NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

EARLY CHILDHOOD DEVELOPMENT

NQF Level 3

April 2008

EARLY CHILDHOOD DEVELOPMENT - LEVEL 3

CONTENTS

INTRODUCTION

A. What is Early Childhood Development?

Focus on Early Childhood Development is essential for the development of a healthy citizenry. It is imperative that adequate attention is paid to the factors that contribute to the survival and protection of children from birth to five years. Knowledge of early childhood development is foundational to anyone who chooses to work with children.

The subject builds on knowledge established in Early Childhood Development at Level 2. The factors influencing child development and those considered important for building supportive environments in which children thrive are covered. The subject focuses on both people and practice issues within a context of care and well being. The focus on inclusion and diversity aims at deepening understanding of the complexities in early care.

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:

- Builds on the foundations laid in Early Childhood Development at Level 2
- Promotes understanding of factors influencing child development and environments where children thrive
- Deals with both people and practice issues
- Focuses on inclusion and diversity in early care
- 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 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 in the early years are cared for and their well being established
- 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 survival and protection of young children as future citizens
- Being culturally and aesthetically sensitive across a range of societal contexts with reference to diversity in early care
- 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

- Define, explain and discuss care and well being in the context of children's rights and ethics
- Explain family structures, care giving practices and child care provisioning
- Identify and explain issues of health and hygiene
- Discuss food groups, nutrients and nutritional practices
- Discuss safety issues in relation to accidents, indoor and outdoor safety
- Discuss the diversity of care and well being with reference to special needs, multi-cultural care, child abuse, neglect and organisations of help

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 3 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 3 takes the form of an observation report detailing the care giving environment with reference to health, hygiene, nutrition and safety practices.

In addition students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic. Practical demonstrations can form part of internal practical assessment.

- **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)
    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 3.

4   WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1 Understanding Care and Well Being	10%
2 Families, Care Givers, the Community and Child Care Provision	20%
3 Health and Hygiene	20%
4 Food and Nutrition	20%
5 Safety	20%
6 Diversity in Care and Well Being	10%
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 3, the student should have covered the following topics:

Topic 1: Care and Well being of Children
Topic 2: Families, Care Givers, the Community and Child Care Provisioning
Topic 3: Health and Hygiene
Topic 4: Food and Nutrition
Topic 5: Safety
Topic 6: Diversity in Care and Well Being

7.1 Topic 1: Care and Well Being of Children

7.1.1 Subject Outcome 1: Define and explain care and well being in the context of children's rights and ethics

Learning Outcomes
The student should be able to:
- Define care and well being
- Explain the characteristics of care and well being in a variety of early childhood contexts
- Discuss factors that complicate care and well being
- Identify the rights of children and explain their significance for care and well being practices
- Discuss the ethics of caring for children in the early childhood

7.2 Topic 2: Families, Care Givers, the Community and Child Care Provisioning

7.2.1 Subject Outcome 1: Explain family structures, care giving practices and child care provisioning
Learning Outcomes

The student should be able to:
- Define family, caregiver and community and show their relationship to care and well being of children
- Describe the range of family structures that exist in the national context
  Range: nuclear family, single parent family, extended family, child-headed family, same sex families, foster families, step-families, the neighbourhood/community as a family
- List the needs of children that are satisfied by the family/caregivers
- Identify and explain ways in which families vary from each other
- Discuss the role of men as caregivers in early childhood
- Explain how culture and religion influence care giving practices
- Analyse factors which complicate care giving practices in situations of poverty and HIV/AIDS
- Compare ways of life of families from two ethnic groups in the national context.
- Describe child care institutions and environments that are supported by state and community organisations
- Briefly discuss the statutory requirements for early childhood care providers in the national context
- Choosing an early care setting, describe and reflect on the care giving environment

7.3   Topic 3: Health and Hygiene

7.3.1 Subject Outcome 1: Identify and explain issues of health and hygiene
Learning Outcomes

The student should be able to:
- Identify and explain common childhood diseases and infections in early childhood
- Discuss parasites that commonly affect children in early childhood
  Range: scabies, head lice, threadworms, roundworms, bilharzia, malaria
- Define immunity
- Discuss the benefits of immunity in early childhood
- Analyse a road-to-health-chart and discuss how the information is interpreted in practice
- Investigate and report on the rise in infant death rate in the context of malnutrition and HIV/AIDS.
- Explain hygienic methods of changing, bathing and toilet training children in the early years
- Explain and demonstrate how textiles, toys and equipment can be cleaned.
- Discuss the methods and importance of sterilizing equipment and the consequences of not doing so
- Use the chosen early care setting to observe, record, give feedback and reflect on health and hygiene practices

7.4   Topic 4: Food and Nutrition

7.4.1 Subject Outcome 1: Discuss food groups, nutrients and nutrition practices
Learning Outcomes

The student should be able to:
- Identify the food groups and explain the ways in which the body uses nutrients from the different food groups
- Identify and explain the nutrition needs and common feeding problems of different categories of children in the early years
  Range: babies, toddlers and young children)
- Interpret nutritional information that appears on products aimed at different categories of children in the early years
- Explain some of the deficiency diseases in early childhood
  Range: includes but not limited to rickets, scurvy, kwashiorkor, anaemia
- Show how growth and development helps prepare children for independent eating habits
- Explain how factors such as culture, religion and poverty influence children's dietary habits
- Discuss how parents and caregivers can make mealtimes more appealing to children in the early years
- Reflect on and share ideas on how early childhood can be used to grow a nation of healthy children
- Use the chosen early care setting to observe, record, give feedback and reflect on nutrition practices

7.5   Topic 5: Safety

7.5.1 Subject Outcome 1: Discuss safety issues in relation to accidents, indoor and outdoor safety
Learning Outcomes

The student should be able to:
- Explain when accidents are more likely to happen with children in the early years
- Interpret data showing statistics related to accidents in the birth to nine years age range of children
- Identify dangerous objects and situations that put young children at risk indoors
- Examine ways in which parents and carers in child care provisioning can help reduce the possibilities of accidents to children
- Conduct a case study on an outdoor scene and show how it can be changed to make it a safer place for children in the early years
- List the contents of a first aid box and detail the emergency instructions to deal with common accidents
- Formulate a proposal on how to keep children safe in an early childhood setting
- Use the chosen early care setting and observe, record, give feedback and reflect on safety practices

7.6   Topic 6: Diversity in Care and Well Being

7.6.1 Subject Outcome 1: Discuss the diversity of care and well being with reference to special needs, multi-cultural care, child abuse, neglect and organisations of help

Learning Outcomes

The student should be able to:

- Discuss how children with special needs can be supported in the care giving environment in the different contexts
- Discuss how multi-cultural care is approached in group situations
- Identify and explain the types of child abuse that occur in our society
- Discuss how child neglect takes place in the early years
- Discuss the contact strategies that children can use in order to get help
- Within the local district, region or province, compile information about state organisations that provide child support grants, support for disabilities and HIV/AIDS, National Health Services and Social Security
- Identify and explain the duties of three voluntary organisations that are involved in care and well being in the provincial context

8   RESOURCE NEEDS FOR THE TEACHING OF EARLY CHILDHOOD DEVELOPMENT - LEVEL 3

8.1   Physical resources

- Classrooms equipped with data projectors, smart boards, overhead projectors, 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.