Creating a Child Friendly Environment as a Curriculum Model for Early Years Teaching

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Abstract : Young children are active learners who use all their senses to build concepts and ideas from their experiences. The process of learning, the content and the outcomes, is vital for young children. They need time to explore whether they are satisfied with what is learnt. Of all levels of education, early childhood education is considered to be most critical for the social, emotional, cognitive and physical development. For this reason, the teachers for early years need to play a significant role in the teaching and learning process through the provision of a friendly environment in the school. A case study approach was used in this study. The information was gathered through various methods like class observation, field notes, documents analysis, group processes, and semi structured interviews. The group processes participants and interviewees were taken from some stakeholders such as parents, students, teachers, and head teachers from public schools, to have a broad and comprehensive analysis, informal interaction with different stakeholders and self-reflection was used to clarify aspects of varying issues and findings. The teachers' roles in developing a child friendly environment in personal capacity to learning were found to improve a pupils learning ability. Prior to early child development education, learning experiences and pedagogical content knowledge played a vital role in engaging teachers in developing their thinking and teaching practice. Children can be helped to develop independent self-control and self-reliance with careful planning and development of the child's experience with sensitive and appropriate interaction by the educator to propel eagerness to learn through the provision of a friendly environment.
Keywords : child friendly environment, early childhood, education and development, teaching, learning and the curriculum