

Guideline for Early Childhood Care and Development



Office of the Education Council, Ministry of Education



Guideline for Early Childhood Care and Development



Office of the Education Council, Ministry of Education



Preface

The Office of the Education Council (OEC), Ministry of Education is organizing an International Conference on Education during 23 – 25 June 2013 at the Centara Grand and Bangkok Convention Centre at CentralWorld, Bangkok. This will be an important venue incorporating several events related to Education, for example, Education Research Symposium, Education Policy Review with UNESCO and OECD, Teacher Development, Education for All and Global Monitoring Report, Measures of Achievements, ASEAN and National Qualifications Frameworks, Early Childhood Education, Capacity Building in Science, Mathematics, Innovation, English Proficiency, Exhibitions and Roundtable Discussions.

This document entitled “**Guideline for Early Childhood Care and Development**” is contributed for the exhibition : Early Childhood Education Zone 3, on 23 -24 June, 2013. The Office of the Education Council expects that this document will be useful for people who are responsible for Early Childhood Care and Education in Thailand as well as the ones related to the issue (i.e. children and parents)

A handwritten signature in blue ink, appearing to read 'Picha', with a long horizontal stroke extending to the right.

Dr. Sasithara Pichaichanarong
Secretary-General



Contents

	Page
Definition	1
The important of the early childhood development	1
Early childhood development policy drive	2
The implementation of early childhood policy	3
Panel Discussion on Early Childhood Rearing	3
1) Early Childhood Rearing	4
2) Who should rear Early Childhood Children?	4
3) Lifestyle, Belief, Value and Culture. What are the expectations from the society?	5
4) Media and children development	5
5) What are parents' expectations to the children in the future?	6
6) What are children's concern present and in the future?	7
7) The violent in society, community and home	7
8) The activities which Children get love and warmth from the family	8



Guideline for Early Childhood Care and Development

Definition

Early Childhood's definition according to Long-Term Policy and Strategy for Early childhood care and development (0-5 Age group) 2007-2016 is children from birth until the age 5 years 11 months 29 days (under 6 years) whereas National Strategic Plan for Early Childhood Development, They referred to the newborn to pre-first graders; they include children in general, those disadvantaged and disabled as well as children of foreign origin living in Thailand.

Although the early childhood education is not the compulsory education, the government agencies also provide the development activities for them including provide parents and stakeholders the knowledge of the early childhood care. The government realizes that the early childhood education is the heart of human development which is important to the development in physical, emotional, social, mental and intellectual. Early Childhood could be divided into 2 groups; Firstly Children aged 0 – 3 years, Secondly Children aged 3 – 5 years

1) Children aged 0 – 3 years which should be reared by the family. In the case that the family can't rear themselves, the early childhood development centers are provided in term of Home care, Nursery, and Initial care center for disability. The agencies regarding this group are Ministry of Public Health, Ministry of Social Development and Human Security and Ministry of Interior.

2) Children aged 3 – 5 years which usually enrolled in the children development Center and school. The agencies regarding this group are Ministry of Education, Ministry of Interior and The Border Patrol Police Bureau.

The important of the early childhood development

Early childhood is the period which the brain development and children's learning rapidly grows. During the past decade, new concepts and bodies of knowledge have emerged through application of various sciences for full analysis of the brain, including photogrammetry technique to study brain development in all stages. The new bodies of knowledge reveal maximal learning opportunity and highest learning rate in early childhood. Brain growth and development form the foundation for learning, and in fact begin right from the stage of being a foetus. During the 3-6 months of the mother's pregnancy, the growth

of the brain cells is at its highest rate. The growth of the brain itself enjoys the highest rate at the age of 0-6 years, leading to a growth of 90-95% in size. The brain does not stop growing at the age of six, but continues to the age of 20-25. This knowledge leads to design the modern learning matching to the brain development. Therefore early childhood is the period which brain and learning development are at the highest rate in life span. It is the initiation of life foundation/building blocks and the period in life in need of special care for rearing. It reduces the attrition of inequality and creation of social justice. The investment in this period is the most profitable investment.

Early childhood development policy drive

Office of the education council in corroboration with Ministry of Social Development and Human Security, Ministry of Public Health, and Ministry of interior prepare the Long-Term Policy and strategy for Early Childhood Care and Development (0-5 Aged Group) 2007-2016 purposing to the cabinet. It has been approved at its meeting on May, 22 2007 and assigned Ministry of Education, Ministry of Social Development and Human Security, Ministry of Public Health, and Ministry of interior and the concerned agencies to implement the policy.

The policy focuses on providing all children in the 0-5 aged group with an opportunity for quality development to their highest potentiality. Family acts as a main anchor of child rearing. It also promotes encouragement of participation among all segments of society in providing children with pleasant services and environment relevant to localities and conducive to early childhood care and development.

From the Long-Term Policy and strategy, the cabinet commented that the operation on the early childhood development involved several agencies but the operations of each agencies lack of the linkage in the holistic view. Therefore the cabinet purpose to legislate Regulation of the Office of the Prime Minister on Early Childhood Care and Development B.E. 2551 (2008). It establishes a committee entitled "National Committee for Early Childhood Care and Development". The committee consists of the Prime Minister acting as Chairperson, the Minister of Education as First Vice-Chairperson. The Ex-officio members include Permanent Secretary of the ministries concerned scholar members with expertise in the fields of early childhood education, public health, psychology etc. The representative of Office of the Education Council serves as Member and Secretary. The powers and duties of this Committee comprise of: coordinating and integrating activities relating to early childhood care and development carried out by organizations of both public and private sectors; recommending and advising the Council of Ministers on a complete cyclical process on early childhood care and development; recommending the Council of Ministers to make amendments to the law, rules, regulations or relevant decisions in harmony with early childhood care and development; encouraging and providing support for research, innovations in

learning management for the benefit of early childhood care and development; considering appropriate models of agencies concerned; appointing sub-committees; carrying out other assignments.

On the meeting of the national committee on early childhood development on January, 16 2012, the chairman of the committee (the prime minister) has occurred with the priority to early childhood development. As a result, the prime minister has been announced the government policy on early childhood development that urgent measures will be taken to ensure continuous all-round development of quality for all in early childhood (newborn to pre-first graders). Office of the education council acting as the Secretariat of the National Committee for Early Childhood Care and Development prepares National Strategic Plan for Early Childhood Development (Newborn to Pre-First Graders) and the action plan of National Strategic Plan for Early Childhood Development (Newborn to Pre-First Graders) to drive the early childhood development policy Substantially.

The implementation of early childhood policy

Office of the Education Council has taken to drive into the implementation by organized the caravan on children awareness of reading in 11 provinces covering all regions of Thailand form North to South, East to West. It armed to enhance provinces creating the reading activities and make collaboration to drive the National Strategic Plan for Early Childhood Development. The activities could be divided into 2 sessions ; the morning session was about the learning development activities i.e. storytelling, reading, writing, recitation. The afternoon session was about the focus group on children rearing. It would be the guideline for the parent, the teacher and stakeholders to understand how to develop children in accordance with their age.

Panel Discussion on Early Childhood Rearing

The objective of the panel discussion are to develop parents, the members in the family and stakeholders understand the knowledge and the skill of the rearing including to support the community participating in develop the social environment to be the learning society. The significant issues they discussed are as following



1) Early Childhood Rearing

Parents, Teachers, and caregivers should rear children by

- Set home's rule to discipline children.
- Don't spoil children
- Give love and care individually
- Praise, kiss, or hug them when they behave well.
- Don't punish children by hitting but ask them the reason and teach them.
- Teach them to do the daily routine i.e. dressing, Brushing the teeth, taking a bath.
- Give children a change to think, to decide, and to practice.
- Give children eat the nutritional food.
- Expecting mother should eat the nutritional food, mother and children use get sufficient iodine in food.
- Mother should take care baby by herself until 2 years and rear baby only by breast milk until

6 months

- Rearing children by reading the books since the pregnancy. Parents should read the books with children to promote their reading habit. Children begin reading at 2 years old. To promote their reading habit, parents should be their role model i.e. take them to the bookstore.

Summary; Parents should rear children with love, understanding. They should implant discipline moral and ethic, promoting creativity thinking, assertive freedom. Parent also practice children to



use critical thinking, noticing, making decision and teach them to do routine activities by themselves i.e. excretion eating.

2) Who should rear Early Childhood Children?

From the Panel Discussion, people who should rear Early Childhood Children are as following;

- Parent should be the first and important person who rear children starting from pregnancy.

Later should be other members in the family, but some family hire the babysitter. Children in this age usually imitate the people who rear them. Parents should find the professional babysitter.

- Nowadays parents have to work outside, grandmother and grandfather rear children instead of parents. Sometimes, they sent children to school. Teachers and caregivers have the duty to rear children. Some children have the different behavior between they are at school and at home.

- Teachers and caregiver; most children obey teacher more than parents. So teachers have the heavier duty to take care children.

- Mother and father in law

Summary; Rearing should begins at home and parent is the first priority to rear children, if not it should be other members in the family. In case of babysitter, Parents should find the professional babysitter.

3) Lifestyle, Belief, Value and Culture. What are the expectations from the society?

Social expects children based on Lifestyle, Belief, Value and Culture to be good, smart, happy, moral, unselfish, responsibility, public mind, discipline, living with other people with happiness. In several regions expect children to learn about the way of life in their community. They want children to attend the religious activities and cultural activities. Children have to learn by doing and the members in the society should support and be the role model for children.



Besides, Parents have to go outside for working. They have no time for their children that cause the gap and the distant between parents and children. Because of the economic and social situation, parents have to balance working and rearing. Children in this age like to copy adult's behavior, therefore Parents should be their role model.

Summary; economic and social situation dramatically affect the rearing. Parents have to work and rear children at the same time. If social expect children to be good and smart, parent should be the role model for them.

4) Media and children development.

From the Panel Discussion, people discussed about Media and children development in following issues;

- Technology isn't suitable for early childhood children. Tablet isn't necessary for them because their muscle isn't strong. If they allow children to use tablet, the guardian have to take care. Parents should have the knowledge of the use of the technology media. When parent allow children to use tablet, smart phone, game, it affects their learning.

- Technology media have both advantages and disadvantages, i.e. it develops their learning, and it is the tool of pedagogy. Some media causes the problem to children such as game addict, lack of self-conscious and violence. Children in this age like to imitate speaking and behavior from television and game. Therefore social should provide the creative program for them.

Summary; the appropriate media for the children development should promote the creativity thinking of children i.e. storybook. Children who read storybook are usually smart, concentrate, gentle. Technology is not necessary and suitable for early childhood children. Therefore when children use technology media, Parents should have rules to limit their children's use of technology. Finally Social should produce more the creative media especially television.

5) What are parents' expectations to the children in the future?

Parents, teachers, and caregivers concerned about the social problems that affect to children behavior. They don't want to go to school, unhealthy and lack of sanitation. Sometimes they have the bad behaviors for example sex addict, using wrong language, drug, and materialism. Parents usually expect children, but don't give them a change to make a decision.

There are the commendations about the government welfare;

- Government shall provide at least 12 years of basic education, which is of quality and free of charge. It should be all free, not partial.
- Early childhood welfare should be the national agenda. Student uniform, scholarship, education instrument, medical fee should be concentrated.
- allocate the playground with the safe instrument.

We can't guarantee the safety in life and property. The government should provide early childhood welfare in health, education and scholarship. Mother should has the right to leave at least 6 months for rearing children and father should also has the right at least 1 month for rearing children. Children should be take care about the physical and mental health, Full vaccination schedule, eating healthy.

Summary; Most of parents and teachers are concerned about the social situation which is full of ICT, social network, drugs and crime. It may occur Behavioral imitation, ethnic deviation to children. The government should provide early childhood welfare in health, education and scholarship. Finally, all members in society have to be their role model.



6) What are children's concern present and in the future?

Parents, teachers expect children's future in many issues i.e. they should be good, morality, living with sufficiency, humble, humane and happiness. Other skills that they should have are living skill, solving skill, etc. Parents, teachers should practice them through the activities. They should implant discipline moral and ethic, creativity thinking, assertive freedom



Summary; The good future of children come from the cooperation from all sectors Parents' expectations to the children, most parents want children to be good, morality, honesty, responsibility and using critical thinking. They hope that their children don't be the social problem, have the good and honest job, but parents don't expect what they want but children don't.

7) The violent in society, community and home

The violent is the sensitive issue that affects children. Children recognize the verbal and physical violence. They may imitate and absorb the bad behavior. These often violence came from parents, television, movies and games. Parents should be aware of the word and expression. Sometimes, Adults use children to be the political tool i.e. takes children to Political rallies, children will absorb the violent behavior and affect their behavior in the future. Children become violent adults and make the society lack of unity.



The way to relief this problem is to explain the proper behavior with understanding. Parents guide them how to do and prevent them from the violence behavior in every channels. Adults have to be careful about the word and the expression.

Summary; Adults have to prevent children from the violence behavior that may occur from home, society because they will imitate the behavior they see. If they meet the violence behavior, parent should explain and make they know about the demerit.

8) The activities which Children get love and warmth from the family

All members in the family should do the activities together to increase the warm and the relationship by doing the activities as following;

- Sport activities
- Housework activities
- Planting trees, watering plants
- Sightseeing
- Cooking
- Visiting relatives
- Reading the storybook.
- Arts activities
- Religious activities.

Summary; Children get love and warm from the activities that they do with parents. It increases the warm relationship in the family.



Project Advisor

Dr. Sasithara Pichaichannarong	Secretary-General The Education Council
Ms. Churairat Sangboonnum	Secretary-General The Education Council
Dr. Suthasri Wongsaman	Secretary-General The Education Council
Mrs. Tipsuda Sumethsenee	Director of Educational Standards and Learning Development Bureau

Officers responsible for the project

Mrs. Arunsri Laongkaeo	Chief, Educational Standards and Learning Unit
Mrs. Praweena Ausayo	Educator, Senior Professional Level
Mrs. Patcharapan Kritsadjindarung	Educator, Professional Level
Ms. Kornkamol Juengsamran	Educator, Professional Level
Ms. Maneerat Krungsaenmuang	Educator, Practitioner Level
Mr. Weerapong Ujarean	Educator, Practitioner Level
Ms. Wipada Wanich	Educator, Practitioner Level

