

**Framework**  
**Basic Kindergarten Teacher Training Manual (2005)**

**Objectives**

1. Present kindergarten teachers with information regarding all sections of the National Interactive Curriculum.

**Target Group**

All Ministry of Education 'newly appointed' kindergarten teachers.

**Training Hours**

Forty two training hours.

**Training manual support materials**

*Teacher's booklet.* Includes detailed information with regards to the following topics: national curriculum goals and objectives, importance of the early childhood years, developmental principals and characteristics, classroom social environment, organizing the classroom physical environment, first week of kindergarten, children's activity booklets, curriculum educational units, planning, importance of daily routine, evaluation, and school/home relationship.

**Training Manual Topic**

1. Goals and content areas of the National Interactive Curriculum. *Areas:* social, national, emotional, physical, cognitive, performance, spiritual/religious.
2. Historical interest in early childhood education.
3. Children's social, emotional, physical, language/cognitive and perceptual developmental characteristics.
4. Classroom social environment. Encouraging positive social interactions through a variety of developmentally appropriate practices such as modeling, guiding, and reinforcing positive behaviors.
5. Children's behavioral problems (aggression, lying, stealing, acting-out, shyness, crying) and strategies for minimizing these behaviors.
6. Classroom physical environment and supporting educational materials. Supporting children's learning through providing educational corners that allow children to manipulate their environment under controlled circumstances.
7. Importance of first week in kindergarten. Providing children with a socially and physically safe environment encourages children's positive attitude towards kindergarten.
8. Curriculum's educational units. Each educational unit provides kindergarten teachers with detailed information on implementing activities that promote children's learning and development.
9. Importance of planning. Teachers are provided with and trained on using four planning forms: yearly, monthly, weekly, and daily forms.
10. Kindergarten daily program/routine. Provides the teacher with detailed information concerning each daily activity and strategies for planning for and implementing it.
11. Children's educational booklets. Provides teachers with knowledge of the contents of the various children's educational booklets and strategies for effectively implementing them.
12. Strategies for evaluating young children. Kindergarten teachers are provided with the Ministry's Children's Evaluation Report and trained on how to utilize the various data collection methods to report on children's developmental and educational progress.
13. School-home relations. This information encourages teachers to promote a health relationship with children's families which ultimately encourages children's development and outlook toward school.

## **Framework Advanced Training Manual (1), 2005**

### **Objectives**

To provide Ministry of Education kindergarten teachers with detailed information regarding the National Interactive Curriculum.

### **Target Group**

All Ministry of Education kindergarten teachers.

### **Training Hours**

40 training hours.

### **Training Manual Support Materials**

1. *DVD*. Includes scenes of kindergarten teachers implementing the kindergarten daily program.
2. *Teacher's booklet*. Includes detailed information concerning the daily kindergarten program, reading and writing preparedness activities, teacher-child positive interaction, parent involvement in kindergarten classrooms, assessing and evaluating children's performance.

### **Training Manual Topics**

1. Daily kindergarten program
2. Reading and writing preparedness activities
3. Teacher-child positive interaction
4. Parent involvement in kindergarten classrooms
5. Assessing and evaluating children's performance.

#### ***1. Daily kindergarten program***

This section includes detailed information concerning the activities implemented on a daily basis within the kindergarten programs, they include:

- Basis of daily routing and its importance
- Receiving children in the morning
- Morning large circle activity
- Activity tables
- Cleaning up and organizing the materials and classroom
- Preparedness activity for Arabic and math
- Arabic and math writing activities
- Breakfast
- Playground play
- Free play in educational classroom corners
- Summary circle and story activity
- Preparing for end of day

#### ***2. Reading and writing preparedness activities***

- Importance of reading and writing preparedness
- Children's language development characteristics
- Basic language experiences and activities
- Literature/story-books. Importance and teacher role in effective implementation
- Promoting children's reading and writing skills
- Promoting listening and comprehension skills

- Promoting visual perception
- Language skills
- Large motor activities
- Thinking skills
- Social-emotional skills

**3. *Adult-child positive social interaction***

- Children's rights
- Teacher role in applying children's rights
- Positive social interaction; importance and positive outcomes
- Positive social interaction during play
- Basis of positive social interaction
- Positive interaction strategies

**4. *Parent involvement in kindergarten classrooms***

- Types of families
- Positive outcomes resulting from family involvement
- Preparing a classroom environment that promotes family volunteering

**5. *Assessing and evaluating children's performance***

- Definition of assessment and evaluation
- Importance of evaluating children's performance
- Basis of evaluating young children
- Teacher's role in evaluating children
- Strategies for evaluating children
- Importance of feedback
- Children's evaluation MoE report card

**Framework  
Advanced Training Manual (2), 2006**

**Objectives**

Provide practical experience to Ministry of Education kindergarten teachers on:

1. Using environmental resources to enhance the classroom learning environment,
2. Story reading strategies.

**Target Group**

All Ministry of Education kindergarten teachers.

**Training Hours**

Twenty training hours.

**Training Manual Support Materials**

1. *DVD*. Includes scenes that promote the physical kindergarten classroom environment through obtaining appropriate environmental resources/materials and organizing them to enhance teaching and learning.
2. *Teacher's booklet*. Includes detailed information concerning obtaining and utilizing environmental resources/materials to enhance the kindergarten classroom environment. Also included is detailed information regarding children's literature; importance, implementation strategies, and strategies to create alternative literature resources.

**Training Manual Topics**

1. Environmental resources to enhance the classroom learning environment,
2. Story reading strategies.

**1. *Environmental resources to enhance the classroom learning environment***

Kindergarten teachers are provided with in-depth information regarding the following topics:

- Environmental resources/materials; a definition
- Acquiring environmental resources/materials.
- Strategies for sorting and storing environmental resources/materials.
- Strategies for organizing the kindergarten classroom physical environment (educational/play corners) using acquired environmental resources/materials.
- Identification of learning materials acquired from the surrounding environment.
- Strategies for developing art resources.
- Strategies for using environmental resources/materials in the playground.

**2. *Story reading strategies***

Kindergarten teachers are provided with information concerning the importance of children's literature and story-reading strategies through in-depth information regarding the following topics:

- Children's literature; definition
- The importance of providing and reading stories to kindergarten children.
- Basis for choosing age-appropriate story books.
- Story reading steps and strategies.
- Teacher's role in encouraging children to listen to stories.
- Story book alternatives and ways to develop them.

## **Framework**

### **Comprehensive Kindergarten Teacher Training Manual (2006)**

#### **Objective**

Provide Ministry of Education kindergarten teachers with comprehensive information concerning curriculum content areas and strategies for implementing curriculum activities successfully.

#### **Target Group**

All Ministry of Education 'newly appointed' kindergarten teachers.

#### **Training Hours**

Forty eight training hours.

#### **Training manual support materials**

##### *A. Three DVDs:*

1. Includes scenes that promote the physical kindergarten classroom environment through obtaining appropriate environmental resources/materials and organizing them to enhance teaching and learning.
2. Includes scenes of kindergarten teachers implementing the kindergarten daily program.
3. Children's literature. Strategies for reading stories to young children and strategies for creating printed materials appropriate for this age-group.

##### *B. Kindergarten teacher's information booklet includes detailed information on the following topics:*

National interactive curriculum; objectives, units, and activities, planning, daily kindergarten program/routine, kindergarten classroom physical environment, kindergarten classroom social environment, reading and writing preparedness, children's literature, evaluation, and parent involvement.

#### **Training Manual Topics**

1. National interactive curriculum; objectives, units, and activities,
2. Planning: includes yearly, monthly, weekly, and daily planning strategies.
3. Daily kindergarten program/routine; receiving children, morning circle, activity tables, cleaning up and organizing the materials and classroom, preparedness activity for Arabic and math, Arabic and math writing activities, breakfast, playground play, free play in educational classroom corners, summary circle and story activity, preparing for end of day
4. Kindergarten classroom physical environment; organizing kindergarten classroom environment according to educational corners: reading, house, art, math and science, and blocks. Emphasis is placed on developing educational aids/charts such as weather, project, absentee, feelings, clock, days of the week, birthday, and parent chart.
5. kindergarten classroom social environment: Children's rights, teacher's role in applying children's rights, positive social interaction; importance and positive outcomes, positive social interaction during play, basis of positive social interaction, positive interaction strategies, children's behavioral problems
6. Reading and writing preparedness: includes importance of reading and writing preparedness, children's language development characteristics, basic language experiences and activities, literature/story-books, importance and teacher role in effective implementation, promoting children's reading and writing skills, listening and comprehension skills.

7. Children's literature: includes a comprehensive review of children's definitions and importance, value added from story-reading, basis for choosing age-appropriate story books, and strategies for reading stories.
8. Evaluation: includes formative evaluation strategies teachers need to report on children's developmental and educational progress.
9. Parent involvement: includes strategies for effectively involving volunteer parents in the kindergarten classroom to assist teachers with their daily routine.

**Framework**  
**Training Manual for MoE kindergarten Teachers with**  
**ESP Prepared Classrooms (2006)**

**Objectives**

Provide teachers with ESP prepared kindergarten classrooms with practical experiences to enable them to organize their classroom furnishings and utilize educational materials to promote development.

**Target Group**

All Ministry of Education teachers with ESP prepared classrooms.

**Training hours**

Eight training hours.

**Training Manual Support Materials**

1. *Teacher's booklet.* This booklet includes detailed information supported by pictures that enable the ESP/MoE teacher in organizing the classroom environment to support learning and development.

**Training Manual Topics**

1. Securing a healthy and safe classroom environment in light of all materials provided by ESP. Teachers are provided with information on how to maintain a clean classroom and playground area.
2. Organizing the classroom using ESP issued furnishings and materials. Teachers are encouraged to organize their educational areas/corners in ways that promote leaning and discovery with limited distraction.
3. Classroom educational aids. Teachers are encouraged to develop the following educational/supporting teaching aids/charts: days of the week, children's names/helping hands, weather, project/theme, and emotions charts.

**Framework**  
**Kindergarten Children Evaluation Strategies Training Manual (2007)**

**Objectives**

Provide practical experiences to enable Ministry of Education kindergarten teachers to evaluate children's personal and educational progress and development.

**Target Group**

All Ministry of Education kindergarten teachers.

**Training hours**

Eight training hours.

**Training Manual Support Materials**

*Teacher's booklet:* includes detailed information on formative evaluation strategies to facilitate the completion of children's 'report card'.

**Training Manual Topics**

1. Basis for evaluation. Teachers are provided with information concerning the importance of formative and age-appropriate evaluation strategies.
2. Children's developmental characteristics. In order for teachers to evaluate children's development, they need to possess information concerning their developmental characteristics and needs. This section provides the information.
3. Kindergarten teacher's role in evaluating young children, using initial and formative evaluation strategies.
4. Evaluation strategies used at the kindergarten level. Teachers are encouraged to use several evaluative methods to present 'true' evaluations of children. Such methods include: children's portfolios, observations, report writing, and feedback.
5. Strategies for completing children's MoE 'report card'. Teachers are provided with the report card issued by the Ministry of Education and trained on strategies for gathering information to complete it.

## **Framework**

### **Modified National Interactive Curriculum Training Manual (2007)**

#### **Objectives**

Provide Ministry of Education teachers with comprehensive and in-depth information concerning the modified curriculum; its sections, activities, and implementation strategies.

#### **Target Group**

All Ministry of Education 'newly appointed' kindergarten teachers.

#### **Training hours**

Fifty six training hours.

#### **Training Manual Support Materials**

A. *Two DVDs*: physical environment and daily program/routine.

B. *Teacher's Booklet*. Includes all informational materials covered in the training manual as outlined below.

#### **Training Manual Topics**

1. Modified national curriculum general and specific outcomes framework. The general framework includes all curriculum educational development areas (ethics and religion, social-emotional, language, physical/health, mental/cognitive, and aesthetic). Specific curriculum outcomes related to the general areas include several objectives within each area that need to be accomplished on a short or long term basis.
2. Children's learning strategies and styles. Definitions and importance of play, teacher's role in promoting guided play, kindergarten games, play levels, choosing age-appropriate play materials, learning through senses, learning by observing, learning through discovery and trial and error.
3. Kindergarten classroom social environment. Includes the following topics: importance of the early childhood years, developmental principles and children's characteristics, children's rights and needs, teachers' role in implementing children's rights, social and physical classroom environments, principles of effective adult-child interactions, effective strategies for dealing with kindergarten children, children's behavioral challenges and proposed solutions.
4. Kindergarten classroom physical environment. Includes detailed information concerning organizing the classroom environment according to the following educational corners/areas: quiet/book corner, blocks, house, art, science and math. Also included are topics such as activity table, developing educational supporting tools, classroom and playground safety, and environmental resources.
5. National interactive curriculum sections. Provides a detailed description of the various curriculum sections: theoretical framework, thematic units, children's activity booklets, flashcards, and number and letter posters.
6. Evaluation. Includes information on objectives, basis, and types of evaluation appropriate to apply with young children. Also includes detailed information on how to collect data to enable teachers to fill out the MoE issued kindergarten 'report card'.
7. Parent involvement as volunteers in kindergarten classrooms. This section includes information on the parent involvement initiative currently implemented in Ministry of Education kindergarten classrooms.