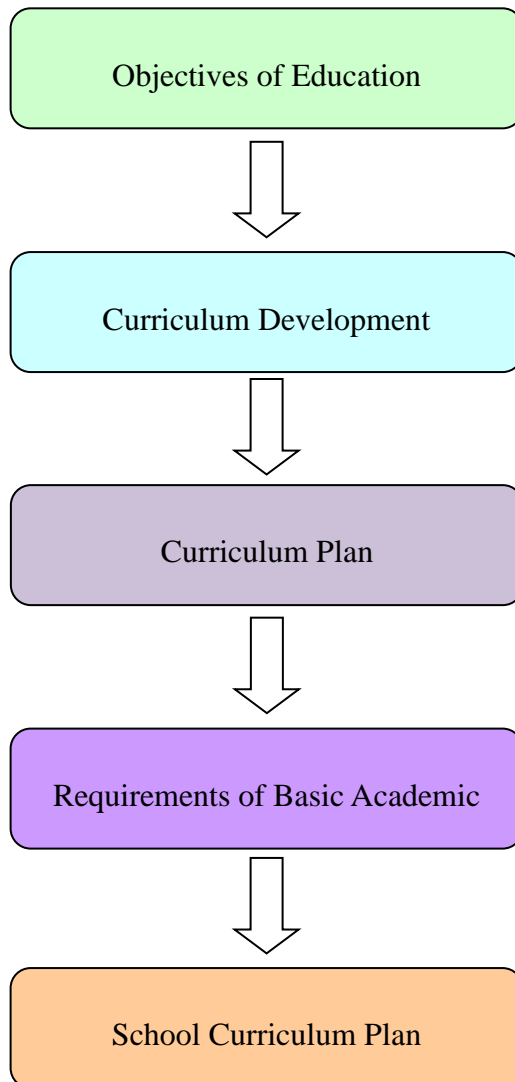


## Curriculum Structure of Infant Education

Infants develop in an all-round fashion. ‘Curriculum’ refers to all activities that infants are involved in at school, and should be considered holistic development in five learning areas; namely, ‘Health and Physical Education’, ‘Language’, ‘Personal, Social and Humanities Education’, ‘Mathematics and Science’, and ‘Arts’.

Thus, the curriculum should be comprehensive, integrative and diversified, and must comply with the objectives of education in the Fundamental Law of Non-tertiary Education System, the curriculum development guidelines and curriculum plan of the Curriculum Framework for Formal Education of Local Education System, and Requirements of Basic Academic Attainments for Infant Education.



## I. Objectives of Infant Education

### **Objectives of Infant Education**

- ✓ To cultivate students' basic ethical concept and moral behaviour;
- ✓ To nurture the habit and characteristics of getting along well with others;
- ✓ To develop hygienic habits and to promote the physical and mental health;
- ✓ To foster the interest of learning and creativity, to develop their various potentials;
- ✓ To increase the daily life experience;
- ✓ To enhance the language and other communicative capacity;
- ✓ To bring up students' interest in art;
- ✓ To cultivate the basic concept of environmental protection.

Article 7 of Law No. 9/2006 –  
*Fundamental Law of Non-tertiary Education System*

## II. Curriculum Development Guidelines for Infant Education

Under the premise of motivating infants to achieve aforementioned Objectives of Infant Education, government, schools and teachers should pay attention to following during development of infant education curriculum:

### **Curriculum Development Guidelines for Infant Education**

- ✓ Provide comprehensive and enlightening education for infants;
- ✓ Curriculum should comply with pattern of infants' physical and mental development and their characteristics of learning;
- ✓ Address differences of each infant in particular areas related to their physical and cognitive development and socio-cultural context, as well as to their educational needs;
- ✓ Pay attention to comprehensiveness of curriculum;
- ✓ Make good use of curiosity and life experience of infants in order to promote their learning initiative;
- ✓ Utilise games as basic method of learning;
- ✓ Insist on the link between basic childcare and education.

Article 4 of Administrative Regulation No. 15/2014 –  
*Curriculum Framework for Formal Education of Local Education System*

### **III. Requirement of Basic Academic Attainments**

#### **What is 'Requirement of Basic Academic Attainments'?**

'Requirements of Basic Academic Attainments' refers to basic qualities formulated by government that students should attain upon completion of various education levels, including basic knowledge, skills, abilities, emotions, attitude and values.

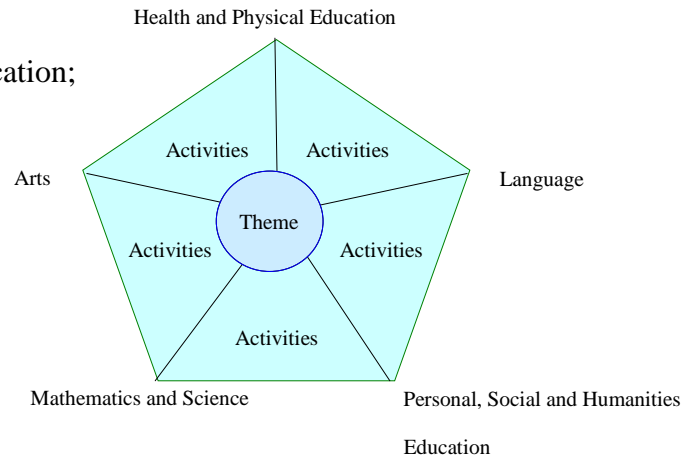
'Requirements of Basic Academic Attainments at Infant Education Level' is a set of infant development-oriented standards that Macao infants should attain; with teaching autonomy, schools and teachers can design appropriate teaching contents and assessment strategies by themselves. Through 'Requirements of Basic Academic Attainments at Infant Education Level', schools and teachers can obtain reference and basic standards in curriculum organisation and development, selection of teaching materials and teaching content of various learning areas, as well as the education and learning, and devising of learning activities; it also serves as the metrics in management and evaluation of

<Reference Only>

curriculum, guidance and regulation of teaching as well as the education quality of the school.

‘Requirements of Basic Academic Attainments at Infant Education Level’ is based on five learning areas, thus schools must guarantee that education at infant level shall cover the five areas:

- (1) Health and Physical Education;
- (2) Language;
- (3) Personal, Social and Humanities Education;
- (4) Mathematics and Science;
- (5) Arts



#### IV. School Curriculum Plan

When formulating curriculum plans, schools shall obey following:

- (1) **In each academic year, total time of educational activities conducted by schools must not be less than 195 school days.**

(Administrative Regulation No. 15/2014)

**What is a 'school day'?**

- ✓ 'School day' refers to educational activity day conducted by school.
- ✓ In one day, if no less than 70 minutes of educational activities is conducted either before or after lunch only it is considered a 'half school day'.
- ✓ In one day, if no less than 70 minutes of educational activities is conducted both before and after lunch it is considered a 'full school day'.
- ✓ Each examination day at the end of semester or period is considered one school day.
- ✓ 'Other educational activity day' (e.g.) opening ceremony, field trip, family sports day and so on is considered 'full school day' if time exceeds 70 minutes in one day.

**What is 'educational activity'?**

This refers to all activities relating to education provided by schools (including teaching activity, nursing activity, games, physical activity, corner activity/learning corner, school opening activity, activity for graduation, and travel events, etc.)

**(2) School Hours and Other Regulations**

<b>Curriculum Plan for Infant Education</b> <i>(Administrative Regulation No. 15/2014)</i>			
K1 to K3			
	Learning area <sup>2</sup>	Time of educational activities per week <sup>1</sup> (minutes)	Total time of educational activities of infant education <sup>1</sup> (minutes)
Teaching activities	Health and Physical Education	1,200 – 1,650	140,400 – 193,050
	Language		
	Personal, Social and Humanities Education		
	Mathematics and Science		
	Arts		
Non-teaching activities			

Total time of educational activities from K1 to K3

**Note:**

1. Time of educational activities does not include duration of lunch and afternoon nap.
2. Schools can design comprehensive topics and units comprising different learning areas.
3. Time of weekly teaching activities in stage of infant education shall not exceed 900 minutes, with each session from 25 to 40 minutes.
4. First year of infant education shall not include teaching of writing.
5. Schools can conduct extracurricular activities beyond hours specified in above table according to their needs.
6. Appropriate rest time between two consecutive classes must be arranged for students.

It is important that the curriculum for K1 students must not include the teaching of writing, since the muscles of K1 students have not yet fully developed, and their learning should be compatible with specific experience; learning abstract symbols does not comply with their development and learning characteristics. If children show great interest in writing, teachers can provide them with coarse pens and drawing paper to conform to their interest, letting them enjoy drawing before advancing to imitative writing gesture during games or meaningful situations; for example doctors writing prescription, police writing tickets, waiters taking orders and so on, in role playing. Teachers shall never force K1 students to write.

Meanwhile, schools must arrange an appropriate time for children to rest between two sessions of teaching activities, in order to prevent them from concentrating for a long period of time that affects learning outcomes. Specific rest time is arranged by schools according to the actual situation, during which students can undergo queuing and hand-washing, refreshments or games.

## Example: Curriculum Plan

Activity			Weekly Activity Time (minutes)		
			K1	K2	K3
Teaching Activities	Health and Physical Education	Thematic Educational Activities	400	450	500
	Language	Corner Activity/Learning Corner	200	200	200
	Personal, Social and Humanities Education	Outdoor / Sport Activities	150	150	200
	Mathematics and Science				
	Arts				
Total time of teaching activities (less than 900)			750	800	900
Non-teaching activities	Arriving at kindergarten, early check and tidying up before leaving		200	200	200
	Drinking water, queuing and hand-washing and taking breaks		225	200	200
	Refreshments		150	150	150
	Total time of non-teaching activities		575	550	550
Total (1,200 – 1,650 minutes)			1325	1350	1450



## Example: Timetable

### Arrangement for 'Full school day' educational activities (taking K2 in infant education as example)

#### Morning

8:40 - 9:00	Arrive at kindergarten and early check
9:00 - 9:30	Thematic teaching 1 (30')
9:30 - 9:45	Drinking water, queuing and hand-washing, and taking a break
9:45 - 10:15	Thematic teaching 2 (30')
10:15 - 10:45	Refreshment
10:45 - 11:15	Thematic teaching 3 (30')
11:15 - 11:30	Drinking water, queuing and hand-washing and taking a break
11:30 - 12:00	Outdoor /sports activities (30')
12:00 - 13:30	Lunch
13:30 - 14:30	Afternoon nap

#### Afternoon

14:30 - 14:40	Drinking water, queuing and hand-washing
14:40 - 15:20	Corner activity/learning corner (40')
15:20 - 15:40	Tidying up before leaving

## **V. School Curriculum Development**

On the premise of the objectives of education, curriculum development guidelines, the requirement of basic academic attainments in five learning areas and curriculum plan, and school curriculum development should reflect the educational philosophy and characteristics of schools in response to the needs of infant development.

Hence, each school can develop its own curriculum in consideration of the individual situation, concept and history, demonstrating its local features and advantages within its discretion:

- (1) School curriculum objective;
- (2) Curriculum structure of various grades, such as time specified for educational activities, teaching topic, establishment of units and arrangement of schedule at stage of infant education;
- (3) Requirements of academic attainments children should obtain;
- (4) Specific teaching content, approach of teaching activity and teaching progress;
- (5) Arrangement of nursing measures;
- (6) Selection, adaptation and development of teaching materials;
- (7) Assessment form and criteria;
- (8) School calendar.

## **VI. Learning Assistance Measures**

Learning assistance measures refer to a series of activities conducted by schools in the duration of educational activities, with the aim of helping children overcome learning difficulties and assisting them for full development. Schools should assist children with learning difficulties or inadequacy, while supporting and guiding children who are capable of learning easily or have special skills.

To conduct learning assistance measures, schools can request co-operation of related public department when necessary. Leading teaching authorities of schools should conduct a conclusive assessment regularly for the effect of learning assistance measures adopted.

Schools should adopt flexible and various learning assistance measures according to needs of children, in particular:

- (1) Provide assistance activities in group or individuals which serve to solve questions children face in learning and assist them to finish homework;
- (2) Provide guidance and plan for learning suggestions to children;

<Reference Only>

- (3) Make good use of their leisure time in special plans;
- (4) Elective curriculum using specific teaching strategies or arrangement on content of curriculum, school hours and teaching space;
- (5) Targeted curriculum resources, including curriculum resources using information technology as carrier.