



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

EARLY CHILDHOOD DEVELOPMENT NQF Level 2

April 2008

EARLY CHILDHOOD DEVELOPMENT - LEVEL 2

CONTENTS

INTRODUCTION

1 DURATION AND TUITION TIME

2 SUBJECT LEVEL FOCUS

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment

3.2 External assessment

4 WEIGHTED VALUES OF TOPICS

5 CALCULATION OF FINAL MARK

6 PASS REQUIREMENTS

7 SUBJECT AND LEARNING OUTCOMES

7.1 Growth and development

7.2 Learning in the early years

7.3 Inclusion and special needs

7.4 Diversity in early childhood

8 RESOURCE NEEDS FOR THE TEACHING OF EARLY CHILDHOOD DEVELOPMENT - LEVEL 2

8.1 Physical resources

8.2 Human resources

INTRODUCTION

A. What is Early Childhood Development?

Early childhood development (ECD) is a term that refers to the processes by which children from birth to nine years grow and thrive physically, mentally, emotionally, morally and socially. In the South African context we use two phase categories to group children in the early years. The preschool phase focuses on babies, toddlers, nursery and young children. The schooling phase focuses on learners in the reception year and grades 1, 2 and 3. Knowledge of early childhood development is foundational to anyone who chooses to work with children.

The subject Early Childhood Development develops the basic knowledge necessary to understand how children grow, develop and learn from birth and through early schooling. Since the development of children is informed both by biology and context, the subject addresses relevant universal understandings and issues of inclusion and diversity.

B. Why is the subject Early Childhood Development important in the Education and Development programme?

The study of early childhood development is important as it:

- Sets the foundation for understanding how children grow, develop and learn
- Promotes understanding of both universal and diverse ways in which children grow, develop and learn
- Contributes to the development of reflective practice in the context of early childhood development
- Supports learning through bridging theory and practice

C. The link between Early Childhood Development Learning Outcomes and the Critical and Developmental Outcomes

The Learning Outcomes in Early Childhood Development provide a platform for students to achieve each of the Critical Outcomes in the following ways:

- Identify and solve problems and make decisions using critical and creative thinking
- Work effectively with others and in teams using interactive strategies and discussions
- Organise and manage oneself and one's activities responsibly and effectively using language and visual resources
- Collect, analyse, organise and critically evaluate information fundamental to understanding how children grow, develop and learn in the early years
- Communicate effectively using visual, symbolic and/or language skills in various modes
- Use science and technology effectively and critically to access information about how children grow, develop and learn in the early years
- Understand the world as a set of interrelated parts of a system in terms of universal and local understandings of early childhood development

The Developmental Outcomes are supported by:

- Reflective practice and the exploration of a variety of strategies to learn more effectively
- Participation as a responsible citizen in the life of local, national and global communities through developing understanding of how children in the early years grow, develop and learn
- Being culturally and aesthetically sensitive across a range of societal contexts with reference to early childhood development
- Use of the knowledge gained in this subject to think about entrepreneurial opportunities in early childhood care and education.

D. Factors that contribute to achieving Learning Outcomes in Understanding Early Childhood Development

- Generic knowledge must be supported by local examples that direct learning towards a variety of vocational fields dealing with early childhood development
- A variety of media must be used to facilitate learning
- Create opportunities for reflective practice as a tool for learning
- Lecturers must assist in negotiating access to sites for practical assignments

1 DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

2 SUBJECT LEVEL FOCUS

- Identify and explain growth and development according to ages, stages and domains
- Discuss how children learn in the early years
- Discuss special needs as an aspect of inclusion
- Discuss diversity in early childhood

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical component

The theoretical component forms 40 percent of the internal assessment mark.

Internal assessment of the theoretical component in Early Childhood Development Level 2 takes the form of observation, class questions, group work, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and when responses are given.

Assignments, case studies and tests can be completed at the end of a topic. Tests and internal examinations must form part of the internal assessment.

3.1.2 Practical component

The practical component forms 60 percent of the internal assessment mark.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Early Childhood Development Level 2 takes the form of a child study.

In addition students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic.

• **Some examples of practical assessments include, but are not limited to:**

- A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
- B. Exhibitions by students
- C. Visits undertaken by students based on a structured assignment task
- D. Research
- E. Task performance in a structured early childhood environment

• Definition of the term “Structured Environment”

For the purposes of assessment, “Structured Environment” refers to a simulated workplace or early childhood environment. Activities in the simulated workplace or environment must be documented in a logbook with a clear listing of the competencies to be assessed. The following information must be contained in the logbook:

- Nature of department or environment in which practical component was achieved
- Learning Outcomes
- Activities in the environment with which to achieve the Learning Outcomes
- Time spent on activities
- Signature of facilitator or supervisor and student

For the logbook to be regarded as valid evidence, it must be signed by an officially assigned supervisor.

• Evidence in practical assessments

All evidence pertaining to evaluation of practical work must be reflected in the student's Portfolio of Evidence. The tools and instruments used for the purpose of conducting these assessments must be part of the evidence contained in the PoE.

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment (ICASS).

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out in the *National Examinations Policy for FET College Programmes*.

3.2 External assessment (50 percent)

A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally. A practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Early Childhood Development Level 2*.

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1 Growth and Development	30%
2 Learning in the Early Years	30%
3 Inclusion and Special Needs	20%
4 Diversity in Early Childhood	20%
TOTAL	100

5 CALCULATION OF FINAL MARK

Internal assessment mark: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

6 PASS REQUIREMENTS

A student must obtain at least fifty percent in internal continuous assessment and fifty percent in the examination in order to achieve a pass in this subject.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Early Childhood Development Level 2, the student should have covered the following topics:

- Topic 1: Growth and Development
- Topic 2: Learning in the Early Years
- Topic 3: Inclusion and Special Needs
- Topic 4: Diversity in Early Childhood

7.1 Topic 1: Growth and Development

7.1.1 Subject Outcome 1: Identify and explain growth and development

Learning Outcomes

The student should be able to:

- Explain the difference between growth and development
- Identify and explain the ages and stages of development
- Discuss the beginning of life with reference to pregnancy, antenatal care, birth and postnatal care

7.1.2 Subject Outcome 2: Identify and explain factors affecting growth and development

Learning Outcomes

The student should be able to:

- Identify and explain factors that affect growth and development
- Reflect on personal childhood experiences and share ideas on factors that affect growth and development
- Explain factors affecting growth and development with reference to children in the early years
- Describe self image as a factor affecting early childhood development

7.1.3 Subject Outcome 3: Discuss the domains of development in the context of the whole child

Learning Outcomes

The student should be able to:

- Explain the concept of the whole child
- Briefly define the domains of development in the context of the whole child
Range: includes the domains of physical, social, cognitive (concepts, senses and language), emotional, creative, moral
- Discuss, with examples, how the interrelatedness of the domains contributes to the development of the whole child
- Describe the domains of development as they relate to different categories of children in the early years
- Study a child in an early years-setting and present findings about the domain of development in the context of the whole child
Range: the family, early childhood centre, crèche, day care facilities, foster home, hospital, school, drop in centres

7.2 Topic 2: Learning in the Early Years

7.2.1 Subject Outcome 1: Discuss how children develop learning in the early years

Learning Outcomes

The student should be able to:

- Reflect on personal experiences in the early years and explain how learning was developed
Range: Narratives can be supported by evidence from interviews with caregivers, photographs and artefacts from early childhood
- Discuss how the development of the brain impacts on learning
Range: brain wiring, critical and sensitive periods of development
- Describe how the senses and feedback from movement develop early learning
- Explain the importance of communication without words
Range: gestures, facial expressions, body language
- Discuss the role of walking, talking and pretending in developing early learning
- Discuss the importance of people in early stimulation
Range: includes peers, older children and adults

7.2.2 Subject Outcome 2: Discuss how play stimulates early learning

Learning Outcomes

The student should be able to:

- Define play in the context of the early years
- Name, describe and give examples of categories of children's play
- Describe the social stages of play
- Provide examples of types of play in relation to the domains of development
- Explain the principles involved in making and selecting play products
- Describe the use of play products and play props
- Observe a child at play, complete a checklist on the types of play behaviours, and discuss how play stimulates in early learning

7.2.3 Subject Outcome 3: Discuss how technology stimulates early learning

Learning Outcomes

The student should be able to:

- Discuss how technology stimulates early learning
Range: computer, television, DVDs, cameras, tape recorders, laptops, musical keyboards, digital toys, walkie talkies, metal detectors, mobile telephones
- Provide examples of how children in the different categories of early childhood use technology to learn

7.2.4 Subject Outcome 4: Discuss how perceptual abilities influence early learning

Learning Outcomes

The student should be able to:

- Define perception
- Identify and explain categories of perception relevant to children in the early years
- Provide examples of how children in the different categories of early childhood use perceptual abilities to learn

7.2.5 Subject Outcome 5: Discuss how learning styles stimulate early learning

Learning Outcomes

The student should be able to:

- Define learning styles
- Identify and explain the different learning styles
- Discuss the types of learning stimulated by different learning styles in the various stages of early childhood.

7.3 Topic 3: Inclusion and Special Needs

7.3.1 Subject Outcome 1: Define inclusion and discuss special needs as an aspect of inclusion

Learning Outcomes

The student should be able to:

- Define inclusion
- Discuss barriers to inclusion
- Explain the term special needs within the context of inclusive practice
- Briefly discuss five common problems experienced in early childhood
Range: Includes but not limited to visual problems, hearing problems, expressive and receptive language delays, attention disorders, cognitive problems, physical disabilities, phobias, generalized anxiety, medical fragility (e.g. children on anti-retroviral treatment), attachment concerns
- Explain the importance of early identification of risk
- Explain the importance of early identification of children who are gifted
- List organisations that can assist parents and caregivers and provide advice
- Describe the type of advice that parents and caregivers might receive from at least three help organisations.

7.4 Topic 4: Diversity in Early Childhood

7.4.1 Subject Outcome 1: Discuss diversity in early childhood

Learning Outcomes

The student should be able to:

- Explain the term 'diversity' in the context of inclusive practice
- Reflect on and share personal feelings about living in a diverse society
- Plan, draft and administer a questionnaire to share ideas on how people feel about living in a diverse society
- Discuss how culture, socio-economic conditions, HIV/AIDS and gender affects early childhood development and early learning
- Discuss the importance of an anti-bias approach in early childhood

8 RESOURCE NEEDS FOR THE TEACHING OF EARLY CHILDHOOD DEVELOPMENT - LEVEL 2.

8.1 Physical resources

- Classrooms equipped with data projectors, smart boards, OHPs, screens, TVs, Video/DVD machines, microphones and PA systems
- Computer rooms with internet access
- Simulation centre for practical work
- **Consumables**
 - Files for Portfolios of Evidence
 - Transparencies and printing paper
 - Blank CDs, memory stick, video cassettes, audio cassettes, ear phones, cartridges for fax and printers
 - Stationery; pens, pencils, crayons, magnets, cardboards and coloured paper
- **Learning and teaching materials**
 - Videos and DVDs
 - Students and facilitators guides
 - Magazines, posters, newspapers

8.2 Human resources

The lecturer should be suitably qualified, preferably with Bachelor of Education specialising in Early Childhood Development or Foundation Phase. A degree with a specialisation in Psychology and Social Science is also recommended.