



Curriculum Analysis – Lithuania

Pre-primary	
<p>Introductory overview of the curriculum (e.g. what is the focus, what are the approaches, how is it delivered, etc.)</p>	<p>Pre-primary education is compulsory from age 6 to 7. It's purpose is to help a child prepare for successful learning according to the primary education curriculum.</p> <p>Pre-primary education is carried out according to a one-year general pre-primary education curriculum approved by the Minister of Education and Science. Its contents is focused on the development of the child's general competences – social and health care, knowledge and understanding of the world, communication and artistic expression – through integrated development activities.</p> <p>Pre-primary education can be provided by private, state or municipal kindergartens, school-kindergartens, schools or other institutions, as well as freelance educators or other education providers. Pre-primary education in other languages can be acquired at the institutions providing pre-primary education programs for ethnic minorities.</p> <p>4 hours a day (20 hours a week) of pre-primary education is funded from the national or municipal budget through the "student voucher" allocation system. Parents only make a financial contribution to cover the cost of meals and learning materials, however municipalities can reduce the fees to families based on their social situation.</p> <p>In 2015 Pre-school children's achievement list was approved. It is a list of six steps which show basic attitudes and skills of a child acquired until six years of age.</p> <p>The list of skills was made on the ground of practical experience in other countries, national education strategy ideas, other theories and research.</p> <p>The Achievement list is not a standard which should be followed by each child. This is only a direction for educators to follow in order to see the child's developmental progress. The list is applied to children with special needs.</p>
<p>Goals and expectations, level of attainment, statutory requirements, etc. which are connected to the affective domain of learning; please provide information against the core competencies indicated (based on the attached CASEL segmentation; more information can be found on http://www.casel.org/core-competencies/)</p>	<p>SELF-MANAGEMENT.</p> <p>Self-control. Behaviouristic attitudes, i.e. is able to keep control over emotions and behaviour.</p> <p>Essential skills: follows agreements, behaves politely, while communicating tries to keep control over his words and actions (manages anger, does not insult others).</p> <p>In childhood two processes of self- control are relevant: internal control and external control.</p> <p>The feeling of personal internal control is the feeling that we ourselves control the circumstances of our lives.</p>



<p>Please note that information is needed only for the categories actually addressed by the curriculum.</p>	<p>The feeling of external control is a belief that our life is being controlled by successful or unsuccessful circumstances or the actions of others. Pre-school children are dependable on adults, i.e. external control, but growing they come to understanding that they can also keep control over majority of life situations.</p> <p>Self-control while growing also improves:</p> <ul style="list-style-type: none"> • ability to calm down and relax; • ability to follow agreements and rules.
	<p>SELF-AWARENESS: Essential skills. Understands his identity ("I am, I was, I will be"), is able to identify his sex, assigns himself to his family, group, community, trusts himself and his abilities, expresses himself favorably, understands and protects his rights to be and play with others. While developing self-awareness the following feelings are enhanced:</p> <ul style="list-style-type: none"> - personal identity - a sense of national identity - positive self-evaluation
	<p>SOCIAL AWARENESS: Relations with peers. Behaviouristic attitudes, i.e. communicates and cooperates with others. Essential skills. Understands what is right and wrong, makes friends with at least one person, willingly communicates with others understands their needs, shares toys, helps), with help of adults understands consequences of his actions towards himself and others.</p>
	<p>RELATIONSHIP SKILLS: Essential skills. Communication expectations are expressed through oral and written language skills. They both help to know the environment, satisfy communication and self-realization needs, exchange ideas and understand as well as accept cultural heritage. <i>Oral language.</i> Behaviouristic attitudes, i. e. is able to listen to others and orally express his experiences. Essential skills. Is able to hear and understand others, communicates with adults as well as peers in a natural way, freely expresses his experiences, ideas and intuitively perceives the beauty of mother tongue. <i>Written language.</i> Starting interest in to written signs, symbols and written texts. Essential skills. Recognizes and starts writing letters, words and other symbols, starts reading.</p>



	<p>RESPONSIBLE DECISION-MAKING: The following decision-making steps have been identified:</p> <ul style="list-style-type: none"> • seeing and wording of the problem (I can't do it, I don't know, I don't how to do it); • searching for solutions and ways out; • choosing a solution and trying it out; • evaluation and seeing consequences. <p>In decision-making a child develops and progresses in:</p> <ul style="list-style-type: none"> • recognizing a problem; • searching for solutions and ways out as well as choosing the best one and implementing it, observation of solution and reflection; • learning how to overcome failures.
<p>Topics and themes covered, incl. any domains and issues addressed</p>	<p>Themes:</p> <ul style="list-style-type: none"> • How to preserve and improve health (enhancing physical and psychological abilities) • Self-recognition • Development of relations with others and respectful attitude towards oneself and others • Nationality and citizenship
<p>Recommendations</p>	<p>Preschool curriculum aims at developing at child to be proud, curious, communicative, heathy and creative. The curriculum covers 18 areas of achievement. An institution while developing and updating its curriculum groups children's achievements into separate segments (e. g. Curious: oral and written language). Social and emotional competencies would be developed more successfully if they were integrated in to all 18 achievement areas.</p>



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Primary School curriculum	
<p>Introductory overview of the curriculum (e.g. what is the focus, what are the approaches, how is it delivered, etc.)</p>	<p>According to the Law on Education, children who have reached seven years of age must attend the first form. If parents so wish and if a child is sufficiently mature to study under the primary education programme, they can start school earlier. The duration of the primary education programme is four years. Compulsory primary education can be obtained in kindergarten-schools, in primary schools and, less commonly, in basic or secondary schools. Parents and children can also choose schools of non-traditional education or individual classes/groups in municipal schools. Montessori, Waldorf, Suzuki or Jesuit pedagogical systems can be selected in Lithuania.</p> <p>Achievements and progress of pupils in forms 1-4 are not assessed with marks. Assessment is based on the idiographic principle, i.e. the individual child's progress made with regard to their personality is assessed and a criteria-referenced assessment is applied.</p> <p>Children who attend schools for national minorities start learning Lithuanian (official language) from the second form.</p> <p>Primary education curriculum aims at raising an active, creative child with basic literacy, social, cognitive and informational skills as well as the one with the background of basic values and able to continue education according to further curriculum.</p>
<p>Goals and expectations, level of attainment, statutory requirements, etc. which are connected to the affective domain of learning; please provide information against the core competencies indicated (based on the attached CASEL segmentation; more information can be found on http://www.casel.org/core-competencies/) Please note that information is needed only for the categories actually addressed by the curriculum.</p>	<p>Social and emotional competences are most often taught during such lessons as ethics, Lithuanian language and learning the world. The aim of ethics in primary school is to help the child develop moral values, reasoning, positive features of character, life skills, nationality and positive attitude to oneself, other people, and environment.</p> <p>SELF-MANAGEMENT:</p> <p>SELF-AWARENESS: Such features are developed as child's identity, self-awareness, self-discipline, honesty, motivational progress in learning and being virtuous, healthy lifestyle and safe behaviour.</p> <p>SOCIAL AWARENESS: Perception of oneself as well as uniqueness of other members of society, sociality, social roles are being</p>



	<p>introduced together with norms and responsibilities.</p> <p>RELATIONSHIP SKILLS: The child learns to maintain friendly relations with a different person, communicative skills, empathy, tolerance, respect and responsibility for another person as a basic condition of human interrelations.</p> <p>RESPONSIBLE DECISION-MAKING: The following features are developed: the child's relations with nature and culture, respect to life, creative powers and work, the consequences of responsibilities for one's actions, environmental attitude and perception of cultural values.</p>
<p>Topics and themes covered, incl. any domains and issues addressed</p>	<p>Areas of developing virtual relations:</p> <p>Self-development and self-preservation: <i>I am a person. Who am I? My name, positive qualities, likes, What can I do? My dreams about school and the future.</i></p> <p>My and others differences and similarities. What is common for most boys and girls, and what is common only to me? Every child is special. How do I feel at school? My emotions (joy, fear, anxiety, shame) and thoughts (I can't succeed. Or I believe I'll succeed!). How to behave if I experience bullying, threat, annoyance, beating, calling names, gossiping, etc? Who to address for help? How to preserve my health?</p> <p>Communication in dialogues: I – you. What does being "polite" mean? How do we communicate? Am I a good listener? Miscommunication cases. Am I trying to attentively listen to teachers, speak one by one, not to fear to express my own opinion as well as respect other opinions? How to show attention to others? Samples of verbal and nonverbal communication (touch, facial expressions, supportive words, being together and gifts)</p> <p>Social relations: I – we. How specific is life in a family? Different families. What is in common among all the family members? Love and respect, help to each other, time spent together, daily responsibilities, holiday traditions. Our common values. What group (class, club) do I belong? What brings me closer to others? Common activities, living place, hobbies. Rules of common lifestyle. What can we do only together? Why do we need for example game or traffic or other kind of rules? Other nationalities residing in Lithuania. What nationalities live in Lithuania? Do we have a community of a different nationality in our area? How do I communicate with children from other nationalities?</p> <p>Relation with the world: I means: the world with amazing things. What do I get to feel every day? Travelling</p>



	<p>impressions. “Wanders of the world”. What do people believe in? Can we know everything? Other philosophically oriented questions asked by children. What does the Bible, the mostly read book in the world, say? What is mother-country? My native country – Lithuania. How is my native town or village special?</p>
Recommendations	<p>Social –emotional development sometimes is called missing chain which joins academic knowledge with success in school, family, community, work place and life. The latest events in the world show how dangerous it becomes when children do not get virtual background. However, academic education closely related to social and emotional development helps to solve this problem. Starting from September 1, preventive curricula are mandatory in Lithuania. They are going to be integrated into the main curricula. Social-emotional background could become the basis for the implementation of the preventive curricula.</p>