



## EARLY CHILD EDUCATION QUALITY INDICATORS

### DIMENSION 1: INCLUSIVE APPROACHES

**Standard 1.1:** The school and teacher provides equal opportunities for every child and family to learn and participate regardless of gender, ethnic origin, culture, native language, family structure, social status, economic status, age, or special need.

Indicators	
1.1.1	The teacher is aware of his/her own beliefs, attitudes, and experiences and how they affect communication with children, families, and teaching.
1.1.2	The teacher treats each child and their family with respect and dignity, and provides children with equal opportunities to engage in learning.
1.1.3	The teacher uses language and activities that avoid gender and stereotypes.
1.1.4	The school carries out screening of children for special needs at the time of admission, maintains records and is notified to Ministry of Education.
1.1.5	The school ensures that appropriate environmental adaptations can be made according to the special needs of the children.
1.1.6	The school ensures special user-friendly toilets are there for children with special needs and are in use.



## Quality Assurance Department

Ministry of Education

Male', Maldives



<b>1.1.7</b>	The school seeks professional support and mentoring for teachers (each term) with the participation of parents, teachers, children and appropriate specialists.
<b>1.1.8</b>	The school ensures that all information regarding the child is passed on to the new school and also to Ministry of Education according to the National Assessment Policy.
<b>1.1.9</b>	The school plan and conduct monthly awareness program for parents and community on education for children with special needs.

**Standard 1.2: The teacher develops children's understanding of the values of civil society and the skills required for participation.**

Indicators	
<b>1.2.1</b>	The teacher helps children develop skills to express their views appropriately.
<b>1.2.2</b>	The teacher assists children how stereotypes and prejudices can influence their attitudes and behaviors.
<b>1.2.3</b>	The teacher encourages children to treat others with fairness, respect and dignity and expect the same from others.
<b>1.2.4</b>	The teacher prepares and uses IEP for children with challenging behaviors.



## DIMENSION 2: TEACHING & LEARNING

**Standard 2.1: The school provides an inviting, safe, healthy, stimulating, and inclusive physical environment that promote children's exploration and encourage independent learning.**

Indicators	
2.1.1	The teacher ensures that the learning environment is physically safe and easily supervised.
2.1.2	The teacher provides well-defined, accessible learning centers that encourage integration of multiple content areas (e.g., a space for active and quiet activities including a library corner that includes a range of age appropriate materials, child-made books, big books, picture books, books with words for adults to read, books on many topics, headsets with audiotapes, stories on the computer, and so on; a block center that includes varieties, such as large unit blocks, hollow blocks, cardboard vehicles, street signs, dolls, audio tapes, paper, tape measures, rulers).
2.1.3	The teacher creates a literacy-rich environment through a variety of print, audio, video, and electronic media.
2.1.4	The teacher offers space and opportunities for solitary, parallel, and small- and large-group play indoors and outdoors with supervision.
2.1.5	The teacher displays classroom materials and children's work at their eye level.



**Standard 2.2: The school provides an environment that promotes children's sense of belonging, community and participation in creating the classroom culture.**

Indicators	
2.1.1	The teacher uses consistent daily routines to promote children's self-regulation and independence.
2.1.2	The teacher creates an environment in the classroom that ensures each child's sense of belonging and happiness.
2.1.3	The teacher creates an atmosphere where children are encouraged to express themselves.
2.1.4	The teacher encourages every child to express his/her opinion in an appropriate way and participate in decision-making.

**Standard 2.3: The school provides a classroom environment that supports the development of each child's self/identity and learning.**

Indicators	
2.3.1	The teacher interacts frequently with individual children throughout the day, building on their strengths and stimulating their learning and development.
2.3.2	The teacher's interactions are responsive to each child's emotional, social, physical, and cognitive strengths and needs.



**Quality Assurance Department**

Ministry of Education

Male', Maldives

**2.3.3** The teacher provides opportunities for children to make choices and to have those choices realized and respected by others.

**Standard 2.4: The school program (National Curriculum Foundation Stage) provides opportunities for children for understanding and managing of self**

Indicators	
<b>2.4.1</b>	The teacher conducts activities where children identify their feelings (likes/ dislikes, needs/ wants, strengths/ weaknesses).
<b>2.4.2</b>	The teacher gives opportunities for children to discuss their emotions, situations that cause them and encourage them to identify strategies to cope those emotions, discusses their personal goals and choices.
<b>2.4.3</b>	The teacher gives opportunities to children to demonstrate self-awareness, personal qualities and attributes. (Example, talk about their abilities, physical features, demonstrates a special skill/ talent they have).
<b>2.4.4</b>	The teacher encourages children to work independently to complete a given task including problem solving
<b>2.4.5</b>	The teacher provides opportunities to children to identify and practice roles that contribute to their classroom and family (e.g., help the teacher in keeping the classroom clean).
<b>2.4.6</b>	The teacher uses strategies that help children learn about boundaries, rules, and limits, and learn to respect the rights of others.



**Quality Assurance Department**

Ministry of Education

Male', Maldives

**Standard 2.5: The school program provides scope for social development through understanding the concept of relating to people**

Indicators	
2.5.1	The teacher uses children's ideas and interests to inspire activities and to engage children in discussions
2.5.2	The teacher facilitates open-ended and child-initiated activities to encourage independence and self-direction (e.g., a child's interest in boats might lead a small group of children to build a ferry terminal from materials found in the classroom).
2.5.3	The teacher provides opportunities that encourage children to share toys and materials through cooperative play.
2.5.4	The teacher involves children in solving problems that arise in the classroom using conflict resolution skills (e.g., talk about the problem, and the feelings related to the problem, and negotiate solutions).
2.5.5	The teacher encourages Islamic and cultural values through modeling and role-playing
2.5.6	The teacher encourages expressing needs verbally by modeling appropriate language (e.g., "please may I, can I, etc.").
2.5.7	The teacher uses strategies that help children build positive relationships and cooperation with others. <u>(to remove)</u>



**Quality Assurance Department**

Ministry of Education

Male', Maldives

**Standard 2.6: The school program enables children to make meaning.**

Indicators	
2.6.1	The teacher provides opportunities and materials to children that encourage them to observe, think, question, and reason out an inferred phenomenon.
2.6.2	The teacher provides opportunities for children to make sense of age appropriate mathematical problems and supports them to solve the problems, using varied age-appropriate strategies
2.6.3	The teacher ensures that children are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible in any learning context.
2.6.4	The teacher regularly provides multiple opportunities to children to develop phonological awareness.
2.6.5	The teacher provides opportunities for children to seek out and to identify patterns and meaning in their everyday life
2.6.6	The teacher integrates learning experiences so that children can see the interrelations among learning concepts and everyday experiences and can apply them in real situations.

**Standard 2.7: The school program allows for development of critical and creative thinking among children**

Indicators
------------



## Quality Assurance Department

Ministry of Education

Male', Maldives

<b>2.7.1</b>	Teacher provides opportunities for children to classify sequence and compare simple objects.
<b>2.7.2</b>	Teacher provides opportunities to children to state an idea or hypothesis; give reasons and opinions to support it.
<b>2.7.3</b>	Teacher provides scope to children to find pattern, similarities and differences to generate ideas.
<b>2.7.4</b>	Teacher encourages children to ask simple, close- ended and open-ended questions.
<b>2.7.5</b>	The teacher encourages the children to make correct choices and decisions on their own through critical thinking, assertiveness, cooperative learning and conflict resolution.

### **Standard 2.8: The school program provides opportunities for children to learn about living healthy life**

<b>Indicators</b>	
<b>2.8.1</b>	The teacher provides varied opportunities and materials to children that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
<b>2.8.2</b>	The teacher provides varied opportunities and materials to children that help them learn about nutrition, including identifying sources of food and recognizing, preparing, eating, and valuing healthy foods.
<b>2.8.3</b>	The teacher provides varied opportunities and materials to children that increase their awareness of safety rules in their classroom, home, and community.





**Standard 2.9: The school program provides opportunities for children to learn about sustainable development**

Indicators	
2.9.1	The teacher provides scope to children to learn about locally and globally grown crops, fruits, animals, professions and other such similar subjects and their interdependency on each other.
2.9.2	The teacher encourages and supports children to use sustainable methods of individual consumption of resources (e.g., water, paper, food, electricity).
2.9.3	The teacher provides opportunities to children to make decisions that reflect care, concern, and responsibility for the environment and living things (e.g., avoids wasting food, use school supplies wisely, do not kill living things etc).

**Standard 2.10: The school program provides scope for moral development through understanding practice of Islam**

Indicators	
2.10.1	The teacher ensures that children respect diversity.
2.10.2	The teacher ensures that children recite the relevant <i>Dua</i> 's from Quran, Hadhees, Sunnah and from the tradition of the Prophet Mohamed Sallalaah Alaihi Wasallam and explains the meaning of the <i>Dua</i> 's in simple child friendly manner.
2.10.3	The teacher relates lessons with appropriate simple stories about the life of the Prophet Mohamed SallahlaahAlaihiWasaalam and other Prophets.



## Quality Assurance Department

Ministry of Education

Male', Maldives



<b>2.10.4</b>	The teacher ensures that children greet their friends, teachers, parents with the Islamic greeting “Assalaamalaikum” and also practice other proper Islamic manners in speaking, eating, etc.
<b>2.10.5</b>	The teacher encourages children to narrate and share their daily experiences and helps them to identify instances where they have displayed Islamic values.
<b>2.10.6</b>	The teacher encourages children to express their emotions and in the process learn how to deal constructively with multiple emotions (love, happiness, fear, anger, loneliness, etc.) in a way that best serves them individually and collectively as Muslims.
<b>2.10.7</b>	The teacher provides opportunities for children to talk about Allah’s creations.
<b>2.10.8</b>	The teacher ensures that children are able to know and talk about the five pillars of Islam Shahaadhath, Namaadhu, Zakat, Fasting, Hajj
<b>2.10.9</b>	The teacher ensures that children are able to perform the actions of Namaadhu.

**Standard 2.11: The teacher implements a variety of teaching and learning strategies that actively engage children to develop knowledge, skills, and attitudes as defined by the national curriculum which build the foundation for lifelong learning.**

Indicators	
<b>2.11.1</b>	The teacher uses strategies to promote higher-order thinking and problem solving.
<b>2.11.2</b>	The teacher offers activities that encourage exploration, experimentation, independent inquiry, and creativity.



## Quality Assurance Department

Ministry of Education

Male', Maldives



<b>2.11.3</b>	The teacher recognizes, values, and creates diverse opportunities for informal learning outside of direct instructional time.
<b>2.11.4</b>	The teacher encourages children to use available, developmentally appropriate technologies to support their learning
<b>2.11.5</b>	The teacher uses strategies that support children's emotional and social development.
<b>2.11.6</b>	The teacher designs activities taking into account children's experiences and competences to support and expand further development and learning.
<b>2.11.7</b>	The teacher uses strategies that promote participatory processes and procedures.
<b>2.11.8</b>	The teacher uses assessment outcomes in further development of teaching and learning.
<b>2.11.9</b>	The teacher plans teaching and learning to cater the diverse needs of the children.



### Dimension 3: Health, Hygiene and Safety

***Standard 3.1: The school advocates and applies healthy practices and knowledge among children.***

Indicators	
3.1.1	The school creates awareness and reinforces children about nutritious food choices through learning materials and activities.
3.1.2	The teacher shares appropriate knowledge about balanced and healthy diet for children and encourages the same among children and families.
3.1.3	The teacher ensures that children have recess time and enjoy food.
3.1.4	The school maintains and updates records of height and weight of children and shares with parents termly.
3.1.5	The school carries out annual health checkups for all children and shares outcome with parents.

***Standard 3.2: The school inculcates hygienic practices and habits to be practiced at school, home and elsewhere.***

Indicators	
3.2.1	The school delivers age appropriate knowledge on hygienic habits and practices to children and their parents.
3.2.2	The teacher models appropriate hand washing and supervise children's hand washing (e.g., before and after meals, after going to toilet, after blowing their noses, after messy play).



## Quality Assurance Department

Ministry of Education

Male', Maldives

3.2.3	The school regularly disinfects classrooms, toilets, and infrastructural facilities.
3.2.4	The teacher regularly checks on personal grooming of children.
3.2.5	The school conducts activities annually to improve health education knowledge of school staff including support staff.

### **Standard 3.3: The school ensures adult supervision, emotional and psychological protection and physical safety**

Indicators	
3.3.1	The teacher promotes children's understanding of safety within the context of everyday routines.
3.3.2	The school ensures that the indoor and outdoor environment is safe and hazard-free and monitors this regularly.
3.3.3	The school ensures that hazardous items like any electric points, switch boards and other such relevant items are kept far away from reach of children and wiring of all kinds are concealed.
3.3.4	The school develops Standard Emergency Operational Plan (SEOP) and revises it when necessary.
3.3.5	The school conducts the emergency operational drill twice a year.
3.3.6	The school ensures clean water is continuously available in all the toilets.
3.3.7	The school ensures safe drinking water is within easy access to children and staff.
3.3.8	The school ensures there is a first aid kit accessible to each teacher across all classes at all times and teachers are trained to provide First Aid.



<b>3.3.9</b>	The school ensures for every 40 children there are two toilets separately for boys and girls which are appropriate for their age and is functional.

## DIMENSION 4: FAMILY AND COMMUNITY PARTNERSHIPS

**Standard 4.1: The school provides a variety of opportunities for families and community members to be involved in children's learning and development.**

Indicators	
<b>4.1.1</b>	The school involves family members in shared decision making about their children's learning, development, and social life in the classroom (e.g., family members are welcomed as volunteers in the classroom and other areas of the program, family members are encouraged to observe in classrooms, family members meet and interact with school heads formally and informally).
<b>4.1.2</b>	The school ensures parent meetings and parent programs are held at times that are conducive to family participation (i.e., activities are not always scheduled during the day, when most people are at work).
<b>4.1.3</b>	The teacher gives feedback to parents on how to support children at home keeping in mind each child's needs and interests.

**Standard 4.2: The school uses formal and informal opportunities for communication and information sharing with families.**

Indicators	
<b>4.2.1</b>	The school ensures information about various programs are provided to families in lay terms, in the language most comfortable for each family, and using multiple presentation strategies (e.g., handbooks, videos, email, websites, television, and newspapers).



## Quality Assurance Department

Ministry of Education

Male', Maldives



4.2.2	The teacher regularly communicates with families about their children's learning and development, curriculum requirements, and events in the classroom.
4.2.3	The teacher regularly communicates with families to learn about a child's background and maintains records.
4.2.4	The school provides relevant information regarding individual children's progress (e.g., child portfolios, teacher annotations) when children transfer from one stage to another.
4.2.5	The registration procedures and documents in school capture essential information about each child (e.g., family contacts, immunization records, special health needs).
4.2.6	The teacher offers information and ideas for parents and family members on how to create a stimulating home learning environment and helps to strengthen parent competences.
4.2.7	The teacher cooperates with other professionals in the school and community to promote children's development and learning.

## Dimension 5: Organization and Management

### **Standard 5.1: The school has well laid out goals, objectives and philosophy**

Indicators	
5.1.1	The school is registered according to the policies and guidelines of the Ministry of Education.
5.1.2	The school has clear goals, objectives and philosophy, which are documented and shared with all stakeholders.
5.1.3	The goals and philosophy of the school aligns with the Preschool Act.



## Quality Assurance Department

Ministry of Education

Male', Maldives



5.1.4	The school follows the National Curriculum or a curriculum approved by National Institute of Education.
5.1.5	The school education program is for at least 3 hours a day and 5 days a week.
5.1.6	The school program is conducted in Divehi (mother tongue) and second language to be taught as per National Curriculum.
5.1.7	The school ensures that the teacher to child ratio is 1:25 in a class.

### **Standard 5.2: The school has a school board/management structure and all required policies.**

Indicators	
5.2.1	The school ensures that preschool board is appointed according to the Preschool Act.
5.2.2	The school board meets at least once a term and when a need arise and maintains the minutes of the meeting.
5.2.3	The school management with all stakeholders conducts Annual School Self Evaluation using the National Preschool Quality Standards.

### **Standard 5.3: The school has proper documentation methods and record maintenance.**

Indicators	
5.3.1	The school ensures records of children's attendance, leave, and absence are kept and regularly updated.
5.3.2	The school maintains documentations of all meetings.





## Quality Assurance Department

Ministry of Education

Male', Maldives



5.3.3	The school maintains child related legislations and policies and is available upon request.
5.3.4	The school formulates and maintains clear polices for all staff members.
5.3.5	The school adopts non-discrimination policy, which apply to all staff.
5.3.6	The school maintains children's portfolios, children's work assessment outcomes and all other relevant items.

**Standards 5.4: The school has qualified staff who is motivated for their self-development in the teaching profession according to the changing demands of the society**

Indicators	
5.4.1	The school has adequate number of teaching and non-teaching staff.
5.4.2	All the staff is trained and oriented about pre-school education and child rights.
5.4.3	The school staff has the qualifications and experience as per the Preschool Act.
5.4.4	The school has a grievance mechanism for staff members.
5.4.5	The teacher participates in a variety of personal and professional development opportunities including training on special education.
5.4.6	The school ensures that existing teachers undergo 15 hours of professional development training in a year.



## **DIMENSION 6: ASSESSMENT AND PLANNING**

**Standard 6.1: The teacher regularly and systematically monitors each child's progress, learning processes, and achievements through assessment for learning.**

<b>Indicators</b>	
<b>6.1.1</b>	The teacher uses developmentally appropriate assessment methods that reflect on the process and outcomes of learning and progress.
<b>6.1.2</b>	The teacher assesses the level of children's involvement for meaningful learning and participation and makes adjustments in activities accordingly.
<b>6.1.3</b>	The teacher ensures that the assessment process takes into account and builds upon children's strengths, individual needs, and interests.
<b>6.1.4</b>	The teacher ensures that assessment for learning is taken place.
<b>6.1.5</b>	The teacher plans activities that are based on the developmental levels and interests of the children to enable them to acquire the relevant competences.
<b>6.1.6</b>	The teacher plans child-centered activities and choices, inclusive of children's individual learning styles and paces.

**Standard 6.2: The teacher communicates the assessment processes with children, parents and other relevant professionals.**

<b>Indicators</b>	
<b>6.2.1</b>	The teacher shares assessment procedures with parents at parent meetings or workshops/seminars.
<b>6.2.2</b>	The teacher and parents share information regarding individual children's progress and interests and together create short-term and long-term targets.
<b>6.2.3</b>	The teacher uses self and peer assessment in the classroom.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



**Quality Assurance Department**

Ministry of Education

Male', Maldives