

About you or your Company

KinderKaizen is a Play-based Learning approach that transpires from experiences living abroad. Kinder means children in German. Kaizen means ‘continous improve-ment’.We believe that children will continously improve and nobody is deem the best. KinderKaizen started its first centre in July 2014, expands its ideas late 2015 and has 38 branches to date.The Founder Dr Putri Afzan Maria Zulkifli believes that the play system works within this multicultural community in MALAYSIA.

What Makes Us Different in Malaysia

- :Flexible Curriculum
- : *Play-based throughout the session*
- :Children are free to sit and play anywhere in the open space
- : *Assessment through Observations, Anecdotes and Documentation based on a holistic development towards a WholeChild - This means NO COMPETITION amongst CHILDREN*
- :Children gain good morale values through Social Play and EXPERIENTIAL LEARNING
- : *Allows the child to learn at his/her own pace*
- :Child is free to explore and discover on his/her own
- : *Child chooses activities according to inner needs*
- :Children-centered learning environment
- : *Self-education through self-correcting materials - No punishment ONLY self-reflection*
- :Recognition of sensitive periods in each child - Individually
- : *Liberty to speak (without disturbing others) as he/she pleases*
- :Focus on developing the child's wholesome personality
- : *1 big open space (1600sqft) = 25 children*
- :Mixed aged group encourages older children to serve as role models and help for younger children

Methods:

A study was done to compare the acception of parents and children from the first establishment of the first centre until the opening of the 28th centre. This is captured through the number of registration, the length of stay in the centre, interviews on parents and principals of the centres and pre-regis-tration for 2017. Observation made on the children is captured with the Kinder-Kaizen Assessment System (KAS) to see the current progress of children attending the centres.

Acknowledgements:

Special THANK YOU goes to all Principal Owners of KinderKaizen Branches that has been strongly supporting this advocating work of PLAY especially in Malaysia. Our Championing Childhood vision to Nurture the Teachers and Educate Parents will be our main purpose of this movement to inculcate the needs of PLAY. Thank you for participating in the data collection. May we all grow as ONE.



KinderKaizen: The Acceptance of Parents and Children in Malaysia

Educational Page



Like

Objective:

The purpose of this preliminary study was to investigate the acceptance of Malaysian parents towards a playful learning environment and curriculum, called KinderKaizen Enrichment Centre. The fun experiences from children and effects on parents were investigated. Observation is done to capture present children's development.

Background:

Malaysia has been an exam-driven community for years now. No doubt there are profound positive effects of play, yet, many parents are still with high expectations towards exams. Findings has shown that parents prefers early academic skills as compared to happiness. Despite the facts that many countries have been practising play for more than 20 years, it is a challenge in changing the mind-set of the Malaysian community.

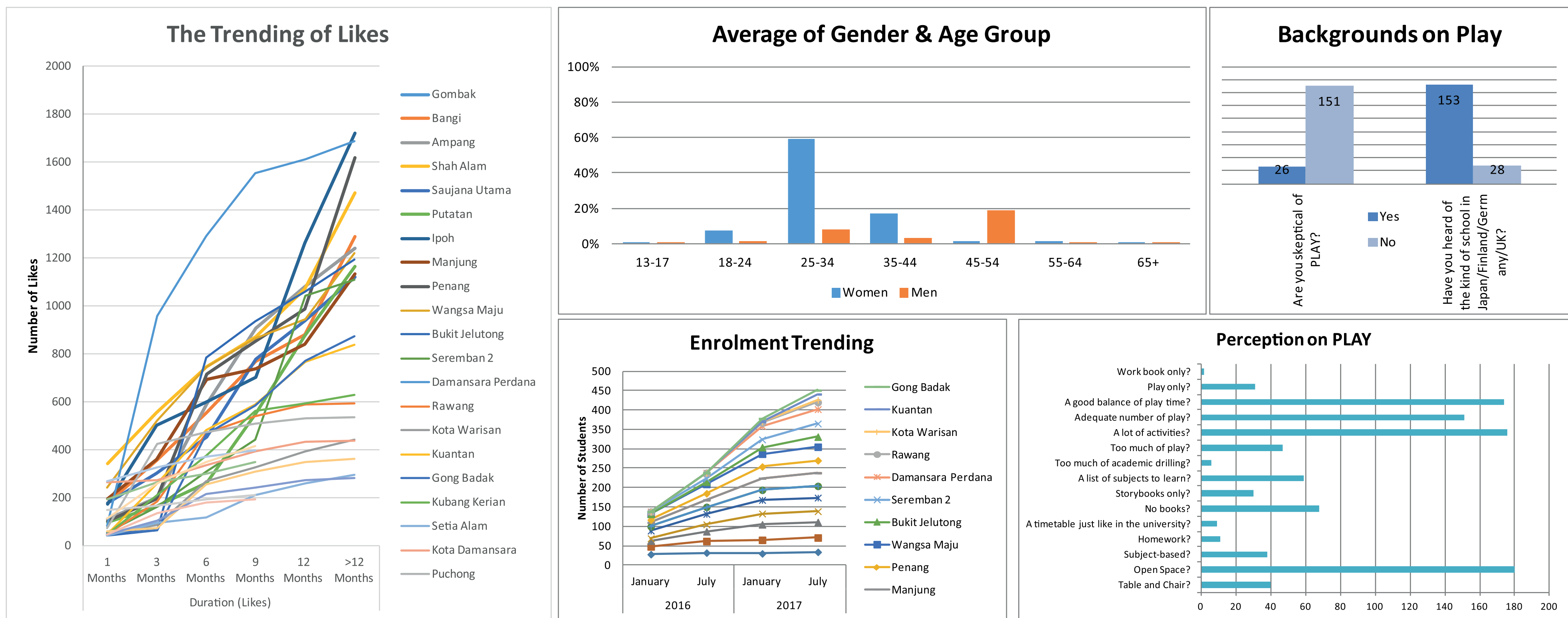
Write something...

Findings & Results:

There is an increase of enrolment in each centre. Enrolment for 2017 is full by mid November 2016 for 5 centres. More parents are aware of the existence of KinderKaizen. Most children are able to accept KinderKaizen on day one although there are one or two isolated cases. We have found that there are a number of cases with late developments and gadget effects that might causes them to be pseudo-autistic. These children took at least 3 first months to adapt to the environment and another 3 months of learning curve to catch up with peers. KAS shows that children whom have stayed for 1 year or more has been able to form a uniform circle.

Parents' Acceptance

5 minutes ago

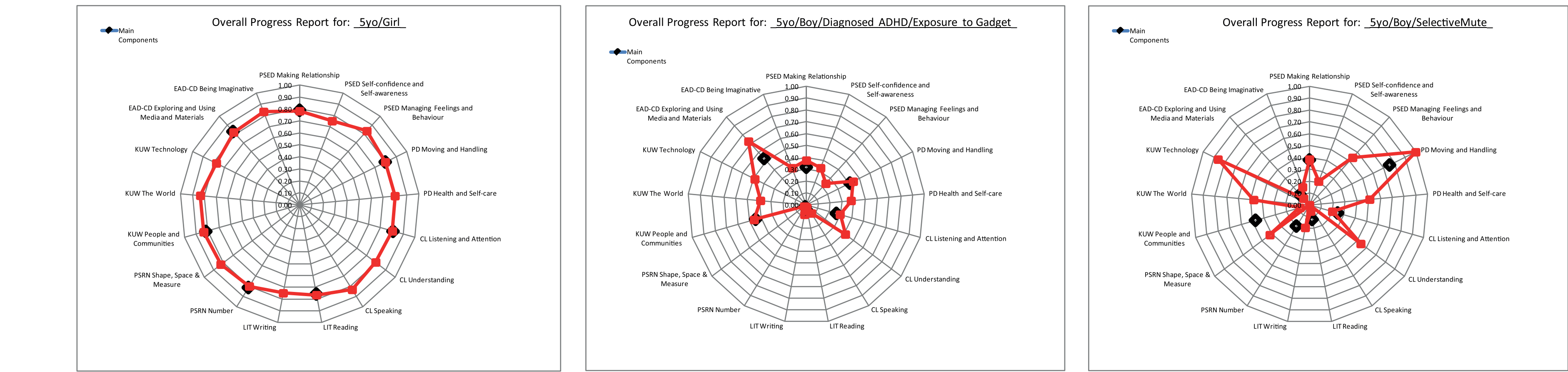


Like Comment Share

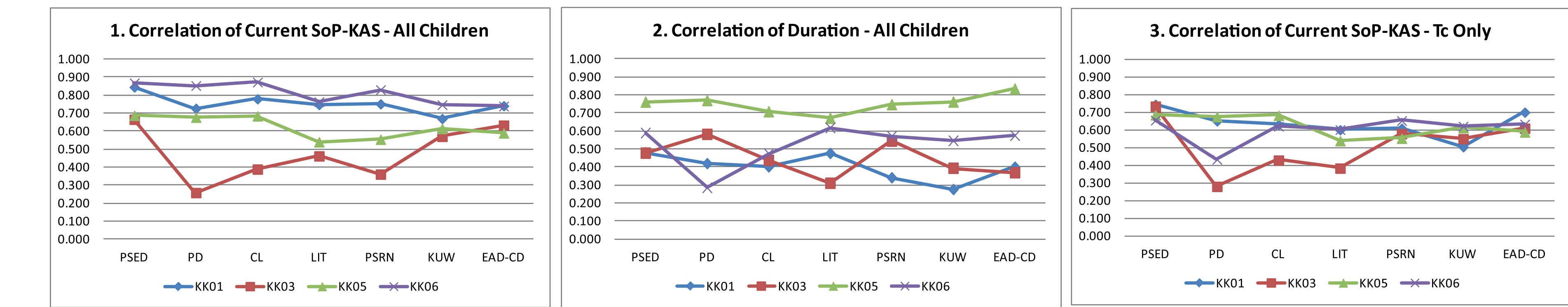
Children's Acceptance

15 minutes ago

KinderKaizen Assessment System (KAS) refers to the Early Years Foundation Stage (EYFS) components used in England (Department for Education, 2014). Considering that the advocating of Early Childhood is actively been mentioned in the past 10 years, it was predicted that there are still a number of children with delayed developmental issues. KAS is meant to measure this development and is aimed to assist with a holistic development before going to Primary School. KAS was designed to be able to show parents the holistic development of their children aiming to highlight issues that needs extra help. KAS can only be done after 6 months of a child's enrollment. Below are some examples.



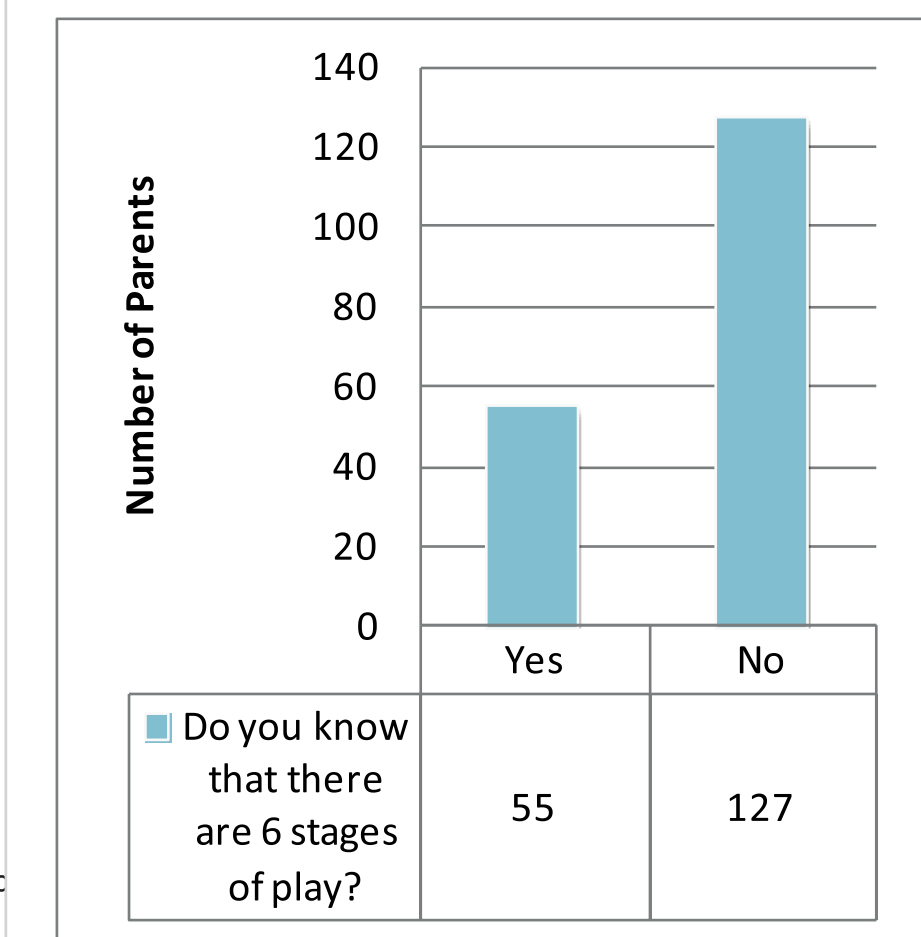
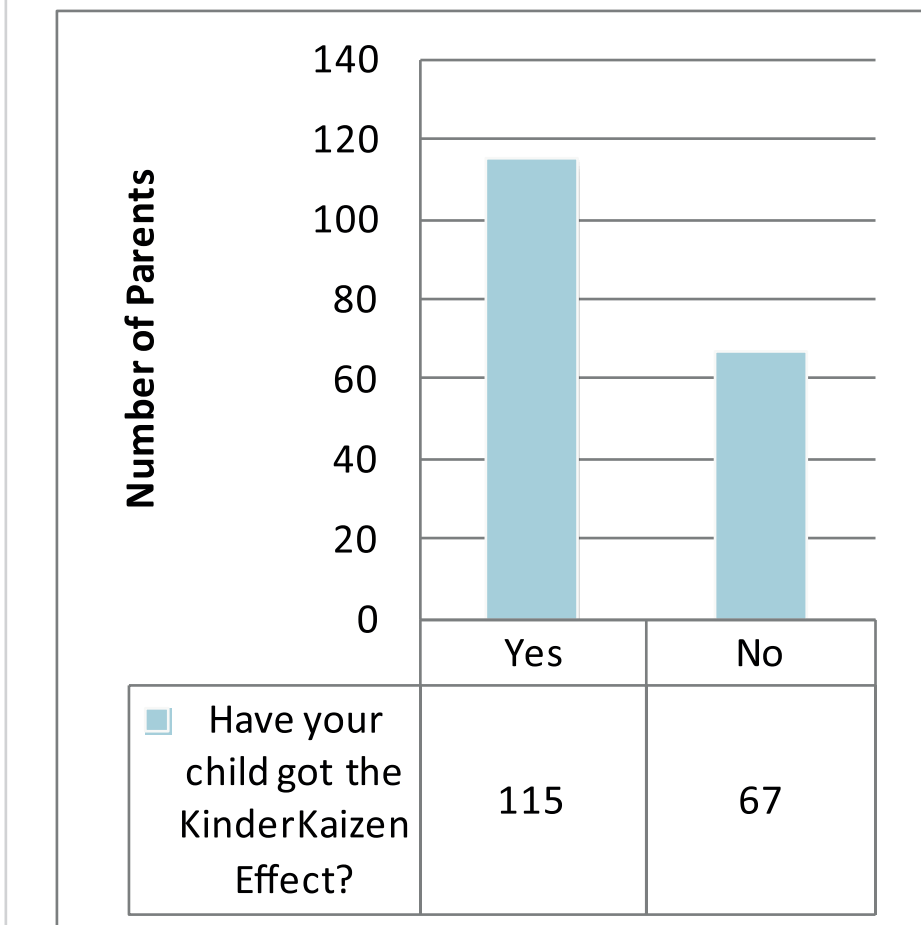
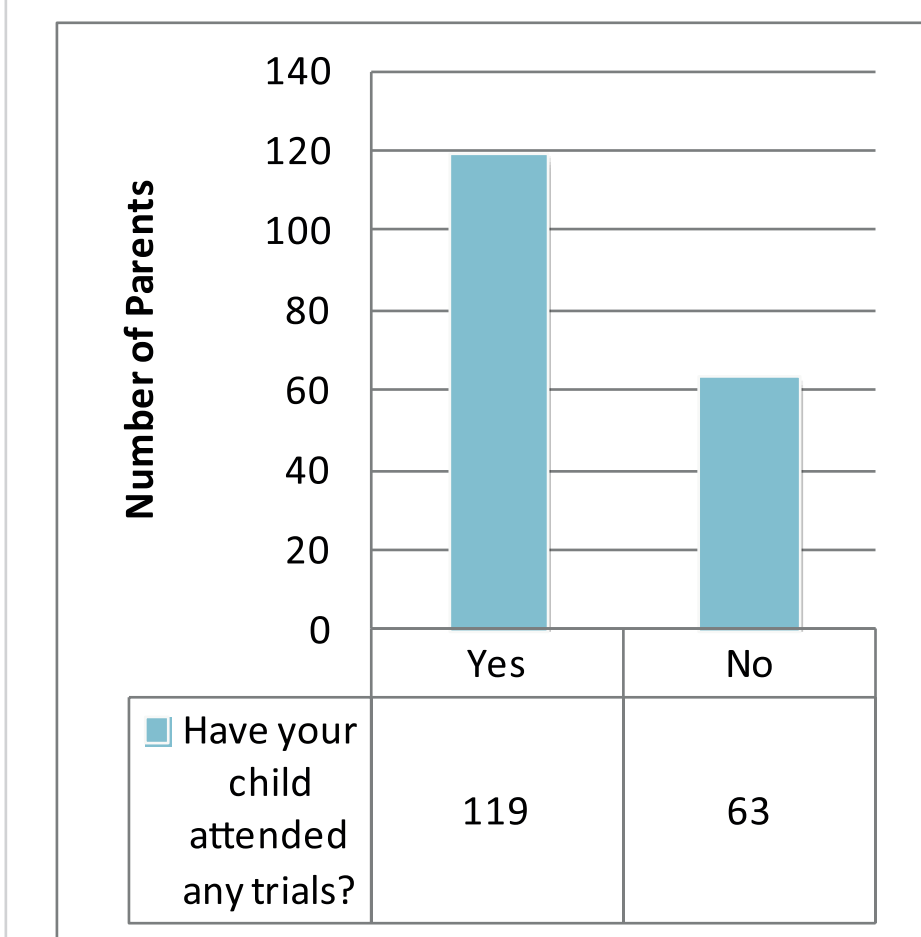
In order to see how KinderKaizen methods are affecting the children, a correlation between KAS and their current Stages of Play and the possibilities of duration enrolled is explored. To investigate further, NonTypical Children is excluded from the data.



Like Comment Share

Message

Researchers by (2)



Conclusions:

The positive feedback from parents and the increasing number of enrolments shows that Malaysian communities are slowly accepting the concept. KinderKaizen to date has more than 500 children enrolled. Around 35 children has gone into Year 1. Testimonial has been that these children are able to stand up against bullies, having a stronger Emotional Quotient in managing emotions, and are able to be independent. Children with development delay has been able to show improvements most probably from the social play and mixed age group settings, including the enabling environment that supports their self-regulation processes. Overall, children are able to do playful learning happily.

References:

Department for Education (2014) Statutory Framework for the Early Years Foundation Stage: setting the standards for learning, development and care for children from birth to five. Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> (Accessed: January 2014).

