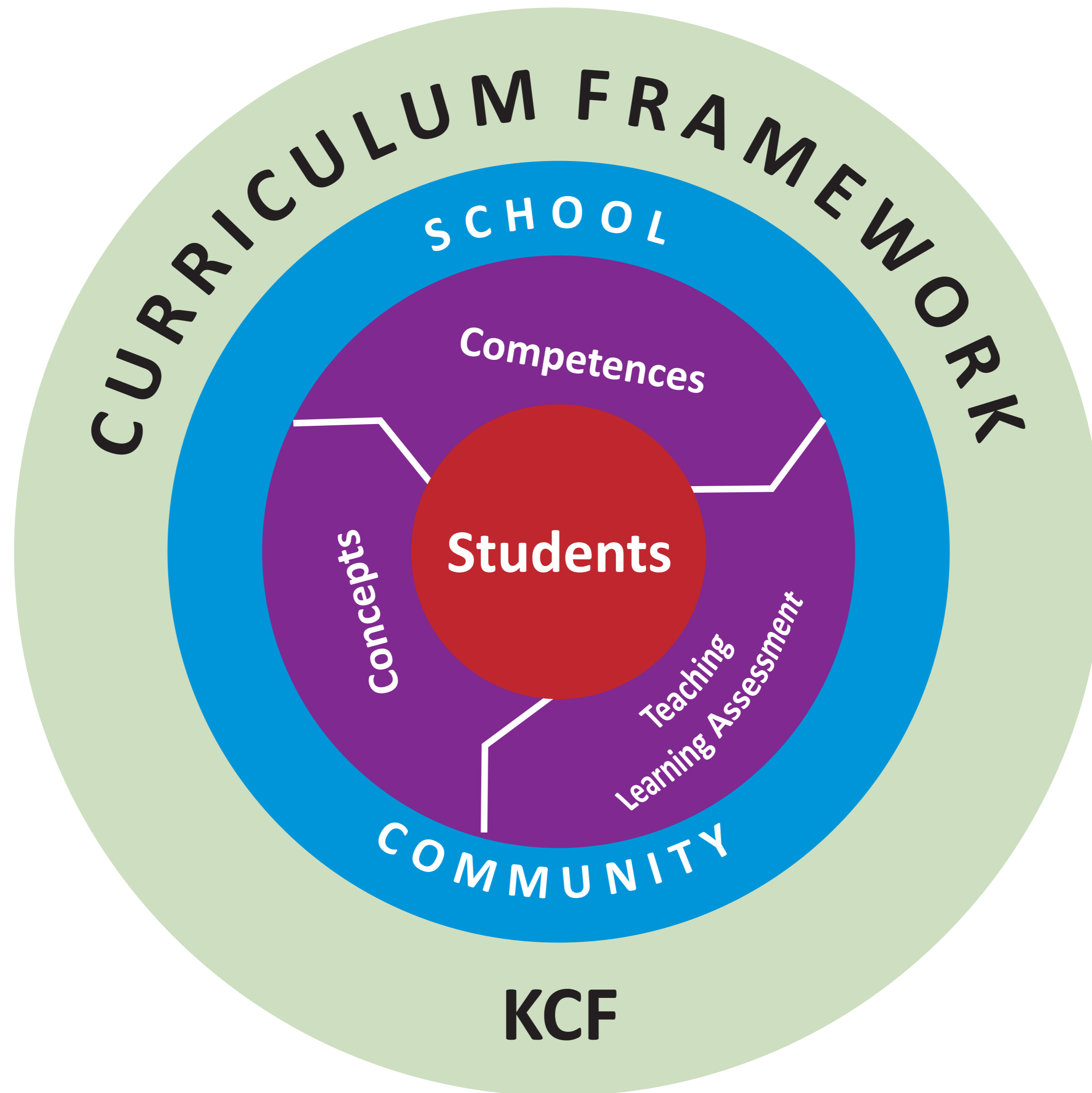




Ministria e Arsimit, Shkencës dhe Teknologjisë  
Ministarstvo Obrazovanja Nauke i Tehnologije  
Ministry of Education, Science and Technology



An EU funded project managed by the European Union Office in Kosovo  
and implemented by Cambridge Education, Kosova Education Center, Education 2000+ Consulting and Tribal Helm



### Early Learning and Development Standards 0-6 years

<b>What are we trying to do for all children?</b>	<i>What do we want for all children</i>	To be safe		To be taken care of	To be exposed to learning experiences	To be engaged as new citizens	To be healthy	Support for them and their parents/caretakers	To take care of things that are important for children			
	<i>Supporting document</i>	UN convention on children's rights		Kosovo legislation on human rights	KCF		Standards For Development and Learning 0-6 Years		KCC			
	<i>Groups</i>	Deaf and hard of hearing children	RAE and others	Blind and visually impaired children	Rural children	Abused or in care children	Languages of minorities	Single parent homes	Children with physical disabilities	Poor children	Urban children	Orphan children
<b>Preschool EARLY LEARNING AND DEVELOPMENT 0-6 YEARS</b>	<i>Principles</i>	Individuality	Autonomy	Self-esteem, positive concept of self	Whole child development	Development of communication skills	Creativity	Respect and patriotism	Social responsibility			
	<i>Values</i>	Equality	Development of the overall personality of child	Cooperation among educational factors		Interactive playing and learning	Every child is ready to learn from their birth		Child as an active participator			
	<i>Development areas</i>	Physical health and locomotive development	Language and communication development		Emotional and social development		Cognitive development and general knowledge		Developing the approach to learning			
	<i>Standards</i>	Standards have been prepared for all development areas and subareas										
<b>Institutions</b>	Preschool			Home		Pre-primary		Community based centres		Daily care centres		
<b>Results at the end of pre university education</b>	Student competences		Effective communicator		Creative thinker	Successful learner		Productive contributor	Healthy individual		Responsible citizen	





## Curriculum framework for pre-university education in Kosovo

<b>AIMS COMPETENCES PRINCIPLES</b>	<b>The purpose of pre-university education</b>	Development of personal and national identity, statehood and cultural belonging	Promotion of general cultural and civic values	Development of responsibility for self, for others, for society and for the environment	Preparation for life and work in different social and cultural contexts	Development of entrepreneurship and use of technological skills	Preparation for lifelong learning				
	<b>Students' competences</b>	Effective communicator	Creative thinker	Successful learner	Productive contributor	Healthy individual	Responsible citizen				
	<b>Curriculum principles</b>	Inclusion	Development of competences	Coherent and integrated teaching and learning	School level autonomy and flexibility	Responsibility and accountability					
<b>IMPLEMENTATION IN SCHOOL</b>	<b>Curriculum Areas</b>	Languages and communication	Arts	Mathematics	Natural sciences	Society and environment	Health and wellbeing	Life and work			
	<b>Teaching and Learning</b>	Different approaches in classroom	Based on practical knowledge	Inclusive classrooms	Links between theory and practice	Active participation	Student centred	Using new technologies			
	<b>Cross curricular issues</b>	Peace and tolerance	Health and sexual education	Equality	Economic awareness	Distance learning	Preparation for life and work	Education for entrepreneurship	Communication skills in curriculum areas		
<b>ASSESSMENT</b>	<b>Assessing achievement</b>	Integrated in teaching and learning	Together with students	Uses data from different sources	Daily as well as at the end of a topic/unit	Promotes wide and balanced curriculum	Is understood by students	Helps students' progress	Provides feedback	Helps to identify areas for intervention	Provides peer assessment and self-assessment
	<b>Measures for accountability</b>	Achievement	Behaviour		Civic participation		Health and well being		Employability	Involvement in further education	
	<b>Assessment tools and procedures</b>	Internal assessment		Assessment at classroom level		Assessment at school level		External assessment		Matura exam	

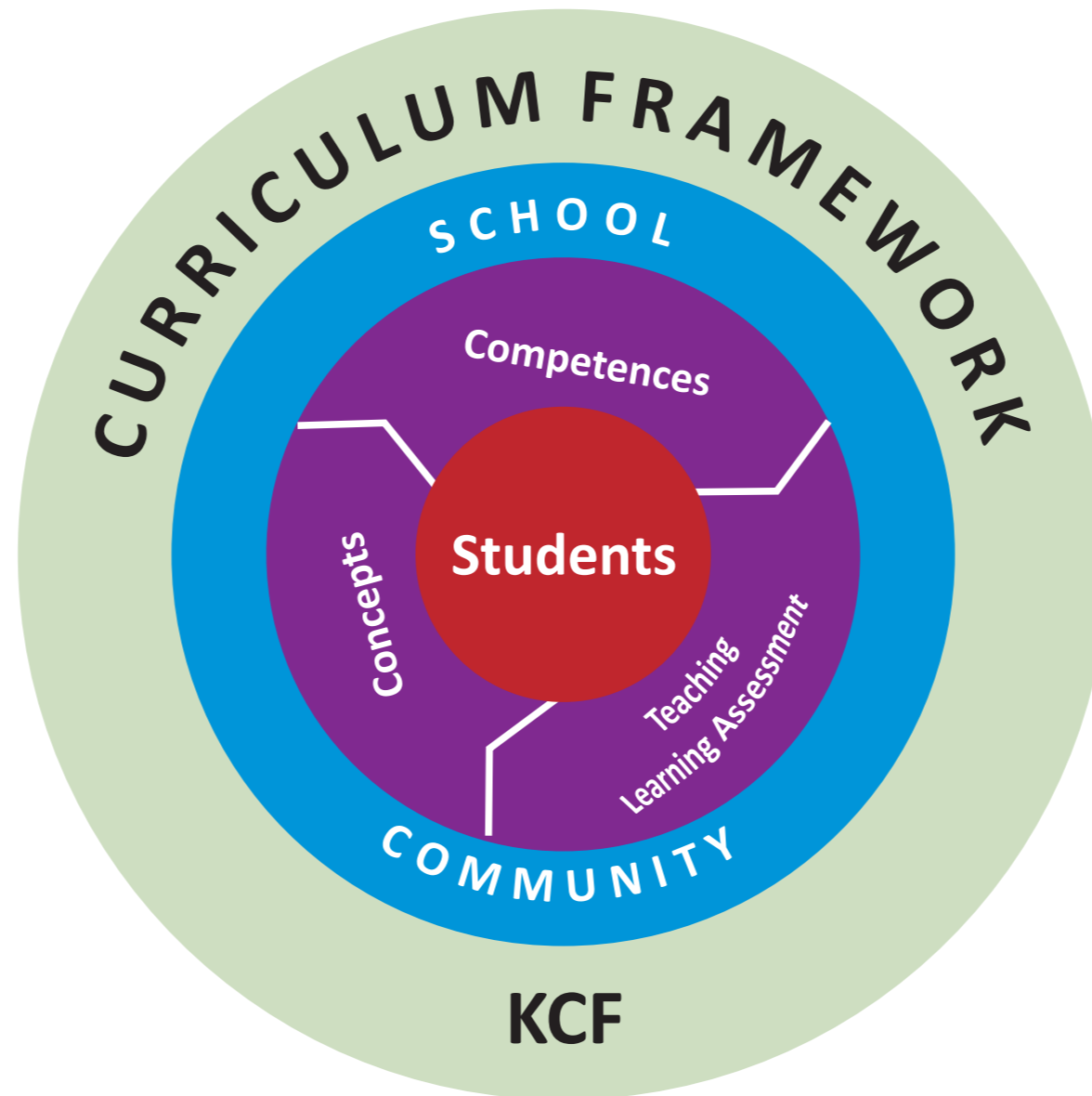




# LESSON PLANNING BASED ON KCF

## 1 What are we trying to achieve?

KCF Aims	KCF Competences	Curriculum Areas and subjects
<ul style="list-style-type: none"> <li>Teaching must reflect the aims of KCF</li> <li>Teaching ensures the achievement of learning competences</li> <li>Teaching different subjects must ensure the inclusion of cross-cutting issues</li> </ul>		



## 2 How to organize learning?

**Develop and implement the lesson plan based on competences and learning outcomes**

Inclusion	Active and participatory learning	Different teaching approaches	Correlation with other Curriculum Areas	Using new technologies	Learning outside classroom	Links with optional curriculum
<p><b>SUBJECT</b> – Find the way through which your subject can contribute to learning. Select key concepts processes and appropriate content.</p> <p><b>Competences</b> – Plan their development through a range of experiences and contexts related to your subject. Encourage your students to develop and express competences for a wide range of contexts</p> <p><b>Time</b> – Plan the time creatively and be flexible when developing the lesson plan (day, week, month, year).</p> <p><b>Place</b> – plan and use effectively the space in classroom, school and environment</p> <p><b>Other dimensions</b> – are you using the cross-cutting issues and comparing them to the competences?</p> <p><b>Assessment</b> – make it an integrated part of teaching and learning process through daily interaction with students and plan further steps</p> <p><b>Sources</b> – think about how you manage the required sources for your subject in order to provide easy access for students (textbooks, internet, new technology, etc)</p> <p><b>People</b> – think about people that you can cooperate with to carry out certain teaching activities (e.g. people from local community organizations, museums, art galleries, libraries, NGOs, etc)</p>						

## 3 How can we successfully achieve our goals?

Review the progress – plan the points for reflection and assess students' progress towards achieving previously set goals.	Assess and record the impact – assess and continuously record students' progress towards achieving the competences	Reflect and move on – after you have understood the impact on students decide whether you want to continue what you are doing, you want to change your approach or continue with other priorities.		
<b>To ensure transparency and accountability considering</b>				
Achievements, standards and necessary improvements	Behaviour and attendance	Active participation	Choosing a healthy lifestyle	Further involvement in education, employment and training



