DRAFT KENYA STANDARD

DKS : 2019

ICS

Second Edition

Early childhood care and education — Vocabulary

PUBLIC REVIEW DRAFT DECEMBER 2019

TECHNICAL COMMITTEE REPRESENTATION

The following organizations were represented on the Technical Committee:

Mount Kenya University
Kenyatta University
Africa Early Childhood Network
Environment Institute of Kenya
KEPSA/Kenya National
Kenya Private Sector Alliance
Federation of Jua Kali
Kidogo Early Years
University of Nairobi
Kenya Institute of Education
Kenya National Examinations Council
SUP Kenyan Muslims
Kenya National Union of Teachers
Kenya National Association of Parents
Association of Persons with Disability Kenya
Kenya Private Schools Association
Ministry of Education
Department of Basic Education
City Education Department
Bunks School
Kenya Institute of Special Education
Kenya Bureau of Standards — Secretariat

REVISION OF KENYA STANDARDS

In order to keep abreast of progress in industry, Kenya Standards shall be regularly reviewed. Suggestions for improvements to published standards, addressed to the Managing Director, Kenya Bureau of Standards, are welcome.

Foreword

This Kenya Standard was developed by the Early Childhood Education Technical Committee under the guidance of the Standards Project Committee and it is in accordance with the procedures of the Kenya Bureau of Standards.

There is need to promote the welfare and development of all young children. Good quality care and education in the early years raise educational standards and opportunities, and enhance children' social development.

This standard contains terms and definitions applicable to early childhood care and education to establish a common understanding so that consistent terms are used. The terms and definitions of selected concepts relevant to the field of early childhood care and education identify relationships between the entries and deal mainly with basic concepts which are used for describing early childhood care and education and also with derived terms which may be considered as the most useful for practical applications.

It is intended to contribute towards mutual understanding amongst stakeholders of early childhood care and education.

During the preparation of this standard reference was made to the following documents:

Early childhood development service standard guidelines for Kenya

Children's Act, Laws of Kenya Cap 141

National Early childhood development policy frame work

Research Connections – Child care and Early Education

Acknowledgement is hereby made for the assistance received from these sources.

Early childhood care and education — Vocabulary

1 Scope

This draft Kenya Standard specifies the terms and definitions that apply to early childhood care and education.

2 Normative references

The following documents are referred to in the text in such a way that some or all of their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

Children's Act, Laws of Kenya Cap 141

National Early childhood development policy frame work

3 Terms and definitions

For the purpose of this document, the following terms and definitions apply.

3.4   Terms and Definitions of Early Childhood (ECD) programmes /centres

In Kenya today, ECD Programmes /Centres are known by different names.

3.4.1
Pre-School
a programme for children between ages 3 years to 6 years old. Different pre-schools have got different management depending on their ownership. Private pre-schools may have their manager acting as the head teacher; others may employ a head teacher. If a pre-school is attached to primary school, the management is by the school management committee. Pre-school in Kenya may be either a half-day programme or a full day programme

3.4.2
Nursery
a programme for young children prior to entering to standard one. A nursery is mostly half-day programme, which serves the needs of children aged 3-6 years. It shares with parents the responsibility of promoting sound growth learning in a period when growth is rapid and significant

In Kenya, nursery schools have their own guideline. Most nursery schools have their own head teachers and management. However, those attached to primary school fall under the primary management. The inspectors from the Ministry of Education ensure that the fundamental principles of early childhood education are practiced

3.4.3
Kindergarten
the garden where children play and grow. The term kindergarten is associated with a garden of children, a place where young children are nourished and cared for just like plants are nourished and cared for in a garden. Children in a kindergarten are supposed to be happily engaged in a social enterprise in outdoor environment, which offers outlet for physical energy and curiosity

Kindergarten in Kenya is for children aged 3 - 6 years. Some kindergartens in Kenya are full-day programmes while others are half-day programmes. It provides special opportunities for children to develop and learn for example to explore nature and experiment. In Kenya most kindergartens follow the original structure, but with some improvement. The main features of a kindergarten are:

a)   self-activity which include work and play;

b)   play that is guided to avoid aimless play;

c)   use of songs, gesture and constructions;

d)   the significance of a teacher to impart a motherly care in the programme;

e)   discipline by the teacher through love and not punishment

3.4.4
Home Centre
a place where an adult may care for general children including her or his own children. The home day care centers operate for long hours to accommodate the needs of working parents. The children's ages range from 1-4 years

Home day care is supposed to provide the child with an environment similar to his/her own home. Thus they are located near the child's family.

3.4.5
Home schooling
A place where children are taught using structured curriculum in a home by one parent or where a group of interested parents hire a trained person in the same.

3.4.6
Day Care Centres
a place where children were taken care of while their parents were working. The day cares are supposed to provide a protection for children while their parents were away from home for regular working hours

In Kenya, Day Care Centres provide full-day (7.00 am-6.00 pm) or half-day care for children below the age of 3 years as soon as the mother is ready to go back to work after maternity leave .Day Care Centres provide not only care but also education for children. Many of the day cares are organized to meet the child's social, emotional and intellectual needs as well as physical needs

3.4.7
Madrassa Pre-Schools
an early childhood programme that assists in the establishment, development and management of preschools with a curriculum which integrates the Muslim religion especially for the under previlledged

3.4.8
Koranic Pre-Schools
Koranic pre-schools operate under the Islamic Integrated Education Programmes (IIEP). Koranic schools offer a broad based early childhood experiences to young Muslim children (from birth to 6 years) to fit in Muslim Community. These centres operate on a blended curriculum of other religious and secular learning experiences

3.4.9
Special Unit early childhood education
a center where the practice of educating students in a way that addresses their individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible

settings. These interventions are designed to help individuals with special needs achieve a higher level of personal self-sufficiency and success in school and in their community which may not be available if the student were only given access to a typical classroom education

3.5 Definitions of Early Childhood (ECD) − Learning centres

3.5.1
Construction Centre
a centre where children can build with blocks, bricks legos, do hammering, unscrewing, without interfering with other activities in the classroom.

3.5.2
Art and Craft Centre
a centre/place where activities such as modelling and painting activities take place. The centre has materials such as: clay, plasticine, paints, brushes and colour board. These materials should be ready for use all the time, and children should go there freely when they feel like using them

Drawing and colouring activities can also be done in this centre. Materials such as glitter, drawing paper, crayons or any other thick writing materials like charcoal are recommended for young children's small fingers

In the art centre, threading activities are also done. Apart from the modem materials such as the knitting thread, local materials such as banana fibers, sisal, palm, barks of trees, clothes from adults, seeds, straws, beads etc.

3.5.3
Nature Centre
an environmental studies centre that can be equipped with both the teacher's and the children's' collection from the local environment. Items in this corner include things like soil, rocks, small logs and sticks from different trees, dry leaves from various trees, dry seeds etc. The teacher should label some of them especially in the class of 5-6 years old, labelling will help them realize that labels are the names of objects. It is also important to have growing plants like beans, maize and sugarcane in the nature study.

3.5.4
Home Centre
a center equipped with old things from home such as, clothes, utensils and empties such as coffee and tea tins, washing detergent packets, juice bottles, gourds cooking fat containers etc.

Baby centre is also related to home centre, and it should have things like; feeding bottles, dolls, cups, spoons, plates, clothes etc.

3.5.5
Book Centre
a quiet centre so that children can learn to concentrate. The centre is equipped with children's books and games or teacher-made scrap books. For the very young ones, it is good to have hard covered books because they do not know how to handle them with care. Children can be trained early to ensure that their hands are clean when handling materials at the book corner.

3.5.6
Water-play Centre
A center equipped with large water containers. Familiar smaller containers from home are used in the water-play centre; they include bottles, calabashes, tins, gourds, spoons, straws. The water play corner is best placed outside.

3.5.7
Sand Centre

a sand corner placed in a classroom corner or outside near the classroom. Local plastic containers should be used as sand-box tools. Metal and glass containers should be discouraged, because they are dangerous.

3.5.8
Music Centre
a centre/room in which all music instruments are kept. The materials found in this comer are: the piano, drums, flute, shakers, kayamba and the music and dance costumes, such as jingles, sisal skirts etc.

3.6 Terms and Definitions of Early Childhood (ECD) − Approaches

3.6.1
Montessori Approach

This approach emphasizes on individualized instruction and the importance of providing an environment physically and psychologically adjusted to the stages of growth so that the child can gradually master his environment. It underlines that children learn through their own activity, by examining materials and using the same materials many times with teacher directed discussion. Each activity is designed to be used repeatedly in a particular way to teach a concept such as color, letters or shapes. Teachers provide sensory-stimulating or didactic materials that inspire self-confidence, independence, language development, hand eye co-ordination, sense of order, gross and fine motor skills.

The role of the teacher is not that of an imposer of knowledge. Rather, he/she prepares the learning environment, is an observer of the child and a guide. The teacher directs the child to learning by planning and preparing the classroom environment; and introducing materials briefly and systematically to individuals or groups, allow them to work with the materials, and intervenes only when necessary to avoid too many errors or when offering new materials when appropriate.

The characteristics of a Montessori approach include:

a) use of correcting structured materials

b) operate in a prepared 'child sized world' environment

c) emphasis on motor efficiency

d) thorough sense training

e) age appropriate activities

f) self-education

g) neither prizes nor punishment are given

h) no room for fantasy

i) active discipline

j) imaginative play based on reality

k) emphasis on order

l) repetitive play activities

3.6.2 Accelerated Christian Education Approach

This approach emphasizes on Christian education and recognizes the importance of ensuring that a child fulfils his or her destiny and calling. It focuses on seeing a well strong built in character in a child based on understanding of biblical morality.

It provides individual pupils with the opportunity to develop their abilities to their maximum potential. This is because the system makes use of well researched progress motivational methods, individualized and programmed techniques and it is progress related rather than chronological age.

ACE programme progress motivation promotes a child to the next unit when a satisfactory grade has been attained. Normally, the pass mark is 80%. The promotion by achievement creates a desire in a child to perform well.

An individualized Curriculum is composed of 144 core units called paces. A child does not start at the level of chronological age indicated but starts at the level of achievement on a diagnostic test. In this case, no able child is held back and the less able can learn at a rate appropriate to their needs without intimidation or being stereotyped as slow learner or backward.

The learning is programmed and a base level of ability is assumed. Children go through the paces at a rate they determine by setting their own daily goals. In this way, a mastery of concept is guaranteed because concepts in the units are repeated over several times.

The ACE does not judge pupils on chronological age but on level of achievement. This ties in well with programmed learning. However, the paces have been rated chronologically for easy movement to National Curriculum

3.6.3
Developmentally appropriate practice (DAP)
Teaching strategies that are based on knowledge of how young children develop and learn, what makes each child unique, and the child's community and family culture and home language. DAP activities are neither too difficult nor too easy, but just right. For example, in most cases it is developmentally appropriate to introduce a 4-year-old to the letters in his name, with the expectation that over time he will learn to write his name on his own. On the other hand, it is not developmentally appropriate to ask 4-year-olds to write letters over and over again on worksheets.

3.7 Terms and Definitions of Early Childhood (ECD) − Entities

3.7.1
registered person
a person deemed qualified to care for children and whose name appears certificate of registration. The registered person has overall responsibility for ensuring that the requirements of this standard are met. A company, committee or any other group may be a registered person

3.1
manager
a person in day to day charge of the setting. The manager need not be the same person as the registered person, if not, the manager will be recruited and vetted by the registered person, a manager must have appropriate qualifications and experience.

3.2
parent
any person with parental responsibility for a child.

3.3
early years childcare inspector
a person employed by the Ministry of Education who is responsible for regulating and inspecting day care and childminding provision.

3.8 Terms and Definitions of Early Childhood (ECD) − Psychology

3.8.1   Adverse Childhood Experiences (ACEs): potentially traumatic events or circumstances that can have negative, lasting effects on adult health and wellbeing. These experiences range from physical, emotional, or sexual abuse to parental divorce or the incarceration of a parent or guardian.

3.8.2
Allostatic Load
the physiological "wear and tear on the body" that results from repeated or chronic stress. It is used to describe how frequent activation of the body's stress response systems, which are essential for managing acute threats, can in fact damage the body in the long run.

3.8.3
Attachment
an emotional bond between a child and one or more adults. The child will approach these individuals in times of distress, particularly during induced anxiety. In addition, the child is distressed if separated from attachment figures.

3.8.4
Contingent responsiveness ("serve and return")—adult behavior that occurs immediately after a child's behavior and that is related to the child's focus of attention, such as a parent smiling back at a child.

3.8.5
Coping
efforts to regulate the self or the environment under stress, a key concept in the study of resilience. Coping includes strategies such as problem solving, seeking support, minimizing pain, self-encouragement and self-distraction

3.8.6
Critical periods
(similar to, but not exactly the same as, sensitive periods): a time during an organism's life span when it is most sensitive to environmental influences or stimulation than at other times during its life. If, for some reason, the organism does not receive the appropriate stimulus during this "critical period" to learn a given skill or trait, it may be difficult, ultimately less successful, or even impossible, to develop some functions later in life.

3.8.7
Developmental psychology
The field of psychology concerned with the processes of change across the lifespan. Developmental psychologists focus predominantly on childhood development, and developmental psychology has become synonymous with child psychology.

3.8.8
Early Childhood Development (ECD) - Early childhood development is often understood as a process that begins with conception and continues through age 8. While each child is unique, general patterns of development are similar. During this critical period, children develop motor, cognitive, linguistic and socio-emotional skills and the foundational architecture of the brain is laid. All development throughout life builds on the foundational capacities established in early childhood. ECD has also been defined as a comprehensive approach to policies and programs for children and their parents, caregivers and communities from the prenatal period through children's entry into school.

3.8.9
Gene-environment interaction
how environmental influences can actually effect whether and how genes are expressed. Despite the belief that genes are "set in stone," research shows that early experiences can determine how genes are turned on and off and even whether some are expressed at all. Therefore, the experiences children have early in life—and the environments in which they have them—shape their developing brain architecture and strongly affect whether they grow up to be healthy, productive members of society.

3.8.10
Joint media engagement
When two people (such as a parent and a child) watch or play with digital media together and engage each other with questions or dialogue while doing so

3.8.11
Nurturing care
a stable environment that is sensitive to children's health and nutritional needs, with protection from threats, opportunities for early learning, and interactions that are responsive, emotionally supportive, and developmentally stimulating.

3.8.12
Psychosocial Stimulation
providing a child physical stimulation through sensory input (e.g. visual, auditory, tactile) as well as emotional stimulation through an affectionate caregiver-child bond. The formation of this bond at the beginning of life sets the state for cognitive, emotional, and social development later in life. Feeding and other care practices provide opportunities for psychosocial stimulation and help establish a positive attachment between caregiver and child.

3.8.13
Scaffolding
scaffolding is the process by which someone organizes an event that is unfamiliar or beyond a learner's ability in order to assist the learner in carry out that event.

3.8.14
Secure attachment
A child who is securely attached actively explores the environment in the presence of the caregiver, is visibly upset by separation, and greets the caregiver warmly when they are reunited.

3.8.15
Separation effects
 When a child has formed an attachment, she will display any of a range of distress behaviors when separated from the attachment figure, including protest, fearfulness, and despair.