

The Republic of the Fiji Islands

Early Childhood Care, Development and Education Standards: ECCDES

Range from 0 – 6 years (to be increased to 0 - 8)

Age Groups (months)

0 -12

12-24

24-36

36-48

48-60

60-72

(72-96 to be determined)

Draft 4 work in progress

Format:

Domains/Foundation Learning Areas
Sub domain
Standards
Components
Indicators

This is a progressive draft of the Fiji ELDECS. The draft is the product of a series of weekend workshops. This Draft 4 was a result of the 4 Nov to 7 Nov Writers Weekend workshop held at the Tokatoka Resort Hotel in Nadi. The draft team members

1. Ufemia Camaitoga (chairperson)
2. Biu Cava (LTC)
3. Vilimaina Daunibau (CDU)
4. Sangeeta Sharma (Ministry of Health)
5. Indra Singh (Nadovi Kindergarten)
6. Purnima Singh (Lautoka Methodist Kindergarten)
7. Laisiasa Merumeru (LTC)
8. Salaseini Malo (LTC)

Vision Statement

Our children need to be nurtured in a loving and caring and inclusive environment at all times so that they will develop into healthy, happy and responsible individuals who have reverence for God.

Children's personalities are formed and moulded through the interaction of desirable and positive family values and culture.

Parents, families, teachers and the wider community are influential partners in this educational journey as children develop and learn in a variety of ways and settings.

With careful guidance, children's awareness and appreciation of others' cultures and traditions will be further enhanced. It is envisaged that investment in early education by families, communities and the Government will contribute to the socio-cultural, economical and political developments for our nation, Fiji.

Fijian translation:

NA RAITAYALOYALO NI VEI SUSU KEI NA VEITUBERI TAUMADA
Me ra lomani ka vakamareqeti ko ira na luvada ena veigauna kece ka mera tubu cake me ra gone bulabula, mamarau, yalomatua ka rerevaka na Kalou.

Me ra tuberi na luvada e na nodra i tovo vakavanua, ka vukei me ra veimaliwai vinaka ka rokovi ira na veimatatamata tale eso.

Na veituberi oqo e tekivu taumada yani e vale, ka tomani sara e koronivuli kei na vei i tikotiko raraba. Ia ,me yaco me ra lewe i Viti vinaka ni mataka.

Fiji-Hindi translation:

Bacchon ka sahi tarike se paalan -poshan karma, unhe hamesha laad -pyaar dena taak: who swasth aur khushhaal zindagi bitayen tatha ishwar ke prati sharddhna-bhakti jataye.

Bacchon ka rektitwa unke sabhyatha, aur sanskaron se banta ha. Me baap, apriwaar, adhapakgan aur janta bacchon ke vikaas aur iss seekhshaprad safa me baraba ke hissedaar hai. Bacche apna taleem anek prakaarke watawaran me haasil karte hai.

Developmental Standards, Components and Indicators

Domain: Physical, Health and Well-being		
Sub-domain: Physical		
Standard: Children should be able to demonstrate adequate gross motor skills		
Component:	Age:	Indicators/milestones:
Child uses own large muscles	0 -12 Months	<ul style="list-style-type: none"> • Turns over onto stomach • Crawls • Stands with support • Toddles • Rolls ball/toys on floor • Throws objects
	12 -24 Months	<ul style="list-style-type: none"> • Walks forward and backward • Walks without assistance • Runs • Climbs up and down chairs/stairs • Throws and catches large ball • Jumps, kicks and paddles • Balances on coconut log
	24 – 36 Months	<ul style="list-style-type: none"> • Lifts large and heavy objects • Crawls under table/bed/bush • Swings
	36 – 48 Months	<ul style="list-style-type: none"> • balances on one foot • skips on both feet • runs, stops and changes direction without falling over
	48 – 60 Months	<ul style="list-style-type: none"> • jumps over low obstacles • skips with rope • plays ball games • plays organized games
	60 – 72 Months	<ul style="list-style-type: none"> • climbs low trees/low branches • swings from low branches • slides on slopes • does cartwheels

Domain: Physical, Health and Well being		
Sub-domain: Physical		
Standard: Children should be able to demonstrate adequate fine motor skills		
Component:	Age:	Indicators/milestones:
Child is able to draw on paper or sand, cut paper with scissors, and thread beads	0 -12 months	<ul style="list-style-type: none"> • reaches out with both hands to carer • claps • slaps • holds bottle
	12 -24 months	<ul style="list-style-type: none"> • Scribbles on paper • Paints • Tears paper • Flicks through book pages • Uses both hands for eating and holding objects
	24 – 36 months	<ul style="list-style-type: none"> • Holds scissors correctly • Does and undo zip with assistance • Puts on clothes with assistance • Sorts objects
	36 – 48 months	<ul style="list-style-type: none"> • Holds a pen to write • Uses jumbo crayons and pencils to draw with • Throws a rubber ball
	48 – 60 months	<ul style="list-style-type: none"> • Cuts with knives • Weaves large strips of paper/voivoi/coconut leaves • Strings bead/flowers of assorted sizes
	60 – 72 months	<ul style="list-style-type: none"> • Writes/recognizes names • Plugs switches • Turns on light(s) • Butters bread • Stirs/mixes with a spoon • Scraps, peels, cuts, and chops tapioca/cassava/carrots/pawpaw

Developmental Standards, Components and Indicators

Domain: Physical, Health and Well being		
Sub-domain: Physical		
Standard: Children should be able to demonstrate adequate sensory motor skills		
Component:	Age:	Indicators/milestones:
Child engages in activities which are tactile, auditory and kinesthetic	0 -12 months	<ul style="list-style-type: none"> • Plays with soft toys • Rattles objects • Observes colourful mobiles • Puts hand and objects in mouth • Touches others' faces • Responds familiar faces/voices/sounds
	12 -24 months	<ul style="list-style-type: none"> • Responds to heat by moving quickly away • Responds to familiar pictures • Pats dogs/cats • Listens intently and responds to familiar chants/songs/lullabies
	24 – 36 months	<ul style="list-style-type: none"> • Enjoys and approximates simple songs and jingles • Transfers objects from one hand to another • Plays with colourful objects • Enjoys looking at and talking about pictures
	36 – 48 months	<ul style="list-style-type: none"> • Catches a bounced ball with both arms extended • Participates in collage activities using different textured materials • Squeezes, rolls and cuts play dough • Finger paints
	48 – 60 months	<ul style="list-style-type: none"> • Participates in treasure -bag activities • Cuts on the line with scissors (not perfectly) • Plays hide and seek • Catches a ball thrown from three feet away
	60 – 72 months	<ul style="list-style-type: none"> • Classifies objects according to texture • Identifies sounds of environment e.g. birds/animals/people/vehicles • Participates in guessing games e.g. Peek-a-boo. • Cuts on a line with scissors.

Domain: Physical, Health and Well being		
Sub-domain: Physical		
Standard: Children should be able to demonstrate stamina and endurance in doing physical activities		
Component:	Age:	Indicators/milestones:
Child is able to participate actively in outdoor and indoor play	0 -12 months	<ul style="list-style-type: none"> • kicks legs, arms • crawls • walks • tears paper • pulls at objects
	12 -24 months	<ul style="list-style-type: none"> • dances to music/ chants • participates in ball games • empties and fills cupboards, containers • enjoys pushing and pulling toys while walking • repeatedly pick up objects and throws them; direction becomes more deliberate
	24 – 36 months	<ul style="list-style-type: none"> • plays with imaginary friends • may shove or push other children as if to test their reaction • plays dress ups and imitating family activities e.g. wearing mothers shoes makes child a “mother” • climbs low branches/ monkey bars • slides on low slopes
	36 – 48 months	<ul style="list-style-type: none"> • role plays e.g. doctor, nurse, teacher, mother • kicks a large ball • jumps in place • pushes objects uphill • rolls tyres /wheels downhill • digs in mud/sand
	48 – 60 months	<ul style="list-style-type: none"> • balances on either foot • walks across a balance beam (coconut log) • swims under supervision • digs soil, sand • learns to skip using alternating feet • participates in elaborate make-believe • walks unassisted up and down stairs • flies kites
	60 – 72 months	<ul style="list-style-type: none"> • digs sand and mud with hand fork and spade • participates in group play and shared activities with the other children • plays “he”/tag • plays organized games e.g. pani, buka, cards

Domain: Physical, Health and Well-being		
Sub-domain: Nutritional		
Standard: Children should be able to demonstrate good eating habits		
Component:	Age:	Indicators/milestones:
Child demonstrates good eating manners	0 -12 months	<ul style="list-style-type: none"> sucks breast/teat eats mashed foods using fingers / spoons drinks fruit juice from a bottle
	12 -24 months	<ul style="list-style-type: none"> starts to show food preferences wipes mouth during meals with bib
	24 – 36 months	<ul style="list-style-type: none"> shares food with other children e.g. village, neighborhood feeds him/herself with a spoon
	36 – 48 Months	<ul style="list-style-type: none"> washes hands before and after meals with assistance accepts amount/type of food offered graciously. does not speak with full mouth
	48 – 60 months	<ul style="list-style-type: none"> wipes mouth during meals Says grace before meals Says thanks for the meal Asks permission to leave the eating area.
	60 – 72 months	<ul style="list-style-type: none"> Helps in setting and clearing the table/mats Washes hands before and after meals independently Politely requests for food items beyond reach eats food in right portions
Child enjoys eating food from all food groups	0 -12 months	<ul style="list-style-type: none"> drinks breast and /or formulae milk eats mashed food from all food groups e.g. pumpkin, <i>bhaji</i>, <i>bele</i>, <i>rourou</i>, carrot, fish, beef, potato drinks fruit juice
	12 -24 months	<ul style="list-style-type: none"> starts to show food preferences eats soft fruit – pawpaw, bananas, mangoes, oranges
	24 – 36 months	<ul style="list-style-type: none"> eats food that is creatively presented feeds him/herself
	36 – 48 months	<ul style="list-style-type: none"> identifies food names eats fruit that is firm e.g. guava, <i>kavika</i>, <i>dawa</i>, <i>amra/wi</i>, sweet star-fruit, custard apple, soursop
	48 – 60 months	<ul style="list-style-type: none"> differentiates between fruit and vegetables Discriminates junk food from healthy food
	60 – 72 months	<ul style="list-style-type: none"> engages in food preparation

Domain: Physical, Health and Well being		
Sub-domain: Health		
Standard: Children should be able to demonstrate skills promoting personal care and hygiene daily		
Component:	Age:	Indicators/milestones:
Child should be able to demonstrate good personal care practices	0 -12 months 12 -24 months	<ul style="list-style-type: none"> cries when nappy is wet/ soiled/hungry shows discomfort when bath time is overdue bathes, washes hands/face with assistance practices toilet routines combs hair with assistance chooses/puts on clean clothes brushes teeth with assistance
	24 – 36 months	<ul style="list-style-type: none"> washes hands/face independently washes hands with soap independently before and after meals, after toilet
	36 – 48 months	<ul style="list-style-type: none"> explores use of cosmetics e.g. face cream, hair gel, deodorant uses handkerchief/tissue
	48 – 60 months	<ul style="list-style-type: none"> bathes independently brushes teeth independently ties shoe laces/ puts sandals on buttons shirt/dresses puts on jackets/raincoats
	60 – 72 months	<ul style="list-style-type: none"> showers of baths regularly brushed teeth regularly with tooth paste puts on clean clothes
Child should be able to demonstrate good hygiene practices	0 -12 months	<ul style="list-style-type: none"> cries when nappy is wet/ soiled/hungry/unhappy/unwell
	12 -24 months	<ul style="list-style-type: none"> requests a wash requests for potty requests combs hair
	24 – 36 months	<ul style="list-style-type: none"> washes hands/face independently picks rubbish and places rubbish in bin assists in setting table/make bed/sweep floor
	36 – 48 months	<ul style="list-style-type: none"> helps with household chores washes hands with soap independently before and after meals, after toilet
	48 – 60 months	<ul style="list-style-type: none"> bathes independently brushes teeth independently toilet trained ties shoe laces/ puts sandals on buttons shirt/dresses puts on jackets/raincoats covers mouth when sneezes/coughs

	60 – 72 months	<ul style="list-style-type: none"> wipes tables/desk sweeps floor empties rubbish bin
--	----------------	--

Domain: Physical, Health and Well being		
Sub-domain: Health		
Standard: Children should be able to display some safety procedures at home and at school		
Component:	Age:	Indicators/milestones
Child is able to follow directions that involve safety practices	0 -12 months	<ul style="list-style-type: none"> Refrains from playing with matches, fire, lanterns, diyas and mosquito coils when told Plays with water under supervision climbs up and down chairs with supervision
	12 – 24 months	<ul style="list-style-type: none"> Distinguishes, between, hot and cold (e.g. keeping away from hot objects) as directed Keeps away from sharp objects (e.g. knife, scissors and broken bottles) as directed Has good control of cup: lifts it up, drinks from it and sets it down.
	24 – 36 months	<ul style="list-style-type: none"> Crosses the road with assistance Cuts with “blunt end” scissors with assistance Splashes around in streams/ basin/container of water/sea with assistance Opens and closes car doors with assistance Uses scissors, hammers, knives with assistance
	36 – 48 months	<ul style="list-style-type: none"> Washes in bath tub/river/creek/pond with supervision Walks up and down stairs independently Follows simple directions of what to do when in danger e.g. talking to strangers, crossing the road. Stays away from fireplaces, burning rubbish, wells, large drains
	48 – 60 months	<ul style="list-style-type: none"> Cooks with assistance Crosses the road with very little assistance Swims with assistance
	60 – 72 months	<ul style="list-style-type: none"> Switches on/off lights Turns off lanterns Lights and blows out candles Lights and puts out a fire Lights candles/mosquito coils

Domain: Social and Emotional		
Standard: Children should be able to express themselves clearly with confidence and respect		
Component:	Age:	Indicators/milestones:
Child speaks out for oneself with respect	0 -12 months	<ul style="list-style-type: none"> • Pays attention when spoken to by carer • Responds obediently
	12 -24 months	<ul style="list-style-type: none"> • Expresses love, likes, and dislikes in baby talk
	24 – 36 months	<ul style="list-style-type: none"> • Uses language conventions (thank you, please, excuse me/ <i>mafu karna, tulou</i>)
	36 – 48 months	<ul style="list-style-type: none"> • Uses social and language conventions appropriately with confidence and ease • Expresses feelings using appropriate language confidently
	48 – 60 months	<ul style="list-style-type: none"> • Expresses feelings openly with respect (“I want to stay with you because you are very nice.”) • Says it as it is with tact and respect (“you look really well,” instead of, “ you have gone bigger.”) • learns that feelings about things and others can be expressed with respect and tact, without hurting others feelings • expresses the above with practise, reminders and lots of experience
	60 – 72 months	<ul style="list-style-type: none"> • learns that feelings about things and others can be expressed with respect and tact, without hurting others • expresses the above with practice, reminders and lots of experience
Child demonstrates the ability to self soothe/resilience in any given situation	0 -12 months	<ul style="list-style-type: none"> • cries when wet, soiled, hungry
	12 -24 months	<ul style="list-style-type: none"> • sucks thumb, lip(s), • sleeps • cries for foods, objects desired
	24 – 36 months	<ul style="list-style-type: none"> • demands wants , wishes and needs • looks for comfort toy/item • walks to comfort zone/person • shuns strangers

	36 – 48 months	<ul style="list-style-type: none"> • attends to needs (visits toilet, drinks, eats) • stands ground on wants, needs and wishes
	48 – 60 months	<ul style="list-style-type: none"> • refuses to participate • selective with people and things • expresses emotion
	60 – 72 months	<ul style="list-style-type: none"> • displays ability to comfort others • can say “yes” and “no” • guards personal boundary and space fiercely

Domain: Social and Emotional development		
Sub domain: Social		
Standard: Children should be able to react appropriately to people and objects around them.		
Component:	Age:	Indicators/milestones:
Child is able to share his/her feelings with confidence	0 -12 months	<ul style="list-style-type: none"> • Trusts parents, caregivers and family members • Forms attachments to familiar environment, parents, caregivers and family members • Shows preference for known family members and caregivers
	12 -24 months	
	24 – 36 months	<ul style="list-style-type: none"> • Develops possessiveness over personal belongings • Begins to develop a liking for “new” things, toys, clothes, sweets
	36 – 48 months	<ul style="list-style-type: none"> • Says “yes” or “no” for anything they like or dislike
	48 – 60 months	<ul style="list-style-type: none"> • Learns that confidences are only to be shared with parents, families and caregivers • Expresses feelings freely

	60 – 72 Months	<ul style="list-style-type: none"> • Expresses feelings with family members/caregivers and friends with confidence • Develops a “trust” for sharing confidences with their selected family members/caregivers and friends • Makes own circle of friends • Engages in indoor and outdoor learning experiences in E.C. centre, at home, village, church and the community with confidence
Child is able to respond appropriately to strangers	0 -12 months	<ul style="list-style-type: none"> • Scurries off at the sight of a stranger • Clings to carer when stranger approaches
	12 -24 months	<ul style="list-style-type: none"> • Shows preference for known family members and caregivers • Wary/suspicious of strangers
	24 – 36 months	<ul style="list-style-type: none"> • Refuses to take anything from strangers (food, toys) • Dislikes strangers and unfamiliar surroundings
	36 – 48 months	<ul style="list-style-type: none"> • Distinguishes strangers from family and friends
	48 – 60 months	<ul style="list-style-type: none"> • Learns that strangers are not to be entertained • Learns that confidences are only to be shared with parents, families and caregivers
	60 – 72 Months	<ul style="list-style-type: none"> • Develops a “trust” for sharing confidences with their selected family members/caregivers and friends • Makes own circle of friends • Engages in indoor and outdoor learning experiences in E.C. centre, at home, village, church and the community with confidence

Domain: Social and Emotional development		
Sub domain: Social		
Standard: Children should be able to learn to be respectful		
Component:	Age:	Indicators/milestones:
Child shows respect for one's own culture	0 -12 months	<ul style="list-style-type: none"> • Responds to chants by swaying , clapping, or keeping very still
	12 -24 Months	<ul style="list-style-type: none"> • babbles along • Moves in rhythm • Sways to the beat
	24 – 36 Months	<ul style="list-style-type: none"> • Sings along • Practices social conventions of culture e.g. "Tulou,"
	36 – 48 months	<ul style="list-style-type: none"> • sit quietly at cultural dos • imitate or mimic cultural songs, dances, chants
	48 – 60 months	<ul style="list-style-type: none"> • articulate the importance of a specific cultural do • behave appropriately at cultural dos
	60 – 72 months	<ul style="list-style-type: none"> • enthusiastically participates in cultural activities • observes and practices cultural norms and kinship
Child shows respect for others' cultures	0 -12 months	<ul style="list-style-type: none"> • Responds to chants by swaying , clapping, or keeping very still
	12 -24 Months	<ul style="list-style-type: none"> • babbles along • Moves in rhythm • Sways to the beat
	24 – 36 Months	<ul style="list-style-type: none"> • Sings along • Practices social conventions of culture e.g. "Tulou,"
	36 – 48 months	<ul style="list-style-type: none"> • shares food, things and friendship with others • identify and respects people, music and food of other cultures
	48 – 60 months	<ul style="list-style-type: none"> • articulate the importance of a specific cultural do • behave appropriately at cultural dos
	60 – 72 months	<ul style="list-style-type: none"> • sit quietly at others' cultural dos • Demonstrates appreciation of others cultural songs, chants, dances, religious festivals e.g. diwali, Ram Naumi etc. • Respects others differences, music. Language, places of worship
	0 -12 months	<ul style="list-style-type: none"> • coos and smiles benignly • hugs and cuddles

Child shows respect for elders	12 -24 Months	<ul style="list-style-type: none"> • responds when called • follows simple instructions with guidance
	24 – 36 Months	<ul style="list-style-type: none"> • follows simple instructions • responds appropriately to kinship relationship e.g <i>momo, nei, tutu.bubu, ama, nani</i>
	36 – 48 months	<ul style="list-style-type: none"> • displays obedience and trust for familiar adults e.g. caregivers, grandparents and family. • Doesn't talk back
	48 – 60 months	<ul style="list-style-type: none"> • Uses social language conventions e.g. thank you, vinaka, and dhaanyabaad. • Identify place in family hierarchy
	60 – 72 months	<ul style="list-style-type: none"> • Uses appropriate language with adults • Behaves appropriately towards adults • Offers to help in minor chores • Shows awareness of role in family hierarchy e.g. position at eating place
Child shows respect for other people's belongings	0 -12 months	<ul style="list-style-type: none"> • Recognizes others belongings
	12 -24 Months	<ul style="list-style-type: none"> • Imitates positive role model (returns belongings to family members) • Exhibits beginnings of self-control (says no to others while touching his/her family members belongings)
	24 – 36 Months	<ul style="list-style-type: none"> • Role plays: nurses, farmers, doctors, policemen, fishermen, soldiers, drivers, teachers • Acknowledges when his/her things are returned to him/her • Shares his/her toys, food with others
	36 – 48 months	<ul style="list-style-type: none"> • Appreciates other children's work e.g. painting, modeling, drawings on sand and mud, collage (coconut leaves craft) • Helps other children in completing their tasks
	48 – 60 months	<ul style="list-style-type: none"> • celebrates peers achievement, e.g. clapping when a friend completes an activity • Takes care of personal belongings (shoes, toys, books etc. • Waits for his turn
	60 – 72 months	<ul style="list-style-type: none"> • Comforts his/her peers when they cry • Encourages co-operative play at home, in the village, at the centre • Expresses language conventions e.g. thank you, please, excuse me (tulou, mafu karna).

Domain: Living and Learning Together / (Social and Emotional)		
Sub domain: Emotional		
Standard: Children should be able to display the core characteristics of the Fijian child		
Component:	Age:	Indicators/milestones:
Child shows esteem as a Fijian	0-12 months	<ul style="list-style-type: none"> • Responds to mother tongue • Responds to traditional chants
	12-24 months	<ul style="list-style-type: none"> • Approximates words in mother tongue
	24- 36 months	<ul style="list-style-type: none"> • Proudly states identity • Appreciates Fijian homegrown food e.g. rourou, bhindi, tavioka etc.
	36-48 months	<ul style="list-style-type: none"> • Participates in Fijian dances, festivals, special occasions.
	48-60 months	<ul style="list-style-type: none"> • Shows patriotism for everything that is Fijian e.g. rugby matches
	60-72 months	<ul style="list-style-type: none"> • Clearly articulates mataqali,village, tikina, province and totems.
Child shows characteristics of a caring person	0-12 months	<ul style="list-style-type: none"> • Smiles benignly
	12-24 months	<ul style="list-style-type: none"> • Shares with friends
	24- 36 months	<ul style="list-style-type: none"> • Shares things, food and friendship • Politely asks • Politely speaks
	36-48 months	<ul style="list-style-type: none"> • Shows misgivings when wrong • Demonstrates turn taking
	48-60 months	<ul style="list-style-type: none"> • Shows caring when others hurt or crying • Gives to those in need • Stands up for a friend
	60-72 months	<ul style="list-style-type: none"> • Responds kindly to weak, hurt and anguished pets, elders, family and friends • Shows compassion for those in distress
Child shows characteristics of a tolerant person	0-12 months	<ul style="list-style-type: none"> • Interacts pleasantly with family members
	12-24 months	<ul style="list-style-type: none"> • Interacts pleasantly with visitors

	24- 36 months	<ul style="list-style-type: none"> • Interacts pleasantly with playmates, peers, neighborhood, community.
	36-48 months	<ul style="list-style-type: none"> • Accepts friend's minor inappropriate behaviour. e.g. rough play –push/pull
	48-60 months	<ul style="list-style-type: none"> • Quick to apologize • Forgives others
	60-72 months	<ul style="list-style-type: none"> • Can apologies without being reminded • Accepts corrections
Child shows characteristics of an honest person	0-12 months	<ul style="list-style-type: none"> • Gives when asked • Shows hidden objects
	12-24 months	<ul style="list-style-type: none"> • Takes only what he considers his own • Returns others belongings
	24- 36 months	<ul style="list-style-type: none"> • Answers truthfully • Speaks as he sees it and hears it
	36-48 months	<ul style="list-style-type: none"> • Speak the truth as requested • Admits wrong
	48-60 months	<ul style="list-style-type: none"> • Accepts responsibility of inappropriate actions when involved
	60-72 months	<ul style="list-style-type: none"> • Tells the truth whenever he is asked • Observes behaviour rules • Reports incidences of major concern to parents /carers/elders/older siblings

Domain: :Language and literacy		
Sub domain: Communications		
Standard: Children should be able to listen, understand and respond to language cues		
Component:	Age:	
Child listens and understands non-verbal and verbal communication	0-12 months	<ul style="list-style-type: none"> • Cries, coos, gurgles and smiles • Babbles • Responds to eye contact • Responds to movement • Expresses pre-verbal gestures, grabbing, gripping etc. • Says one syllable communication ma, ta, na, ba • Says one word mama, ta ta, ba ba. Say the same sounds to represent a variety of words • Responds to rhythmic language like chants, lullabies and jingles
	12-24 months	<ul style="list-style-type: none"> • Says two words, “ mama dess.” • Produces sounds that bring adult words within their current range of physical and cognitive capabilities • Responds to mothers’s and significant other’s talk • Expresses pre-verbal gestures where infants point or reach out at something they want or move away from what they don’t want • Responds to one or two word commands • Imitates and responds to noises, rhythm, chants and adult words • Names objects (shoes/vava, milk bottle/dudu) • Cries after important/ significant family members

	24-36 months	<ul style="list-style-type: none"> • Says 2 to 3 word sentences (me go car, <i>lako sili</i>) • Begins to master tone system • Begins to sound /approximate consonants at the end of words • Begins to says three types of words: object, action and state (car move slowly) • Recognizes and identifies pictures • Verbalizes likes or dislikes
	36 – 48 months	<ul style="list-style-type: none"> • Follows simple verbal commands e.g. take bottle to kitchen • Enjoys simple rhymes and action songs • Talks of how they feel, wants or dislikes • Talks about pictures, places and people with a simple sentences
	48 -60 months	<ul style="list-style-type: none"> • Follows instructions, simple rules (eat with mouth closed, wash hands before you eat) • Talks about pictures, places and people with more than one sentence • Talks of friends, family, teacher , home and the outside world • Participates in morning talk and recites nursery rhymes, finger play
	60 – 72 months	<ul style="list-style-type: none"> • Chooses books to read • Enjoys listening to story books and oral stories • identifies and talk about book characters • Begins reading • Dramatises/role plays • Retells and recounts events and stories • Talks of identity • Begins writing

Domain: Language and literacy		
Sub domain: Language		
Standard: Children should be able to recognize that print is a form of communication		
Component:	Age:	Indicators/milestones:
Child is able to identify labels and associate them with what they know	0-12 months	<ul style="list-style-type: none"> identifies environmental print (milk packet and bottle, juice) identifies visual food advertisements on billboards, TV, newspapers
	12-24 months	<ul style="list-style-type: none"> Identifies print material is a reading material for adults, “bu bu book! book!” Scribbles at random looks at written material and pretends to read
	24-36 months	<ul style="list-style-type: none"> ‘reads’ labels in his own language (dudu, milk) recognizes trademark labels (M for McDonalds-food, M.H-shopping etc., Big Bear for Rups) memorizes parts of songs, rhymes and stories
	36-48 months	<ul style="list-style-type: none"> picks out a card with name amongst others identifies first letter of his name with other environmental print
	48-60 months	<ul style="list-style-type: none"> differentiates the front cover of a book to the back holds book the right way up reads from left to right turns single pages from right to left
60-72 months	<ul style="list-style-type: none"> recognizes environmental symbols e.g. road signs, traffic lights approximates spelling and reading e.g. reads mother as mum or mama associates sounds with letters (the alphabet chart) 	

Domain: Language and literacy		
Sub domain: Language		
Standard: Children should be able to appreciate story books		
Component:	Age:	Indicators/milestones:
Child is an active participant in story reading session and is engaged in the story	0-12 months	<ul style="list-style-type: none"> • listens and responds to stories and picture books • enjoys touching, looking at, and holding story books • begins to turn pages at random
	12-24 months	<ul style="list-style-type: none"> • recognizes favourite books, characters, pictures • follows basic story lines • identifies good, bad characters • recognizes what they are like and who should win (good over evil)
	24-36 months	<ul style="list-style-type: none"> • pretends to read • sits and listens to a story • holds books right side up
	36-48 months	<ul style="list-style-type: none"> • begins to imitate characters • dramatizes or role plays • retells a story, simply • sits and listens to a story for a longer span of time
	48 – 60 months	<ul style="list-style-type: none"> • dictates story of drawing • tells own stories • retells read-to story in sequence • recognizes story structure of beginning, middle and end
	60 – 72 months	<ul style="list-style-type: none"> • identifies the story types they enjoy • begins to use book language in speech • displays drama with more depth and meaning • creates own stories adding fantasy from stories read and imagination • recounts with when? Who? Where? What? and why? structures.(I went to Suva to see <i>bubu</i> with <i>tata</i> because it was her birthday.)

Domain: Cognitive		
Sub domain: Logic and Reasoning (Processes)		
Standard: Children should be able to demonstrate problem solving skills in decision making situations		
Component:	Age:	Indicators/milestones:
Child is able to sort and categories objects based on specific attributes and according to increasingly complex categories (colour, shape and volume.)	0-12 months	<ul style="list-style-type: none"> • sorts two objects in two separate categories according to size or colour with assistance • locates two or three objects of the same type (leaves, pebbles, feathers, shells, seeds) with assistance • practices posting box activities with assistance
	12 -24 months	<ul style="list-style-type: none"> • sorts shapes and colours of a variety of objects with assistance • classifies textures (hard and soft) • differentiates between hot and cold, big and small, wet and dry
	24-36 months	<ul style="list-style-type: none"> • matches pictures e.g. cats, dogs, flowers • identifies basic shapes: (circle, square, triangle plates, boxes, biscuits) <ul style="list-style-type: none"> • sorts out more than two objects of the same kind
	36 – 48 months	<ul style="list-style-type: none"> • discriminates according to size, colour, shape of objects • labels object locations (“on”, “in”, “under” “on top”) <ul style="list-style-type: none"> • able to complete five to eight piece jig-saw puzzles
	48-60 months	<ul style="list-style-type: none"> • constructs things with building blocks, sand, duplos, leggo, mud, stones, sticks • does two dimensional collage • arranges coins according to size • learns and understands concepts of space and numbers
	60 -72 months	<ul style="list-style-type: none"> • compares weight, size and volume e.g. bigger, smaller, heavier, lighter • categorizes objects of the same type (vegetables , tomatoes eggplant, okra together) • does three dimensional collage (papier mache) • stays on task

Developmental Standards, Components and Indicators

Domain: Cognitive		
Sub domain: Logic and Reasoning (Processes)		
Standard: Children should be able to demonstrate adequate reasoning skills		
Component:	Age:	Indicators/milestones:
Child asks a lot of questions	0 -12 months	<ul style="list-style-type: none"> • makes one word requests (ma! ma!) • knows which caregiver/family member provides wants or needs
	12- 24 months	<ul style="list-style-type: none"> • asks two-word questions with emphasis on the questioning tone (o na? ma?) • asks where, what, who questions (I vei? Kaha?), • is curious of everything (the what? questions)
	24 – 36 months	<ul style="list-style-type: none"> • identifies items that belongownership.....my shorts, my mother • is curious of everything (the why questions?) • recognizes and follows daily routines
	36-48 months	<ul style="list-style-type: none"> • asks more why questions • begins to understand the reasons why things are done the way they are (washing hands before and after meals) • begins to develop a sense of time (two more sleeps, morning, night)
	48 – 60 months	<ul style="list-style-type: none"> • explores spatial relationships e.g. put on top of, in front of, at the back of..... • understands positional awareness (floating, under, between) • makes inferences ("I do this because.....") • states identity (village, island, settlements, province)
	60 – 72 months	<ul style="list-style-type: none"> • counts 1 – 20 • asks, learns and says birthdates, addresses, phone numbers, parents names and work places • asks, learns and says names of he days of the week • asks, learns and says the names of the months of the year

Developmental Standards, Components and Indicators

Domain: Cognitive		
Sub domain: Mathematics and Science (Objectivity)		
Standard: Children demonstrate knowledge and use of number concepts		
Component:	Age:	Indicators/milestones:
Child shows interest in the concept of numbers	0 – 12 months	<ul style="list-style-type: none"> • focuses on one object at a time
	12 – 24 months	<ul style="list-style-type: none"> • Counts by imitation in English and/or in the vernacular • Distinguishes between self (one) and another (two) and even three • Shares belongings (toys/fruit, one for you, you and you and more for me)
	24 – 36 months	<ul style="list-style-type: none"> • Counts three objects • Matches one to one • Counts belongings at random
	36 - 48months	<ul style="list-style-type: none"> • Counts aloud according to ability • counts family members • Matches objects to the numbers (number of family members and plates)
	48 – 60 months	<ul style="list-style-type: none"> • Sings and dramatises number rhymes (5 little ducks, <i>sa lima na maina</i>, <i>panch choti chriya</i>) • Counts one to ten using fingers, stones, shells etc. • Adds and subtracts using environmental materials, leaves, flowers stones.
	60 – 72 months	<ul style="list-style-type: none"> • Adds and subtract numbers one to ten using environmental materials • Knows numbers related with personal life (phone number, birth date, siblings number) • Engages in games like hopscotch, jack stones

Domain: Cognitive		
Sub domain: Social Sciences (Subjectivity)		
Standard: Children demonstrate socially acceptable behaviours when interacting with other people....		
Component:	Age:	Indicators/milestones:
Child shows interest in interacting with others	0 – 12 months	<ul style="list-style-type: none"> • Smiles benignly at everyone • Responds to familiar faces, voices and stimuli • Grips, grabs, pushes objects, peers, elders
	12 – 24 months	
	24 – 36 months	<ul style="list-style-type: none"> • Solitary play – plays alone • Parallel play – plays alongside another
	36 - 48months	<ul style="list-style-type: none"> • Cooperative play – plays with others
	48 – 60 months	<ul style="list-style-type: none"> • Gang play – power play e.g. leader of the gang
	60 – 72 months	<ul style="list-style-type: none"> • Extends friendship boundaries outside school and home.

Developmental Standards, Components and Indicators

Domain: Aesthetics and the arts		
Sub domain: Contemporary and traditional arts		
Standard: Children should be able to observe and practice some traditional knowledge and skills		
Component:	Age:	Indicators/milestones:
Child is able to take part in traditional songs and dances	0 -12 months	<ul style="list-style-type: none"> • listens/ smiles/moves to music • makes musical sounds • claps/ rocks to music and traditional chants
	12 -24 months	<ul style="list-style-type: none"> • hums • sings • claps to chants and lullabies
	24 – 36 months	<ul style="list-style-type: none"> • dances to music • sings traditional songs
	36 – 48 months	<ul style="list-style-type: none"> • uses traditional musical instruments – <i>lali</i>, <i>dholak</i>, coconut clappers • sings vernacular chants and songs
	48 – 60 months	<ul style="list-style-type: none"> • moves to traditional music • sings vernacular chants and songs
	60 – 72 months	<ul style="list-style-type: none"> • takes part in traditional dances– <i>mekes</i>, <i>bhangras</i> and <i>garbhas</i> • wears traditional dance costumes • sings vernacular chants and songs • sings the national anthem in all languages

Domain: Aesthetics and the arts		
Sub domain: Contemporary and traditional arts		
Standard: Children should be able to work creatively with materials		
Component:	Age:	Indicators/milestones:
Child should be able to practise simple art	0 -12 months	<ul style="list-style-type: none"> • draws /scribbles on any media • paints • tears paper • scribbles on mud/sand/food
	12 -24 months	<ul style="list-style-type: none"> • enjoys <i>mendhi</i> painting • enjoys messing making design with food • do simple finger-painting
	24 – 36 months	<ul style="list-style-type: none"> • pastes using environmental materials • piles and stacks containers/pots • makes sound/music with pots/pans • works with large leaves/ heavy stones
	36 – 48 months	<ul style="list-style-type: none"> • models with clay/dough • pastes collage using odds and ends • does finger –painting making patterns
	48 – 60 months	<ul style="list-style-type: none"> • weaves from paper /coconut leaves • prints/paints using vegetable cuts • threads
	60 – 72 months	<ul style="list-style-type: none"> • creates using junk– modeling/ mosaics/ paper mache/ weaving/ threading shells, seeds for beads and anklets, flowers for garlands • constructs with materials

Domain: Aesthetics and the arts		
Sub domain: Environment		
Standard: Children should be able to demonstrate positive practices in the care and observation of plants and animals		
Component:	Age:	Indicators/milestones:
Child is able to nurture and protect the plants and animals	0 -12 months	<ul style="list-style-type: none"> • Awareness of pets and farm animals
	12 -24 months	<ul style="list-style-type: none"> • Pulls weeds from the garden with assistance • Waters the plants/flowers with assistance
	24 – 36 months	<ul style="list-style-type: none"> • Picks flowers and leaves from the garden • Imitates animal sounds • Loves pets

	36 – 48 months	<ul style="list-style-type: none"> • Feeds pets • Helps in the garden • Picks vegetables and fruit • Identifies traditional plants e.g. <i>cagolaya, totodro, tulsileaves, champer, kapoor leaves, Indian cherries, tomole, uci, botebote koro, totowiwi</i>
	48 – 60 months	<ul style="list-style-type: none"> • Provides water and food for pets and animals • Helps wash and bathe pets
	60 – 72 Months	<ul style="list-style-type: none"> • Helps clean pigsty and chicken coop • Digs and helps with planting • Waters garden without assistance • Cares for traditional plants

Domain: Aesthetics and the arts		
Sub domain: Environment		
Standard: Children should be able to take care of the environment		
Component:	Age:	Indicators/milestones:
Child should be able to put rubbish in proper places	0 -12 months	<ul style="list-style-type: none"> • Identifies what is rubbish • Points at bin when sees rubbish
	12 -24 months	<ul style="list-style-type: none"> • Picks rubbish and puts in litter bins with guidance
	24 – 36 months	<ul style="list-style-type: none"> • Puts rubbish in litter bins
	36 – 48 months	<ul style="list-style-type: none"> • Puts rubbish in appropriate places
	48 – 60 months	<ul style="list-style-type: none"> • Sweeps and collects the rubbish and puts in appropriate places
	60 – 72 months	<ul style="list-style-type: none"> • Collects rubbish and disposes in appropriate places

Domain: Spiritual and Moral		
Sub domain: Spiritual		
Standard: Children should be able to demonstrate God's blessings		
Component:	Age:	Indicators/milestones:
Child expresses appreciation for God's blessings through prayers and religious rituals	0 -12 months	<ul style="list-style-type: none"> Babbles delightfully at nature, sunshine, rain, birds.
	12 -24 months	<ul style="list-style-type: none"> Sings choruses, <i>kirtan/bhajan, sere ni lotu</i> Appreciates God's creation , (family members, flowers, birds, trees, pets) Observes holy pictures, picture and story books
	24 – 36 months	<ul style="list-style-type: none"> Appreciates God's creation , (family members, flowers, birds, trees, pets) Verbalizes thanksgiving for God's blessings
	36 – 48 months	<ul style="list-style-type: none"> Appreciates and acknowledges God's creation (family members, flowers, birds, trees, pets) in words and deeds Practises thanksgiving prayers, grace for meals Verbalizes thanksgiving for God's blessings
	48 – 60 months	<ul style="list-style-type: none"> Appreciates God's creation Acknowledges that God is the supreme being Sings chorus, hymns, <i>bhajan/kirtan</i>
	60 – 72 months	<ul style="list-style-type: none"> Attends Sunday school/<i>bal vikash</i>, prayer meetings, bible studies, church and religious functions Sings hymns/ choruses/ <i>bhajan/kirtan</i> Memorises bible verses, <i>matras</i> Practises thanksgiving

Domain: Spiritual and Moral		
Sub domain: Spiritual		
Standard: Children should be able to demonstrate respect for God		
Component:	Age:	Indicators/milestones:
Child observes and demonstrates respect for holy books and sacred places of worship	0 -12 months	<ul style="list-style-type: none"> observes and listens to prayers, religious rituals engages in religious rituals and ceremonies with parents and caregivers
	12 -24 months	<ul style="list-style-type: none"> visits places of worship imitates prayers, singing
	24 – 36 months	<ul style="list-style-type: none"> practises prayers, singing, religious rituals e.g hymns (<i>kirtan, sere ni lotu</i>) with family members and caregivers respects holy books and places of worship
	36 – 48 months	<ul style="list-style-type: none"> declares that all living things are created by God respects all religious holy places (temple, church, mosques) and holy books (<i>Bible, Ramayan, Koran</i>)
	48 – 60 months	<ul style="list-style-type: none"> acknowledges places of worship acknowledges use of Holy books sings hymns, chorus, <i>kirtan/bhajans</i> and <i>sere ni lotu</i>
60 – 72 months	<ul style="list-style-type: none"> sings hymns, choruses, <i>kirtan/bhajans</i> and <i>sere ni lotu</i> enthusiastically recites memory verses from Holy books expresses love for God 	

Domain: Spiritual and moral		
Sub domain: Moral		
Standard: Children should be able to develop acceptable moral values		
Component:	Age:	Indicators/milestones:
Child is able to understand what is right and what is wrong	0 -12 months	<ul style="list-style-type: none"> Distinguishes familiar and unfamiliar faces, sounds, voices and environment Recognizes positive(hugs, cuddles) and negative responses to behaviour (smack, pinch)
	12 -24 months	<ul style="list-style-type: none"> Differentiates familiar and unfamiliar faces, voices, sounds and environment Recognizes the 'good' touch (cuddles, hugs) and the 'bad' touch (pinch, smack, sexual harassment/abuse) Reports the 'bad' touch

	24 – 36 months	<ul style="list-style-type: none"> • Verbally expresses his/her feelings • Says 'no' to strangers • Responds to the 'Do's and Don'ts' by parents and caregivers • Forms positive behaviour and attitudes (good manners) • uses language conventions (no thank you, yes please) • Recognizes the 'good' touch (cuddles, hugs) and the 'bad' touch (pinch, smack, sexual harassment and abuse) • Reports the 'bad' touch
	36 – 48 months	<ul style="list-style-type: none"> • Practises positive behaviour and attitudes with peers and adults • uses language conventions • Recognizes the 'good' touch (cuddles, hugs) and the 'bad' touch (pinch, smack, sexual harassment and abuse) • Reports the 'bad' touch
	48 – 60 months	<ul style="list-style-type: none"> • Uses language conventions (no thank you, yes please) • Acknowledges positive behaviour and attitudes with peers and adults (shares with peers, helps older/younger people, shows respect for others) • Recognizes the 'good' touch (cuddles, hugs) and the 'bad' touch (pinch, smack, sexual harassment and abuse) • Reports the 'bad' touch
	60 – 72 months	<ul style="list-style-type: none"> • Reports the 'bad' touch • Respects her/himself in dress, words and actions • Respects all cultures, religions, values and beliefs