

EDUCATORS' GUIDE

The C.H.I.L.D. Principles in Practice

VOLUME

1



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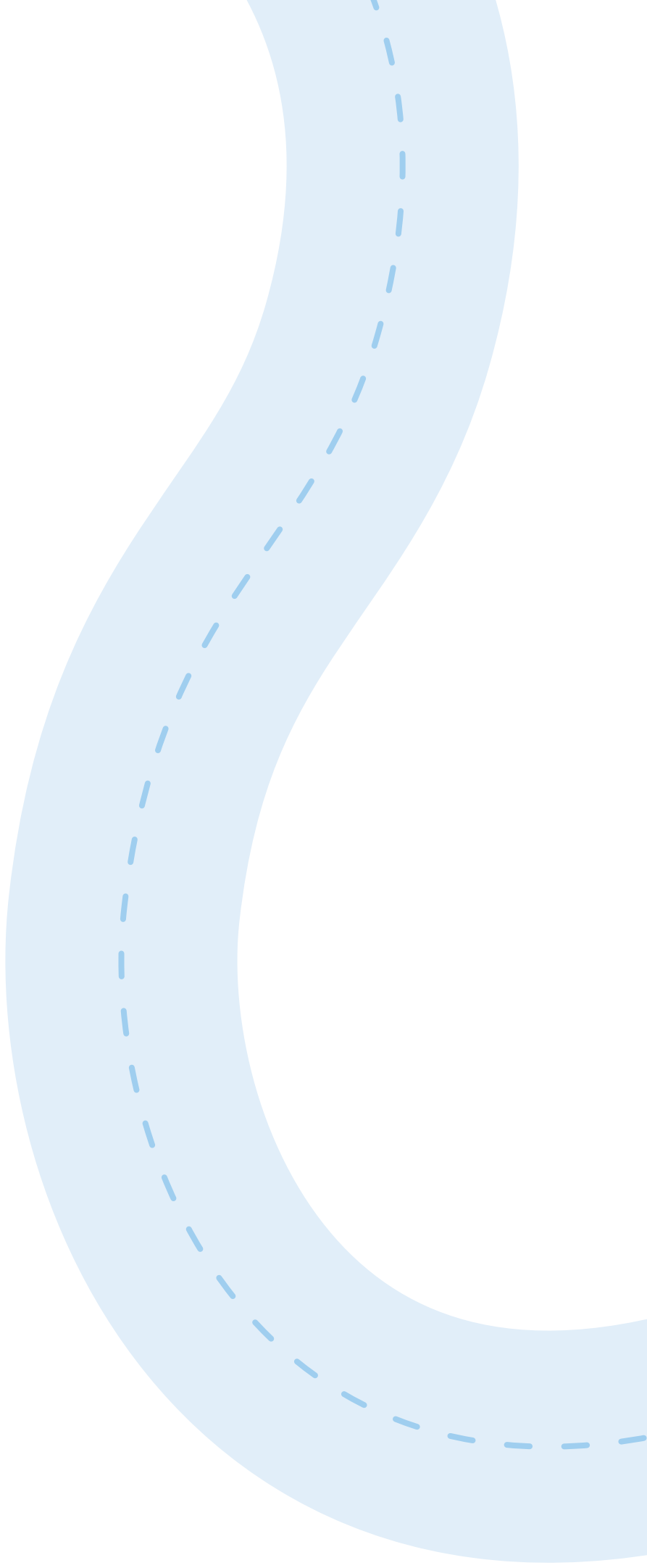
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early **Years**
DEVELOPMENT FRAMEWORK
A Good Start for Every Child

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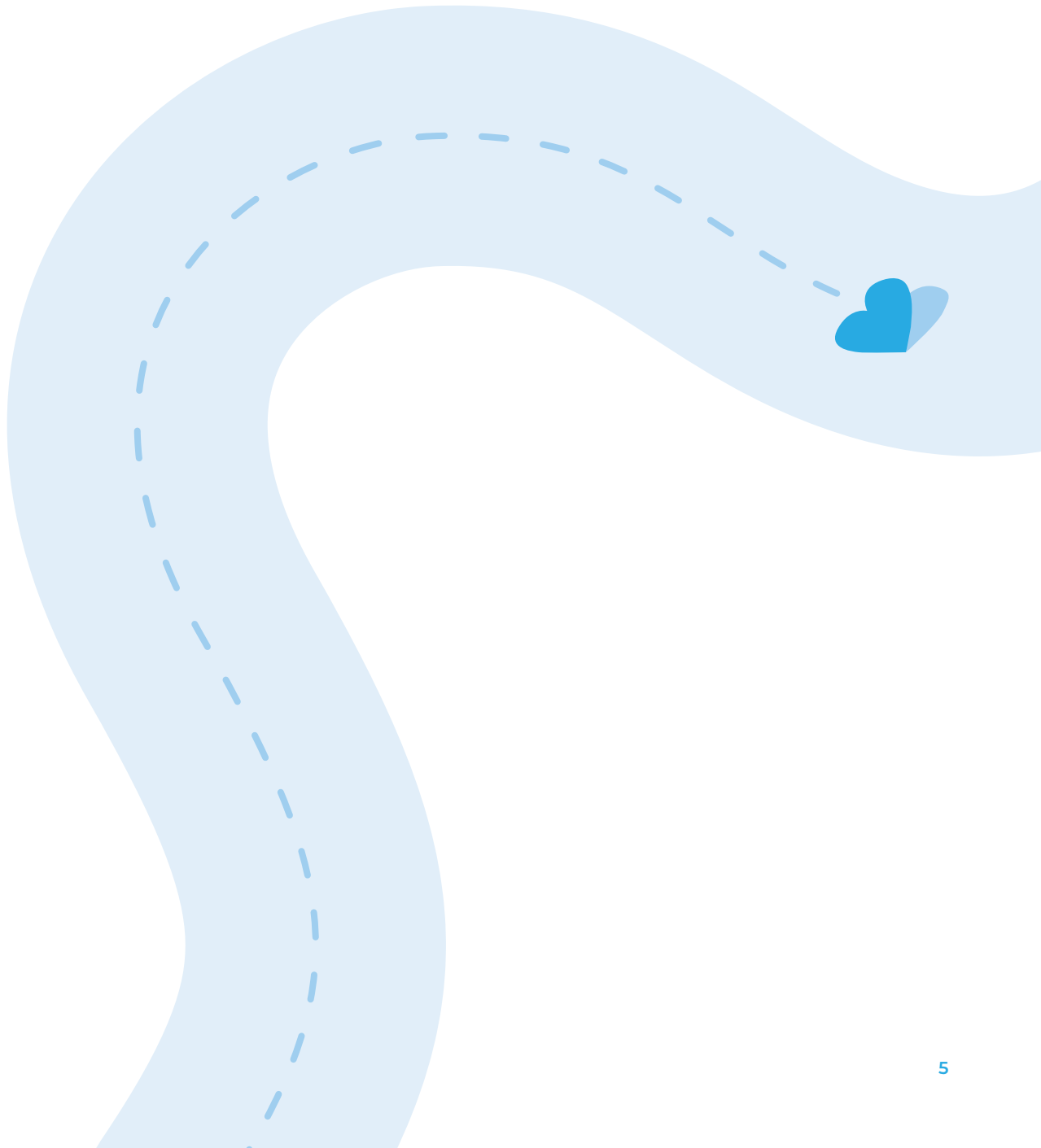
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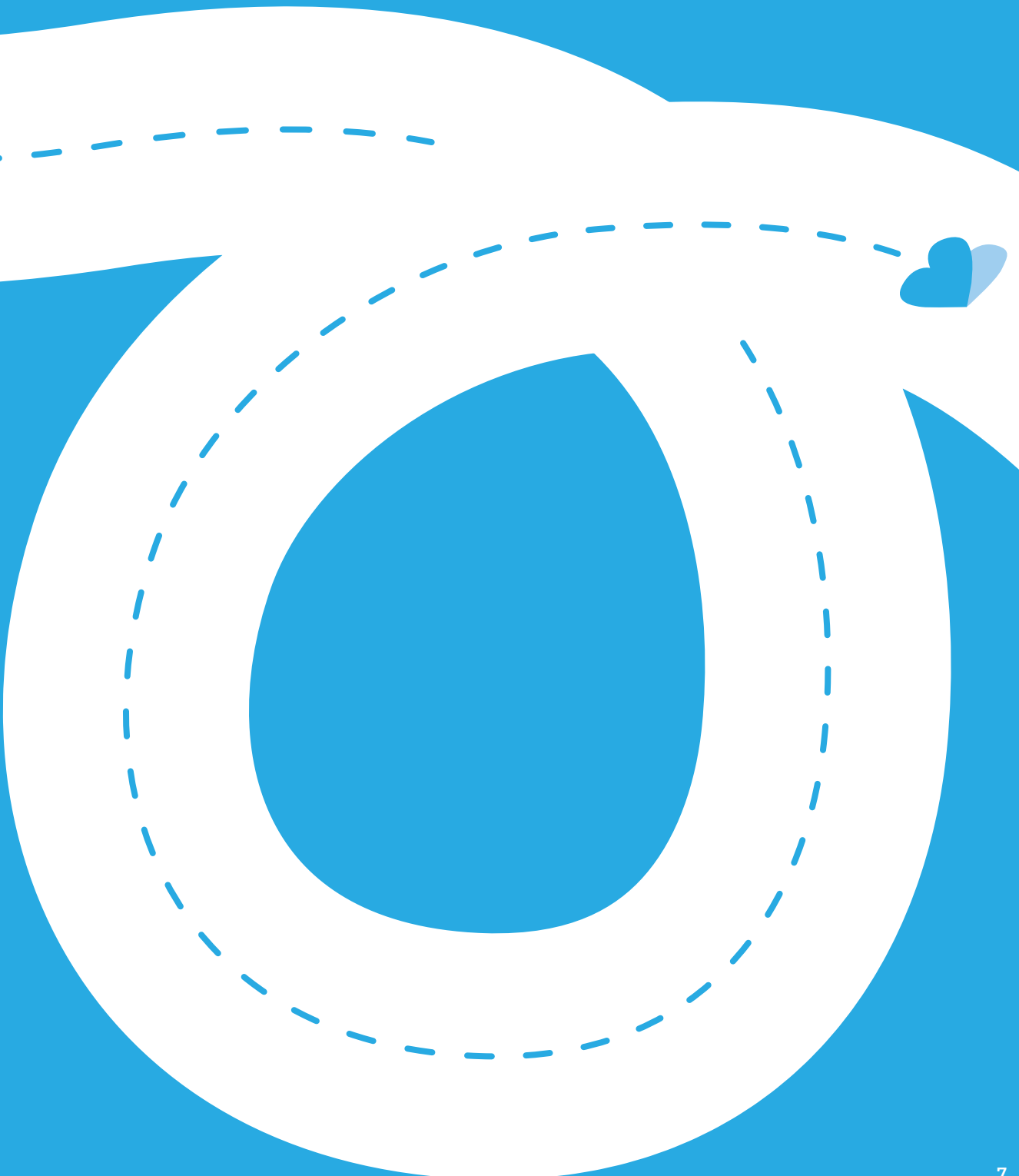


EDUCATORS' GUIDE



The Early Years Development Framework (EYDF) and Educators' Guide (EG)

The Early Years Development Framework (EYDF) 2023 guides educators in their continuous effort to raise the quality of centre-based care and education for children from birth to 3 years old in Singapore.



Key Concepts of EYDF 2023

Beliefs about Children

Areas of Development

C.H.I.L.D. Principles

Role of Educators

Outcomes of Early Years

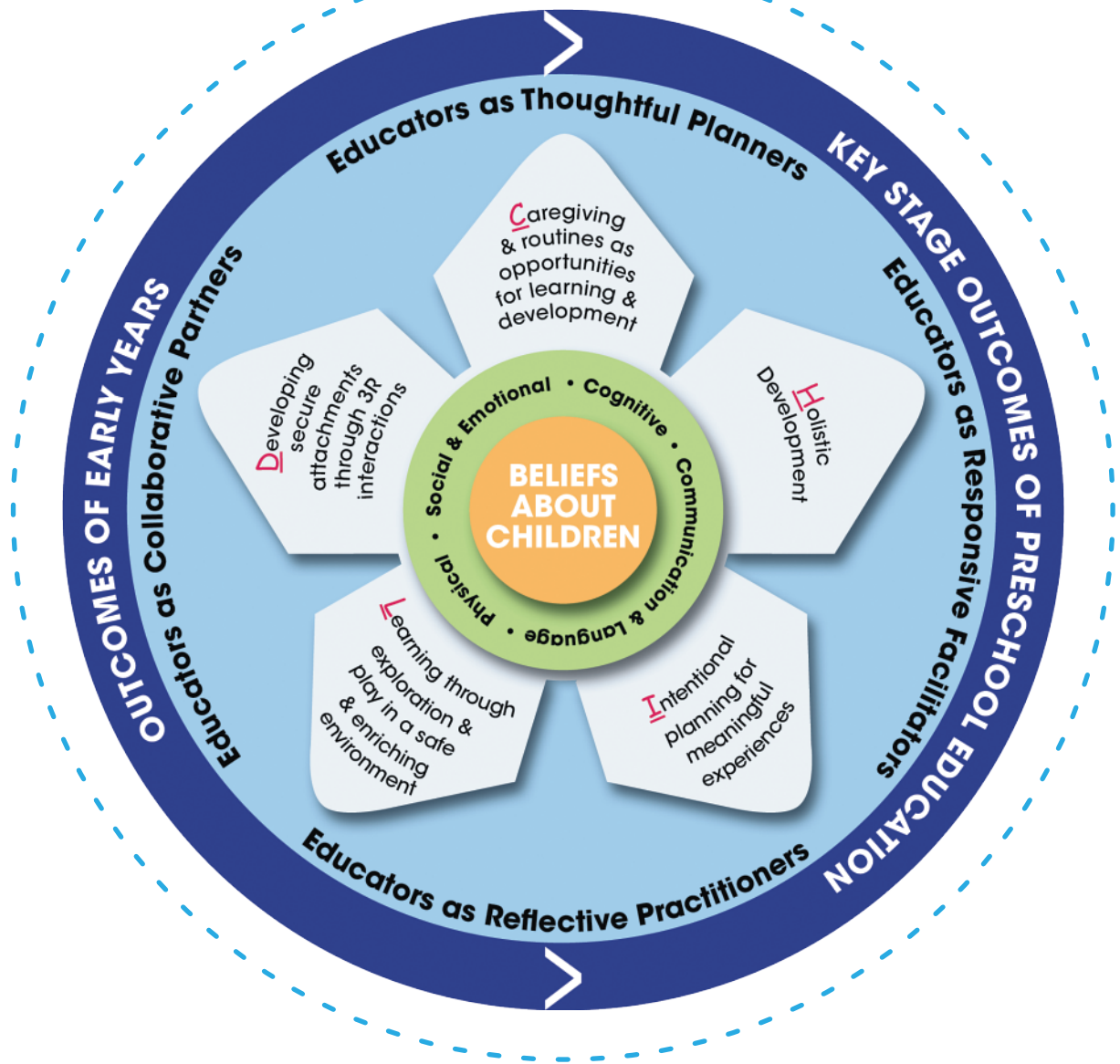
Fundamental to the provision for children's learning and development are the beliefs that **children are joyful, curious, active, and competent learners** and they **play, learn, and grow with others in a diverse and multi-cultural community**.

With this knowledge and guided by the **C.H.I.L.D.** principles, educators, including centre leaders and curriculum specialists, take on various roles as they design and provide meaningful experiences to promote children's holistic development and facilitate their progress towards the Outcomes of Early Years. These outcomes, in turn, form the foundation for children in attaining the Key Stage Outcomes of Preschool Education and beyond.

The key concepts of EYDF 2023 are presented in Figure 1 on p.9.



FIGURE 1.



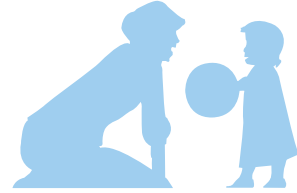
Overview of the EYDF Educators' Guide (EG)

The EYDF Educators' Guide (EG) complements the EYDF 2023 and is designed to help educators translate the key concepts specified in the Framework into practice.

It consists of 3 volumes:

VOL. 1: THE C.H.I.L.D. PRINCIPLES IN PRACTICE

Volume 1 illustrates and explains how educators can apply the **C.H.I.L.D.** principles to guide their decisions in areas such as centre-based practices, programme development, and pedagogies.



C. H. I. L. D.

Caregiving and routines as opportunities for learning and development

Holistic Development

Intentional planning for meaningful experiences

Learning through exploration and play in a safe and enriching environment

Developing secure attachments through respectful, responsive, and reciprocal (3R) interactions

VOL. 2: ROLE OF EDUCATORS IN THE EARLY YEARS SETTINGS

Volume 2 explains in detail, how educators can perform the 4 key roles in alignment with the **C.H.I.L.D.** principles, and recommends ideas and strategies that they can apply to support and scaffold children's learning and development.



Thoughtful Planners

Responsive Facilitators

Reflective Practitioners

Collaborative Partners

VOL. 3: SUPPORTING CHILDREN IN THEIR AREAS OF DEVELOPMENT

Volume 3 suggests ways that educators can incorporate the ideas and strategies proposed in Volume 2 when planning and facilitating learning experiences that build on children's growing interests and competencies in the 4 Areas of Development.



Examples provided also illustrate how the **C.H.I.L.D.** principles are applied in planning experiences to guide children towards reaching the Developmental Goals (DGs).



Cognitive Development



Physical Development



Communication and
Language Development



Social and Emotional
Development

NOTE: These icons will be used to represent each Area of Development throughout the EG!

KEY FEATURES

Some key features of the EYDF EG that are embedded in each volume include:



EXAMPLES AND SCENARIOS

These examples, scenarios, and case studies are gleaned from the local context and illustrate how educators can apply the key concepts of EYDF 2023 in their daily practices and interactions with children.



THINK ABOUT

These reflective exercises aim to encourage educators to reflect and think about how they can improve their current practices. They can also serve as talking points during meetings and discussions among educators and centre leaders.



PUTTING IT TOGETHER

Each volume concludes with a story told from the perspective of either an educator or a child. These stories bring the concepts explored in the preceding chapters to life and aim to enhance educators' understanding through real-life contexts.

C.H.I.L.D.

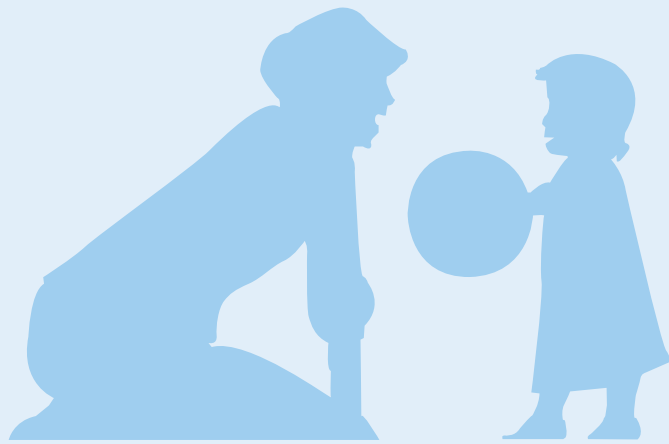
PRINCIPLES

CHAPTER 1

Introduction

The EYDF 2023 emphasises the importance of educators adopting a child-centric approach and highlights 5 guiding principles as the cornerstone of effective pedagogical practices.

These principles offer educators a structure for making consistent and purposeful decisions about the learning environment and choice of strategies that would best support children's growing interests and competencies.



The 5 Guiding Principles

Founded on both local and international research¹, the 5 guiding principles are represented using the acronym, **C.H.I.L.D.**:

¹ Refer to Annex A (p.87 – 90) of the EYDF 2023 for the summary of theoretical and research bases of the **C.H.I.L.D.** principles

C. Caregiving and routines as opportunities for learning and development

H. Holistic development

I. Intentional planning for meaningful experiences

L. Learning through exploration and play in a safe and enriching environment

D. Developing secure attachments through respectful, responsive, and reciprocal (3R) interactions

The subsequent chapters in this volume provide examples and scenarios to illustrate how educators can apply the **C.H.I.L.D.** principles in their day-to-day practices.





C.H.I.L.D. PRINCIPLES

CHAPTER 2

Caregiving and Routines as Opportunities For Learning and Development

Facilitating Learning and Development During Caregiving

Caring for infants and toddlers and nurturing their growth and development demand dedicated time and attention. In centre-based care, caregiving and routines form the core of each day. It is therefore important for educators to seize these opportunities to build relationships with children and promote their learning and development.

Oftentimes, educators can also model and promote dispositions for learning, values, and executive functioning skills when performing caregiving routines and assisting children in transitioning from one activity to another.

Physical care such as diapering, toileting, bathing, napping, and mealtimes are meaningful contexts for deepening relationships and building trust with children (Gonzalez-Mena & Eyer, 2012).

Caregiving also offers opportunities for educators to foster cognitive, communication and language, physical, as well as social and emotional development.

— EYDF 2023, P.43 —





Scenario 1

Modelling respect and fostering a sense of emotional stability during diapering

Ms Aishah maintained eye contact and spoke gently to Harry (4-month-old), *"I'm going to change your diaper now, Harry. Can you lift your legs up, so that I can remove your diaper, please?"* Harry's eyes brightened and he started to flap his arms upon hearing Ms Aishah's voice.

Ms Aishah responded, *"Wow, what strong arms you have there. Can you wave them higher?"*

As Ms Aishah gently lifted Harry's legs with one hand and removed the diaper with the other, she continued to inform Harry about what she was doing. *"Now, it's time to put on your clean diaper,"* she said, carefully putting the diaper on for Harry. As she pulled down Harry's jumpsuit, she talked about the colours and patterns on it.

LEARNING AND DEVELOPMENT



DG1.1

Show awareness of and interest in their immediate environment

By drawing Harry's attention to the colours and patterns on the jumpsuit, Ms Aishah fostered his cognitive and language development.



DG1.1

Develop an interest in language experiences

DG1.2

Engage in daily back-and-forth communication using non-verbal cues and simple words

When Ms Aishah acknowledged Harry's non-verbal cues and waited for him to react before continuing with the conversation, she modelled positive communication and language skills.



DG1.2

Show an awareness of the importance of healthy habits and personal hygiene and safety

Ms Aishah's responsiveness towards Harry's need for a change of diaper and request for his participation in the caregiving (*"Can you lift your legs up, ...?"*) helped him feel that his physical well-being was respected and valued.



DG4.1

Develop emotional connection with educators

DG4.2

Develop positive relationships with others

By maintaining eye contact with Harry, Ms Aishah conveyed to him that his needs were important and deserved her attention. This developed emotional connection between the child and the educator.

Ms Aishah's responsiveness towards Harry's non-verbal reactions fostered a sense of security and helped him develop a positive relationship with her.

DISPOSITIONS FOR LEARNING / VALUES / EXECUTIVE FUNCTION

Ms Aishah role-modelled the value of respect as she spoke gently and informed Harry about what she was going to do.



Scenario 2

Providing choices and promoting cognitive development during mealtimes (for children aged 3 - 4 years)

The educators engaged the pre-nursery children in conversations during breakfast.

They asked questions and encouraged the children to talk about the food on their plates and the drinks they were having.

Questions included:

- "Can you scoop some cereal using the spoon? Tell me what you like about the cereal."
- "How many cups do we have here? Shall we count them?"
- "Can you tell me what is in your cup? Take a sip and tell me what it is."

The educators also encouraged the children, for example:

- "I'm so proud of how you feed yourself. Let's take another bite!"
- "You took such a big bite without my help. What a great job!"



LEARNING AND DEVELOPMENT



DG1.1

Show awareness of and interest in their immediate environment

- | By introducing the concept of counting in an authentic and playful manner, the educators fostered the development of early numeracy skills.



DG1.3

Respond to simple verbal directions and requests

DG2.1

Make known their ideas and needs through non-verbal and verbal cues / simple words

- | Asking children questions encourage them to think, share their thoughts, and communicate their preferences.
- | The children had opportunities to share their thoughts and communicate their preferences.



DG1.1

Gain a sense of independence in caring for self

DG4.1

Manipulate objects with increasing degree of control

- | Requesting the children to scoop food and take sips not only encouraged self-feeding but also developed their fine motor skills.
- | When educators praised the children and cheered them on, they helped to build self-esteem and instil a positive attitude towards healthy eating habits.



DG1.2

Develop confidence to explore

- |

Supporting Learning and Development Through Daily Routines and Transitions

Besides caregiving, the structure of daily routines also has significant impact on children's learning and development. They can help guide children towards positive behaviours each day.

Consistent and predictable daily routines that encourage interactions provide children with a feeling of control over their world, fostering their emotional well-being and sense of autonomy.

Thus, it is important for educators to design routines that cater for children's unique needs, interests, and preferences.



Routines are repeated, predictable events that provide children with a schedule for the day from the time they arrive at to the time they depart from the centre. This includes napping, eating, dressing, diapering, play time, and transitions from one activity to the next.

EYDF 2023, P.44

Educators can plan a predictable routine for group settings; but, where necessary, individualise routines to match children's individual preferences, developmental readiness, and cultural needs (Gillespie & Peterson, 2012).

EYDF 2023, P.45



Example 1

INFANTS' DAILY SCHEDULE

(Infants, 6 – 12 months)

7:00 AM – 9:00 AM

- Arrival
- Breakfast
- Diapering



9:00 AM – 11:30 AM

- Play time
(e.g., Tummy time /
Music and Movement /
Outdoor experiences)
- Pre-nap routine
- Morning nap / Quiet play time
(for infants who require shorter nap time)



11:30 AM – 3:00 PM

- Lunch / Milk feed
- Quiet play time
- Pre-nap routine
- Afternoon nap (staggered, depending
on child's routine) / Quiet play time
(for infants who require shorter nap time)



3:00 PM – 5:30 PM

- Milk feed / Diapering
- Play time (e.g., Tummy time /
Music and Movement /
Language experiences)
- Preparation for departure



LEARNING AND DEVELOPMENT

- As educators lead infants through the same routine each day, **a sense of stability and consistency** is established for the infants. Infants will become less anxious as they learn to anticipate what comes next.
- There is a **variety of opportunities for interactions and holistic development** through play and exploration (tummy time, music and movement, outdoor and language experiences).
- Educators exercise flexibility in the daily routines where needed according to **children's needs, interests, and preferences** for the day. For example, educators stagger nap time to allow infants to take their naps at different times and for longer / shorter durations, depending on their individual routines and preferences.
- **Frequent diaper changing** ensures that infants are properly cleaned to prevent rashes and other skin irritations. Infants also have sufficient time for bottle-feeds, rest, and meals. This promotes the overall well-being of the infants.





Example 2

TODDLERS' DAILY SCHEDULE

(Toddlers, 18 – 30 months)

7:00 AM – 9:00 AM

- Arrival
- Breakfast
- Diapering
- Toileting



9:00 AM – 11:00 AM

- Play time (e.g., Free play / Art / Music and Movement / Outdoor experiences)
- Language experience (e.g., Listening to stories / Picture-book reading / Songs and Rhymes)
- Morning snack / Milk feed (for younger toddlers)
- Toileting



11:00 AM – 3:00 PM

- Rest / Quiet play time
- Lunch
- Pre-nap routine (e.g., Wipe down body, listen to slow, relaxing music)
- Afternoon nap / Quiet play time (for toddlers who require shorter nap time)



3:00 PM – 5:30 PM

- Afternoon snack / Toileting
- Play time (e.g., Free play / Art / Music and Movement / Indoor physical activities)
- Rest / Toileting
- Milk feed (for younger toddlers)
- Preparation for departure



LEARNING AND DEVELOPMENT

- As educators lead toddlers through the same routine each day, they establish **consistent expectations** for the toddlers. When toddlers gain **a sense of stability**, they develop **confidence**, self-regulation skills, and greater competence in meeting these expectations.
- There are **opportunities and sufficient time for a variety of play and exploration** such as art, indoor physical activities, outdoor learning, and language experiences. These experiences provide many opportunities for interactions with educators and among peers, as well as holistic development.
- **Children's needs, interests, and preferences are considered** as there are provisions for free play, quiet play time for toddlers who nap for shorter durations, and milk time for younger toddlers who might still require bottle-feeding. Time is also set aside before naps to ensure toddlers experience a **smooth transition**.
- Sufficient time is set aside for children to enjoy their mealtimes. **Toileting and rest time** are also planned at appropriate intervals. This helps ensure the overall well-being of the toddlers.





Think About

WHAT HAPPENED

After removing the soiled diaper for 2-year-old Vera, Ms Becky said, "Ok Vera, now let's put on a clean diaper for you." She held up two diapers and asked, "Which do you prefer?"

Vera pointed to one and said, "Me." Ms Becky responded, "Yes, that's yours. We took this from your bag this morning, didn't we?"

Carefully, she secured the clean diaper, noticing that Vera was gazing and reaching out for the floral prints on her blouse.

After completing the change, Ms Becky helped Vera return to the nearby play area.

WHAT WENT WELL

How did Ms Becky interact with Vera to ensure Vera feels safe and secure?

How did Ms Becky promote learning and development?

IN YOUR PRACTICE

As a respectful and responsive educator, what would you say or do when you notice Vera gazing and reaching out to the floral prints on your blouse to promote learning and development?

C.H.I.L.D. PRINCIPLES

CHAPTER 3

Holistic Development

Children's development is especially crucial and rapid in the early years. Educators promote holistic development by nurturing children in their cognitive, communication and language, physical, and social and emotional development. These 4 areas are interconnected, with development in one area often influencing the development in another.

Holistic development considers the whole child, emphasising the importance of all aspects of development.

EYDF 2023, P.46



Educators can foster dispositions for learning, values, and executive function through role-modelling and by capitalising on teachable moments that occur during children’s daily experiences.

Dispositions for learning

Positive dispositions for learning support early years development and lay the foundation for children to achieve their full potential.

DID YOU KNOW?

Fostering dispositions for learning in the early years provide children with a good start towards developing the PRAISE learning dispositions in the NEL framework:



Values

Values nurtured in the early years influence how children behave and live with others, respond to changes, and overcome challenges as they grow and mature. The values highlighted in the EYDF are **Respect, Responsibility, Care, and Honesty.**

DID YOU KNOW?

You can also find out about the Family Values promoted by MSF and browse the available resources on the website:



Executive Function

The 3 domains of executive function are **working memory, inhibitory control, and cognitive flexibility.**

DID YOU KNOW?

The respectful, responsive, and reciprocal (3R) interactions emphasised in the EYDF 2023 contribute to the emergence of executive function in the early years.





Scenario 1

Fostering children's learning and development during mealtimes

Isaac (26-month-old) sat at the table with two friends, Caleb (28-month-old) and Aliyah (26-month-old).

Ms Natalie placed each child's plate of rice, with soup and some cut-up slices of fish meat in front of them. Isaac said, *"I see my fish and carrot! You got fish and carrot?"* His friends peered into their plates and nodded. Caleb said, *"Same! See, got fish, same."* Ms Natalie added, *"That's right children, we are having rice, with fish and carrot. See the orange bits, those are carrots."*

Isaac pressed his spoon into his plate to get some soup into it and sipped on the soup. He repeated these a few times. Seeing this, Ms Natalie commented, *"Isaac, I know you really like the soup, but don't forget to eat your rice and fish too, ok? Can you try using your spoon to scoop the rice and fish?"* Aliyah added, *"Ya Isaac, must eat fish! See, like me and Caleb eat fish."* Isaac replied, *"Ok, I eat fish."*

Isaac scooped the rice and fish meat with the soup. Whenever his plate moved as he was gathering the food onto his spoon, he would use his left hand to hold the side of the plate to stop it from moving. Isaac turned to Caleb and said, *"Can hold the bowl like this, Mr Kamal say, right?"* Mr Kamal heard what Isaac said and commented, *"Well done, Isaac, you remembered what I told you yesterday."* Isaac said to Caleb, *"You do, you try."*

After Isaac had finished eating his plate of rice and fruits, he carried his empty plate and placed it in the 'dirty plate basin'. Isaac said, *"After this, wash hands."*



LEARNING AND DEVELOPMENT



DG1.2

Aware that their actions can cause things to happen in their environment (cause and effect)

DG1.3

Develop the ability to recall and anticipate what will happen based on previous experiences

Isaac was able to recall what Mr Kamal had shown him the day before and encouraged his friend to try it too, as a way to problem-solve.

This also showed his awareness of cause-and-effect relationships (i.e., holding one side of the plate would stop the plate from moving).



DG2.1

Make known their ideas and needs through non-verbal and verbal cues / simple words

The educators provided a safe space for children to communicate with one another during mealtimes.

The children were able to string simple sentences that convey meaning to one another and to their educators.

By describing the food in their bowls, Ms Natalie helped to foster their language development.



DG1.2

Show an awareness of the importance of healthy habits and personal hygiene and safety

DG4.1

Manipulate objects with increasing degree of control

The educators encouraged the children to practise their fine motor skills to scoop the food and feed themselves.

Isaac showed awareness of routines and personal hygiene, knowing that he would need to wash his hands after mealtimes.



DG3.3

Show an awareness of rules and taking turns

DG4.2

Develop positive relationships with others

Isaac's interactions with his friends showed that they were comfortable and happy to initiate conversations with one another.

They also displayed the ability to take turns in conversation, fostering positive relationships with one another.

Mr Kamal's positive and encouraging reactions (praising Isaac for being able to recall what was taught) reinforced Isaac's actions and he then encouraged his friend to do the same (*"You do, you try."*)

DISPOSITIONS FOR LEARNING / VALUES / EXECUTIVE FUNCTION

The educators modelled respect by acknowledging the children's comments and conversations.

Isaac's ability to recall what Mr Kamal had shown the day before displayed his development of working memory.



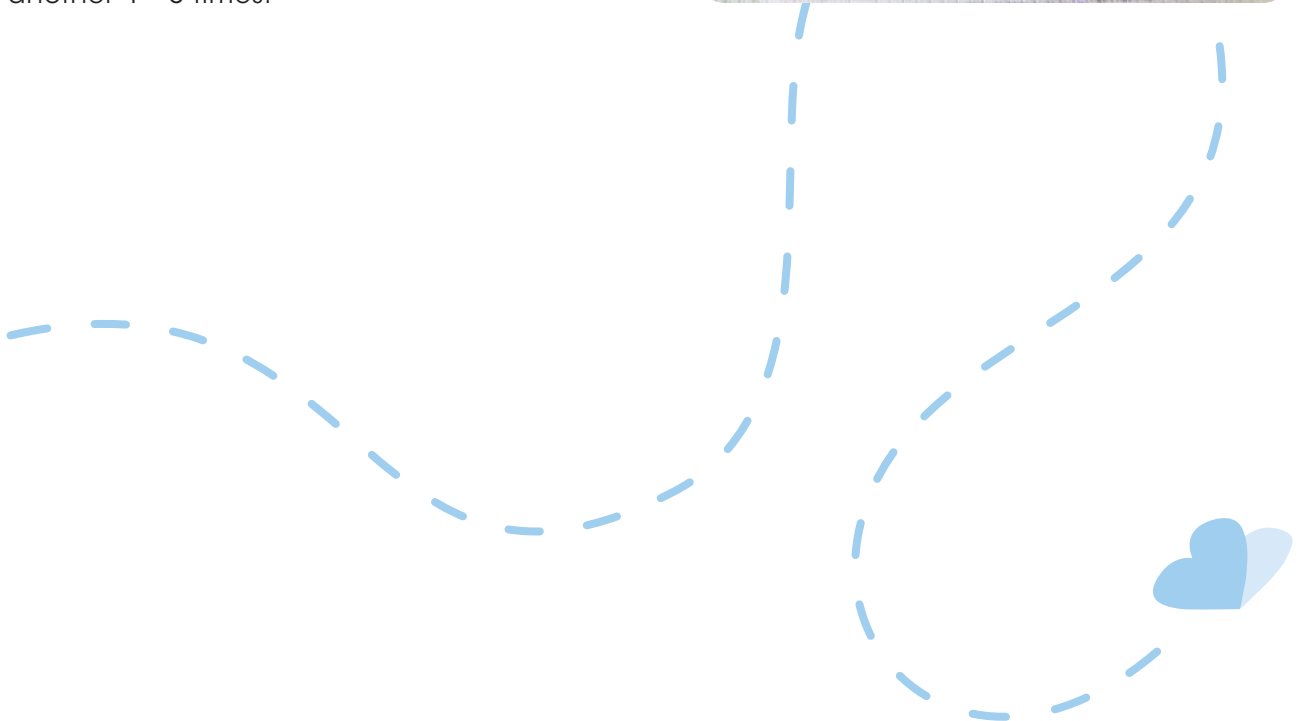
Scenario 2

Providing opportunities for enjoying books and pre-reading experiences

Ms Jen waved at and greeted Amir (7-month-old), "Hi Amir!". Amir looked up and chuckled, bouncing his body up and down in excitement. Ms Jen placed a board book (with lift-the-flap pages) in front of him, near her lap. Amir reached out for the book, then used his right palm to flip open the book.

When Amir flipped to a page with pictures of flowers, he patted on the pictures repeatedly. Seeing this, Ms Jen said, "Oh, those are flowers. Can you lift the flap like this?", lifting up the flap mid-way with her index finger and thumb for him to see.

Likewise, Amir attempted to lift the flap with his finger and thumb. He patted on the picture that was revealed, then clapped his hands in excitement and smiled. Ms Jen responded by clapping her hands and exclaimed, "Well done, you did that all on your own! Shall we try that again?" Once again, Amir lifted the flap, patted the pictures, and clapped his hands. He repeated this voluntarily without Ms Jen's prompting for another 4 - 5 times.



LEARNING AND DEVELOPMENT



DG1.1

Show awareness of and interest in their immediate environment

Amir's reactions towards Ms Jen demonstrated his curiosity and awareness of his immediate environment.

DG1.3

Develop the ability to recall and anticipate what will happen based on previous experiences

As Amir lifted and closed the flap, he learned that the pictures continued to exist even when they were temporarily hidden beneath it (object permanence).



DG1.3

Respond to simple verbal directions and requests

By responding to Amir's interest and labelling the pictures as "flowers", Ms Jen contributed to Amir's language development.

Amir demonstrated emerging comprehension skills when he repeated the action that Ms Jen modelled (lifting the flap with her finger and thumb).



DG4.2

Develop eye-hand coordination

The development of eye-hand coordination and pincer grasp through this activity are essential for later activities such as drawing and manipulating of smaller objects.



DG3.1

Develop a sense of belonging

Amir's ability to look up and chuckle when greeted by Ms Jen indicated early social awareness and interaction.

DG4.2

Develop positive relationships with others

Ms Jen's positive and encouraging reactions (clapping her hands and expressing excitement) reinforced Amir's actions and fostered a sense of accomplishment and positive self-esteem.

The back-and-forth interactions between Amir and Ms Jen promoted social skills such as turn-taking and responsive communication, which in turn, built trust and positive relationships.

DISPOSITIONS FOR LEARNING / VALUES / EXECUTIVE FUNCTION

Ms Jen's acknowledgement and positive reinforcement enhanced Amir's sense of wonder and encouraged him to continue with his exploration.

Ms Jen modelled the value of respect by acknowledging Amir's interests and affirming his attempts.

Amir's ability to observe and follow Ms Jen's actions (lifting the flap mid-way) showed the emergence of inhibitory control.



Learning and identifying feelings through colours

Ms Geraldine read the book, 'The Colour Monster: A Story about Emotions' by Anna Llenas with the pre-nursery children (between 3 - 4 years old). This was the second time that the book was being read this week.

When Ms Geraldine turned to the pages about the colour 'yellow', she asked, "How does yellow make you feel?" A few children took turns to answer. When called upon by Ms Geraldine, Kai replied, "Happy like the sun!"

When Ms Geraldine turned to the pages about the colour 'blue', she asked, "Oh, take a look at the girl's face. What do you see?" A few children exclaimed synonymously, "She is sad." Ms Geraldine asked, "What are some things that can make us feel sad like the girl?" Laila said, "I want to go playground and Mummy say, rain cannot go."



LEARNING AND DEVELOPMENT



DG1.3

Develop the ability to recall and anticipate what will happen based on previous experiences

DG3.1

Recognise differences and similarities in objects, people, and places in their environment

By reading the picture book a second time, Ms Geraldine reinforced the children's recognition of colours, their association with moods / feelings, and helped children to consolidate their understanding of new concepts and skills.

The children's ability to comment on the girl's facial expression indicated their emerging cognitive skills in observation and interpretation.



DG3.1

Show interest in books and other printed materials

DG3.2

Develop early comprehension skills

Kai had the opportunity to practise appropriate communication skills such as listening and turn-taking (waiting to be called before responding to Ms Geraldine's question).

By engaging children in the discussion about colours and feelings, Ms Geraldine not only introduced new vocabulary to them, but also provided opportunities for them to recall and talk about their feelings and experiences.

The children had opportunities to respond to simple questions using their own words.



DG2.1

Identify / Know their own emotions

DG3.2

Show awareness of the emotions of others

Kai's responses to the questions showed that he was able to label his feelings using appropriate words (emotional awareness).

By drawing the children's attention to the girl's sad expression and talking about things that made them feel sad, Ms Geraldine attempted to promote empathy and emotional understanding.

DISPOSITIONS FOR LEARNING / VALUES / EXECUTIVE FUNCTION

Ms Geraldine modelled the values of care and respect through the way she spoke with the children, acknowledging their responses, and allowing them time and space to share their thoughts.

Engaging the children in a second reading provided them with opportunities to recall prior knowledge and information gathered from previous experiences (working memory).

The transition from discussing the colour 'yellow' to 'blue' required children to shift their thinking from one concept to another (cognitive flexibility).



Think About

Think about a learning experience that you recently implemented in your class. What aspects of holistic development could you observe through this learning experience?

NOTE: Refer to the tables of DGs in Chapter 2 of EYDF 2023 and Scenarios 1 – 3 on p.27 – 32 to guide you in your reflections below.

Title of Learning Experience:

Description of learning experience:

Some guiding questions below:

- What resources did you provide to the child / children?
- What did you do and/or say during the learning experience?
- What prompts or questions did you use / ask to stimulate their interest and interactions?
- What did you observe the child / children do?

LEARNING AND DEVELOPMENT



DG

- Child / children displayed...
- Child / children was / were able to...



DG

- Child / children displayed...
- Child / children was / were able to...



DG

- Child / children displayed...
- Child / children was / were able to...



DG

- Child / children displayed...
- Child / children was / were able to...

DISPOSITIONS FOR LEARNING / VALUES / EXECUTIVE FUNCTION

- Educator encouraged positive disposition of learning when he / she...
- Educator demonstrated the value of ... when he / she...
- Child displayed early development of executive function when he / she...

C.H.I.L.D.

PRINCIPLES

CHAPTER 4

A decorative graphic on the right side of the page. It features a large, light blue circle in the background. Overlapping this is a white, thick, curved shape that forms a partial ring. A dashed blue line follows the inner curve of this white shape. The text 'CHAPTER 4' is written in a blue, sans-serif font along the top curve of the dashed line.

Intentional Planning for Meaningful Experiences

Meaningful experiences should be enjoyable for the children and have the following elements:

- I** *Interactive*
- D** *Developmentally appropriate*
- E** *Engaging*
- A** *Allow children to learn about the world around them*
- L** *Leverage children's interest and prior knowledge*

EYDF 2023, P.50

Intentional planning ensures that educators are deliberate, purposeful, and thoughtful in their approach to supporting children's holistic learning and development. It helps them create rich and nurturing environments that meet the unique needs of each child and foster meaningful interactions.



Educators' understanding of children's prior knowledge, combined with observations of their needs, interests, and competencies, forms the basis for intentional planning to extend learning and development. An approach that educators may consider when planning for meaningful experiences is the "Identify-Plan and Provide-Evaluate" approach, which is elaborated in Chapter 2 (Educators as Thoughtful Planners) of Volume 2: Role of Educators in the Early Years Settings.

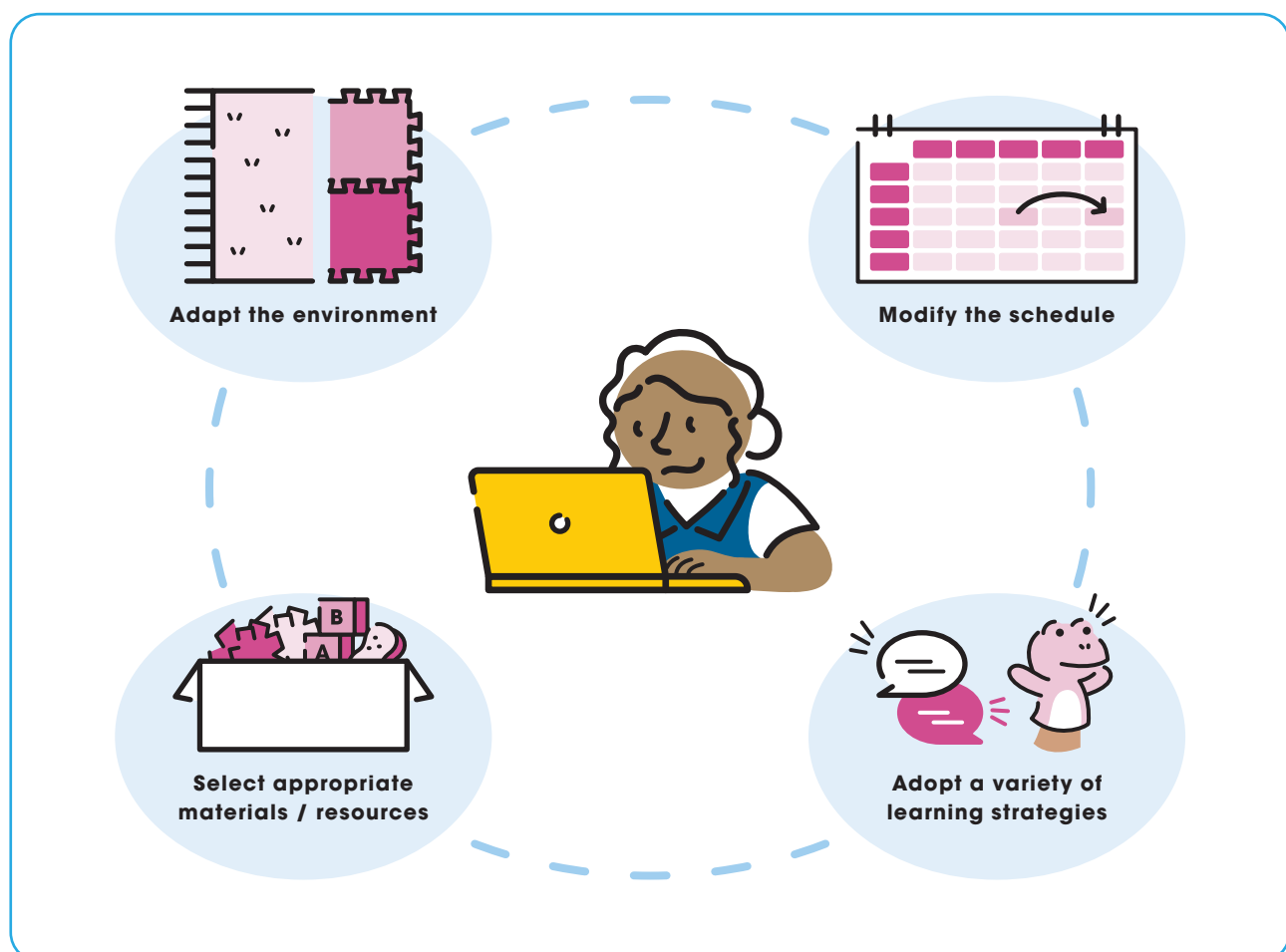
While intentional planning is important, educators must also exercise flexibility during implementation and be responsive to children's needs and inquiries. Educators may follow children's lead and consider the following:

Adapt the environment (e.g., have a variety of furnishings and equipment) to children's needs, abilities, and interests

Modify the daily schedule (e.g., activities, routines, and transitions) according to children's needs and temperaments for the day

Select appropriate materials / resources (e.g., sensory materials, blocks, and puppets) to scaffold children's exploration, learning, and development

Adopt a variety of strategies to engage them in quality interactions and experiences (e.g., modelling, asking questions, providing prompts and suggestions, and taking advantage of teachable moments)



The following scenarios illustrate how educators intentionally plan and design learning environments to provide experiences that are meaningful for children.



Scenario 1

Infants' exploration in the play zone

Setting up the environment

In the play zone, Ms Hannah laid out a playmat that she made from brown paper, felt cloth, bubble wrap, and pieces of cardboard, one of which was reflective. She also added a sensory bag containing shaving cream mixed with tempera paint of different colours.

At the end of the playmat, Ms Hannah placed two baby play mirrors.

Being deliberate, purposeful, and thoughtful

Ms Hannah had previously observed that Roy and Jane enjoyed reflective materials. When reaching out for objects hanging from mobiles, they would often reach out for the play mirror. Ms Hannah was also aware that infants from 4 – 6 months old explore the environment with their senses and are developing awareness of self and personal identity.

As such, Ms Hannah intentionally arranged her infant room to support Roy and Jane in attaining the following DGs:



DG1.1

Show awareness of and interest in their immediate environment



DG3.1

Develop body awareness and skills



DG1.1

Show awareness of personal identity

During implementation

Roy (6-month-old) and Jane (5-month-old) gurgled and moved their limbs excitedly as they lay on their tummies. They became increasingly active when they heard the sounds created by their body movements. Ms Hannah used their favourite rattles to encourage forward movement.

When Jane reached the reflective board, her excitement caused her to tumble onto her back. Ms Hannah patted the bubble wrap to regain Jane's attention, encouraging her to roll over.

When Roy reached the end of the playmat, his eyes widened as he gazed intently at his reflection, responding with a broad smile. He reached out, attempting to touch his mirror image.



THE EXPERIENCE WAS MEANINGFUL AS INFANTS WERE ABLE TO

- Interact with the materials using their body movements and senses (Interactive)
- Reach out and touch developmentally appropriate materials that were safe and appealed to their senses (Developmentally appropriate)
- Focus their attention on things that interest them and engage in back-and-forth interactions with the educator (Engaging)
- Respond and move to different types of stimuli found in their immediate environment while exploring the physical space (Allow children to learn about the world around them)
- Exert control of their body movements to reach out for things they were interested in such as the reflective board and mirrors (Leverage children's interests and prior knowledge)



Scenario 2

Sensory station for toddlers (2 – 3 years old)

Setting up the environment

Ms Bay set up a small sensory station by furnishing it with “plates” of different textured materials such as colourful pompoms, sponge, sandpaper, feathers, and a variety of fabrics. Nearby, she also placed a sensory basket containing toys made from recycled materials and everyday items.

Being deliberate, purposeful, and thoughtful

Based on her understanding that toddlers learn through their senses and are naturally curious, Ms Bay intentionally and carefully selected resources and set up the sensory station to achieve the following DGs:



DG1.1

Show awareness of and interest in their immediate environment

DG1.2

Aware that their actions can cause things to happen in the environment (cause and effect)



DG3.1

Explore the immediate environment with their senses

As she was also aware that toddlers enjoy ‘emptying and filling’ activities, she placed the sensory basket for them to explore and learn important concepts such as cause-and-effect and spatial awareness.

During implementation

Maya and Wei Wei eagerly approached the materials.

Ms Bay: “Which do you want to touch first, Maya? How about you, Wei Wei?”

Maya: (Pointing at the sponge)
“This. Mommy use this.”

Wei Wei: (Excitedly) “You touch.”

Ms Bay: “How does it feel? Is it soft or hard?”



As the toddlers continued to explore, Ms Bay asked questions to encourage their exploration, providing the language and support when needed. The toddlers discovered different textures and made new sensory connections with each touch and exploration.

THE EXPERIENCE WAS MEANINGFUL AS INFANTS WERE ABLE TO

- Interact with the materials firsthand (Interactive)
- Manipulate the developmentally appropriate materials that were safe and appealed to their senses (Developmentally appropriate)
- Stay engaged and participate actively in the exploration (Engaging)
- Learn more about the unique characteristics of a variety of objects found in their immediate environment (Allow children to learn about the world around them)
- Make connections with their previous knowledge and experiences as the materials consisted of everyday items such as sponge, pompoms, and ribbons (Leverage children’s interests and prior knowledge)

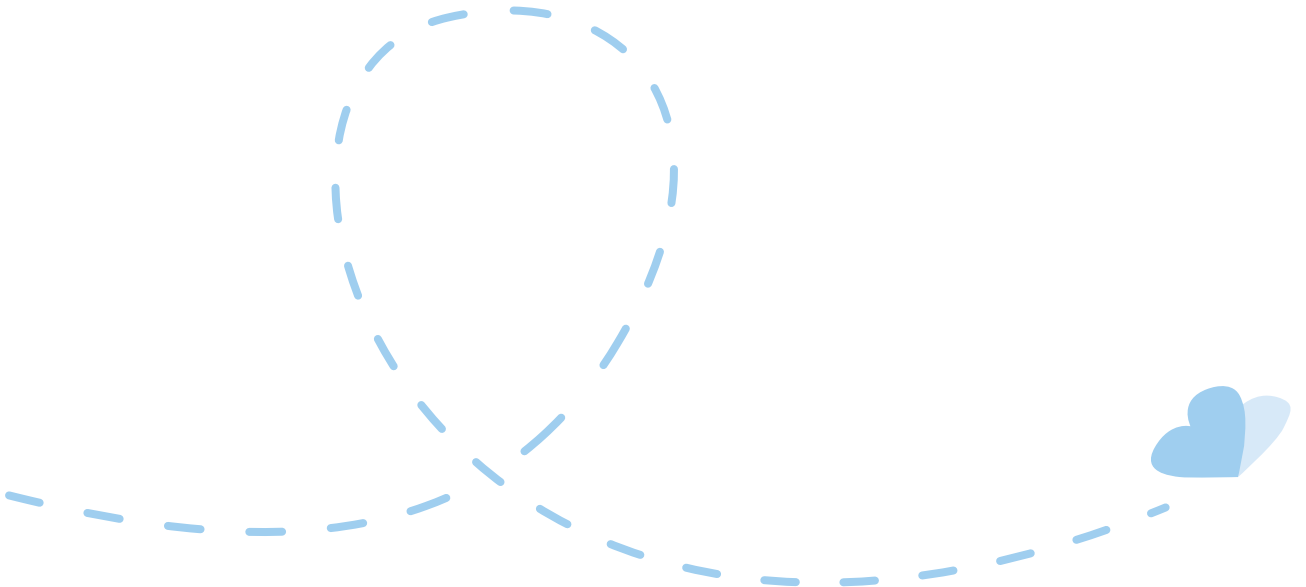


WHAT HAPPENED

Together with another educator, Siti brought the children (12 – 18 months) out to visit some shops in the neighbourhood. They were fascinated with what they saw along the way.

One of the children, Theresa, pointed to a packet of red bean buns at the bakery. Curious about the texture, she gently pressed the buns and asked questions about them: *"What is this?"*, *"Why so soft?"*, *"What's inside the bun?"* etc.

In the afternoon, during snack time, Theresa requested for the red bean buns that she saw during the visit earlier that morning.



IN YOUR PRACTICE

IMPROVEMENTS

How would you make field trips such as the above more purposeful?

DEVELOPMENTAL GOALS

What DGs can you set for the children when you plan for such field trips?



DG



DG



DG

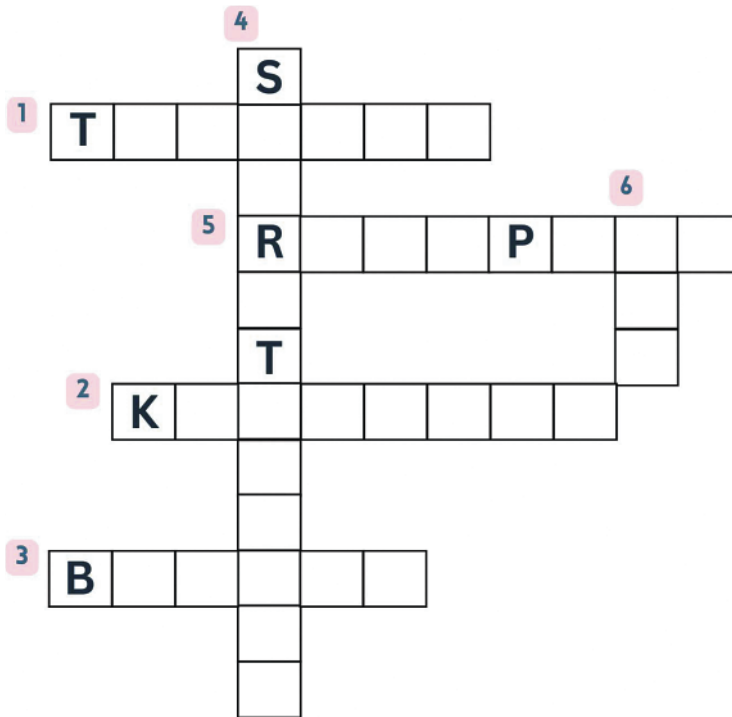


DG

As an intentional educator, what additional experiences could you provide to extend Theresa's learning and development?

Solve the Crossword Puzzle to find out how you can be intentional in planning I.D.E.A.L. experiences

FIND THE 6 MISSING WORDS



CLUES

1. **T**_____

This experience allows Theresa the opportunity to use her tongue to find out that buns can have different types of fillings (**I**)
2. **K**_____

Through this experience, Theresa will get to use her hands and fingers to explore and enjoy the softness and texture of the dough (**D**)
3. **B**_____

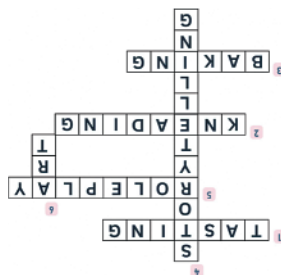
When participating in this experience, Theresa will have opportunities to count, explore a range of ingredients, and discover how flour is used to make buns (**E**)
4. **S _ R T**_____

During this experience, Theresa will get to talk about her experiences and relate them to the experiences of a character in the book (e.g., Gingerbread Man) (**A, L**)
5. **R _ P**_____

Theresa can pretend to be a baker in this experience (**A**)
6. _____

Through this experience, Theresa can recall her experiences and attempt to represent them on paper (**L**)

- ANSWERS**
1. Tasting
 2. Kneading
 3. Baking
 4. Storytelling
 5. Roleplay
 6. Art



C.H.I.L.D. PRINCIPLES

CHAPTER 5

Learning Through Exploration and Play in a Safe and Enriching Environment

Learning Through Play and Exploration

Play is a child's innate way of learning about themselves and their surrounding environment.

During infancy, babies engage repeatedly in activities involving sensorimotor movements such as grasping and pulling, kicking, and propelling of arms to gain better muscular control and mastery.

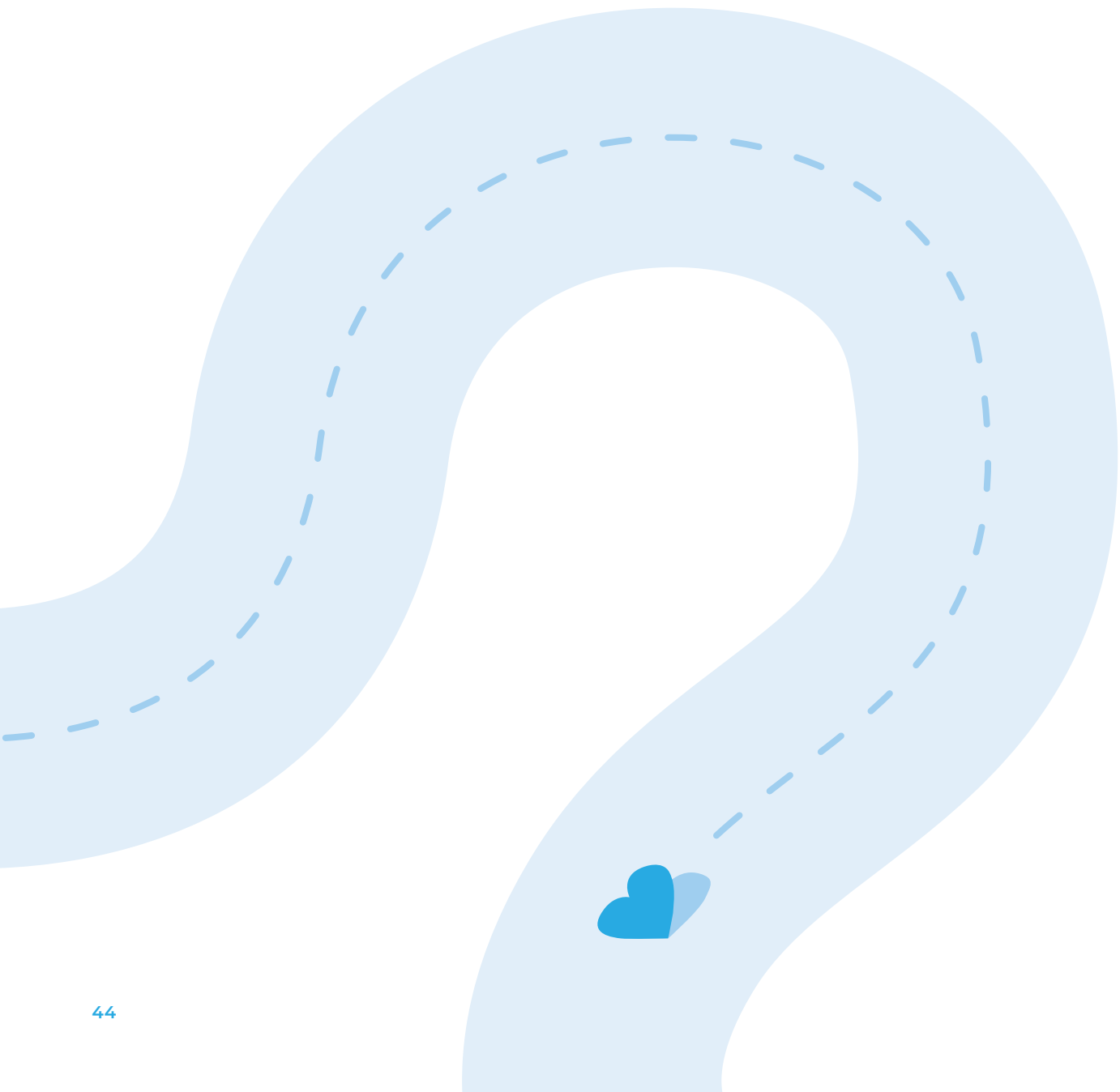
As infants progress into toddlerhood, their play becomes more complex. They may begin enacting play experiences through various media or engage in the use of structured objects (e.g., wooden blocks, puzzles, dominos) or fluid materials (e.g., paint, oobleck, water, and ink) to extend and sustain their interest and exploration.





Symbolic play also emerges at this stage. It involves imaginative play where real persons, objects, or events are transformed into make-believe or pretence. Sometimes, miniature toys such as blocks are used to represent models of actual objects. For example, a toddler may use a block to represent a car or boat or assume an imaginary role such as pretending to be a bird while flapping his/her arms.

As early years educators, it is critical to understand the differentiation of play across infancy and toddlerhood to be able to plan for meaningful and developmentally appropriate experiences for children.



The Continuum of Play

Educators take on different roles across the continuum of play. Understanding when to be an observer or facilitator is crucial in supporting or extending children’s play experiences. It is also important to understand that children’s play can start out at one point of the continuum and move along the continuum in either direction.

Educators should attempt to provide a variety of play experiences with varying degrees of educator involvement as described in Figure 2 below.



The following scenarios illustrate the different levels of child-educator involvement that can take place during children’s play in the centre.



Scenario 1

Interactions with a 4-month-old infant during play

1



CHILD-LED

During tummy time, Renny reaches out and grasps the colourful rattle ball. He holds it with his hands and starts mouthing it. Then he rubs his nose over its surface.

While exploring the rattle ball, he incidentally hits and pushes the ball forward. Renny looks surprised to hear the ringing sound made by the bells inside the ball.

2



CHILD-LED AND EDUCATOR-LED

Ms Jenna observes Renny's facial expression and says, *"Look at you exploring the rattle ball! You can hear the sound it makes."*

Renny looks at Ms Jenna and smiles. Nodding her head, Ms Jenna asks, *"What did you hear? Would you like to hit it again and see if it makes that same sound again?"*

Renny and Ms Jenna continue with the play for a while. Then Ms Jenna asks, *"I see you're really interested in the rattle ball. Maybe you can roll over and try shaking it?"*

Ms Jenna gently rolls Renny onto his back and hands the ball to him.

3



EDUCATOR-LED

Ms Jenna gently bends Renny's legs in a cycling motion to strengthen his large muscles while Renny explores the rattle ball.

4



CHILD-LED

Renny continues with his oral exploration and occasionally shakes the ball to produce the ringing sound.

CHILD-LED AND EDUCATOR-LED

Ms Jenna encourages and affirms by saying, "You're doing a great job discovering what the ball feels like and the lovely ringing sound it makes!"



Scenario 2

Educator's level of involvement in children's group play (18 – 21 months old)

1



CHILD-LED

A group of children enter the play area and one of them, Evelyn approaches a container of toy animals. She starts to take the toy animals out from the container and place them on the floor. Her peers, Junwei and Evan, notice Evelyn's play and join her.

Ms Aishah observes and narrates, "Look at how you are using your hands to transfer the toys from the container to the floor. You're moving them so carefully!"

2



CHILD-LED AND EDUCATOR-LED

Ms Aishah notices Evan looking at a toy giraffe. Pointing to the toy animal she nudges, "Hmm, I wonder what animal this is?"

"Giraffe!" Evan responds upon hearing Ms Aishah's question and starts stroking the toy. She then promptly responds, "Yes, that's right, Evan."

Ms Aishah continues to join in the children's play and, following their lead, she asks questions to encourage them to name the other animals and group the animals according to their sizes — big and small.

3



EDUCATOR-LED

After sensing that the children are ready to move on to a different play experience, Ms Aishah takes a large butcher paper and 3 paper plates and places them on the floor near the children.

She pours some blue, yellow, and red paint on each paper plate. Taking a toy tiger, she demonstrates the activity by dipping its feet into the red paint and creating paw prints on the paper. She then invites the children to participate in the print-making activity.

4



CHILD-LED

The children begin creating animal footprints independently, while Ms Aishah observes. She occasionally encourages them to experiment with different toy animals and guides them to utilise the empty spaces on the butcher paper.

Play and Exploration in a Safe and Enriching Environment

A safe and enriching environment for infants and toddlers refers to a setting that prioritises the physical safety, emotional well-being, and cognitive development of infants and toddlers. Creating and maintaining a safe and enriching environment require a combination of thoughtful room layout, appropriate resources, well-informed educators, and a commitment to ongoing assessment, self-reflection, and improvement.

When organising the environment, educators need to consider the following 3 aspects:

The physical environment

The interactional environment

The temporal environment

THE PHYSICAL ENVIRONMENT

The physical environment for infants and toddlers includes all spaces (both indoors and outdoors) where they play, socialise, participate in routines, and engage in learning.



INDOOR ENVIRONMENT



OUTDOOR ENVIRONMENT

Key considerations when designing the physical environment for infants and toddlers may include:

- Maintaining a clean and hygienic environment through regular cleaning and sanitization of toys, surfaces, and play areas
- Ensuring that the environment is childproofed with secured furniture, covered electrical outlets, and free from small objects that could pose a choking hazard
- Providing a variety of developmentally appropriate toys, books, and natural and man-made resources that promote sensory exploration and holistic development
- Creating designated nap areas, play spaces, and quiet corners for calming activities
- Offering opportunities for outdoor play and exploration of the natural environment

THE INTERACTIVE ENVIRONMENT

The interactive environment is established in a variety of contexts:

- Family interactions
- Peer interactions
- Interactions with caregivers and educators in group settings



Key considerations when establishing interactive environments for infants and toddlers may include the need to:

- Listen and observe to understand children's non-verbal and verbal cues
- Respond promptly and sensitively to the needs of the infants and toddlers
- Provide language-rich experiences such as engaging children in back-and-forth communication (serve and return), meaningful conversations, storytelling, and dramatic play
- Promote positive peer interactions through cooperative play, sharing, and games that require turn-taking

THE TEMPORAL ENVIRONMENT

The temporal environment for infants and toddlers refers to the routines, schedules, and temporal patterns that structure their daily experiences. This environment plays a crucial role in providing predictability, security, and opportunities for extending learning and development.

A predictable temporal environment is one where educators:

- Establish consistent daily routines for activities such as feeding, napping, playtime, and diapering
- Manage transitions between activities and caregiving in a positive manner, allowing infants and toddlers to feel secure and respected
- Offer a balance of active play and quiet, calming activities to support the physical and emotional well-being of infants and toddlers





WHAT HAPPENED

Ms Jun placed some foam blocks on the play mat. Two infants (9 and 11 months old) noticed and approached them. One infant picked up a block and put a corner of it into her mouth before throwing it a distance away. She then picked up another block and threw it out of the mat while making eye contact with Ms Jun.

Ms Jun moved closer to her and said, "*The blocks stay on the mat*", and brought the foam block back to where the infants were sitting and dropped it into a nearby basket labelled "Unclean toys".



IN YOUR PRACTICE

How would you extend the infants' play in the above scenario to make it more meaningful?



IN YOUR PRACTICE

How would you facilitate the play to one that is both child- and educator-led?

Share about an experience that you had designed which spanned across the Continuum of Play (Figure 2).

C.H.I.L.D. PRINCIPLES

CHAPTER 6

Developing Secure Attachments Through Respectful, Responsive, and Reciprocal (3R) Interactions

Attachment is a vital aspect of children's development. From birth, infants have the inborn ability to form attachments with their primary caregivers. They interact with their caregivers through signalling behaviours such as smiling, cooing, or crying. When caregivers respond to these behaviours, a reciprocal pattern of interactions is created. Over time, children build an attachment relationship with their primary caregivers through respectful, responsive, and reciprocal (3R) interactions.

It is therefore important for educators and families to work collectively in providing an environment that values positive relationships and emphasises 3R interactions to strengthen children's secure attachments.

The following scenarios illustrate how secure attachments in children can be developed and strengthened through their daily experiences at the centre and 3R interactions that foster a positive learning environment.

It is important for educators to recognise that in addition to developing secure attachments in children, they can also apply the 3Rs during caregiving and when facilitating exploration and play to enhance and enrich the overall quality of children's experiences.





Scenario 1

Promoting an infant's secure attachment during drop-off

When Isabella (15-month-old) arrived this morning, Mrs Lim noticed that she seemed a bit fussy. Recognising Isabella's need for comfort and reassurance, Mrs Lim offered a warm smile and slowly extended her arms, waiting for Isabella's response before giving her a hug and gently picking her up.

In a soft, soothing voice, Mrs Lim helped Isabella to say goodbye to her parents before guiding her into the infant room.



In this scenario, Mrs Lim promoted Isabella's development of secure attachments through 3R interactions by doing the following:

- Mrs Lim was familiar with Isabella and knew her well enough to recognise that Isabella required time and space and refrained from approaching Isabella immediately upon her arrival (respectful and responsive).
- When Mrs Lim smiled, slowly offered Isabella her hands, and spoke gently to her, she patiently established Isabella's trust and made Isabella feel comforted and secure with her presence (respectful).
- Mrs Lim waited for Isabella to respond before she hugged and picked Isabella up (reciprocal).



Scenario 2

Developing a child's confidence to explore during play

Mrs Ratna had just set up a new play area in the toddler class, with newly added play gym structures including slides and balance beams.

During physical play time, Theresa (18-month-old) began exploring the slide. She carefully climbed up and down the slide multiple times, occasionally glancing at Mrs Ratna, who responded with encouraging smiles and eye contact, gesturing for her to continue exploring.

After exploring the balance beams, Theresa returned to the slide. While attempting to climb up, she lost her balance. Despite another try, she found it difficult to maintain her footing, becoming visibly distressed. When Theresa sought Mrs Ratna's support with her gaze, Mrs Ratna approached her and said gently, *"I see that you are upset, Theresa. It's okay, let's try again!"*



Mrs Ratna promoted Theresa's confidence to explore during play by doing the following:

- Mrs Ratna's presence and non-verbal exchanges with Theresa through eye-contact and facial expressions served as a secure base for Theresa; thus, encouraging her to engage in independent exploration (responsive and reciprocal).
- By acknowledging Theresa's emotions and offering her comfort and encouragement when she was upset, Mrs Ratna fostered a nurturing and supportive environment that promoted a sense of security (respectful and responsive).



Scenario 3

3R interactions during diapering with a 10-month-old infant

- Ms Lana:** (Looking into Irfan's eyes)
"Hi Irfan, it's time to change your diaper and I'm going to remove your pants now... Next, I'm going to remove your diaper and clean your bottom."
- Irfan:** (Cries)
- Ms Lana:** (Gently pats Irfan's chest)
"It's okay. I'm here and I'll be gentle."
- Irfan:** (Stops crying)
- Ms Lana:** *"Here's your fresh, clean diaper. Up go your legs again! Pat pat pat, nice and snug."*
- Irfan:** (Smiles and babbles)
- Ms Lana:** *"Let's get your pants back on. One leg, then the other. All done, you did great!"*
- Irfan:** (Smiles and waves his arms excitedly)
- Ms Lana:** (Continues to narrate her actions to Irfan.) *"We are done! I'm going to lift you up now. Shall we put your things back to where they belong?"*



EVIDENCE OF 3R INTERACTIONS

RESPECTFUL

- Ms Lana made eye contact, smiled, and spoke in a kind and gentle voice.
- She explained to Irfan what she was going to do next during the diapering routine.

RESPONSIVE

- Ms Lana sought to understand Irfan's needs by being observant and attentive to his facial expressions, emotions, and gestures.
- She noticed and acknowledged Irfan's discomfort and reassured him of her presence.

RECIPROCAL

- Ms Lana maintained back-and-forth interactions with Irfan, giving time for him to react / respond before offering another response.
- She consistently acknowledged and responded to Irfan's non-verbal gestures and cues (such as crying, babbling, and smiling) with words of encouragement and reassurance.



Scenario 4

3R interactions during block play with a group of children (3-year-old)

- Ms Fann:** "What shall we build with these wooden blocks?"
- Wong Han:** "I want to build a tower."
- Jeanelle:** "Can we build a tall building?"
- Ms Fann:** "Great ideas. A tower is also a tall building, isn't it? Let's see how we can make them."
- Mysha:** "The tower keeps falling down!"

Ms Fann encouraged the children to work with one another and think of ways to prevent the tower from falling down.

- Ms Fann:** "That's okay. What do you think we can do to make it more stable?"
- Wong Han:** "Maybe we can put many blocks at the bottom."
- Ms Fann:** "Let's try that and see if it helps."



EVIDENCE OF 3R INTERACTIONS

RESPECTFUL

- Ms Fann provided time, space, and autonomy for the children to choose what they would like to build with the blocks.
- Ms Fann listened attentively to the children's ideas and acknowledged their suggestions by encouraging them to try them out.

RESPONSIVE

- Ms Fann helped the children make connections between ideas and provided explanations and clarifications (when needed).

RECIPROCAL

- Ms Fann exercised patience and waited for the children to respond, before replying or asking another question in relation to their query or ideas.
- She also facilitated children's reciprocal interactions with one another by encouraging them to work together to solve a problem (find solutions to prevent the tower from falling).



Think About

Learning to self-feed can be a messy experience for infants and toddlers. However, it is also an opportunity to foster positive attachments and help them grow and learn.

IN YOUR PRACTICE

How can you incorporate 3R interactions and responses during children's mealtimes to foster positive attachment?

What are some challenges that you might face during the children's mealtimes?

What are some strategies that you would apply to overcome the challenges and be more effective in your practice?

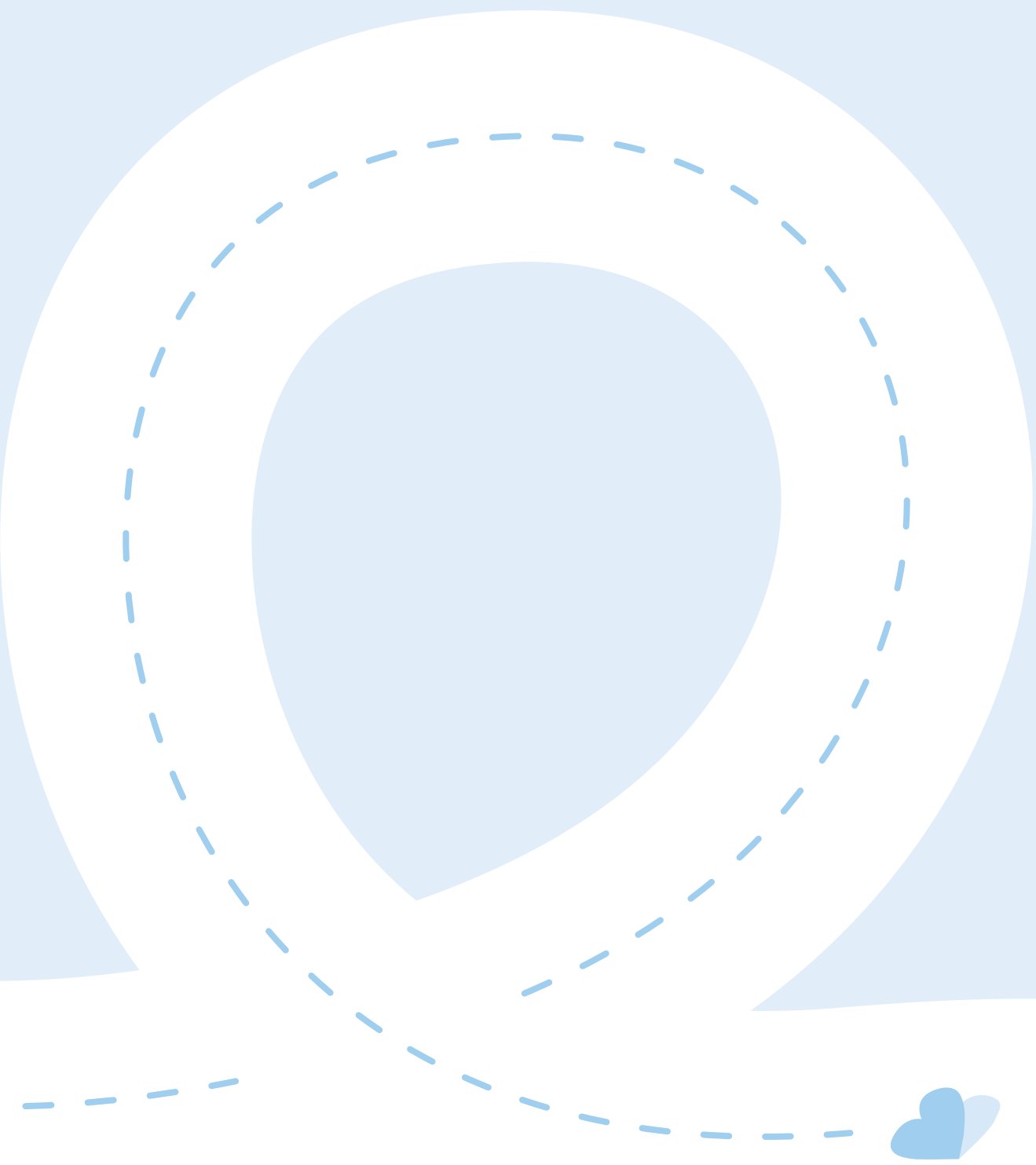


C.H.I.L.D. PRINCIPLES

CHAPTER 7

Putting it Together: An Educator's Story

Read the following story to see how the **C.H.I.L.D.** principles come to life from the perspective of an infant educator!





"As the day begins in our infant room, my colleague and I are reminded of how important each morning is for building trust and nurturing curiosity in our children.

As the day unfolds, we understand that our role goes beyond caregiving. It's about being attentive and responsive, fostering secure attachments while ensuring each child's needs are met respectfully.

Our commitment is to listen, observe, support, guide, and provide opportunities for the children to develop holistically. It's also about creating a safe and enriching environment to help each child feel truly safe as they learn through exploration and play."

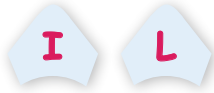


7:00 AM

When I arrive, I survey the infant room to ensure the environment is safe and welcoming. I also check to ensure all the resources for the day's activities are organised appropriately for children's exploration and play.

This takes me about 5 – 10 minutes.

C.H.I.L.D. PRINCIPLES



- Educator scanned the room to ensure the environment is safe for children to explore and play.
- Educator checked to ensure the resources that she needed to provide for children's play are in order.

The first infant, Renny, arrives. I greet him and his parents. As the parents are not in a rush, I ask if they wish to share with me how Renny is feeling this morning, and if there is anything about Renny that they would like me to pay special attention to today.

Renny and I say our goodbyes to his parents.



C.H.I.L.D. PRINCIPLES



- Educator took time to interact respectfully with parents. This signaled to the infant that there is a positive relationship among the people who are important to him.
- Educator checked with the parents if they had any concerns so that she could be more responsive in her interactions with the infant.

8:00 AM

A few more infants arrive. Breakfast is served to the older infants.

While assisting the older infants, I chat with them — I ask how they are and observe their facial expressions and body language to see if I need to adjust the day's routines to make them feel more comfortable.



C.H.I.L.D. PRINCIPLES



- Educator interacted with the infants to build trust and deepen her relationship with them.
- Educator observed the children's facial expressions and body language to understand each child and was prepared to exercise flexibility in her plans for the children to feel emotionally safe.

9:15 AM

My colleague and I do another diaper check.

When everyone is cleaned up, we head to the gross motor area. The infants are encouraged to crawl, climb on, go under, and explore sensory walls where materials that appeal to their sense of sight, hearing, and touch are attached.

While my colleague supervises and provides physical and emotional support for the crawlers, I spend time on the mat with the 3 youngest infants. We explore on our tummies and play peek-a-boo.



C.H.I.L.D. PRINCIPLES



- Educator planned and provided opportunities for children to explore and play to promote holistic development:
- Child-safe structures encouraged children's exploration for their gross motor development.
- Sensory wall — infants used their palms and fingers to hit and spin the resources on the sensory wall; they learned about sounds, textures, and colours; and observed cause-and-effect.

10:00 AM

Back in the dining area, everyone gets their hands wiped / washed and a diaper check before their milk / snack time. This was done in an unhurried manner to ensure all infants feel comfortable.

The youngest infant, Sara (4-month-old) is getting restless and signalling for her bottle, so I place her on my lap and prepare to feed her while the older infants get ready to have their apple puree.

C.H.I.L.D. PRINCIPLES



- Educator took care of children's well-being — ensured they were clean and comfortable before their milk feed / snacks.
- Educator adjusted her routine to meet Sara's specific need for rest. This responsiveness fostered a safe and trusting relationship with the infant.

10:30 AM

While the younger infants are asleep, the two older ones settle in with some picture books. Animal stories are their favourite.

I play some soothing music and lower the window blinds.

With one infant on each lap, I talk about the pictures on each page.

Soon, I see them rubbing their eyes and yawning. I promptly bring them to their cots and continue reading till they fall asleep.



C.H.I.L.D. PRINCIPLES



- Educator observed, respected, and responded to the infants' interests and needs:
- Read the infants' favourite books as a pre-nap activity
- Prepared them for rest time in a non-threatening way — played soothing music, lowered the blinds
- Brought them to the cots when they showed signs of fatigue

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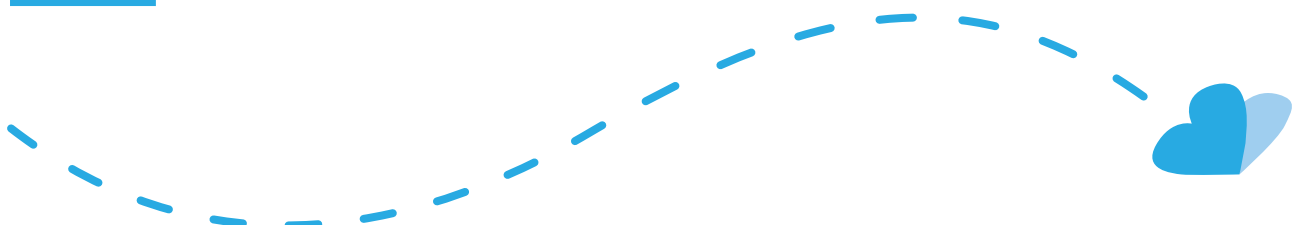
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