



LEAPS

Youth Leaders For Early Childhood
Assuring Children Are Prepared For School

Community-Based Preschool Guide

This manual provides an overview of the roles and responsibilities of the Community Youth Leader in running the preschool and engaging with the community.

It covers enrollment, making the children's first week special, organizing the preschool day, planning lessons, preparing space and resources, keeping records, charting children's progress, and successfully helping children successfully transition to the local Primary School.

Acknowledgment

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A Welcome Note for the Community Youth Leader

Dear Community Youth Leader,

The LEAPS Community-based Preschool Guide is an essential resource for the Community Youth Leader. It contains information about enrolling LEAPS Preschoolers to the LEAPS-NCHD Community-based Preschool, approaches to teaching and learning, welcoming young children, organizing the space, preparing resources, planning lessons, tracking a child's progress, troubleshooting, helping young children to successfully transition to the local Primary School, and maintaining records. The approach promoted in LEAPS also entails encouraging our Community Youth Leaders to be creative, use their own initiative, test out ideas and share success stories with their teacher supervisors and peers so they might also apply successful strategies.

As a Community Youth Leader, you are an Early Child Development Champion in your village. You will be supported by a supervisor who will provide you guidance and feedback to help you do your work well. You will also be supported by other Community Youth Leaders in the district. You will get to know one another in trainings and CYL Conferences.

The LEAPS team is a family. We are there to help one another, so please always share your concerns and know you will receive support. Don't worry if you make a mistake- we all make mistakes, and our goal is to help you learn from your experiences. We will also learn from your success!

Together, we will support the children of our village to be ready for school!

Best wishes,

Your LEAPS-NCHD Programme Supervisors

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List of Abbreviations and Acronyms

CYL:	Community Youth Leader
NCHD:	National Commission for Human Development (LEAPS was implemented in partnership with the Government of Pakistan's NCHD).
ECD:	Early Childhood Development
NCHD Supervisor:	Officer who provides regular mentoring and coaching for the CYL

1. Roles and Responsibilities of the LEAPS Community Youth Leader in Running the LEAPS Community-based Preschool

Values of the LEAPS Programme

- Rights of children
- Equality, inclusion, tolerance, and pluralism
- Accountability of early childhood services to local communities
- Empowerment of children, families, and communities
- Respect for non-harmful local values, beliefs, and traditions

Principles of the LEAPS Programme

- Strives for community connectedness fostering strong lasting relationships and bridges between the community-based preschool and the community.
- Evidence-based and rooted in local values and culture ensuring young children learn about, understand, and respect their community, which is then reflected in the curriculum and the learning outcomes.
- Respects the child's view of the world, which entails an environment, both physical and attitudinal, that supports a child's sense of security and is conducive to encouraging exploration, creativity, making friends and confidence.
- Sensitive and responsive to children's needs through interactions with children that are socially and emotionally supportive, developmentally appropriate, and proactive with respect to management of behaviour.
- Mentors Community Youth Leaders as local Early Childhood Development, Care and Education champions building their knowledge and competencies as early childhood educators as well as supporting their confidence, critical reflection skills, efficacy, and leadership skills.
- Continuous programme improvements via capacity development, effective monitoring and feedback, and efficient management.
- Uses a whole-of-community approach to create ECD friendly communities by building on the strengths and assets of local communities to support, advocate for, and demand for quality early childhood services from birth to age 8 years.

Roles and Responsibilities of Community Youth Leaders

Community Youth Leaders (CYLs) will have 2 main responsibilities:

1. Provide high quality preschool services for children aged 3.5-5.5 years old.
2. Work with key people in communities (e.g., families, Primary School Teachers) to support children's development, care, and learning.

In order to help CYLs fulfill these responsibilities, the LEAPS team will provide a 2-week basic training and mentorship. Mentorship is continued on-the-job support where you will receive visits from your NCHD supervisor who will help you do your work better by:

1. Roles and Responsibilities of the LEAPS Community Youth Leader in Running the LEAPS Community-based Preschool

- Observing you teach
- Coaching you on the-job (helping you teach when needed)
- Asking you questions
- Listening to your challenges and concerns
- Helping you solve problems
- Encouraging you to share your own ideas
- Providing advice and demonstrating how you might improve your knowledge and skills to be the best preschool teacher you can be

CYLs will also attend a CYL conference. The conference will be a time for you to meet with other CYLs, the NCHD Supervisors and managers to share your progress, challenges, and success stories.

As a CYL you will also work with the local NCHD primary school teacher to prepare students for their transition to primary school. You will additionally support the families of your LEAPS students to share information about early childhood development, care, and learning. CYLs will:

- Run a preschool in their village
- Have regular meetings with their supervisor
- Have regular meetings with LEAPS parents
- Coordinate an annual Visit Day to the local NCHD primary school to prepare children for their transition to primary school
- Organize an Opening Day ceremony to welcome parents and introduce them to the NCHD LEAPS Programme, as well as program rules and expectations

1. Roles and Responsibilities of the LEAPS Community Youth Leader in Running the LEAPS Community-based Preschool

CYL Responsibilities

Preschool

- One class per day up to 20 children (Enrolled at ages 3.5 - 5.5 years).
- Each class runs for 3 hours (8am-11am)
- Preschool runs 5 days per week: Monday-Friday.

CYL maintains:

- Tidiness, cleanliness, security & safety of preschool
- Supplies and materials
- Enrolment register
- Daily attendance
- Plan weekly lessons
- Child progress forms
- Parent meetings

Mentorship

NCHD Markaz Coordinator

- The Markaz Coordinator will meet CYL at least once per month.
- Please feel free to contact her by mobile phone if you need her at any time.

CYL Conference

- Provide support for and meet with other CYLs.
- Share experiences with the program and receive additional support to strengthen program skills.
- Chance to share feedback about the program and discuss best practices.

WhatsApp and social media

- CYLs will be able to connect with Markaz Coordinators and other CYLs on social media to share ideas, ask questions, receive feedback, and engage in group learning.

Community Engagement

CYLs are expected to have regular parent meetings and to follow up with families when needed (e.g., follow up absenteeism, inform families about special events)

Visit Day

- CYLs will work with their community's NCHD primary school teacher to organize a Visit Day.
- The Visit Day will prepare children for their transition from the LEAPS-NCHD Programme to Primary School.
- Visits will take place once a year.

Opening Ceremony

- CYLs will hold an opening ceremony to welcome parents and explain the LEAPS program and expectations.

1. Roles and Responsibilities of the LEAPS Community Youth Leader in Running the LEAPS Community-based Preschool

Important Rules to Remember

- CYL will sign and handover a contract for preschool resources. Damage to any item will be charged on her stipend.
- No leave will be permitted in the vocational training period (6-months). If exceptional circumstances, written permission must be requested from the Supervisor at least 2 weeks in advance.
- In case of illness, the Supervisor must be notified by telephone prior to start of the working day.
- CYL will not be allowed to continue her vocational training if:
 - If any child is physically or mentally harmed as a result of harsh punishment.
 - 3 days of basic training are missed.
 - Failure to coordinate Visit Day to NCHD primary school.
 - Found absent from her LEAPS Community Preschool in any unannounced visit.

2. LEAPS Programme: How Can We Support Children to Learn?

How Do Young Children Learn?

- Early Child Development (ECD) promotes optimal development of young children from birth enabling children to grow well, be healthy and learn new skills.
 - **Learning skills (Cognition and Language)**, e.g., problem solving, learning new words
 - **Social-Emotional skills (Social-Emotional)**, e.g., learning to express emotions such as feeling happy or sad, learning to consider other people's feelings, learning to make friends, learning to resolve arguments
 - **Movement and coordination skills (Motor)**, e.g., Holding a pencil, catching a ball
- Development includes being physically and mentally healthy. Remember, a child who eats well and is healthy will be active and ready to learn new things quickly. A child who is unwell or does not have suitable care will find it difficult to learn new things.
- Children learn from birth. A baby can see things, feel things, and can respond to the voices and sounds he hears. A baby can tell us if he or she is hungry or unhappy by the sounds he or she makes.
- The brain of a baby is ready to absorb lots of things. The more opportunities we give our babies to explore the world (by playing, practicing new skills, seeing new things and copying what others do), the more information is given to the brain. For example, we can speak a lot to our babies so they learn to recognise familiar voices and feels secure, we can give babies different toys to play with so they can learn to understand how things move (e.g., ball or a rattle), and we can give babies different things to feel so they can understand different textures (e.g., rough, and smooth). A baby who has no opportunities to play, and practice new skills will not develop healthily.
- The brain develops mostly in the few years of life. This is the foundation for our future. If we look after babies and young children, they will become healthy, bright, and responsible adults.
- Health workers give advice on health, hygiene, and nutrition, and play to help children grow and be physically and mentally healthy at home.
- When a child is about 3-4 years old, they are often ready for preschool. Preschool helps children be ready for Primary School. These skills are School Readiness skills:
 - Children become familiar with a daily routine outside of their home
 - Children learn to follow rules
 - Children make friends
 - Children learn to resolve arguments
 - Children learn to listen
 - Children learn to concentrate
 - Children improve their memory skills
 - Children learn to be motivated
 - Children learn to persevere
 - Children learn general knowledge about their world
 - Children learn to ask questions

2. LEAPS Programme: How Can We Support Children to Learn?

- Children learn to be creative and come up with new ideas and
- Children learn to be familiar with books, pencils, and toys.

In addition, working with the family to ensure children are encouraged and supported to learn new skills at home, and working with the Primary School teacher so she is ready to welcome children in her school helps children **successfully transition** from home to preschool to primary school

- The preschool teacher is an important person in a young child's life. Children need to feel safe and secure with the preschool teacher. Children will learn not only from what the preschool teacher says, but also what she does!
- **Children will learn by copying, observing and trying things out through play and games.** They learn from one another and the preschool teacher. All children learn at a different pace. We must help children by giving them lots of support, opportunities to practice, helping children to focus, encouragement and praise. The learning environment should be a happy environment.
- Remember, children cannot learn if they need to go to the toilet, if they are hungry, if they are upset or frightened. Preschool teachers must be **sensitive** to children's needs (observe what they can do, asking questions, and listen to what they say) and **responsive** to these needs (build skills step-by-step (**scaffold- e.g., a child may need to be confident scribbling before she can colour in a shape**), make sure their basic needs are met, keep children safe, and respond to their questions).
- A preschool teacher must be patient and flexible.

What is a Quality Preschool?

A quality preschool is one that helps children learn by:

- Safe physical and social-emotional space
- Low teacher-to-child ratio.
- Nurturing and responsive interactions
- Social interactions which actively support equality, respect, and inclusiveness
- Support a child's healthy development
- Opportunities to explore a sense-of-self
- Approaches to learning which encourage curiosity, initiative taking, planning, creativity, self-expression, problem solving, general knowledge, motivation, and confidence.
- Engaging with family and community

Remember, we don't want our children to only memorize new things. For example: We don't want children to learn the names of fruits, but we want children to know the name of the fruit and tell us how it tastes, what colour it is, whether they like the taste! We don't want children to learn the weather, but we want children to tell us how they would dress if it was raining! We don't want children only to colour things in, we want children to use their imagination to create

2. LEAPS Programme: How Can We Support Children to Learn?

a picture. We don't want children to just memorize poems, but we want children to tell us what the poem was about!

Guidelines for Healthy Snacks

1. These healthy snack foods are cheaper than ready-made snacks from the market and help your child's brain and body to stay bright, active, and strong!



- Fruit and vegetables, e.g., Apples, Bananas, Mangoes, Oranges, Carrots, Peas
- Fruit juices
- Nuts and dried fruit
- Boiled egg
- Chappati roll
- Potato cutlets
- Simple channa chaat

2. Avoid giving your child junk food every day, e.g., potato chips and pastries.
3. Encourage your child to wash their hands before eating.
4. At home, encourage your child to enjoy a variety of foods such as fruit and vegetables, including dark green leafy vegetables, daals, and dairy foods, including yoghurt. When you can, also provide your child with eggs, fish, chicken, and meat.

3. Enrolling LEAPS Preschoolers

The LEAPS preschools will have a specific enrollment time period which will be designated by the NCHD. After this time, new enrolments will only be accepted if there is space (each class will be for 20 children only). If there are no space children will be placed on a waiting list. **Children will only be considered formally enrolled if they attend at least 3 days in their first week.**

Number of Children

- The LEAPS preschool class will enroll a maximum of 20 children.
- After enrolling 20 children in each class, other children will need to go on a waiting list.

Age of Enrolment:

Children must be aged 3 years and 6 months to 4 years and 6 months to enrol.

Who to Enroll?

- All children living in your village can enroll.
- Children can enroll whatever their gender, religion, ethnicity, or caste.
- Children can enroll if they have a disability.

Enrollment Documentation

- CYLs will maintain enrollment registers to document the children who are enrolled in her classroom.

Opening Ceremony: Welcoming LEAPS Parents and Families

During the first week that the school opens, CYLs will hold an Opening Ceremony to welcome LEAPS parents and families into the program. You may decide to hold additional informational meetings at the school during the first week if there were parents were unable to attend the Opening Ceremony.

CYLs should invite all parents of LEAPS students to attend. Begin by providing a warm welcome and introduce the program and its goals. The following information can be shared with parents:

Information to Share with Families

- LEAPS preschools welcome families
 - Parents and family members are welcome to visit the preschool at any time.
 - Parents and family members are welcome to stay with their child to help them adjust to the new setting or if a child needs additional support (e.g., child with disabilities).
 - Parents and family members are welcome to contact the CYL to share any concerns or ask for advice about their child's development, care, and education.

3. Enrolling LEAPS Preschoolers

- The preschool teacher will contact parents and invite them to meetings to discuss their child's progress. If a parent cannot attend a meeting, the preschool teacher can make a phone call or visit the home.
- LEAPS preschools expect children to attend regularly:
 - Please advise parents to send children on time. The session begins at 8am.
 - Please advise parents we expect children to stay for 3 hours each day from Monday to Friday.
 - Please advise parents children will only adjust to the preschool and learn new things if they attend regularly.
 - Rules for attendance and missing school: If children miss 3 days of school in a week the CYL should contact the parent to find out the reason for the absence.
 - If the child has missed 3 days of school without a reason (e.g., illness), the preschool teacher will contact the parents requesting them to send their child to school.
 - If this happens a second time, the CYL will visit parents to provide a second reminder and request that the parents send their child to school.
 - If this happens a third time, the CYL will provide formal notice to the parents that if the child does not attend school regularly, they will no longer have a place in the class.
 - If this happens a fourth time, then the CYL will place the child on a waiting list and their place will be given to another child.
- LEAPS preschools expect families to support children:
 - Please advise parents to send their children in clean clothes.
 - Please advise parents that if they wish to provide a snack, to avoid junk food. A healthy snack (e.g., fruit, vegetables, nuts) is preferred. Healthy snacks keep children alert, active and healthy.
 - Please advise parents to encourage their children to learn new things at home.
 - Please advise parents to ask children questions about their day at preschool.
- LEAPS supports transitions to Primary School by ensuring children complete the 'School Readiness Programme' at the preschool which will last at least 1-year. No child will be encouraged to go to primary school unless they show they have learned all the learning skills which will help them to be successful in primary school. Before starting primary school, children will attend a Visit Day to the local primary school with the CYL, and parents will be encouraged to visit their local primary school too.

Welcoming Children in Week 1 of Preschool

Remember your first day in a new environment (e.g., college, training course, job). How did you feel? Were you excited, nervous, worried?

- Young children also feel lots of different emotions when they begin preschool. It might be their first time away from their mothers, fathers, brothers, and sisters.

3. Enrolling LEAPS Preschoolers

- A preschool teacher should welcome children warmly, and also welcome family members who are encouraged to stay to help settle their children if they have time.
- Don't expect children to be ready to sit down quietly, memorize things and start to read and write!
- Allow time for children to become familiar with the journey to and from preschool, the preschool, the teacher, the other children, and the routine. Allow time for children to become familiar with the toys and books.
- Help children by:
 - Introducing yourself
 - Explaining each new activity in the day
 - Asking children questions about how they are doing (in groups and individually)
 - Being patient and repeating things
 - Encouraging children to explore their space and materials.
 - Helping children as much as possible by explaining things in ways in which they understand, checking children understand by asking questions (e.g., can you tell me what you have to do? or why don't you go ahead and try- let me know if you need help? Or do you want to watch the other children first? Or should we try something different?) and repeating things.
 - Praising children
 - Telling children, you look forward to seeing them tomorrow!
- Remember, in the first weeks you are really getting to know each child as an individual, and your class as a group. *Who is shy? Who is curious? Who is active? Who needs help to listen? How can we help each child to learn?* Every child has strengths, and we can start from their strengths! This will help you to support their learning.

4. The Classroom Space and Resources

The classroom space and the learning resources are designed to encourage children to be curious, to explore, try things out and learn new skills (cognition, language, social-emotional and motor). Sometimes they will learn individually and sometimes in groups.

Setting up Preschool Space

five hours of the CYL's and 3 hours of the children's day will be spent in the classroom. Keeping this in mind, the room needs to be comfortable for the CYL and child to get to know one another, rest, work in groups, work and think alone, play, and learn. In addition, the space must:

- Be safe for the CYL and children, and this includes a locked front door, free from roaming animals, and free from dangerous objects within reach of children.
- Be clean for the CYL and children and this includes access to a functioning toilet, running water and soap to wash hands.
- Have sufficient light and ventilation for the CYL and children to do their activities, and this includes electricity to power a light and fan.
- Have a first aid kit and an emergency contact list for emergencies in case children hurt themselves or are unwell.
- Be welcoming and inviting to visitors and family members to spend time with the CYL and children or to attend meetings.

Importantly, the environment must support early learning by enabling children to explore their environment freely and safely, encourage creativity, curiosity, and play, and help children to become responsible by taking ownership of their space. In order to support this, the space must be organized for children to encourage:

- **Accessibility-** Children must have easy access to learning materials
- **Visibility-** Children must be able to see materials and visual aids in the classroom. All charts and artwork should be positioned to suit the child's eye-line.
- **Responsibility-** Children should take pride in their space and know where things belong and help put things away. Therefore, the space must be organized. Children should be able to register their own attendance; therefore, the attendance chart must be child friendly with respect to access and marking attendance.
- **Pride and Motivation-** Children must see their own artwork on display.

4. The Classroom Space and Resources

Examples of Organization of Space



Quiet time or rest



Circle time



Hooks for towels



Organized space



Low work tables



Easy reach



Accessible



Eyeline



Low shelves

During the day, the space can be re-organized depending on the activities. Children can also help to put things away after the activity.

Learning Resources

A basic set of learning resources will be provided in the preschool. In addition:

- CYLs are encouraged to be creative and make new resources. Think about what skill a child will learn from the activity.
- CYLs are encouraged to share new ideas for activities with their supervisor and other CYLs so that the group may learn from one another.
- CYLs are responsible for keeping learning materials safe, secure, and clean.

Examples of Resources



Emotions



Counting game



Shape sorting



Counting



Letters



Transport

4. The Classroom Space and Resources

Basic Supplies Provided for Each LEAPS Preschool

Furnishing and General Supplies	Broom	Soap Holder	Soap	Dust Bin	Duster
	Insect Spray	Wiper	Bucket	Mug	Detergent
	Towels X5	Solar power back-up for electric supply	Flooring	Desk with Drawers for Community Youth Leader	Desk Chair
	Chairs for caregivers/guests X2	Mattress and Rili for children's restful space	Electric fan (Standing)	Heaters	Locks for classroom/s X2-3
	Locks for cabinets X4	Wall clock	Low tables (adequate space for 4 children-e.g., artwork) X5	Low stools X25	Shelves (2 levels, floor standing, easy access for children, long) X4
	Light bulbs	Soft Notice boards X4	Black board	Chalk	Batteries
	Torch	Cabinet/Store cupboard	Portable storage racks (at least 3 drawers/baskets) X2	Water Cooler	Wall Hooks X5
	Assortment of different size storage baskets (with lids) X4	Glasses (plastic or aluminium) X25	Assortment of jars or Tupperware boxes with good seal for snack storage X5	Plates (plastic or aluminium) X5	Spoons X25

First Aid and Grooming Kit	Thermometer	Bandage	Plasters	Cotton
	ORS	Scissors	Sterile wipes/ antiseptic fluid	Antiseptic cream
	Calpol	Comb	Nail clippers	
	Healthy Snacks for Week 1			

Charts	Attendance Chart (with child's photo- for child completion)		Birthday Chart		Events Chart	
	Notice board. Some things to put on the board: X4	Daily Calendar (Day of the Week, Date, Month, Year)	Daily Routine Chart		Class Rules (<i>Sindhi</i>)	Photo Board of preschool children and fun activities they did
	Learning Charts (<i>Sindhi</i> , English)	Alphabets	Numbers		Animals and Birds	
		Fruit and Vegetables	Weather		Professions	
	Pakistan Flag	Photos of Sindhi and Pakistan Culture	Pakistan Map (child friendly)		World Map (child friendly)	

4. The Classroom Space and Resources

Stationary	Pencils X25	Markers: Black, Blue, Red, Green X8	Crayons X2 sets	Colour pencils X2 sets	Sharpeners X5
	Erasers X5	Plain paper X4 cartons	Chart papers X100	Glue stick X5	Scissors (safety) for children X5
	Water colours	Poster colours	Paint brushes X25	Pens X4	Stapler
	Staples x10 boxes	Paper Clips X2 boxes	Wall Pins X10 boxes	Stamps for child attendance chart X4	Zip Lock Bags X2 boxes
	Wall Tape X4	Hole punch	String X4 balls	Clothes Pegs X50 (for hanging children's art)	Enrolment and Attendance register X2
	Notebook	Picture books	Big picture books	Story books	Letters and numbers (magnets, felt, or plastic)
	Play dough or clay and rolling pin- X4	Stacking toys, e.g., cups	Laces and strings to bead	1-2 Child board games	Big Lego Bricks (1 large bucket)

Toys and Pretend Play	Costumes	Plastic foods	Money (Notes and Coins)	Doctor's set	Cooking set
	Transport X4-6	Dolls X4	Blocks (at least 100 in 3 different shapes, colours, and sizes)	Puzzles X6-different complexity levels	Skipping ropes X2
	Balls X4 (small and large)	Sand box and mugs	Water box and mugs	Globe	Empty bottles to grow plants
	Pebbles, seeds	2-3 tyres	Hanging Mobiles	Assortment of shapes	
Assortment of starter activity materials from the Lesson Planner Activity Guide X4 from each learning area					

Flash Cards	Letters (<i>Sindhi</i> , English)	Animals	Foods	Places and things in the village	Transport
	Day/Night	Weather	Emotions	Colours	Shapes
<i>Talk About Cards:</i> Everyday scenes for discussion (e.g., going to the doctor, going to market with mum and dad, playing with siblings)					

5. Social-Emotional and Cognitive Growth: Key Development Indicators

What do Children Need to Learn?

The LEAPS preschool programme prepares children for school by supporting learning in the following areas:

- Approaches to Learning: Help children make choices, develop curiosity, use their initiative, plan, and follow through on tasks, solve problems, persist even if they face challenges.
- Social, Emotional and Moral Development: Helping children to express their emotions, and understand the emotions of others, make friends, resolve conflicts.
- Physical Development and Health: Help children be physically health through games and develop knowledge and practices to prevent illness and promote healthy eating.
- Language, Literacy and Communication: Develop basic literacy skills, be able to understand and talk about a variety of things.
- Mathematics: Develop basic mathematic skills and apply mathematics in everyday situations (e.g., recognize patters in their environment; differentiate between heavy and light objects).
- Creative Arts: Be confident in expressing ideas through art and music
- My World: Develop basic general knowledge about their community and environment.

A child will be ready for primary school when he or she can manage the following **50 Key Development Indicators** (don't worry if takes more than a year). The **LEAPS Programme Menu of Activities** will help you use learning activities to promote these skills.

SCHOOL READINESS SKILLS

Approaches to learning

1 Initiative and Curiosity:

Child starts to choose activities when asked or own initiative (e.g., during free play).

Demonstrate curiosity by choosing a range of activities and exploring familiar and new things, e.g., ask questions, show activity to friends.

2 Planning:

Child able to organize materials.

Child make plans and follow through on their intentions (e.g., when building with blocks or completing an activity).

3 Concentration and Persistence:

Child engage in learning activities for at least 10-15 minutes.

Child persist in an activity even in the face of challenges and frustration.

5. Social-Emotional and Cognitive Growth: Key Development Indicators

SCHOOL READINESS SKILLS

Social, Emotional and Moral Development

4 Self-knowledge:

Child demonstrate knowledge of identity (e.g., their name, their family, their village).

Child demonstrate knowledge of feelings (e.g., when they feel happy or sad).

5 Self-control:

Child generally can follow instructions.

Child show patience if what she or he wants is not immediately available.

6 Cooperative play:

Child engages in cooperative play.

Child demonstrate empathy and concern for others personal and emotional safety.

7 Conflict resolution:

Child resolve social conflicts.

Child understands to comfort those that she or he has hurt and say sorry.

8 Moral development:

Child is able to consistently show an internal sense of right and wrong, and of valued traits such as honesty, kindness, sharing and helpfulness through stories and games and real situations.

9 Inclusion and Diversity:

Child is making friends with a diverse group of children (e.g., gender, cast, language, ethnicity, or religion).

10 Respect for Diversity:

Child has knowledge about and respectfully interacts with other religions / religious groups / languages / ethnicities / casts / genders.

Physical Development and Health

11 Gross motor skills (observe in typical day and during outdoor play):

Child move with more complex coordination, control and are confident in movement.

12 Fine motor skills:

Child handle tools (e.g., scissors, glue stick, pencils) with coordination, control, and confidence.

13 Body awareness:

Child know about the main parts of their face and body (at least up 10).

Child has knowledge about the 5 senses (sight, hearing, smell, touch, and taste).

5. Social-Emotional and Cognitive Growth: Key Development Indicators

SCHOOL READINESS SKILLS

14 Self-care:

Child carry out personal care routines on their own (e.g., go to the toilet, wash hands, keep clean).

Child can inform an adult of when they are hungry, thirsty, tired or sick.

15 Healthy behavior:

Child shows an awareness of who are the providers of healthcare in their area.

Child is aware of common illness in their village.

16 Food and Drink

Child can name healthy and unhealthy foods.

Child has knowledge of eating a variety of foods.

Language, Literacy and Communication: Sindhi and Urdu and English

17 Listening (Sindhi):

Listen to and carry out simple instructions with several actions. Give due attention while listening to stories, answer questions related to the story.

18 Speaking (Sindhi):

Child tell stories using varied vocabulary, express complex ideas, and feelings.

19 Alphabetical knowledge (Sindhi):

Child can read all the letters of the alphabet.

20 Alphabetical knowledge (English):

Child can read all the letters of the alphabet.

21 Reading (Sindhi):

Child more commonly takes an interest in books for pleasure (e.g., choses a book in free play, requests a story book activity) and talks about the stories.

22 Concepts about print and books (Sindhi):

Child can hold a book the correct way.

Children identify where the text starts and ends on each page, differentiate between pictures and text,

Child can match familiar words with related pictures, invent stories using pictures, identify books, ask questions and make comments on stories being read.

23 Writing (Sindhi):

Child can write correctly the alphabet.

Child can copy simple words (2-4 letter words).

5. Social-Emotional and Cognitive Growth: Key Development Indicators

SCHOOL READINESS SKILLS

24 Urdu language learning:

Child understand and follow simple instructions/concepts in Urdu (gained through activities such as songs, poems).

Child can use Urdu and respond to simple polite communications (e.g., please, thank you and short sentences).

Mathematics

25 Sorting:

Sorting objects based on at least two criteria (e.g., colour or size or shape).

26 Counting (Sindhi)

Child can count from 1–10.

Child can recognize numbers from 1–10.

Child can match numbers 1–10 with quantity.

27 Counting (English)

Child can count from 1–10.

Child can recognize numbers from 1–10.

Child can match numbers 1–10 with quantity.

28 Weight, Length and Size:

Compare and order more than two objects according to weight, length and size (e.g., heavy and light, big and small); and use the appropriate vocabulary to describe the quantity.

29 Shapes:

Child identify, name and describe square, circle, triangle, star, heart, rectangle, oval.

Child can copy at least 2-3 shapes.

30 Space and Directions:

Child can describe location of objects appropriately based on prepositions (under, on top, in front, behind, left, right).

Child can respond to and locate objects based on simple directions using prepositions.

31 Patterns:

Child can identify patterns in everyday environment.

Child show an increased ability to make patterns following a given model.

5. Social-Emotional and Cognitive Growth: Key Development Indicators

SCHOOL READINESS SKILLS

32 Time and Daily Routines:

Child understands times of the day (morning, afternoon, night).

Child able to talk about their daily routines in the morning, afternoon, and night.

Children can name and are aware of days of the week.

Children have knowledge about concepts of today, yesterday, and tomorrow and can talk about what they did yesterday and what they plan to do tomorrow.

33 Times of the Year:

Child has an awareness of local seasons.

Child can name months in the year (either Islamic or Conventional).

34 Money:

Recognize money and distinguish coins and notes.

Child can use money related vocabulary in games (e.g., pay, change, expensive, cheap) and show an understanding about how money is used (e.g., *Market Place Games*).

Creative Arts

35 Colours:

Child can recognize and name at least 5-10 colours.

Child can recognize colours in everyday things.

36 Art:

Child express and represent what they observe, think, imagine, and feel through two- and three- dimensional art (e.g., drawing, colouring, making things, building things).

37 Music:

Child is confident express what they observe (e.g., instruments), think, imagine (e.g., like or dislike music), and feel through music (e.g., talk about how the music makes them feel).

38 Pretend play:

Child able to act out scenes through pretend movements/actions.

My World

39 My family and home:

Child can tell you about their family (living in the same household/compound) and their names.

Child can tell you about their home- the different rooms of the home and the different household objects.

5. Social-Emotional and Cognitive Growth: Key Development Indicators

SCHOOL READINESS SKILLS

40 **Where I live:**

Child knows the name of their village and country.

Child can recognize and respect the national flag and the national anthem.

41 **My community:**

Child recognize the different institutions in their community (e.g., school, place of worship, market).

Child can name and talk about the different types of transport in their community

Child recognize and know that people have different roles and functions in the community (e.g., Market trader, doctor, health worker, teacher, pottery maker). Child can also be aware of, and can talk about, different means of transport outside of their community (e.g., ship, train, airplane).

42 **Cultural Celebrations:**

Child knows about special family events (e.g., birthdays, weddings).

Child is aware of, and can talk about festivals in their community (e.g., cultural, and religious- all religions)

43 **Respect for democracy:**

Child can participate in group making decisions (e.g., show of hands)

Child can accept when a group decision is made by a vote like a show of hands (e.g., which story the teacher will tell)

44 **Safety:**

Child understand safety in the community (e.g., crossing a road safely, not going near a lose wire, avoiding fire/hot stove)

45 **Child Self Protection:**

Child can understand personal safety with respect to protection from physical and sexual abuse.

46 **The Living World:**

Child can recognize and name common animals and plants in their environment.

Child can talk about common animals and plants external to their environment (in the sea, in the jungle, in the desert)

47 **Water:**

Child can name the different sources of water in their home, community and in the environment, children understand the importance of drinking clean water.

Child can describe the water cycle.

48 **The Weather:**

Child can recognize and talk about different weather conditions.

Child can describe the implications of different weather conditions (e.g., it is cold, so I will wear a jumper)

5. Social-Emotional and Cognitive Growth: Key Development Indicators

SCHOOL READINESS SKILLS

49 Plants

Child is able to describe how plants grow

Child is able to care for plant

50 Technology:

Child know and can talk about different types of technology available in their home and community (e.g., TV, Music Systems, Mobile Phones, ATMs, Computers).

Child can play games with simple technology.

How Will We Help Children Learn?

Preschool teachers will help children develop this knowledge and these skills through individual and group activities:

- Creating a familiar daily routine and rules for the preschool.
- Consistently applying rules, and helping children to understand what the rules are, and why they are important. Four important rules are:
 - Listening to teacher
 - Respecting one another
 - Helping clear things away when a teacher asks
 - Let the teacher know if you are upset, worried or need something.
- Helping children to explore a variety of learning resources
- Providing children with the opportunity to try things out over and over again.
- Being sensitive to a child's needs:
 - What difficulties does a child have? How can an activity be adjusted to help him or her?
 - Follow the child's lead- If a child asks a question, answer the question.
 - Be flexible- If children are tired, try a new activity or let the child take a nap
 - Listen to children
- Create a positive environment
 - Smile
 - Speak in a friendly tone
 - Make eye contact
 - Be positioned at the child's level
 - Do not shout, hit, shake, push, tease, bully or ignore children
- Keep to time
 - Pace activities so children can manage.

5. Social-Emotional and Cognitive Growth: Key Development Indicators

- Remember young children need to try something over and over again. Do not worry if a child does not learn new skills the first time, she or he tries it out.
- Ask children open ended questions about what they see, hear, think, feel or are doing?
 - Explain new words to children.
 - Apply new words and ideas in an everyday situation so children understand (Great, you can know this is a square, can you show me some square-shaped things in this room?)
- Scaffold learning: Help children develop new skills step-by-step (e.g., a child must be able to recognize circle and square, before she or he can sort by colour)
- Help children to focus and follow rules
- Encourage children
- Praise children for trying and when they succeed.
 - Scaffolding: Building skills step-by-step

Managing Behaviour in the Classroom

- No child in a LEAPS preschool will be harmed by hitting, shouting, pushing, bullying, slapping or ignoring.
- Help children become familiar with routines, expectations, and rules. Be consistent in applying rules.
- Observe children and look for early signs of poor behaviour (an angry gesture) and redirect attention and energy of child.
- Help children resolve conflicts.

Try to keep an eye on children and see if they need a break because they need to rest, go to the toilet, are becoming frustrated, or are hungry. Attend to their basic needs.

6. Planning Lessons

- The school time for summer is 8am-11am and for the winters school time is 9am to 12pm.
- Each day, before children arrive for session, ensure the preschool is clean and learning materials are organized.
- Each day, after children leave session, put away learning materials and ensure the preschool is locked.
- Each day, be ready on time to welcome your children, their families, and volunteers.
- After each class, write any notes that you need to follow up on and ensure tasks are done on time (e.g., call Supervisor to discuss any concerns, meet with parents of a child who has not been attending regularly, complete any forms, create weekly lesson plan, check lessons plan, follow up on Visit Day plans).

LEAPS Daily Schedule for the Class

Time	Session	Routine
8.00am-8.30am	Arrival Time and Free Play	<ul style="list-style-type: none"> ▪ Meet and greet children and parents. ▪ Register: Children self-register attendance in a creative way. ▪ Children place snack in designated space. ▪ Free play: Children can play in groups or individually in the quiet corner where their wish to be alone will be respected.
8.30am-8.45am	Snack Time	<ul style="list-style-type: none"> ▪ Wash hands ▪ Children take their snack and eat it. ▪ Children clean up- put rubbish in the dust bin.
8.45am-9.10am	Circle Time	<ul style="list-style-type: none"> ▪ Circle time can be used for the CYL to share information with the whole class: <i>Today is Babar's birthday!</i> ▪ Circle time can be used for group activities such as songs, rhymes, stories and poems. ▪ Circle time should also include some regular features: What day is today? What is the weather like today? Children can be assigned to mark a day or weather on a chart. ▪ Circle time ends with a <i>Good Stretch!</i>
9.10am-9.20am	Bathroom Break Time	
9.20am-10.05am	Learning Centres Time	<ul style="list-style-type: none"> ▪ Individual and small group activities.
10.05am-10.10am	Clean Up Time	<ul style="list-style-type: none"> ▪ Sing Songs
10.10am-10.50am	Big Group- Outdoor Play Time	<ul style="list-style-type: none"> ▪ Music and action songs or large group games.
10.50am-11.00am	Wash-Up and Bye- Bye Time	<ul style="list-style-type: none"> ▪ Prepare children to leave- wash hands ▪ Recall day (and weekly feelings chart) ▪ Goodbye song

6. Planning Lessons

The CYL will need to look through the **LEAPS Programme Menu of Activities**, and identify activities for *Circle Time*, *Learning Centre Time* and *Big Group- Outdoor Play*. The CYL will need to plan her lessons for the week in advance (Monday to Friday) for each class.

During Free Play in the morning, different parts of the room can be set up for different activities. For example,

- Blocks
- Pretend Play
- Books
- Creative art

For the Learning Centre Time, children might be organized into 3-4 small groups working on different activities. Therefore, each day, the CYL might select different Learning Area activities (e.g., Monday: Social and Emotional Development, Tuesday: Physical Health and Development, Wednesday: Learning, Literacy and Communication, Thursday: Mathematics, Friday: Creative Arts) and the Circle Time will cover a different topic for the week taking from remaining Learning Area (e.g., My World).

The CYL might also need to be creative and ready to be flexible if an alternative activity is needed.

Teachable Moments and Being Flexible! If it is raining outside- take the opportunity to talk about the rain in circle time. If it is a celebration day, like Pakistan Day, celebrate!

7. Family Meetings

Keeping in Touch with Parents

After a child is enrolled, a preschool teacher should continue to communicate with families. Parents can be informed about their child's progress after 1-month of enrolment and every three months after that. Parents can be invited to the preschool or, if they do not attend, can be called on the telephone. CYLs can also visit parents to discuss progress, issues (e.g., absenteeism), offer advice (e.g., healthy snacks, helping your child learn) or to request help (e.g., volunteer time, invite to a celebration day).

Family meetings will be documented on the Child Progress Form.

Remember, always welcome visits from parents and give them time. Tell parents about their child's strengths first followed by areas that need support.

Tell parents how much they are valued.

Tip:

Keep a notebook or diary to write all your contacts, ideas, actions, and follow-ups. It will help you stay organized!

8. Successful Transition to Primary School

- The LEAPS preschool offers a school readiness programme. We would like children to be ready to learn when they attend primary school.
- This means a child should be able to show all of the skills noted in the Key Development Indicators.
- When a child is ready:
 - Invite the primary school teacher to come and meet the child.
 - CYLs should work with the primary school teacher to schedule a Visit Day at the primary school for the children who will be leaving LEAPS and are preparing to transition to the primary school. Invite the parents to attend the Visit Day as well. This will help children and their families become familiar with the new environment.
 - Explain to the child about the new school
- A LEAPS graduate will receive a certificate!

9. Mentorship

Every CYL will be provided with support to help you fulfil your responsibilities. Following a 1-month basic training, you will be provided with Mentorship and Supervision from your Supervisor.

NCHD Supervisor

The NCHD Supervisor will be your LEAPS Mentor. Mentorship is continued on-the-job support where you will receive visits from your supervisor who will help you do your work better by:

- Observing you teach
- Coaching you on-the-job (helping you teach when needed)
- Asking you questions
- Listening to your challenges and concerns
- Helping you solve problems
- Encouraging you to share your own ideas
- Providing advice and demonstrate how you might improve your knowledge and skills to be the best preschool teacher you can be.

Don't worry, the Supervisor is not there to tell you off if you make a mistake or experience a challenge. He or she is there to help you and work with you so you can do a better job!

Your supervisor will visit you once a month and spend the day with you. He or she will also make unannounced visits to see how you are doing. He or she will share her observations with you and discuss with you how you can improve your work.

If you need additional support or if you have any worries or great ideas you want to share, you can call your supervisor on his or her mobile. They will give you a call back to help you.

CYL Conference

CYLs will also attend a CYL Conference. The CYL Conference will be a chance for you to meet with other CYLs, the Supervisors and managers to share your progress, challenges, and success stories. During the conference, CYLs will engage in the following types of activities:

- CYLs to share reflections about their work
- CYLs to share success stories
- CYLs to discuss challenges
- CYLs to work together to solve problems
- CYLs have time to plan lessons, brainstorm activities, and prepare resources

WhatsApp and social media

CYLs will also be able to join WhatsApp and private Facebook groups with their supervisors and other CYLs. Through these groups, CYLs will be able to:

- Ask for support from their supervisor and other CYLs when facing challenges.
- Share and discuss ideas for new activities.
- Learn about what other CYLs are doing in their schools.
- Receive feedback and pointers from Supervisors.

10. Maintaining Records

Here is a summary of the CYL administration responsibilities:

#	Task	When
1	Enrolment Register	Each enrolment enquiry: Enrolled, Warning, Drop Out, Waiting List
2	Attendance Register	Daily
3	Child Attendance Chart	Daily encourage children to mark their attendance on wall chart
4	Prepare lessons and create resources	Weekly
5	Child Progress Form	One month after enrollment and then every 3 months for each child
6	CYL Self-Efficacy, Support, Stress and Satisfaction Form	Complete for visits with Supervisors
7	Notebook	Contacts Ideas 'To Do' List

In addition: (1) make time to keep preschool tidy, safe, secure, and clean, (2) visit families when needed, (3) coordinate with primary school teacher when needed.

Remember Community Youth Leaders are ECD Champions in their Village. We value your work.