage children to learn and have a basic experience that is consistent with the building connection in grade 1.

3. Primary Teachers

Primary teachers must have the knowledge, understanding children's development, and positive attitude to provide proper early childhood education experiences. They should also ensure that learning in the first grade is linked to early childhood learning experiences as follows:

3.1 Provide opportunities for children and parents/guardians to become acquainted with first grade teachers and classrooms before starting school.

3.2 Arrange the classroom similarly to the early childhood classroom by providing areas for children to do free activities, such as the book area, toy area, and didactic game area, to help first graders adapt and learn from actual practice.

3.3 Provide activities where children participate in making up the rules.

3.4 Provide activities to help and promote children's learning according to individual difference.

3.5 Publicize information about learning and building positive relationships with children, parents/guardians, and communities.

4. Parents/Guardians

Parents/guardians play an important role in parenting and promoting their children's education and to help their children in learning at first grade. Parents/guardians should do the following.

4.1 Study and understanding the curriculum at both level.

4.2 Supply books and accessories that are appropriate for child's age.

4.3 Have good interaction with children, love and caring for children closely.

4.4 Schedule time for activities with children, such as storytelling, shared reading, discuss, asking questions about learning, and reinforcement and encouragement.

4.5 Collaborate with teachers and educational institutions in preparing children to be adaptable.

Supervision, Follow up, Evaluation, and Report

Effective systems should be established for the supervision, follow up, evaluation, and outcome reporting of the curriculum implementation. This requirement is in line with important principles for early childhood educational institutions and their management, necessitating cooperation between all concerned in the community. They are jointly responsible for raising children to meet the desirable characteristics standards and expectations of society. All concerned, therefore, should be informed of progress and obstacles, and given opportunities to collaborate and assist with early childhood education management in achieving authentic quality.

The supervision, follow up, evaluation, and reporting the results of early childhood education management are parts of the education administration process and quality assurance mechanism, which should continuously meet the early childhood education standards. Therefore, all concerned will be confident in the system. A network-consisting of ministerial and non-ministerial organizations at the national, district, and educational institution levels-should execute these activities. A committee should be established, consisting of persons from all levels, and professions.

Education outcome reports at all levels should be distributed widely to all concerned and to the public, in order to provide information on the educational quality development plans for educational institutions or early childhood development settings.

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