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| **Article title** | Curriculum in Early Childhood Education (Country) |
| **Author 1** | Name Surname  Please write as you wish your name to be displayed on the resource (titles are not included). |
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**Text of the article** [1000 – 1500 words maximum]

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**Play based learning and inquiry are universal threads underpinning early childhood curriculum in most western countries. Early Childhood Education (ECE) is usually not compulsory and sits outside the formal school education system. Government interest and investment in early childhood curriculum is highly variable and reflect the changing political, social and economic circumstances of each country. These factors can also impact the planning and delivery of the curriculum particularly in relation to parent participation and co-construction of curriculum content inclusive of the children and ECE staff.**

**1. Approaches to curriculum: The beliefs and values of your country about education, learning and teaching can influence the approach to early childhood curriculum design and implementation. Discuss these issues in relation to curriculum planning, delivery and evaluation by ECE teachers in your country. If there is a national ECE curriculum in your country, discuss the key principles that are used in guiding early childhood teaching practice. Discuss particular local values and beliefs that are emphasized in your national curriculum.**

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**2. Play based pedagogy: Influenced by the work of Friedrich Froebel, learning through play has been popularized through kindergartens worldwide. To what extent has ECE curriculum in your country been influenced by Froebel and/or other western philosophers including Maria Montessori and Rudolf Steiner? How does it reflect a play based pedagogy and is this reflected in the organization of curriculum content and pedagogy? To what extent Is there a differentiation in the curriculum designed for children birth to 3 years (infants and toddlers), 4 to 6 year olds (preschoolers) and 78 year olds (early years of school)?**

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**3. Child-centered and child-led curriculum: According to the UN Convention on the Rights of the Child, children have the right to contribute to curriculum development and other decisionmaking about curriculum matters during early childhood. The place of children in society as competent, capable learners or as vulnerable citizens in need of protection, can impact the positioning of children’s right to contribute to curriculum planning. To what extent is the approach to ECE curriculum in your country reflective of a child centered and child led philosophy?**

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**4. Key challenges: What are the key challenges of curriculum design and delivery in ECE settings being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.**

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**[Further reading and online resources](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0" \l "h.5bj83778kqd0) [compulsory]** [not included in total word count]

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* You must include all relevant references in full
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* Supply captions for all tables
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* Routine moderate copyediting required
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