

School Curriculum For Children Development

Oman Fathurohman¹, Ferry Muhammadsyah Siregar², M. Muhammadun³,
Despa Ayuni⁴, Sardaana A. Lukina⁵, Irina N. Fardeeva⁶

¹IAI BungaBangsa Cirebon, Indonesia

²IAI BungaBangsa Cirebon, Indonesia

³IAI BungaBangsa Cirebon, Indonesia

⁴Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

⁵North-Eastern Federal University, Yakutsk, Russia

⁶Kazan Federal University, Russia

Abstract

The source of curriculum development is students. In education or teaching, the learners are students. Education or teaching is not giving something to students or students, but growing potentials that already exist in students. Students become a source of teaching activities, it becomes a source of curriculum. There are three approaches to students as curriculum resources, namely: (a) the needs of students; (b) development; and (c) students interest. The dominant characteristic of a child period that is just learning to walk is activity. Children just learning to walk (toddler) are very busy talking, moving, and planning all the time. The impulse for abundant activity becomes a necessity for self-assertion and mastery. Period from 2 to 4 years, children are aware of their individuality and are motivated to prove it. In this period, toddler must learn to count others in their own discovery. Toddlers change dramatically from ages 2 and 4 from egocentric children who are unaware of dependency on others to become self-aware individual. At first they were very free, but at the end of the age stage, "pseudo freedom" was changed to be more realistic where they depend on others and they are also free from others. In summary, toddlerhood is a period of activity and mastery, self-regulation and the development of an awareness of dependence and freedom.

Keywords: school curriculum, children development, curriculum design, curriculum theory, student

1. INTRODUCTION

The source of curriculum development is designed on the basis of curriculum theory. There are two sub-theories of curriculum theory, namely: curriculum design and curriculum engineering. Curriculum design is arranging an objective, content, and learning processes that will be followed by students at various stages of educational development [1].

The term curriculum originated from Latin, i.e. curriculum, which means: a running course or race course, especially a chariot race course, and in French, namely courier meaning to run. Then the term is used for a number of courses or subjects that must be taken to get a certificate, graduation certificate or diploma [2].

The term curriculum is then developed and formulated with various understanding. Traditionally, the curriculum is defined as subjects taught in schools. Understanding the traditional curriculum is still widely adopted until now including the country of Indonesia. There are three definitions of the curriculum, as follows: (a) the curriculum is an educational program consisting of several subjects that must be taken by students at a school level; (b) the curriculum is all experience gained by students / children while at school; and (c) the curriculum is a student learning plan, in order to achieve the specified goals [3]. Many education experts, give understanding of the curriculum as follows:

1. Curriculum is defined as a planned learning or program of school activities;

2. Curriculum is seen as a set of business and educational efforts aimed at making children are able to live in society;
3. Curriculum is the overall effort made by educational institutions or schools to achieve the goals set previously;
4. Curriculum is planned and unplanned experience called hidden curriculum. In this case, students have their own rules as a reaction to the formal curriculum, such as making homework, attitudes towards teachers, and others;
5. Curriculum is an education plan that provides guidance on the type, scope, and sequence of content, and the educational process;
6. Curriculum as subject matter, planned program of activities, learning outcomes, cultural reproduction, something experienced by students, specific tasks and concepts, agenda for social reconstruction, and something that must be undertaken by students;
7. Curriculum as a number of subjects that must be delivered by the teacher and studied by students / students; and
8. In the 2003 National Education System Law, Article 1 paragraph 11, curriculum is a set of plans and arrangements regarding the content, subject and the methods used as guidelines in organizing, teaching, and learning activities.

Each curriculum has principles, including a) Holistic, integral, and universal which mean having a unity with various goals related to the economic, social, political, cultural, and state ideology; b) Relates to the educational value adopted, for example related to norms contained in Islam, Christianity, norms contained in Pancasila; c) There is a balance which means directing the students towards physical and spiritual education, material and spiritual; d) Marketable which means behavior in the market, according to the needs of the community; e) The development of talents, interests, which are commensurate with the needs of students; and f) Easy to apply in life.

In developing a curriculum, many parties participated, namely education administrators, education experts, curriculum experts, science and technology experts, teachers, parents, and community leaders [4]. From these parties who are continuously involved in curriculum development, they are administrators, teacher, and parent. The material contained in the education curriculum must provide an overview of qualifications, as follows: 1) the material compiled does not violate human nature; 2) there is a relationship with educational goals; 3) adjusted to the level of development and age of students, 4) bring students to the object empirically, so students have skills that are appropriate to the needs of the community, and can find a decent living; 5) the existence of an integral, organized, and independent arrangement of all contradictions between one material and another material; 6) has relevance to current issues, which are being discussed, and relevant to the objectives of the local area; 7) has a method that is able to deliver the achievement of subject matter by taking into account the differences of each individual; 8) it is not only theoretical but also practical; 9) has relevance to the level of development of students and social aspects and has a positive and pragmatic influence; and 10) pay attention to vocational education to earn a living and the existence of knowledge or tools to learn other sciences.

Another source of curriculum determination is socio-political power. In Indonesia, the holder of the socio-political power in determining the curriculum is the Minister of National Education, which in its implementation is delegated to the Director General of Primary and Secondary Education and the Director General of Higher Education, in collaboration with Balitbangdikbud. In primary and secondary education, the power of curriculum compilation is entirely at the center, while the college institution is devolved themselves, the chancellor has a power to determine policies in curriculum arrangement [5].

2. School Curriculum

Simplification of the educational curriculum will emphasize the basic abilities of students namely *Calistung* or literacy. We hope that by simplifying the curriculum later, students will be more comfortable and enjoy to get school, they are more happy to play in school. it must not let students feel burdened when they come to school with a lot of homework, book that is full of

bags and so on. In essence, in later curriculum revitalization, Calistung's basic abilities will be combined with various other disciplines, but still in an atmosphere of play. The approach is more about living examples, what they see, hear, experience in daily life. Mathematics, science, and social studies are combined or simplified [6].

In simplifying the curriculum, the main approach is more towards character education and noble character. For religious education, moral is an important part which is combined in Calistung. It must not let students become servants or slaves of the existing curriculum. This should really be done for primary school education. The higher level of education would lead the more stringent curriculum specifications [7].

Office Administration Program (AP)

- Vocational High School Objectives.
Vocational High School Objective is to increase intelligence, knowledge, personality, noble character, and skills to live independently and to follow further education in accordance with their vocational.
- Vocational High School Vision and Mission
Vision:
To be a training institution that produces professional human resources that capable of competing at national and international levels
Mission:
Carry out learning that is oriented to excellence by applying information technology, to produce graduates who are cautious, have performance and abilities that can be used to improve their lives.
- Objectives.
 - Educating graduates who have personality and noble character as a competent middle-level workforce according to their chosen expertise program.
 - Equipping students with a career, independent who are able to adapt in the work environment according to their fields and to deal with changes that occur in society.
 - Equipping students with a professional attitude to develop themselves and be able to compete at national, regional, and international level.
- Objectives of the Office Administration Program:
 - Equipping students with skills, knowledge, and attitudes to be competent.
 - Applying and developing communication skills both verbally and nonverbally with relationships by considering the community norms and environment.
 - Implementing and developing information technology capabilities to carry out tasks effectively and efficiently.
 - Implementing and developing the ability to plan, carry out, organize and evaluate the tasks that they are responsible.
 - Implementing and developing the ability to manage letters / documents in accordance with operating standards and procedures to support the main tasks of the institution.
 - Implementing and developing services toward the relations in order to obtain the benefits of each party.
 - Implementing and developing the ability to manage financial administration so that all financial aspects can be reported and accounted for.
- Vocational High School Competency Standards:
 - Behaving based on the religion teaching held in accordance with the development of adolescents.
 - Develop themselves optimally by utilizing their strengths and correcting their weaknesses.
 - Demonstrate an attitude of confidence and responsibility for his behavior, deeds, and work.
 - Participate in the enforcement of social rules.
 - Appreciate the diversity of religions, nationalities, ethnicity, races, and socio-economic groups in the global scope.
 - Build and apply information and knowledge in a logical, critical, creative and innovative way.
 - Demonstrate the ability to think logically, critically, creatively, and innovatively in decision making.
 - Demonstrate the ability to develop a learning culture for self empowerment.

- Show competitive and sportsmanship to get the best results.
- Demonstrate the ability to analyze and solve complex problems.
- Demonstrate the ability to analyze natural and social phenomena.
- Utilize the environment productively and responsibly.
- Participate in social, national, and democratic life in the Unitary State of the Republic of Indonesia.
- Express yourself through arts and cultural activities.
- Appreciate art and culture.
- Produce creative work, both individually and in groups.
- Maintain personal health and safety, physical fitness, and environmental cleanliness.
- Communicate verbally and nonverbally effectively and politely.
- Understand the own rights and obligations and others in the association in the community
- Appreciate different opinion and empathize with others.
- Demonstrate reading and writing skills in a systematic and aesthetic script.
- Demonstrate listening, reading, writing, and speaking skills in Indonesian and English.
- Master the competence of expertise and entrepreneurship programs, both to meet the work demands and to attend higher education in accordance with their vocational.
- Vocational High School Graduates Competency Standards:
 - Computer and Information Management Skills (Partial); (a) able to operate PC computers; (b) able to operate a software operating system (c) able to use computer technology to process data, daily needs and requirements related to the needs of the working, and (d) able to operate a PC in a network and operate a web design.
 - Entrepreneurship: (a) able to identify activities and business opportunities in daily life, especially those that occur in the community; (b) apply entrepreneurial attitudes and behavior in daily life; (c) understand the joints of leadership and be able to apply it in everyday life as well as implement prestigious work behavior in the life; and (d) able to plan and manage small / micro businesses in their fields.
 - Basic Vocational Office Administration Competencies: (a) basic knowledge of management; (b) basic accounting knowledge; and (c) introduction to office administration.
 - Vocational Competencies in Office Administration; (a) collaboration with colleagues and customers; (b) follow procedures for safety and occupational health; (c) communicate by telephone; (d) provide services to customers; (e) apply the basis of communication; (f) follow the work rules in accordance with the work environment; (g) maintain and protect work culture; (h) carry out administrative procedures; (i) use office equipment; (j) handles copying and document collection; (k) plan and conduct meetings; (l) handle incoming and outgoing letters; (m) establish and maintain a filing system to ensure integrity; (n) record dictation to produce manuscripts; (o) create and produce documents; (p) produce simple documents; (q) arrange business trips, and (r) process financial transactions.

In curriculum design, the elements of the curriculum, the relationships between the elements, the organizing principles, and the things needed for implementation will be drawn. In curriculum design, there are two important dimensions. namely: (a) the substance, elements and organization of the written curriculum documents; and (b) the organizational model and parts of the curriculum, especially the organization and teaching process.

Regarding curriculum design and theory, there are five principles in developing curriculum theory, namely: 1) each curriculum theory must start with the formulation (definition) of the included events; 2) each curriculum theory must have clear values and sources of its origin; 3) each curriculum theory needs to explain the characteristics of the curriculum design; 4) each curriculum theory must describe the processes in determining the curriculum and the interactions between the processes; and 5) each curriculum theory should prepare itself for the refinement process.

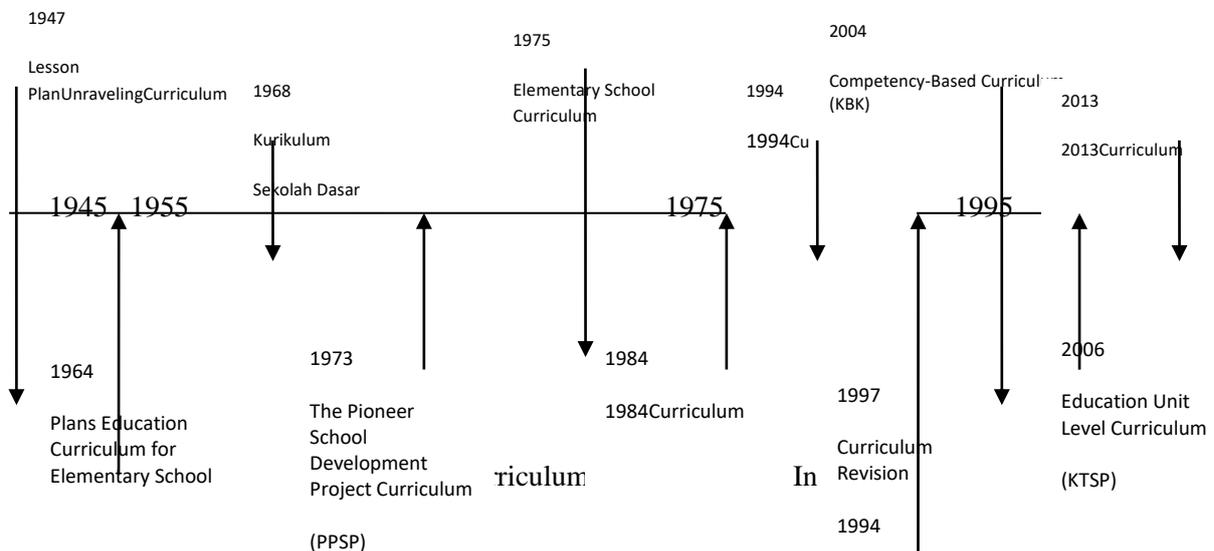
2. National Curriculum

National curriculum is a curriculum that applies nationally. The School Based Curriculum (KTSP/SBC) is an operational education curriculum that is compiled by and implemented in

each education unit in Indonesia. KTSP is legally mandated by Law Number 20 of 2003 concerning the National Education System and Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards. The SBC arrangement began the 2007/2008 school year by referring to the Content Standards (SI) and Graduates Competency Standards (SKL) for primary and secondary education as published through the Minister of National Education Regulations Number 22 Year 2006 and Number 23 Year 2006, respectively, and the KTSP Development Guide issued by the National Education Standards Agency (BSNP). In principle, KTSP is an inseparable part of SI, but its development is turned over to the schools to suit the needs of the school itself. KTSP consists of educational objectives at the education unit level, curriculum structure and content at the education unit level, education calendar and syllabus. The implementation of KTSP refers to Permendiknas Number 24 of 2006 concerning Implementation of SI and SKL. Content Standards are the scope of the material and the level of competence set forth in the graduate competency requirements, competency materials for subject competency studies, and learning syllabi must be met by students at certain levels and types of education. The Content Standards are guidelines for the development of education unit level curricula which contain: (a) the basic framework and structure of the curriculum; (b) learning load; (c) educational unit level curriculum developed at the education unit level; and (d) educational calendar. SKL is used as a guideline in evaluating students' graduation from the education unit. SKL covers competencies for all subjects or groups of subjects. Graduates competency is a qualification of graduates' abilities that includes attitudes, knowledge, and skills in accordance with agreed national standards. Enforcement of KTSP, as applied in Minister of National Education Regulation No. 24 of 2006 concerning the Implementation of SI and SKL, was determined by the school principal after taking into account the considerations of the school committee. In other words, the application of KTSP is fully left to schools, meaning there is no intervention from the Education Office or the Ministry of National Education. The SBC arrangement in addition to involving teachers and staff, it also involves school committees and, if necessary, experts from the local tertiary institutions. With the involvement of the school committee, the SBC that has been arranged will be in accordance with the aspirations of the community, the situation and environmental conditions and community needs [8].

The 2013 Curriculum is actually the development of KTSP, which is competency-based education. Basically, the 2013 curriculum is activity based on students, the change is manifested in graduate competencies. Therefore, the material is developed based on competence so that it meets the aspects of suitability and adequacy, and accommodates local, national, and international content [9]. Process-oriented characteristic of competency (knowledge, skills, and attitudes), prioritizes discovery learning and project based learning. Test and non-test based assessment (portfolio) assesses the process and output using authentic assessment [10].

Curriculum Development in Indonesia

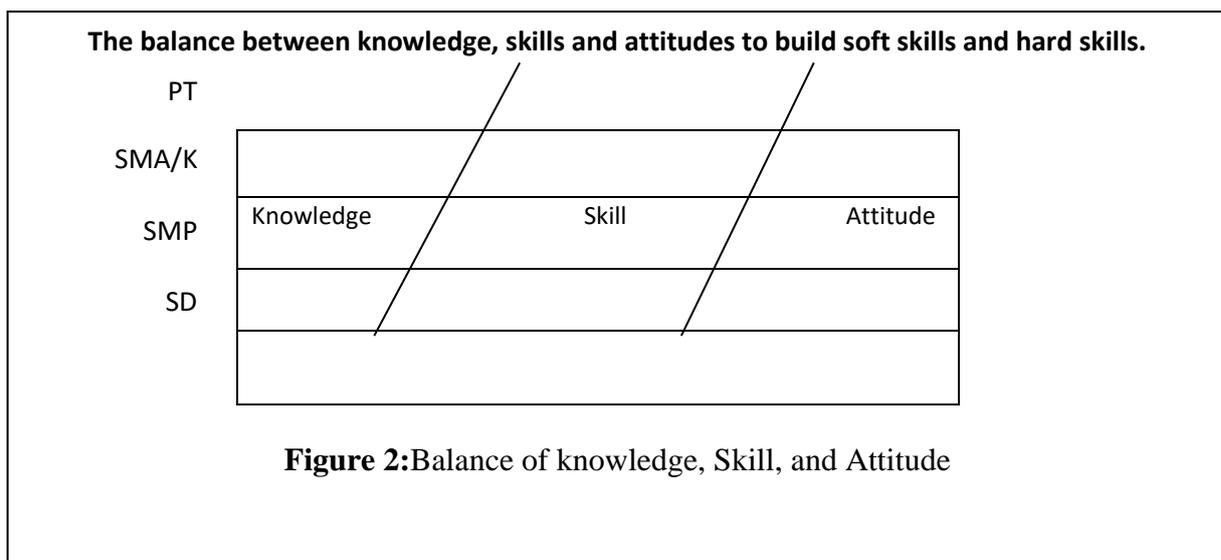


The basic framework and structure of the 2013 curriculum in principle refers to the needs of students to have the competencies desired by the business world and industry (DUDI). Therefore, ownership of students' competencies follows a balance between knowledge (knowledge), skills (skills), and attitudes (attitude). The Balance of knowledge, Skill, and Attitude [11].

In the 2013 curriculum, there is a strategy to develop curriculum books. Its development is based on teaching materials or teaching materials needed. Teaching material is needed because it is an input for writing textbooks. So, the stages needed are starting from understanding graduates' competency standards (SKL), the core competencies (KI), and basic competencies (KD). The learning process will occur when the teaching material has been compiled, and the preparation has been listed; graduate competency standards (SKL), core competencies (KI), and basic competencies (KD). The learning process ends with an assessment for the students [12].

To get more understanding of 2013 curriculum implementation, the writer tried to explain in this book the preparation of the basic framework and structure of the curriculum, "Environmental Education", starting from PAUD / TK schools, basic education (elementary, junior), and secondary education (SMA-SMK- equal). Basic Framework for Environmental Education Curriculum, for preschool, basic education, secondary education, compiled by the PALHI Team (Association of Indonesian Environmental Experts), aims to be the government's guideline, through the Ministry of Environment and Forestry, certifying teachers who teach environmental education live in school (basic education through college), or become material for competency testing of experts and skilled personnel in environmental engineering [13].

3.



find that what they want, even if it isn't available right away, is usually available after that [14].

In this stage, the next developmental tasks are language and fantasy. Children who have just started walking use language to express their feelings. They learn to use language to interrupt impulsive actions. Children learn to understand pleasant words spoken by their parents so they can reduce pain and suffering; for example, the words "hero never cries" [15].

In fantasy, toddlers control situation that is far beyond their real-world ability. Eventually, they become masters no longer a slave to their emotional need. In the early toddlerhood period, children are easily frustrated, impatient and demanding. In the final period, toddlerhood can manage their impulses effectively by understanding time, language skill, and opportunity to express fantasy [16]. Toddlers have a feeling of being able to control the events around them. The child seeks to participate in making decisions about sleep time, clothes worn, the type of food they like and family activities. Toddlers have self-confidence that what parents or other extended family members can do, they can also do, with the motto of anything you can do, I can do it better.

When they do something complex and successful, they gain confidence in their ability. They feel valuable as other family members. However, sometimes that work they could not do and caused them frustration and did not brave. If parents tell children not to try, it also makes them frustrated because they think they can do it well. The best solution is to let them do it, but provide assistance if necessary [17].

Between the age of one and a half and three, children learn mother tongue. When they are 4 years old, children have thousand-word vocabularies and they can make sentences that are in accordance with grammar. There is research in the field of psycholinguistics, which studies the process of children creating their own grammar and then changing it so it follows the rules of standard grammar. Children do not learn to speak grammatically with imitation [18].

In the beginning, they speak with many things that adults do not do. Children make mistakes in sentences that give the conclusion to adults that they are trying to achieve grammatical rule. The relationship between language and mind. The important function of language for toddlers is symbolic. Toddlers lack the complex cognitive ability that demands the direction of conceptual maturity. Although toddlers can say more sentences that match the grammar and vocabulary, there is still much that they cannot do with the language. They have not been able to use verbal instruction effectively to guide their behavior [19].

4. Mobility Power Development

Jean Piaget described the ages of 5 or 6 years old as a stage of pre-operational thought. Children need five forms of representation that are able to manipulate objects symbolically from real behavior, namely imitation in the absence of the model, mental images, symbolic drawing, symbolic play, and language [20].

In the task of development, there is a conflict between fantasy and games with activity and language. For language to be effective, children must use the same word and grammar as those used by family members. However, in fantasy, children create characters and situations that have very personal meaning. Fantasy games play changes in two important ways during the toddlerhood stage. First, children learn to include a number of different activities in the same set of games. Second, the children create distinctive characters and situations that are channeling to express their feelings [21].

During toddlerhood, symbolic play becomes the central focus of the children's attention. During toddlerhood, children imitate parents' activities when they are alone. This is the beginning of the development of symbolic games. For example when children played as a firefighter, they also served as a driver of a fire truck, a water hose officer, siren, buildings that were on fire and people who save and people who were saved. The theme of the game changes from the usual situation to the heroic story they see on television or in story books. The children act as a figure that has extraordinary power. Sophisticated form of symbolic play include the creation of imaginary friends, in the form of animals, other children or other creatures [22]. There are several imaginary friend functions for the child. Substitute people, as friends who are trusted to express the privacy of children. Imaginary friend also function as scapegoat when the children make mistake [23]. With the development of fantasy, children expand their awareness. No longer limited to what is real but begins to relate to what is possible and impossible. Fantasy for children is to achieve self-control.

The toddler stage (2-4 years old) illustrates the importance of mobility power. Actually, only the first year of that period is called toddler. In the age of 3 years old, the way children walk has changed. Running and jumping are part of the child's movement [24]. At times like this, the child needs to be taught mobilities of swimming, skiing, skating and dancing, because children use their bodies in different position and learn fast. In this stage, a tricycle is usually given. Tricycle becomes a thrilling vehicle of joy, danger, freedom and the social meaning of mechanical transportation.

5. CONCLUSION

The school curriculum is an important curriculum which is included in school's lesson. Meanwhile, it could throw away the waste. The government through the Ministry of Education and Culture is confirmed to revitalize the education curriculum for elementary to high school

level equivalent, because children today are academically intelligent but they tend to be disrespectful, intolerant, ignoring to the law, reckless on the streets and various similar behavior that actually contradict with the intelligence. There are four developmental tasks in children, namely self-control, language development, fantasy, and the development of mobility. The task of development is related to the awareness of the relationship between oneself (the self) with human and other objects in the environment. So, the task of developing toddlerhood is to improve children's ability to organize and be consistent with their world. With self-control, they have the confidence to control impulses. With language, they influence others to answer their needs and provide information about the world. With movement skills, they tend to increase their feelings and control themselves. When control is difficult, their fantasy gives pseudo mastery. Success in this developmental task gives a feeling of competence and effectiveness for the children.

REFERENCES

- [1]. Murriss, K. (2019). Children's development, capability approaches and postdevelopmental child: The birth to four curriculum in South Africa. *Global Studies of Childhood*, 9(1), 56-71.
- [2]. Bentsen, P., Bonde, A. H., Schneller, M. B., Danielsen, D., Bruselius-Jensen, M., & Aagaard-Hansen, J. (2020). Danish 'add-in' school-based health promotion: integrating health in curriculum time. *Health promotion international*, 35(1), e70-e77.
- [3]. Odom, S. L., Butera, G., Diamond, K. E., Hanson, M. J., Horn, E., Lieber, J., ...& Marquis, J. (2019). Efficacy of a Comprehensive Early Childhood Curriculum to Enhance Children's Success. *Topics in Early Childhood Special Education*, 39(1), 19-31.
- [4]. Pichardo, A. W., Oliver, J. L., Harrison, C. B., Maulder, P. S., & Lloyd, R. S. (2019). Integrating resistance training into high school curriculum. *Strength & Conditioning Journal*, 41(1), 39-50.
- [5]. Yang, W., Datu, J. A. D., Lin, X., Lau, M. M., & Li, H. (2019). Can early childhood curriculum enhance social-emotional competence in low-income children? A meta-analysis of the educational effects. *Early Education and Development*, 30(1), 36-59.
- [6]. Hu, H. (2019). Implementing resilience recommendations for policies and practices in gifted curriculum. *Roeper Review*, 41(1), 42-50.
- [7]. Pike, M. A., Hart, P., Paul, S. A. S., Lickona, T., & Clarke, P. (2020). Character development through the curriculum: teaching and assessing the understanding and practice of virtue. *Journal of Curriculum Studies*, 1-18.
- [8]. Bauer, C. C., Caballero, C., Scherer, E., West, M. R., Mrazek, M. D., Phillips, D. T., ...& Gabrieli, J. D. (2019). Mindfulness training reduces stress and amygdala reactivity to fearful faces in middle-school children. *Behavioral Neuroscience*.
- [9]. Yang, W., & Li, H. (2019). Changing culture, changing curriculum: a case study of early childhood curriculum innovations in two Chinese kindergartens. *The Curriculum Journal*, 30(3), 279-297.
- [10]. Yang, W., & Li, H. (2020). The role of culture in early childhood curriculum development: A case study of curriculum innovations in Hong Kong kindergartens. *Contemporary Issues in Early Childhood*, 1463949119900359.
- [11]. Green, J. H., Passarelli, R. E., Smith-Millman, M. K., Wagers, K., Kalomiris, A. E., & Scott, M. N. (2019). A study of an adapted social-emotional learning: Small group curriculum in a school setting. *Psychology in the Schools*, 56(1), 109-125.
- [12]. Marchant, E., Todd, C., Cooksey, R., Dredge, S., Jones, H., Reynolds, D., ...& Brophy, S. (2019). Curriculum-based outdoor learning for children aged 9-11: A qualitative analysis of pupils' and teachers' views. *PloS one*, 14(5), e0212242.
- [13]. Turner, A. J., Sutton, M., Harrison, M., Hennessey, A., & Humphrey, N. (2020). Cost-effectiveness of a school-based social and emotional learning intervention: evidence from a cluster-randomised controlled trial of the promoting alternative thinking strategies curriculum. *Applied health economics and health policy*, 18(2), 271-285.
- [14]. Manyukhina, Y., & Wyse, D. (2019). Learner agency and the curriculum: a critical realist perspective. *The Curriculum Journal*, 30(3), 223-243.
- [15]. Goldberg, J. M., Sklad, M., Elfrink, T. R., Schreurs, K. M., Bohlmeijer, E. T., & Clarke, A. M. (2019). Effectiveness of interventions adopting a whole school approach to enhancing social and

- emotional development: a meta-analysis. *European Journal of psychology of Education*, 34(4), 755-782.
- [16]. Edwards, L. C., Bryant, A. S., Morgan, K., Cooper, S. M., Jones, A. M., & Keegan, R. J. (2019). A professional development program to enhance primary school teachers' knowledge and operationalization of physical literacy. *Journal of Teaching in Physical Education*, 38(2), 126-135.
- [17]. Maselena, A., Huda, M., Jasmi, K. A., Basiron, B., Mustari, I., Don, A. G., & bin Ahmad, R. (2019). Hau-Kashyap approach for student's level of expertise. *Egyptian Informatics Journal*, 20(1), 27-32.
- [18]. Ching, Y. H., Yang, D., Wang, S., Baek, Y., Swanson, S., & Chittoori, B. (2019). Elementary school student development of STEM attitudes and perceived learning in a STEM integrated robotics curriculum. *TechTrends*, 63(5), 590-601.
- [19]. Davenport, J. L., Kao, Y. S., Matlen, B. J., & Schneider, S. A. (2019). Cognition research in practice: engineering and evaluating a middle school math curriculum. *The Journal of Experimental Education*, 1-20.
- [20]. Fischel, J. E., Olvet, D. M., Iuli, R. J., Lu, W. H., & Chandran, L. (2019). Curriculum reform and evolution: Innovative content and processes at one US medical school. *Medical teacher*, 41(1), 99-106.
- [21]. Rouvali, A., & Riga, V. (2019). Redefining the importance of children's voices in personal social emotional development curriculum using the Mosaic Approach. *Education 3-13*, 47(8), 998-1013.
- [22]. Vidergor, H. E., Givon, M., & Mendel, E. (2019). Promoting future thinking in elementary and middle school applying the multidimensional curriculum model. *Thinking Skills and Creativity*, 31, 19-30.
- [23]. Hedegaard, M. (2020). Children's exploration as a key in children's play and learning activity in social and cultural formation. In *Children's Exploration and Cultural Formation* (pp. 11-27). Springer, Cham.
- [24]. Williams, P., Sheridan, S., & Pramling Samuelsson, I. (2019). A perspective of group size on children's conditions for wellbeing, learning and development in preschool. *Scandinavian Journal of Educational Research*, 63(5), 696-711.