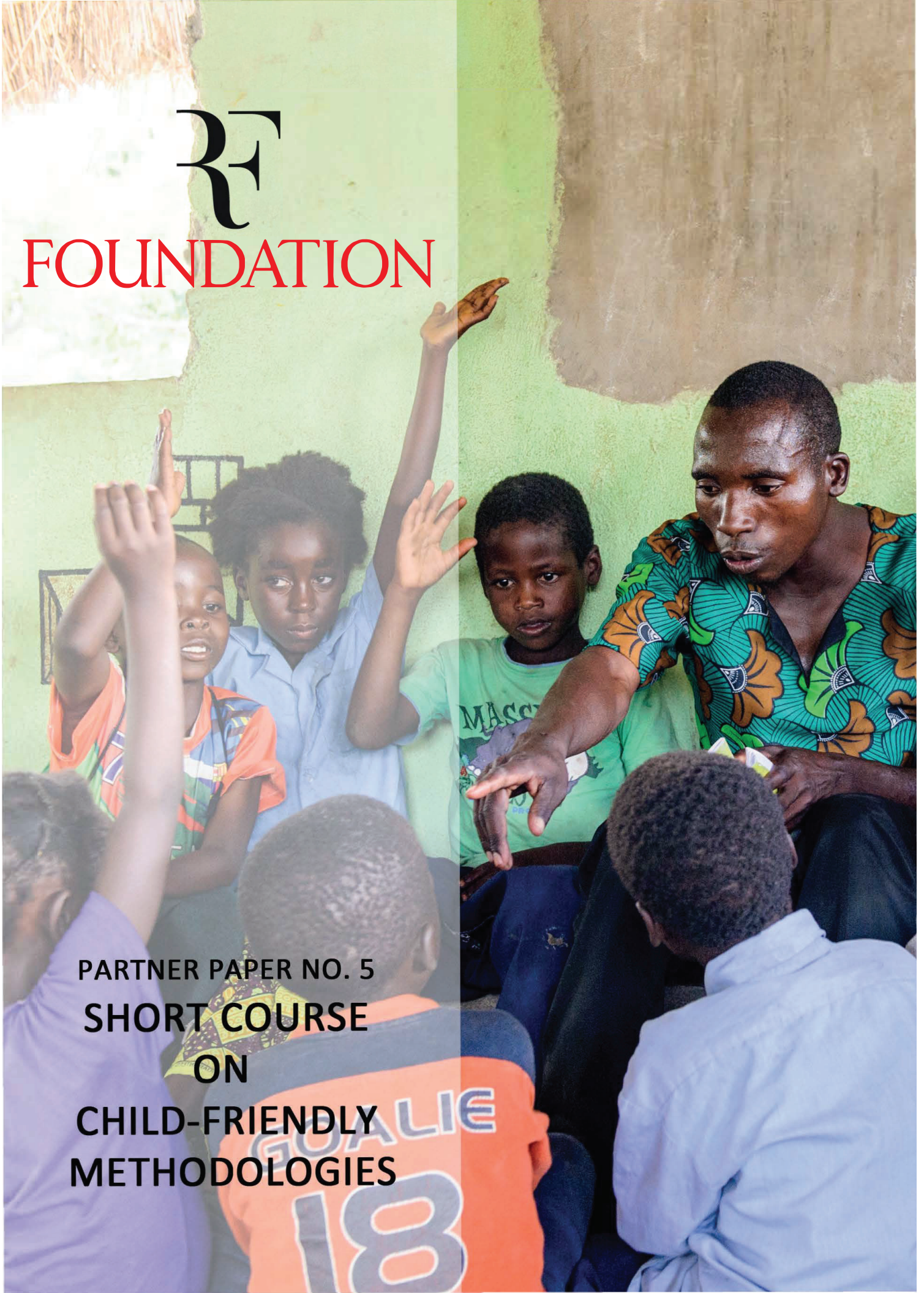




FOUNDATION

**PARTNER PAPER NO. 5
SHORT COURSE
ON
CHILD-FRIENDLY
METHODOLOGIES**



Editorial

Many teachers, caregivers and practitioners in Southern Africa who are directly involved in supporting the learning and development of young children have not enjoyed training on modern pedagogy and teaching methods that put the individual child at the centre. Many different terms try to capture the spirit of this approach, however, the most common of them being *child-friendliness*.

While the long-term goal is to have all teachers, caregivers, practitioners and trainers adequately and professionally trained through a state-of-the-art college training, repeatedly refreshed by continued professional development activities, there are many situations where a short course can serve as a “quick fix” with substantial improvements at least on a short-term basis.

Based on the experience and wisdom of our Southern African partner organizations, we have compiled this short course that serves as such a “quick fix”. It should assist teacher trainers as well as teachers themselves to offer their pupils a child-friendly learning atmosphere and thus prepare them adequately for their future. A huge thank you to all our partners for their great and hard work to put together such a helpful manual.

Janine Händel, CEO Roger Federer Foundation, February 2019



Table of Contents

How to Use the Short Course on Child-Friendly Teaching	1
CHAPTER 1 Child Development (Duration: 3 hours)	2
Introduction	2
Child Development	3
Developmental Milestones.....	3
Factors Influencing Development.....	6
Child’s Developmental Needs	6
Developmental Domains.....	7
Conclusion	9
ANNEXURE A – Health-Related Factors Influencing Development.....	10
ANNEXURE B – Other Factors Influencing Child Development	12
CHAPTER 2 Curriculum Interpretation (Duration: 4 hours).....	14
Introduction	14
The Concept of a Curriculum	15
Core Elements of the Curriculum	16
Effective Curriculum Implementation and Required Teacher Support	17
Conclusion	17
ANNEXURE A – The Concept and the Teacher’s Role in Curriculum Interpretation.....	18
ANNEXURE B – Pre-Primary Year (Last Class at ECD Before Grade/Standard 1).....	22
ANNEXURE C – Primary School.....	25
ANNEXURE D – Balanced Language Approach	26
CHAPTER 3 Child-Friendly Planning (Duration: 4 hours).....	27
Introduction.....	27
The Characteristics and Purpose of Child-Friendly Planning.....	28
Elements of Child-Friendly Planning	28
Areas Where Child-Friendly Planning is Required	29
Lesson Planning	30
Conclusion	30
ANNEXURE A – Characteristics of Child-Friendly Planning.....	31
CHAPTER 4 Child-Friendly Methodologies (Duration: 4 hours)	42
Introduction	42
General Overview	43
Group Work	43
The Card System and Learner-centered Teaching.....	44

The Importance of Play and Experiential Learning	45
Thematic Approach.....	46
Conclusion (15 min)	46
ANNEXURE A - Teaching Methodologies	47
ANNEXURE B - Learner Centred Teaching.....	53
CHAPTER 5 Child-Friendly Assessment (Duration: 4 hours)	56
Introduction	56
Purpose of Child-Friendly Assessment.....	57
Modes of Child-Friendly Assessment.....	57
The Role of Formative Assessment in Improving Learning.....	59
The Process of Child-Friendly Assessment and Tools	60
Conclusion	60
ANNEXURE A – Forms of Assessments.....	61
ANNEXURE B – Rubrics	62
ANNEXURE C – Who, When, Why of Assessments.....	63
ANNEXURE D – The Role of Formative Assessment in Promoting Learning.....	64
ANNEXURE E – Early Childhood Development Assessment Tool: Examples of Templates.....	65
CHAPTER 6 Child-Friendly Classroom Organization (Duration: 4 hours).....	74
Introduction	74
Child-Friendly Classroom Organisation	75
Child-Friendly Classroom Management.....	76
Child-Friendly Rules and Routines.....	77
Discipline	78
Conclusion	79
ANNEXURE A – Classroom Organization.....	80
ANNEXURE B – Expectations for Learner Behaviour.....	81
ANNEXURE C – Classroom Management.....	82
ANNEXURE D – Rules.....	83
ANNEXURE E – Routines.....	84
ANNEXURE F – Some Useful Tips	85
ANNEXURE G – Discipline	87
CHAPTER 7 Child-friendly Learning Environment (Duration: 3 hours).....	89
Introduction	89
The Child-friendly Learning Environment of the School in General	91
Pillars of Quality Learning Environment.....	91
Conclusion	92
ANNEXURE A – Thinking About a Quality Learning Environment.....	93
CHAPTER 8 Children’s Rights (Duration: 2 hours)	95

Introduction	95
Children’s Rights	96
Instruments for Realising Children’s Rights.....	97
Conclusion	98
ANNEXURE A – Instruments for Children’s Rights, United Nations Instruments.....	99
ANNEXURE B – Instruments for Children’s Rights, the African Charter	101
CHAPTER 9 Learners with Differing Needs and Abilities (Duration: 3 hours).....	105
Introduction	105
The Concept of Disability and the Legal Framework for Inclusive Education	106
Inclusive Education.....	107
Barriers to the Education of Children with Disabilities.....	108
Roles and Responsibilities of Different Stakeholders in Realising Quality Education for Young Children .	109
Conclusion	109
ANNEXURE A – Inclusion and Legislation	111
ANNEXURE B – What is Inclusive Education?.....	113
ANNEXURE C – Roles and Responsibilities of Different Stakeholders in Disability Care	115
ANNEXURE D – What is Inclusive Education About and Not About?	117
ANNEXURE E – Who are Children With Differing Needs and Abilities?	118
ANNEXURE F – What are the Benefits of Inclusion?.....	119
ANNEXURE G – What Parents Can Do to Support Their Children With Disabilities	120
CHAPTER 10 Parental Involvement (Duration: 4 hours)	121
Introduction	121
The Rationale for Parental Involvement in Their Children’s Learning.....	122
Types of Parental Involvement in Their Children’s Learning	122
Case Study of Parental Involvement: Mother Support Group	123
Conclusion	124
ANNEXURE A – Parental Involvement in Child-Friendly Learning.....	125
CHAPTER 11 Meaningful Child Participation	126
(Duration: 4 hours).....	126
Introduction	126
The Legal Framework for Child Participation.....	127
Purpose of Child Participation	127
Principles of Child Participation.....	128
The Role of Adults in Child Participation	129
Conclusion	130
ANNEXURE A – Principles of Child Participation	131
ANNEXURE B – Background on Child Participation.....	132
ANNEXURE C – Benefits of Child Participation	134

Acronyms and Abbreviations

ACRWC	African Charter on the Rights and Welfare of the Child
AU	African Union
CBCC	Community Based Child Care
CBO	Community Based Organisation
CFE	Child-Friendly Environment
CRC	Convention on the Rights of a Child
ECD	Early Childhood Development
CRPD	Convention on the Rights of Persons with Disabilities
IGA	Income Generating Activity
MSG	Mother Support Group
SDG	Sustainable Development Goals
SNE	Special Needs Education

How to Use the Short Course on Child-Friendly Teaching

There are two preferred options to use and/or teach this short course. The first option is to use it as an intensive course. Choosing this option means that the course is provided intensively within five days (seven or eight hours each). An idea on how to organize each day is given below. The second option is to offer the eleven chapters over a period of five weeks. The course is then taught one day per week, with a workload of eight hours per day.

Day 1	CHAPTER 1 (3 hours): Child Development CHAPTER 2 (4 hours): Curriculum Interpretation
Day 2	CHAPTER 3 (4 hours): Child-Friendly Planning CHAPTER 4 (4 hours): Child-Friendly Methodologies
Day 3	CHAPTER 5 (4 hours): Child-Friendly Assessment CHAPTER 6 (4 hours): Child-Friendly Classroom Organization
Day 4	CHAPTER 7 (3 hours): Child-Friendly Learning Environment CHAPTER 8 (2 hours): Children's Rights CHAPTER 9 (3 hours): Learners with Differing Needs and Abilities
Day 5	CHAPTER 10 (4 hours): Parental Involvement CHAPTER 11 (4 hours): Meaningful Child Participation

The document serves as a participant's manual and at the same time as a trainer's guide. Each chapter presents activities that build up one's knowledge and skills progressively, step by step. Every step (task for participants) is numbered within each chapter and written in red. Facilitators' activities (i.e. introductions that she/he gives to participants) are written in blue, and additional comments for readers in italics. Rich, supportive and relevant extra information is presented in the annexures (green). It is highly recommended that users should draw up additional information from these, and where necessary utilize other relevant sources to enrich their learning or training processes.

CHAPTER 1

*Child Development*¹

(Duration: 3 hours)

Introduction

Young children develop at a rate faster than any other stage of life. While growth may refer to quantitative progressive changes, development refers to qualitative and progressive changes that help a child to master more complex ways of thinking, feeling, relating, and doing. To aid our understanding, a child develops physically, cognitively, emotionally, socially and morally. These broad categories of development are intertwined such that what affects the development of a child in one domain affects the rest of the domains. Professionals and practitioners who work for, and with children need to have a deeper understanding of the process of child development and the matching needs and required services at each stage. This session introduces you to the key concepts, issues, and activities related to child development.

Learning outcomes

By the end of this chapter, participants will be able to:

- a) Define the developmental domains.
- b) Describe the seven development milestones of a child from birth to eight years old.
- c) Discuss factors that influence the development milestones.
- d) Describe activities that promote various domains.
- e) Demonstrate knowledge of factors that influence development in children.
- f) Apply knowledge of domains to the significance of interaction among children and between a child and an adult.
- g) Differentiate between cognitive and social dimensions of development domains.

Step 1: Do the icebreaker activity (5 min)

Comment: Facilitator will ask participants to be in pairs. In turn, tell the other person what you remember most about your first day at Primary School. You must listen carefully because you will be requested to tell the whole group what your colleague said about their first day at school.

Step 2: Listen to the Facilitator's overview on child development (5 min)

Comment: After sharing some of your experiences (due to limited time not everyone's experience may be shared in one session), the Facilitator will begin by giving you an overview of what this half-day session is about. First, the Facilitator will explain why it is important to have an understanding of Child Development, in particular, the milestones that all of us as human beings go through from birth to eight years. What we need in order to properly go through the stages and the importance of the following: Physical Development; Cognitive Development; Social Development; Emotional Development and Moral development.

¹ With special thanks to Bokamoso Educational Trust, Botswana

Child Development

It is very important that parents, caregivers, ECD teachers or practitioners and teachers of infants or Foundation Phase (Grades 1-3) at primary school understand child development. Young children respond best when those responsible (parents, caregivers, ECD teachers/practitioners and infant/Foundation Phase teachers) use specific techniques designed to encourage and stimulate progress to the next level of development. People learn most of what they know about the world by the time they reach six years of age.

It is very important for teachers and parents to understand how children learn, in order to help them grow and learn in the best possible way; based on the following understanding among others:

- a) If a child plays and speaks freely between the ages of zero and six, she/he will do well in school later.
- b) The child will have a good personality and social skills if she/he receives the right stimulation in those six early years.
- c) If a child cannot play and learn to express her/himself freely in early years she/he will have social, learning and health problems later in life.
- d) If children receives love and care in the early years, they also learn to love others.
- e) If children are ignored and abused, they, too, will learn to be cruel and unkind to others.
- f) The environment the child is raised in is important in determining how she/he develops.

Developmental Milestones

Step 3: Answer the following questions and discuss in plenary (10min)

Comment: Before going into details with regard to milestones a child goes through from birth to eight years, key terms need to be considered: skills; social skills; environment; milestones.

- a) Write down one skill that you have.
- b) What is a social skill?
- c) Why is it necessary for a child to have social skills?
- d) In the passage above, it is said that the environment in which a child is raised in is important. What does the word environment mean in this context?
- e) Try to describe a milestone in terms of child development.

Step 4: Individually read the following information on developmental milestones from birth to three and half years (4 min) and discuss the following questions in groups of five (11 min)

Age Range	What they do	What they need
Birth to 3 months	At this age, children begin to smile, track people and objects with eyes, prefer faces and bright colours, reach, discover hands and feet, lift head and turn toward the sound, and cry, but are often soothed when held.	Protection from physical danger, adequate nutrition, adequate health care, (immunization, oral rehydration therapy, hygiene), motor and sensory stimulation, appropriate language stimulation, responsive, sensitive parenting
4 to 6 months	At this age, children smile often, prefer parents and older siblings, repeat actions with interesting results, listen intently, respond when spoken to, laugh, gurgle, imitate sounds, explore hands and feet, put objects in mouth, sit when propped, roll over, scoot, bounce, grasp objects without using thumb	Protection from physical danger, adequate nutrition, adequate health care, (immunization, oral rehydration therapy, hygiene), motor and sensory stimulation, appropriate language stimulation, responsive, sensitive parenting

7 to 12 months	At this age, children smile often, prefer parents and older siblings, repeat actions with interesting results, listen intently, respond when spoken to, laugh, gurgle, imitate sounds, explore hands and feet, put objects in mouth, sit when propped, roll over, scoot, bounce, grasp objects without using thumb.	Protection from physical danger, adequate nutrition, adequate health care, (immunization, oral rehydration therapy, hygiene), motor and sensory stimulation, appropriate language stimulation, responsive, sensitive parenting.
----------------	---	---

Questions for discussions

- a) What is the importance of the interaction between babies and parents/caregivers and siblings?
- b) What is the importance of providing children with playing materials?
- c) What is the importance of speaking to children?
- d) What is the importance of adequate nutrition?

Step 5: Individually read the following information on developmental milestones from 1 to 2 years (4 min) and explain the importance of the mentioned actions by parents or caregivers to children of two to three years old (11 min)

1 to 2 years	At this age, children imitate adult actions, speak and understand words and ideas, enjoy stories and experimenting with objects, walk steadily, climb stairs, run, assert independence, but prefer familiar people, recognize ownership of objects, develop friendships, solve problems, show pride in accomplishments, like to help with tasks, begin pretending play.	In addition to what children need from previous stages, children at this age require support with the following: acquiring motor, language, and thinking skills, developing independence, learning self-control, having opportunities for play and exploration, and playing with other children. Children also need access to health care including deworming.
2 to 3 1/2 years	At this age, children enjoy learning new skills, learn language rapidly, are always on the go, gain control of hands and fingers, are easily frustrated, act more independent, but still dependent, act out familiar scenes.	In addition to what children need from the previous stages, children at this age require opportunities to do the following: make choices, engage in dramatic play, read books with pictures and more words, sing favourite songs, work simple puzzles.

Discuss the importance of doing the following activities.

- a) Let children play with other children
- b) Do simple puzzles with them
- c) Occasionally, take the 3-year-old children to the nearest ECD Centre

Step 6: Listen to the facilitator’s input (10 min)

Children go through different stages of development as they grow and develop. Developmental milestones are those skills or behaviour that children can usually do within a certain block of time.

For example, it is a developmental milestone for a baby to learn to walk sometime between 9 and 12 months. Developmental milestones help parents, caregivers, and teachers of ECD Centres and of infants or Foundation Phase (Grades 1-3) to know what to expect of children at different stages.

Sometimes children do not meet the milestones for their age group in the block of time. This is called a developmental delay. For example, if a baby has not yet started walking by 20 months, there could be a developmental delay.

Step 7: First, read the milestones for three and a half to five-year-olds, which ideally is the time a child attends an ECD Centre (4 min), then do the subsequent tasks (11 min)

3 1/2 to 5 years	At this age, children have a longer attention span, act silly & boisterous, may use shocking language, talk a lot, ask many questions, want real adult things, keep art projects, test physical skills and courage with caution, reveal feeling in dramatic play, like to play with friends, do not like to lose, share and take turns sometimes.	In addition to what children need from previous stages, children at this age require opportunities to do the following: develop fine motor skills; continue expanding language skills by talking, reading, and singing; learn cooperation by helping and sharing, and experiment with pre-writing and pre-reading skills.
------------------	---	---

Questions for discussion

- a) Discuss the significance of the interaction between ECD teachers and parents of three to three and half years old children that are attending ECD centre for the first time.
- b) How can ECD teachers and infant classes teachers in primary schools encourage parents to have print rich homes?
- c) Rate the degree of print richness of homes in your community on a scale of 1 to 5 (where 1 is poor and 5 is excellent), and explain the rating.

Step 8: In pairs, read the five to eight years milestones taking turns (5 min)

5 to 8 years	At this age, children grow curious about people and how the world works, show an increasing interest in numbers, letters, reading and writing, become more and more interested in final products, gain more confidence in physical skills, use words to express feeling and to cope, like grown-up activities, become more outgoing, play cooperatively.	In addition to children needs from the previous stages, children at this age require opportunities to do the following: develop more numeracy and reading skills, engage in problem-solving, practice teamwork, develop a sense of personal competency, practice questioning and observing, acquire basic life skills, attend basic education.
--------------	--	--

Step 9: In pairs, do the following tasks (10 min)

- a) Discuss the importance of proper transition of children from ECD Centre to Grade 1
- b) Rate the transitioning that take place in your ECD and primary school on a scale of 1 to 5 (where 1 is poor and 5 is excellent). Explain the reason for your rating.

Step 10: Listen to the Facilitator's input on factors influencing development (10 min)**Factors Influencing Development**

(a) Health, Food and Nutrition: Good health and nutrition are related to good physical, intellectual, social and emotional development of a child. The diet and health services available for children determine this. Whether or not children are well nourished during their first years of life can have a profound effect on their health status as well as their ability to learn.

(b) Heredity: The biological composition of a human being through genes has an influence on development and behaviour. The way this biological composition interacts with the environment through experience determines the quality of this development and behaviour. Genes always have their effect on interaction with the environment—a case of nature and nurture.

(c) Environment: The physical and emotional environment the children are being raised in plays a big role in their development. How safe and secure is the child physically and emotionally? The most common threats to children's survival, growth and physical/mental development often come from immediate environments such as home, school and community. Three aspects may be factors in dealing with the environment namely: socioeconomic; socio-political and cultural beliefs and practices.

(d) Nurturing care: The responsive care and stimulation that children receive from the time of pregnancy throughout early childhood period are critical and to the holistic development of the child, in particular, to the development of the brain. Warm and supportive interactions between the child and the parents, caregivers and peers on a continuous basis is very important to this end.

Step 11: Work in groups of five doing the following tasks (10 min)

- a) Discuss the importance of growing vegetables at both ECD centres and primary schools.
- b) Explain what is meant by a case of nature and nurture.
- c) Discuss the African saying that 'it takes a village/community to raise a child', in view of the observation that 'the most common threat to children's survival comes from the immediate environments such as home, school and community.
- d) Evaluate the interaction that goes on among the home, the ECD centre/school and the community for the purpose of children's safety and security.

Comment: Having discussed the milestones at length, the Facilitator will now wrap up the session. This provides you with an opportunity to ask for any clarity on Developmental Milestones before you move to another topic. Read the Handout for more information on Factors influencing development.

Child's Developmental Needs**Step 12: Listen to the Facilitator's overview (10 min)**

Comment: The Facilitator will now lead the discussion on a Child's Developmental Needs which you must be familiar with. After the discussion, you will work on a task based on your discussion.

Children develop through growth and learning by receiving care and the right stimulation through the following:

- a) Love and encouragement
- b) Nutritious food
- c) Activity and learning opportunities
- d) Time for exercise and rest
- e) A healthy physical environment that provides safety and protection
- f) Healthy emotional environment and a society that cares and plans for them

- g) Play, because this is the natural behaviour of children and the process through which they interact with the world around them and receive stimulation for their learning.

Providing a Child's Needs is also based on the knowledge that:

- a) The care and attention a child receives in the first eight years of life are critically important and influence her or him for life.
- b) Babies learn rapidly from the moment of birth. They grow and learn fastest when they receive affection and attention in addition to good nutrition and proper health care.
- c) Encouraging children to play and explore helps them learn and develop socially, emotionally, physically and intellectually.
- d) Children are naturally inquisitive and want to learn.
- e) Children learn how to behave by imitating the behaviour of those closest to them.
- f) Although children develop in the same basic way and go through the same stages, each child is different from all others and develops at her/his own pace.
- g) All parents and caregivers should know the warning signs that show the child's growth and development are faltering.

Step 13: Work in groups of five on one of the following tasks, noting the outcomes on a flipchart paper (10 min)

- a) Who should provide love and encouragement to young children? From your experience, are all children getting love and encouragement?
- b) Rate the degree of access to nutritious food by children with whom you work. What ought to be done in the community to improve the availability of nutritious food to young children?
- c) Regarding children's activities and learning opportunities, discuss the significance of making use of locally found materials. What local materials are available in your community? What can you make out of them?
- d) Rate the status of the physical environment of your ECD centre or primary school (on a scale of 1 to 5 with 1 being worst and 5 best in terms of health, safety (availability or lack of dangerous objects in the class and on the premises), protection (such as intruders harming children).

Step 14: Take a gallery walk to read what other groups have written. Discuss what can be done to improve the situation (10 min)

Developmental Domains

Step 15: Listen to the Facilitator's overview on developmental domains (10 min)

Comment: The Facilitator will now lead the discussion on the five Developmental Domains, namely physical, cognitive, emotional, social and moral. You are expected to actively participate in the discussion. Thereafter, you will do a task based on it.

The Five Developmental Domains

Physical development (to move and coordinate) is how a child's body grows and develops. The child has large muscles and small muscles. Large muscles are needed for such things as bending, stretching, crawling, walking, climbing and jumping. Small muscles for picking up a cup, scribble with a crayon.

Cognitive development (to think and reason) means how children learn, understand, and deal with the world in which they live. An important thing to note about the early stages of cognitive development is that all young children need to find out about things and the world around them through their own actions.

Emotional development (to feel happy, sad, angry, cautious, self-worth, etc.) means how children feel about themselves and how they express their feelings. Children who feel good about themselves and confident in what they can do develop a positive self-esteem.

Social development (to relate to others) means how they get along with others, how children learn to behave towards other people and things. How a child feels – happy, sad, or angry – will affect how he or she interacts with other people. Social and emotional development are closely connected and include how children learn to like and trust other people or learn to mistrust and fear them.

Moral development (to take value-based choices) involves learning the difference between right and wrong and understand how to make the right choices. This may be supported by encouraging them to try and work out their differences together in cases of disagreement. Tell stories in which the character faces a moral dilemma and has to make a choice between ‘good’ and ‘bad’. Praise good behaviour and talk about why it is helpful. Set and consistently reinforce rules for the indoor and outdoor areas and talk about why the rules are in place.

It must be noted that child development is multi-dimensional and that the dimensions of child development influence each other. A child who is not happy might not want to play with other children. Because the development of a child takes place in stages according to age levels and is a continuous process, the notion of continuity necessarily implies that depriving children of the adequate care and support in early life delays their development at later stages. A child’s resilience particularly early in life facilitates their survival and development under difficult circumstances if the protective factors and right conditions are in place. Generally, changing conditions can undercut or support what has been attained.

Step 16: Work on the following task in groups of five. Each group should focus on one Development Domains. (Developmental Domains: physical, cognitive, emotional, social and moral) (15 min)

- a) Discuss activities that can be done with children at a particular period of development related to your respective developmental domain.
- b) Groups to take turns in role-playing through miming activities related to their respective developmental domain while other participants figure out the activity.
- c) Each group to think of a story they know of whose character faced a moral dilemma and had to make a choice between ‘good’ and ‘bad’. Tell your story succinctly.

Step 17: Discuss the results in plenary and listen to the Facilitator summarising the work on Developmental Domains (10 min)

Children learn by playing like the children in the picture. While they are playing, they are doing, exploring, discovering, experimenting with their eyes, hands, feet, ears, noses and mouths to find out about things and what they can do with them.

Children need to develop their thinking skills. They recognise that some things are the same while others are not the same. For instance, some things are of the same colour while others are not. Some things are of the same shape while others are not.

Play enables children to find out about themselves and the world. It allows them to discover, experiment, create, concentrate, express ideas, develop speech, use imagination, develop muscles and learn new skills.



Step 18: In one paragraph and in your own words, write down what you have learned on Child Development (5 min).

Conclusion

Comment: The chapter has explored three topics: Development Milestones; Children's Developmental Needs and Developmental domains. The role of adults in all these aspects has been highlighted in their different capacity: as a parent; ECD teacher/primary school teacher and caregiver. The chapter has also highlighted the significance of nutrition, healthy and safe environment as well as activities and opportunities for children to explore. The fact that the development domains are linked has also been highlighted.

ANNEXURE A – Health-Related Factors Influencing Development

Good health and nutrition is important for foetal development and subsequently for the healthy development of the baby, and the mother's good health during pregnancy is of great importance. While the embryo is developing it needs to do so in a disease-free environment, free from poisons, strong drugs, alcohol, X-rays, radiation etc. Any of these can produce serious deformations and mental damage to the child. The development of the unborn baby can also be affected by the age of the mother (too young or too old), diet, maternal diseases, unhealthy living conditions (environmental pollution), genetic disorders, emotional status of the mother, severe injuries etc.

Good health and nutrition are related to good physical, intellectual, social and emotional development of a child. The diet and health services available for children determine this. The effect of under-nutrition on young children (ages 0-8) can be devastating and enduring. It can impede behavioural and cognitive development, educability, and reproductive health, thereby undermining future work productivity.

Whether or not children are well nourished during their first years of life can have a profound effect on their health status, as well as their ability to learn, communicate, think analytically, socialize effectively and adapt to new environments and people. Good nutrition is the first line of defence against numerous childhood diseases, which can leave their mark on a child for life. In the area of cognitive development, "when there is not enough food, the body has to make a decision about how to invest the limited foodstuffs available. Survival comes first. Growth comes second. In this nutritional triage, the body seems obliged to rank learning last – better to be stupid and alive than smart and dead" (Sagan and Druyan).

Some of the developmental problems experienced by malnourished children are caused by direct physiological crippling, such as retarded brain growth and low birth weight, whereas other conditions are the result of limited and abnormal interaction and stimulation vital to healthy development. Good nutrition and good health are very closely linked throughout the lifespan, but the connection is even more striking during infancy.

The relationship between undernutrition and cognitive and behavioural development can be summarized by Dr Reynaldo Martorell's answers to the following questions:

Does under-nutrition impair behavioural development?

Poor nutrition during intrauterine life and early years leads to profound and varied effects including the following:

- a) Delayed physical growth and motor development
- b) General effects on cognitive development resulting in lower IQs
- c) Greater degree of behavioural problems and deficient social skills at school age
- d) Decreased attention, deficient learning, and lower educational achievement.

Are these effects found only in the severely malnourished?

The effects of undernutrition on cognition occur as well in children without clinical signs of undernutrition but who are retarded in growth. Most of the food supplementation experiments in developing countries, for example, were aimed at the non-severely malnourished children.

Who is more affected by undernutrition?

Undernutrition and the socioeconomic context in which it occurs appear to be related. Undernutrition has a greater effect on development in children living in poverty, whether in industrialized or in developing countries, than on children who are not poor. Some evidence suggests that nutrition interventions benefit cognition and behaviour to a greater extent among the poorer segment of society.

Which nutrients are responsible for cognitive and behavioural impairments?

Because nutrient deficiencies tend to cluster in individuals, isolating the specific contributions of single nutrients is difficult from non-intervention studies. Iodine deficiency and iron-deficiency anaemia are easier to study than micronutrient deficiencies, and relevant research has shown that both of these micronutrients are involved specifically in causing impairments. Less severe forms of iron deficiency do not appear to affect behaviour. This degree of certainty is not possible in studies of protein-energy deficiency because the food supplements provide protein and energy as well as other nutrients. However, no evidence indicates that deficiencies in protein and energy are unimportant. The safest course for ensuring cognitive and behavioural development is to meet all nutrient needs with natural or fortified foods prepared appropriately for young children. The benefits of breastfeeding also must be considered in fostering growth and development.

When in life are nutrition interventions more likely to be effective?

Strong evidence suggests that the earlier children begin benefiting from nutrition interventions the greater the improvement on behavioural development. In the case of physical growth, nutrition interventions may be effective only during pregnancy and the first 2-3 years of life. For behavioural development, nutrition interventions may have a benefit, although much reduced, at later ages.

Are the effects of under-nutrition irreversible?

Considerable evidence indicates that substantial improvements can be achieved, even in severely malnourished children, if appropriate steps are taken at a young age to satisfy nutritional and psychosocial needs. The longer the developmental delays remain uncorrected, the greater the chance of permanent effects. In developing countries, where few children live to see their situation improve, once the effects of under-nutrition are established in early childhood, they typically become permanent. The intellectual potential of such children at school entry most likely is already damaged irrevocably.

Are the effects of improved nutrition long lasting?

Yes, long-term studies indicate that nutrition interventions aimed at preschool children in the first few years of life lead to measurable improvements in adolescence and adulthood.

Does early stimulation of cognitive development interact with nutrition interventions?

Early intervention programs to stimulate cognition have improved cognition and perhaps physical growth. Similar to nutrition interventions, the earlier the program is started, the better the results tend to be. Although current evidence is not conclusive regarding whether the effects of stimulation are additive or interactive, children who receive combined nutrition and stimulation programs perform better than those who receive either type of intervention alone. The importance of early nutrition interventions and their relationship to cognitive ability in the short- and long-term is very clear. It is also clear that both nutrition and early stimulation programs work better when children benefit from them simultaneously. ECD projects can help prevent and address malnutrition by providing supplemental feeding in centre-based and home-based settings and by educating parents about their children's nutritional needs.

ANNEXURE B – Other Factors Influencing Child Development

Heredity

The biological composition of a human being through genes has an influence on the development and behaviour. The way this **biological** composition **interacts** with the **environment** through **experience** determines the quality of this development and behaviour. Genes always have their effect on interaction with the environment—a case of nature and nurture.

The cells of living beings contain DNA (deoxyribonucleic acid), the substance in the nucleus that enables cells to reproduce and transmit characteristics from generation to generation. When cells divide, the DNA takes the form of chromosomes - the units carrying the genes that pass hereditary features from parents to offspring. Different species have varying numbers of chromosomes per cell: for example, a mouse has 40 while a cat has 38. Human body cells normally contain 46 distinctively human chromosomes. But an egg and a sperm cell contain only 23 chromosomes each, to allow for their adding together at fertilisation: sperm and ovum are termed gametes (from a Greek word for "marriage partners"). When they "marry" they make one completely new cell - the human embryo, zygote or conceptus - with 46 chromosomes carrying a fresh, unique combination of genes. At fertilisation, this human embryo is about 0.1mm in diameter. Since characteristics come from both parents the zygote is never the same as, or part of, the mother, but is a genetically distinct individual. The colouring of hair, skin and eyes, the sex of the new human being, and factors influencing height and build are determined at fertilisation by information on the DNA. Certain attributes which children inherit from their parents can positively or negatively affect their growth and development.

Environment

The physical and emotional environment the child is being raised in plays a big role in the development of the child. How safe is the child, physically and emotionally; the type of environment, the people and things in the environment? Children are more susceptible to environmental hazards and degradation than adults due to their physiological immaturity and behavioural characteristics. The most common threats to their survival, growth and physical/mental development often come from immediate environments, such as home, school and community.

Regarding the socio-economic situation, human relationships in the family and then at the community level are highly important in healthy child development. In terms of family the influencing factors include: size of family, parental age, family type single/couple, stepfamily, foster families, working parents, unemployed parent/s, family poverty, social change in families, modernism, lack of emotional spiritual guidance in family, moral breakdowns, poor parenting role models, gender biases. In terms of community, we need to look at the following: available community services, support to individuals and families in community, shortage of resources, unemployment, lack of special programs for children with special needs, unequal distribution of services, isolated socio-economic services, lack of interest and adequate access to early childhood programs, lack of adequate understanding of how children develop.

Regarding the socio-political situation, influencing factors are as follows: government policies, lack of special programs for children with special needs, unequal distribution of services, isolated socio-economic services, lack of interest and adequate to early childhood programs. Protection is a universal imperative and the right of every child. Violence, abuse, neglect and exploitation threaten children throughout their lives. Children and young people are more vulnerable than are adults to being hurt, neglected, abused and exploited. Their survival is put at risk and their full development is compromised. Violence against children occurs within families, and in schools, communities and institutions.

Finally, cultural beliefs and traditions affect the way children are raised are seen family and community child-rearing beliefs and practices. Each society has its own scope of knowledge and tradition that children come

from. No matter how strange or peculiar the practices, they are effective in raising healthy children from the point of view of the specific society.

CHAPTER 2

Curriculum² Interpretation

(Duration: 4 hours)

Introduction

This chapter introduces the learner to the concept of a curriculum as a framework for organizing knowledge and experiences with the aim of systematically guiding both the trainer and the trainee through a series of activities with the goal of effectively delivering the content and developing the capacity of practitioners. The main take away for the trainee is the understanding that after actively participating in all the activities that are selectively packaged in this course, their knowledge, skills, attitudes and competencies will be developed to a level of a professional competency in developing and implementing child-friendly methodologies. For the trainer, the main take away is that by carefully and systematically implementing the activities set out in this course, they will effectively support the trainee in acquiring the knowledge, skills, attitudes and competencies to develop and implement child-friendly methodologies.

Learning outcomes

By the end of this chapter, participants will be able to:

- a) List core elements of curriculum
- b) Explain the significance of each element in the implementation of curriculum
- c) Discuss the values and life skills your country's primary school curriculum is promoting and where applicable the ECD curriculum
- d) Differentiate between Planned Curriculum and Experienced Curriculum
- e) Discuss the significance of the teacher's knowledge and skills as well as material resources in curriculum interpretation

Step 1: Do the icebreaker activity (15 min)

Comment: The facilitator will first ask participants to individually read the passage below about a teacher's attitude and practice in managing a kindergarten class; then in groups of five or less, discuss the following questions:

Teacher's attitude and practice in managing a class

A kindergarten teacher walked into his class of 76 children with a stick in hand. He began to teach about the weather and did so in his uncomfortably loud voice. All the children sat still and watched the teacher moving from one corner to the other end of the classroom. He neither smiled nor maintained eye contact with the children. One child raised her hand to ask a question, but she was not noticed. Then she tried to ask the question to a friend. When the teacher noted this, he reacted angrily, "I do not like noise in my class. You stand up and remain standing on one leg, till to the end of this class period." The girl stood up and tried with all her concentration to balance on one leg. This pattern continued, so much so that, by the end of one hour, there were ten children that remained standing on one foot with their faces filled with fear, pain and tears.

² With special thanks to READ Education Trust, South Africa

Discussion Questions

1. If you were one of the children that were made to remain standing in this class, how were you going to feel towards the following:
 - a. The teacher?
 - b. The topic of study?
 - c. The school?
2. In this form of interacting with children, whose interest was being served? Explain your answer.
3. Do you think the conduct of the teacher towards the children in his class was guided by what was set out in the curriculum or not? Discuss.

Step 2: Listen to the Facilitator's overview (10 min)

Comment: The Facilitator will begin by giving you an overview of the concept and aim of curriculum, curriculum interpretation, and the expected role of a teacher as well as the significance of resources in order to achieve effective learning.

The Concept of a Curriculum

Step 3: Listen to the Facilitator's input on the concept and aim of a curriculum (25 min)

Comment: The Facilitator will now lead the discussion on the concept and aim of the curriculum. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion.

In education, the curriculum is broadly defined as the totality of learner experiences that occur in the process of the acquisition of thinking and other skills, the knowledge that is applicable to one's daily life and career, attitude and values, which have a formative effect on the way one thinks, feels or acts. It supports learners' personal development by enhancing their self-respect, confidence, motivation and aspirations.

Curriculum refers specifically to a planned sequence of instruction or a set of learning goals articulated across subject content. In other words, it incorporates the planned interaction of learners with instructional content, resources and processes for assessing attainment of educational objectives.

Each national curriculum has aims. For instance, the Curriculum and Assessment Policy Statement (CAPS), the national curriculum of South Africa, has the following as its aim:

To ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts while being sensitive to global imperatives.

Step 4: Work in groups of five doing the following tasks (40 min)

- a) Discuss your understanding of the concept 'curriculum' and write it down in your own words.
- b) Articulate the aim of your country's national school curriculum – write it down.
- c) What values and skills do your country's school curriculum promote?
- d) Discuss the role of the teacher in curriculum interpretation and implementation.

Step 5: Listen to the Facilitator's input on the role of the teacher in curriculum interpretation (35 min)

Comment: The Facilitator will now lead the discussion on the role of the teacher in curriculum interpretation. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion (more information in annexure).

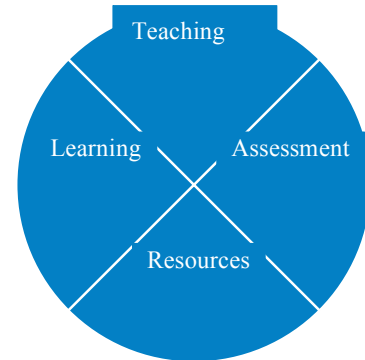
In Section 1, we noted that the curriculum refers to a planned sequence of instructions. The national curriculum of South Africa (CAPS) was cited as an example. Curriculum as the plan is a document, syllabus, guidelines on

the content or subject to be taught, how it should be presented and how it should be assessed. A class teacher has to interpret the curriculum material into the mediated learning experience of a learner. S/he has to identify the requirements for a specific context of learning, select, and prepare suitable textual and visual resources for learning. The teacher also selects the sequence and pace of the learning in a manner sensitive to the differing needs of the various learners in all Learning Areas/Subjects. Taken this way, a curriculum is known as practice. Here the emphasis is shifted from what is planned or intended to what actually happens. The focus is on the experiences of both the teacher and the learner.

Curriculum interpretation is about turning the curriculum as plan into the curriculum as practice, the implemented or experienced curriculum. Curriculum interpretation depends on various factors. Among them are the experience and capacity of the teacher; quality of teaching and learning strategies; learning materials and assessment. *Only those teachers who have adequate knowledge and skills can play an effective role in interpreting and implementing the curriculum.* The diagram below illustrates the core elements of the curriculum in the interpretation and implementation.

Handal and Herrington (2003) also stress the central role of the teachers in implementing the curriculum and call on policymakers to take teachers attitudes and perceptions into account.

A teacher does more than just implement the curriculum. While curriculum specialists, administrators and outside education companies spend countless hours developing curriculum as plan, it is the teachers who know best what the curriculum as a practice should look like. After all, they work directly with the learners who should benefit from the curriculum. To have an effective curriculum as practice, teachers must play an integral role in every step of the process of developing curriculum as plan, document or syllabus.



Core Elements of the Curriculum

Step 6: Work with your neighbour in pairs in doing the following tasks (15 min)

- a) Explain your understanding of curriculum as plan or document and curriculum as practice or experienced curriculum with examples. Write down the answer in your own words.
- b) Discuss the following statement: Teaching by a teacher does not necessarily translate into learning by learners.

Step 7: Work in groups of five doing the following tasks (25 min)

- a) Demonstrate your knowledge of the significance of resources in enabling a teacher to interpret and implement the curriculum effectively.
- b) Discuss the ways in which the views of teachers may be reflected in the development of the curriculum, as it is practically difficult to have all teachers at one sitting to let them express their views.
- c) Demonstrate knowledge of the challenges teachers experience in your country in interpreting and implementing the curriculum. What are the possible solutions to the challenges?

Effective Curriculum Implementation and Required Teacher Support

Step 8: Listen to the Facilitator's input on required teacher support for effective curriculum implementation (30 min)

Comment: The Facilitator will now lead the discussion on the significance of teacher support through lesson observation and provision of material resources. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion (more information in annexure).

In section 2 above, we noted that the teacher is central to the effective implementation of the curriculum that enables learners to have a cumulative series of the learning experience. The teacher ought to be supported. We would like to explore two forms of support: (i) visiting the teacher in the classroom and (ii) providing resources.

The school principal/head-teacher and head of the department should regularly visit teachers in classrooms to provide support. The latter is the line manager of the teacher. Teachers should not visit classrooms for fault-finding by being judgmental on the way a teacher is delivering the curriculum, but with the intention of providing constructive feedback and support. After the visit, they should provide constructive feedback. There should be a monitoring instrument that should inform the education system early enough of the extent to which learners are achieving learning objectives.

One of the major problems in the implementation of the curriculum in African schools is the lack of adequate resources. Among them are Learning and Teaching Support Materials (LTSM)/ Teaching Aids. Budugela (2012) argues that teachers need to be trained on how to develop their own resource materials.

Step 9: Work individually answering the following questions (10 min)

- a) Do your school principal/head-teacher and Head of Department visit your classroom regularly while you are teaching? Do you consider their visit to be supportive or fault finding? Explain.
- b) Do they use a monitoring tool when they visit? Do you discuss the tool before lesson observation?

Step 10: Work in groups of five doing the following tasks (20 min)

- a) Discuss the quality and quantity of resources (LTSM/Teaching aids) that your respective schools have.
- b) Have you been trained in developing your own resource materials? If not, who ought to take the initiative for the training on material development to take place?

Conclusion

Step 11: Listen to the Facilitator's input (15 min)

Comment: The facilitator will explain that in this chapter, the concept of the curriculum has been explored and its aim outlined. The central role of the teacher in curriculum interpretation and implementation has been discussed, as well as the need for teachers to be supported through the provision of resources and lesson observation.

ANNEXURE A – The Concept and the Teacher’s Role in Curriculum Interpretation

The curriculum is a systematic and intended packaging of competencies i.e. knowledge, skills and attitudes that are underpinned by values. Learners should acquire these values through organized learning experiences both in formal and informal settings.

What is the importance of curriculum in a school?

Good curriculum plays an important role in forging life-long learning competencies, social attitudes and skills such as tolerance and respect, peaceful conflict management, promotion and respect for human rights, and gender equality and social justice.

Besides, it also contributes to thinking skills, creativity and the acquisition of relevant knowledge that is applicable to their daily lives and careers.

It also supports the learners’ personal development by enhancing their self- respect, confidence, motivation and aspirations.

Who implements this curriculum?

The curriculum is implemented by teachers and depends on the quality of teaching and learning strategies, learning materials and assessment. Only those teachers who are adequately trained can play an effective role in defining and implementing the curriculum. This entails understanding and participating in the curriculum development process, taking on new roles as advisors, facilitators and curriculum developers.

Why are teachers important in the implementation of the curriculum?

Teachers/educators are the major pillars in the teaching and learning process. Without a doubt, the most important person in the practice curriculum is the teacher. With their knowledge, experience and competencies teachers are central to any curriculum improvement effort, they are responsible for introducing the curriculum inside and outside the classroom.

A teacher does more than just implement the curriculum. While curriculum specialists, administrators and outside education companies spend countless hours developing a curriculum, it is the teachers who know best what the curriculum should look like. After all, they work directly with the students who are meant to benefit from the curriculum. To create strong curricula, teachers must play an integral role in every step of the process.

Teacher’s role in planning the curriculum:

- “The role of the teacher is to equip children to cope with the increasing complex literacies that their work, leisure, lives as citizens and even survival will demand of them, and do so with confidence, care and subtlety. This requires a relatively high level of professional skill”³.
- Teachers know their students better than others involved in the curriculum process. While the state often dictates the skills covered by the curriculum, a teacher can provide insight into the types of materials, activities and specific skills that need to be included.
- Teachers from multiple grade levels may collaborate to identify skills students need at each level and ensure that the curriculum adequately prepares students to advance to the next grade level.

Teacher’s role in the creation of the curriculum:

- A teacher can gauge whether an activity will fit into a specified time frame and engage students.

³ Domby,H 1995.Words and worlds: Reading in the early Years of Schooling, NATE

- All teachers should be allowed to provide input during the creation stage.
- As teachers provide input they will gain ownership in the product and feel more confident that the curriculum was created with their concerns, and the needs of their students in mind.

Implementation from the teacher:

Teachers must implement the curriculum in their own classroom sticking to the plan. When a teacher fails to properly implement a strong curriculum, she risks not covering standards or failing to implement effective practices in the classroom.

Reflection by the teacher:

Reflection on a curriculum allows teachers and others involved in the process to find any weaknesses in the curriculum and to attempt to improve it. Teachers may reflect on the curriculum in multiple ways such as keeping a journal as they implement the curriculum giving student reviews and surveys, analysing results and assessments, data about student's individual performance. Not only can reflection serve to improve a specific curriculum, but it may also guide the creation of a new curriculum.

How can professional development enhance teachers' role in the development and implementation of the curriculum?

It is the responsibility of teacher training and development programs to provide teachers with opportunities to redirect their beliefs and reflect upon their classroom practices so that maximum-targeted professional development can be implemented.

Without an appropriate focus on teachers, quality education is not feasible at all. The quality of teachers explains differences in learning outcomes. Proper recruitment and continuous professional development strategies must be in place to endow those entrusted with teaching with the required knowledge, skills, attitudes and values to retain them in the profession.

The key to getting teachers committed to an innovation is to enhance their knowledge of the programme. This means teachers need to be trained through workshops organized for professional development. However, not all teachers will have the benefit of such exposure due to insufficient funds.

A successfully implemented curriculum can be ensured only through teacher education programme with curriculum development as a major subject.

Some topics to be addressed in designing professional development opportunities for teachers who are implementing a new programme.

- Programme philosophy: It is important for teachers to understand the philosophy behind the program and how it may impact students, parents, administrators and stakeholders.
- Content: Teachers may find the curriculum introduces unfamiliar content they have not taught in a while, e.g. using a problem-solving approach rather than a topical approach.
- Resources: Adequate resources should be available for implementing a new curriculum.
- Time: Teachers should be allowed enough time to prepare and deliver the new requirements of the new curriculum and take their time to understand the subject.
- School Ethos: The overall belief of the school in the new curriculum, e.g., the faculty and community recognize the importance of the subject in the school curriculum.
- Professional Support: Opportunities for professional development such as workshops, seminars, best teacher awards.
- Professional Adequacy and interest: Teachers own interest, ability and competence to teach the curriculum i.e. confidence in teaching, attitudes and freeness to teach the subject.

Outcomes:

A Curriculum aims to provide for a stronger base from which to enable the development of a high level of skills and knowledge by all. It does so by specifying the combination of minimum knowledge and skills to be achieved by learners in each grade and setting high, achievable standards in all the Learning Areas.

Outcomes are aimed at stimulating the minds of young people so that they are able to participate fully in economic and social life.

Two design features - learning outcomes and assessment standards - clearly define for all learners the goals and outcomes necessary to proceed to each successive level of the system.

What is a Learning Outcome?

A learning outcome is derived from critical and developmental outcomes. It is a description of what (knowledge, skills and values) learners should know, demonstrate and be able to do at the end of the General Education and Training band. A set of learning outcomes should ensure integration and progression in the development of concepts, skills and values through the assessment standards. Learning outcomes do not prescribe content or method.

The critical outcomes envisage learners who will be able to:

- Identify and solve problems and make decisions using critical and creative thinking.
- Work effectively with others as members of a team, group, organization and community.
- Organize and manage themselves and their activities responsibly and effectively.
- Collect, analyse, organize and critically evaluate information.
- Communicate effectively using visual, symbolic and/or language skills in various modes.
- Use Science and Technology effectively and critically showing responsibility towards the environment and the health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

The developmental outcomes envisage learners who are also able to:

- Reflect on and explore a variety of strategies to learn more effectively.
- Participate as responsible citizens in the life of local, national, and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities.
- Develop entrepreneurial opportunities.

What is an Assessment Standard?

Assessment standards describe the level at which learners should demonstrate their achievement of the learning outcome(s) and the ways (depth and breadth) of demonstrating their achievement. They are grade specific and show how conceptual progression will occur in a Learning Area. They embody the knowledge, skills and values required to achieve learning outcomes. They do not prescribe method.

How different is an Assessment Standard from a Learning Outcome?

The learning outcomes describe what learners should know and be able to do. Assessment standards describe the minimum level, depth and breadth of what is to be learnt. In practical terms, this means that learning outcomes can and will, in most cases, remain the same from grade to grade while assessment standards change from grade to grade.

Learning support materials and teacher development programmes will play an important role in interpreting and giving expression to the learning outcomes and assessment standards.

Learning Programmes:

Most curricula are implemented in schools by means of Learning Programmes. Learning programmes are structured and systematic arrangements of activities that promote the attainment of learning outcomes and assessment standards for the phase. Learning Programmes specify the scope of learning and assessment activities per phase. Learning Programmes also contain work schedules that provide the pace and the sequencing of these activities each year as well as exemplars of lesson plans to be implemented in any given period.

ANNEXURE B – Pre-Primary Year (Last Class at ECD Before Grade/Standard 1)

The Grade R organisation of language learning is based on the principles of **integration and play-based learning**. The teacher should be pro-active, a mediator rather than a facilitator. A mediator makes the most of incidental learning opportunities that arise spontaneously through a range of child-centred activities, such as free-play in the fantasy corner or block construction site, and teacher-directed activities such as a story ‘ring’ or other ‘rings’. Issues relating to language as well as social, emotional and other forms of development such as fine and gross motor present themselves naturally in the routines and activities of a quality Grade R daily schedule. All these settings could provide opportunities for a teacher to purposely intervene and ‘mediate’ incidental learning that promotes emergent literacy.

A traditional, formal classroom-based learning programme that is tightly structured and ‘basics bound’ should be avoided as it does not optimise literacy acquisition for the Grade R child. Grade R should not be a ‘watered down’ Grade One. It has its own unique characteristics based on how children in this age group make sense of their world and acquire the knowledge, skills, values and attitudes that will allow them to maximise the opportunities afforded in the formal learning years.

Focus on informal and spontaneous learning in various ‘rings’ during the day. Also develop a daily programme that allows optimal time for free play and is coupled with an acute awareness on the part of the teacher of what could be called ‘teachable moments’, moments that arise in many instances out of the children’s own interests and creativity.

The entire school day should be viewed as possibilities for enhancing literacy learning; either because of the direct intervention of the teacher, through planned mediated moments, including teacher-guided activities or because of the numerous incidental learning opportunities that occur during the day and enable the teacher to promote learning through utilising the ‘teachable moment’. Such moments most frequently occur during routine periods and, of course, free play.

From a **literacy perspective**, teachable moments will afford the teacher the opportunity to ask, for example, open-ended questions or to offer an alternative suggestion to the child and so instil in the child the desire to further his/her own learning. It becomes a question of the teacher knowing when to intervene in the learning process and when to stand back and allow the child the opportunity of providing his/her own solution to the problem at hand.

In the Grade R year, the timetable is called **the daily programme** and it comprises three main components, namely **teacher-guided activities, routines and child-initiated activities or free play**. Specific teacher-guided literacy learning opportunities are offered during the morning language ring (for example, theme/topic discussion/language ring; daily weather discussions; telling ‘news’; show and tell rings and story time). Depending on the choice of focus (i.e. the teacher must have a clear idea of what learning s/he wants to promote) creative art activities, perceptual rings, movement, music and dramatization rings can have a very specific literacy focus especially in refining the perceptual-motor concepts and skills that underpin formal reading. **Routines** provide excellent opportunities for incidentally promoting various literacy skills. For example, instead of letting the children stand in a queue and wait to go to the bathroom, the teacher can use this time to promote phonemic awareness. All children whose names begin with the letter/sound ‘S’ go to the bathroom, now children whose names begin with the letter/sound ‘N’ etc. The other children could be playing word games such as ‘I spy with my little eye’ or having vocabulary reinforced, for example, what rhymes with the dog; what do you think dogs like to eat?

Snack time and tidy up time provide similar learning opportunities as the teacher encourages the children to play fun sound and word games. During **free-play**, the teacher can promote literacy in two ways. Firstly, through the structuring of the free play area.

The teacher provides choices based on the types of learning opportunities she/he would like to promote. Outdoor free play such as climbing on a wooden climbing frame or riding on the cycle track might promote spatial awareness behaviours such as crossing the midline (one of the important perceptual-motor behaviours for acquiring both reading and writing skills) and encourage letter/word recognition by providing opportunities for children to ‘read’ road signs.

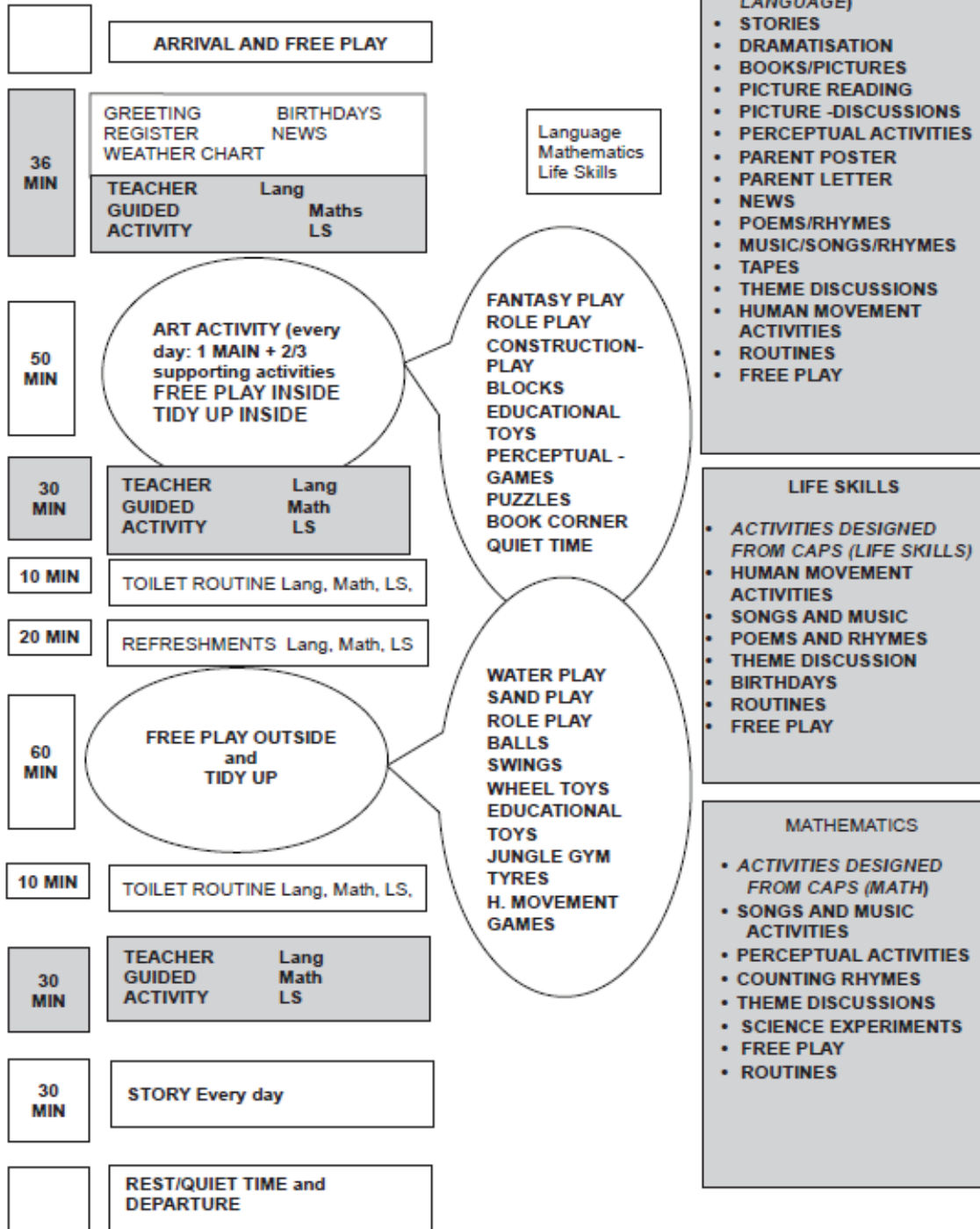
Indoor free play activities should provide similar literacy learning opportunities. A memory game encourages visual memory and a fantasy corner promotes speaking and listening opportunities. The second way of promoting literacy during free play is through purposeful intervention. This can be done through, for example, the asking of thoughtful questions that extend thinking and enlarge vocabulary. By making helpful suggestions and inviting a child to think about alternative answers and ways of problem-solving, a teacher can encourage a child to think more deeply about an issue and find good reasons for the choices they make. In this way, not only literacy but also holistic development is addressed.

In a balanced, flexible language rich daily programme, literacy-learning opportunities are offered throughout the day. At the same time, important principles underpinning early learning are reinforced, namely, that young children learn best through movement (kinaesthetically) and then through interacting with concrete materials (three-dimensional learning) before engaging with table top and paper and pencil activities (two-dimensional representational activities).

Assessment practices in Grade R should be informal and children should not be subjected to a ‘test’ situation. For this reason, Assessment Activities have not been included in the Grade R Curriculum and Assessment Policy Document (CAPS). Each activity used for assessment should be carefully planned so that it integrates a variety of skills. In Grade R most of the assessment takes place through observation with the teacher recording the results of the assessment using a checklist. Thus, as the year progresses a full picture of each child complete with challenges and strengths is gradually built. This allows for challenges to be addressed and strengths to be maximised.

CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

DAILY PROGRAMME: GRADE R



ANNEXURE C – Primary School

The cognitive developmental theories of learning and teaching derived from the original work of Dewey, Freire, Piaget, Kohlberg and Vygotsky informs most curricula. The shared belief that underlies these theories is that learning and teaching are interactive, dialogic processes that involve both the learner and the teacher. The learner is an active participant in this exchange, while the teacher's role is to promote the intellectual, interpersonal and social development of the child.

Although there are differences in the views among the above-mentioned theorists, all of them react strongly against the traditional education systems in which learners are treated as empty vessels and knowledge as a list of facts to memorise. Freire called the traditional method "banking education", insisting that it reinforced the wrong goals. Piaget argued that knowing by heart is not knowing; Vygotsky referred to memorisation of facts as "ossification."

The strength of Piaget's cognitive-developmental theory is its detailed and comprehensive picture of where the learners are at particular stages of their development.

Dewey's and Kohlberg's educational scholarship produced a similar scheme of developmental stages with regard to moral values and ethical reasoning. The significance of their work is the recognition that values and attitudes are an important component of learning and must be incorporated into school curricula in order to assist societal progress.

However, the theory of learning that has the most impact on Read Educational Trust's (READ) practice is the conceptual framework of the social origin of cognition proposed by Vygotsky. Vygotsky recognised that a child operates at two developmental levels at the same time. One is the actual developmental level, at which a child can independently handle certain tasks. The second is the potential developmental level, at which a child can solve a problem but only with the assistance of an adult or another child. However, the greatest significance of Vygotsky's theory on current educational practice is his recognition of the role of language in the learning/teaching interaction. According to Vygotsky, all higher-order thinking processes are language-based; language gives shape to our thoughts

ANNEXURE D – Balanced Language Approach

The instructional pillars of the Balanced Language Programme consist of several reading strategies. Learners progress within the learning cycle from listening to and enjoying stories read by the teacher to reading together with the teacher, reading with a peer group or a partner, and eventually selecting their own books to read independently.

Books are read, discussed, critiqued and dramatized. Skills development and writing tasks are based on the books and new stories are created through the concerted efforts of brainstorming, composing, illustrating and publishing a class-made book to read and proudly share with other classes. Books are also used as information in cross-curricular explorations and as sources of models of written formats and styles to be followed in writing tasks.

During these engaging, purpose-oriented activities, learners' literacy skills expand and mature. These broad literacy skills, as opposed to narrowly-defined reading skills in skills-oriented approaches, include elements of literacy analysis, genre analysis and stylistic considerations. They also embrace reference skills and interpretation of non-prose print (for example, charts and graphs), which are vital in today's data-based world. Such a wide spectrum of print-related expertise can only be aimed at and achieved if interaction with printed resources becomes the learners' and teachers' daily bread using the Balanced Language Programme.

READ's methodologies successfully combine holistic reading strategies with specific reading skills such as phonics and word-attack skills. However, the skills do not drive the instruction, like they do in traditional bottom-up approaches, but are taught within the context of meaningful texts. In the bottom-up approaches, learners were taught basic decoding skills before they were considered ready for books. With the READ approach, learners develop phonics and word attack skills while they read books, the skills allowing them to cope with unfamiliar words. Phonics and word-attack skills are not considered goals in themselves, but rather, using techniques that support learners in their progress towards fluency.

Besides teaching reading, READ puts an emphasis on developing the learners' writing skills. Interactive writing techniques (such as shared writing and language experience writing) are introduced early on at the Foundation Phase, from which the learners gradually progress towards independent writing following the process writing sequence. The methodology of READ's Balanced Language Programme is applicable across languages and across the curriculum. Once the teachers have been trained in instructional strategies to teach reading and writing they can use them to teach both home language and additional language literacy.

CHAPTER 3

*Child-Friendly Planning*⁴

(Duration: 4 hours)

Introduction

A well-planned curriculum in early childhood development is like a great map to a traveller; it clearly provides all the necessary information that one needs to travel successfully from a place of origin to his or her destination. Creating such a map requires a systematic and comprehensive survey of the terrain and the physical features, as well as the natural and artificial environments. Just as a poorly planned map cannot help the traveller to successfully undertake his or her journey, so too, is a poorly-planned curriculum; it cannot provide the needed guidance for both the teacher and learner to realize or actualize their teaching and learning goals. This session, therefore, introduces you to the kind of planning that is necessary for developing and implementing an appropriate and child-friendly curriculum for young children.

Learning outcomes

By the end of this chapter, participants will be able to:

- a) Define planning and list its elements
- b) Discuss characteristics of Child Friendly Planning
- c) Discuss the importance of information in planning
- d) Demonstrate knowledge of Lesson Planning in teaching
- e) Differentiate between a Lesson Plan and Scheme of Work resources in curriculum interpretation

Step 1: Do the icebreaker activity (10 min)

Comment: The facilitator will ask two participants to role-play the conversation between Alice and the Cat below while the rest of the participants listen carefully because all the participants will be asked to discuss the significance of the conversation and the message it is putting across by answering the following questions:

Alice in conversation with Cheshire Cat (extract from Alice in Wonderland)

‘Would you tell me please which way I ought to go from here?’ Asked Alice. ‘That depends a good deal on where you want to get to,’ said the Cat. ‘I don’t much care where’ said Alice. ‘Then it doesn’t matter which way you go’, said the Cat.

Questions for discussion

- a) When you are travelling what determines the bus you catch at a bus station?
- b) Comment on the Cat’s point that if Alice does not care where she goes, then it does not matter which way she takes.
- c) How much does the future of our children matter to us?

⁴ With special thanks to Penreach, South Africa

Step 2: Listen to the Facilitator's overview (5 min)

Comment: After discussing the conversation between Alice and the Cat and the message the conversation is putting across, the Facilitator will begin by giving you an overview of what this half-day session is about. The Facilitator will explain why it is important to plan by focusing on the following:

- a) Knowledge of what you intend to achieve when undertaking a task such as a lesson
- b) Resources needed to successfully undertake your task
- c) Knowledge of how it will be executed and by whom and when
- d) The content knowledge, skills and values that children need to acquire

The Characteristics and Purpose of Child-Friendly Planning**Step 3: Listen to the facilitator's input on the characteristics and purpose of child-friendly planning (20 min)**

Comment: The Facilitator will now lead the discussion on child-friendly planning. Pay particular attention to the concept of planning and what makes planning child-friendly. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion (more information in annexure).

Characteristics of Child-Friendly Planning

Child-friendly planning is when planning is done in the best interest of children. This means taking into consideration the individual needs of children. It accommodates children with disabilities and provides a safe and secure environment. The purpose of planning is to make sure that all children enjoy a broad and balanced experience of learning. Child-friendly planning should be flexible and useful and reflect opportunities both indoors and outdoors taking into consideration children's interest.

Step 4: Work in groups of five doing the following tasks (30 min)

- a) Discuss and write down what makes planning child-friendly.
- b) Explain why it is necessary for parents/guardians in particular, and the community in general, to be satisfied that the planning for the delivery of their children's education is child-friendly.
- c) On a scale of 1 to 5 (1 weakest and 5 strongest), each member of the group should rate how the planning you do at your ECD Centre or primary school qualifies as child-friendly. Explain the rationale for the rating.

Elements of Child-Friendly Planning**Step 5: Listen to the facilitator's input on elements of child-friendly planning (10 min)**

Comment: The Facilitator will now lead the discussion on Child-Friendly Planning. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion.

Elements of child-friendly planning:

- a) Who is needed to accomplish the task?
- b) What needs to be done?
- c) When does it start and end?
- d) Where will it take place?
- e) How will it happen?
- f) Why must we do it?

Values of child-friendly planning:

- a) A safe and secure environment for children.
- b) A stimulating and supportive environment for children.
- c) Planning that is built on existing structures and capacities within a community.

- d) Fully participatory approach for the design and implementation.
- e) Provide or support integrated services and programs.
- f) Planning to be inclusive and non-discriminatory.

Step 6: Working individually, list elements of CF Planning (5 min)

Step 7: Work in groups of five doing the following tasks (25 min)

- a) Discuss the importance of each element with reference to great curriculum delivery (write your points on a flipchart and put it on the wall)
- b) Everyone will take a gallery walk to see what other participants have written
- c) Ask participants to comment or ask questions about any point that they found interesting or that was not very clear and respond accordingly.

Areas Where Child-Friendly Planning is Required

Step 8: Listen to the Facilitator's input on some of the areas where child-friendly planning is required (15 min)

Comment: The Facilitator will now lead the discussion on some of the areas where child-friendly planning is required, with which you must be familiar. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion.

Some of the areas that need CF planning are classrooms, toilets, the content of the curriculum and learning materials such as toys and reading materials, as well as timetables. Classrooms and toilets are physical areas. They should be accessible to all children including children with disabilities. The content of the curriculum should be translated into lesson plans and should take into consideration children's age, experience and ability. Learning materials should be of interest to children and provide choice. In other words, there should be a variety of learning materials. Outdoor planning should enable a child to develop holistically.

Step 9: In pairs, discuss how the planning of physical areas impact on the quality of education delivered by the ECD Centre or primary school (10 min).

Step 10: Work in groups. Each group works on one of the five aspects below. Provide an explanation for the rating. Answers of the groups should be written on a flip chart and put on a wall (20 min).

Take a tour of a nearest ECD centre or primary school and on a scale of 1 to 5 (1 weakest and 5 strongest), each member of the group should rate the following:

- a) **Classrooms:** Child friendliness of the classroom to all children including children with disabilities. Pay attention to the following aspects: access, cleanliness, available space per child, stimulating charts and diagrams, ventilation, lighting, the arrangement of learning areas, type of floor and walls, wall painting and storage space for children's belongings.
- b) **Toilets:** Age appropriateness of the toilets and accessibility; be it at an ECD Centre or primary school. If it is a primary school, consider Infant/Foundation Phase classes. Pay attention to the following aspects: access, cleanliness, child to a toilet ratio, ventilation, lighting, type of floor and walls, wall painting, and availability of wipers and user-friendly handwashing facility.
- c) **Learning materials:** The availability, and age appropriateness of the learning materials. Pay attention to the variety (appealing to all senses), quantity, and condition of the materials.
- d) **Playground:** The capacity of facilities at the playground to develop the child holistically. Pay attention to the variety (appealing to all senses), age appropriateness, quantity, and condition of the materials and equipment.
- e) **Security and safety:** The physical environment, equipment and materials should be such that they will encourage children to actively explore and engage without the risk of harm or injury. Pay attention to

specific aspects such as the fence around the centre or school, markers and barriers to regulate or control children's movement, general care of the environment, and the presence of first aid kits.

Step 11: Participants should then take a gallery walk to read what other groups have written (10 min)

- a) Participants should comment or ask questions on aspects that they find interesting or not clearly, and answers should be provided accordingly.

Lesson Planning

Step 12: Listen to the Facilitator's input on lesson planning (20 min)

Comment: The Facilitator will now lead the discussion on Lesson Planning which is a very important tool for curriculum delivery. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion (more information in annexure).

One of the key instruments of the actual delivery of the curriculum is Lesson Planning. In chapter 1, we looked at Curriculum Interpretation. Lesson Planning is about curriculum interpretation through the syllabus, schemes of work and weekly forecasts. In preparing a lesson, the planning elements we discussed earlier come into picture such as the following: What am I going to teach? Who am I going to teach? What do they know about the topic? Where is the ECD centre/school located, i.e. what kind of environment is the ECD centre/school in? All these factors influence lesson planning. In our discussion, we will focus on the following five points, namely objective, interests of the children, approach, materials and the actual implementation of the lesson.

Step 13: Individually, list the five steps on lesson planning (5 min)

Step 14: Working with your neighbour, discuss the significance of the first four steps on lesson planning and how they relate to curriculum delivery (20 min)

Step 15: Work in groups doing the following (20 min)

- a) Demonstrate your knowledge of learning materials by writing down locally found materials that may be used in a lesson.
- b) Discuss the significance of being a reflective teacher and its importance in lesson planning.

Step 16: Write down in your own words your understanding of the following: Planning, child-friendly planning, and the role of a lesson plan as a tool for curriculum delivery (15 min). Ask four participants to read aloud what they have written and comment on the similarities and difference in what is presented. Highlight the key concepts in each definition.

Conclusion

Comment: In this chapter, it has been discussed what constitutes child-friendly planning and its purposes. Characteristics, as well as elements of child-friendly planning have been outlined. Lesson Planning has also been discussed.

ANNEXURE A – Characteristics of Child-Friendly Planning

The most important **principle** of child-friendly planning is when planning is done in the best interest of children. This means taking into consideration the individual needs of children. It accommodates children with disabilities and provides a safe and secure environment. Depending on the age of the children, child-friendly planning may entail including their opinions if they are of age appropriate to do so. They may also be encouraged to take responsibility for their learning, healthy lifestyle and life skills. Good planning is based on certain principles. These principles include a clear understanding of the syllabus of learning programme where logical sequencing of work is based on:

- Moving from the known to unknown
- Moving from the concrete to the abstract
- Moving from the simple to the complex
- Clearly articulated objectives or competencies
- Taking into account the changes occurring as the children grow.

There must be careful planning, which involves organising the physical space, preparing a daily programme and designing activities that will meet the educational goals of an early learning centre and primary school.

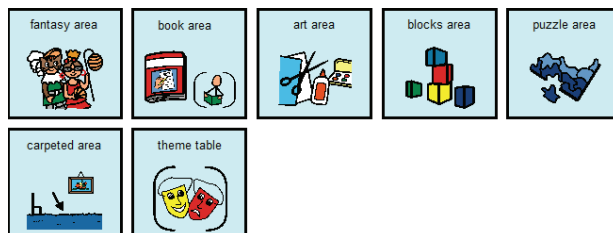
The **purpose of child-friendly planning** is to make sure that all children enjoy a broad and balanced experience of learning. Child-friendly planning should be flexible and useful and reflect opportunities both indoors and outdoors. Plans form part of a planning cycle in which practitioners or teachers make observations, assess and plan. Children benefit from reflective planning that takes into account the children's current interest and abilities and allows them to take the next steps in their learning. Plans should make provisions for activities that promote learning and the desire to imagine, observe, communicate, experiment, investigate and create. The outdoor environment provides valuable opportunities for children's learning and it is vital that plans value the use of outdoor space.

Advantages of child-friendly planning:

- Active participation of ALL children
- Stimulating and supportive environment for children
- Satisfaction of the community that their children are receiving an education where the children's best interest are taken into consideration
- Development of healthy life skills

Physical areas where planning is required should include indoor area planning:

- Office/Admin area should be planned to ensure that children can't leave the centre without supervision. The sign-in procedure should be in place.
- Classrooms should be planned to include all children, even those with disabilities. Areas of activities should be made easily accessible to children.
- Kitchen requires measures to ensure the safety of children; signage must be in place to keep children out of the kitchen.
- Toilets need to be age appropriate and easily accessible for all children, including disabled children.



A **daily programme** enables children to have an interesting and diverse day at the centre. Children become independent and develop holistically. It helps practitioners to create the

conditions in which a child is learning and developing new skills (Sensory, motor, cognitive, language, social and emotional).

Regarding **classroom layout**, areas in the classroom should be easily accessible to children. Examples of areas to be included in the layout are fantasy play, book area, art area, blocks and puzzles, theme display area, carpeted area.

Lesson planning should be done in advance before presenting it to the children, keeping the age and abilities of the children in mind.

Activities should be planned according to the different learning styles (visual, auditory, kinesthetic). Assessment planning should be done focused on the *activities* planned.

Outdoor area planning:

- The playground should be able to stimulate and encourage the child to develop holistically, e.g. jungle gyms develop gross motor skills.
- For security and safety of the children, the centre or primary school should be fenced, and the materials and structures of the fence should not impose danger to children (e.g. never use barbed wire fencing).

General tips for observations:

- Know what you are going to observe
- Be informal - find a place to stand or sit with a good view of most of the room as observing must be very informal and sometimes discreet.
- Keep in the background so that children can forget that you are there.
- If children ask for your help, direct them to someone else.
- Be brief when recording, but record in detail for an Observation Report.

Five steps in lesson planning:

1. Identify your objective: The objective should target what you **want** your children to know or be able to do after a lesson plan has been implemented. Objectives can be skill-based, conceptual, or both.

- Skill-based objectives require that your children learn to do something new. Examples include: Draw a triangle, button a shirt independently, and spell their name.
- Conceptual objectives require that your children understand a concept or grasp an idea. Examples include: Identify a triangle, describe the weather, and share their feelings in circle time.
- Some objectives combine skills and concepts, like sounding out a word, which requires children to understand the relationship between letters and sounds (a concept) and to put them together verbally into a word (a skill).

2. Consider the interests of current children: Ask them about what they want to learn about and keep an ongoing list to refer back to for ideas.

- Children of all ages learn best when they are engaged in the subject at hand. Some children, particularly those with attention or behavioural problems, benefit from lessons structured specifically around their areas of interest.
- Some common preschool interests include the following: animals, particularly baby animals; seasons and weather; dinosaurs; sea life; outer space; fairy tales; robots; dolls and domestic activities like cooking, cleaning, and keeping house.

- Pre-schoolers also often have favourite pop culture figures and imaginary characters, and while these vary, you can get a good idea by asking your children who their favourite singers, cartoon characters, or video game characters are, or by paying attention to who is on their bag or character apparel.

3. Choose your approach: This will vary depending on your objective, the skills of your children, and the interests of your children. You will also want to vary your approach from activity to activity and from day to day, to keep the interest of the children. Approaches might include:

- Writing or tracing letters or numbers
- Painting, drawing, or other art
- Gross motor exercises or activities
- Books that are relevant to the theme for story time and for children to read independently
- Songs with or without motions
- Sorting and counting activities using small figures or toys, etc.

4. Gather your materials: This might include paper, pencils, crayons, craft supplies, books, a tape player, or other items. Be sure to plan enough for every student, plus extras in case of mistakes or accidents.

5. Implement the lesson: Keep an eye on the time, but also don't be afraid to go off script. Some of the best learning moments happen when teachers respond to their children's questions and interests, even if it diverts from the original plan.

- Be sure to make notes afterwards about what worked well and what did not. In future years, you can use these notes to reuse, rewrite, or scrap plans depending on how well they worked during implementation.
- In other words, you must always be a reflective ECD teacher/practitioner or primary school teacher.

Example of a daily lesson plan for ECD

Theme: My Family

MONDAY	
Arrival	Welcome each learner. Ask parents or caregivers to please bring a family photograph for tomorrow. (Use this to make a bulletin board display. Make labels for each learner's name and place the name below each photo).
Health check	Learners answer questions about any health problems
Morning circle	Introduce the theme, "My Family", which will be investigated over the next two weeks. Put up a poster for "My Family" and discuss the pictures with the learners. (For help on using posters, using posters). Look at the picture of the family e.g. sitting around the kitchen table. Learners name each and every family member in the picture. Learners can talk about their families and tell the class how many brothers and sisters they have.
Work time activities	Life orientation focus. Learners will design family members from playdough.
Small group activity run concurrently with the working time	Life orientation focus. Fill a suitcase or a large carrier bag full of clothing. Take out one item at a time. Learners describe the item, then say who in the family would wear or use it and why. As you finish with an item, choose a learner to put it on. At the end of the lesson, the learners should each be wearing an item of clothing or have an accessory. Call up one learner and tell the rest of the learners to close the eyes. Remove or change something on the learner, e.g. turn a jersey around- the rest of the group must guess what was changed or removed. Choose another learner and repeat the activity.
Tidy-up time	Sing a tidy up song, pack away all the toys
Hand washing	Go to the toilet and wash their hands
Snack time	Enjoy their lunch.
Music & movement ring	Introduce the theme related song 'My family' the song should be sung every day of the teaching week
Outdoor play	Include the activity below as one of your daily outdoor activities. Play the game BEKUNE PARTY YEMNGANI WAMI. KABOBANI YEMNGANI WAMI.BAJAYIVA NJANI MNGANI WAMI.BAJAYIVA NJANI MNGANI WAMI. Learners need to listen carefully as each learner has a turn to say who, he/she SAW AT THE PARTY AND HOW THEY DANCE. The first learner will say who, he/she saw and then the second learner will say who the first learner saw and then who he/she saw. This continues and with each learner adding someone new until everyone gets a turn.
Story time	There are many family-themed stories to choose from. Storytime is a good way to end a day, ensuring learners leave school feeling relaxed. Here are some stories to choose from Hansel and Gretel (a story about siblings and safety), Cinderella (a story about overcoming family conflicts)/ Goldilocks, three little pigs and the three bears etc.

TUESDAY	
Arrival	Welcoming each other Place a picture in each learner's locker before they arrive. Ask them to bring these pictures with them to the carpet for morning circle, for discussion.
Health check	
Morning circle	Ask learners to hold up the cut-out magazine pictures they took from their lockers. Let each child name the family member their picture represents e.g. sister, brother.
Work time Activities	Literacy focus Learners draw themselves and their families being busy at home in the frame provided. Learners will write their names on the top left corner Creative focus Learners make a family paper chain. They can draw a family member on each link.
Small group Time activity to run with work time activity	Mathematics focus Learners count to 7 tapping their feet. Help on counting with learners, sing a counting songs or rhymes) e.g. five little birds. Revise numerals 1-3 give each learner five counters. Ask them to point to a number flash card on and to place that counters on a correct flash card. Ask each learner to walk around the room to find a particular number between 1-3. They count these out loud. Learners practice writing numerals 1-3 in sand.
Tidy-up time	Pack away their toys
Hand washing	Toilet and hand wash
Snack time	Eat their lunch
Music and Movement Ring	Sing the theme related song 'My Family' to the learners HAVE A FAMILY A VERY SPECIAL FAMILY AND IT GOES EVERYWHERE WITH ME. The song can be adapted to include other family members like grandparents, aunts, uncles etc.
Outdoor Play	Include the activity below as one of your daily outdoor activities. Adding other games.
Story time	Introduce family puppets to the learners let learners give each puppet a name and position within a family. They can then use the characters to come up with a family story. Write down the story as learners make it up.

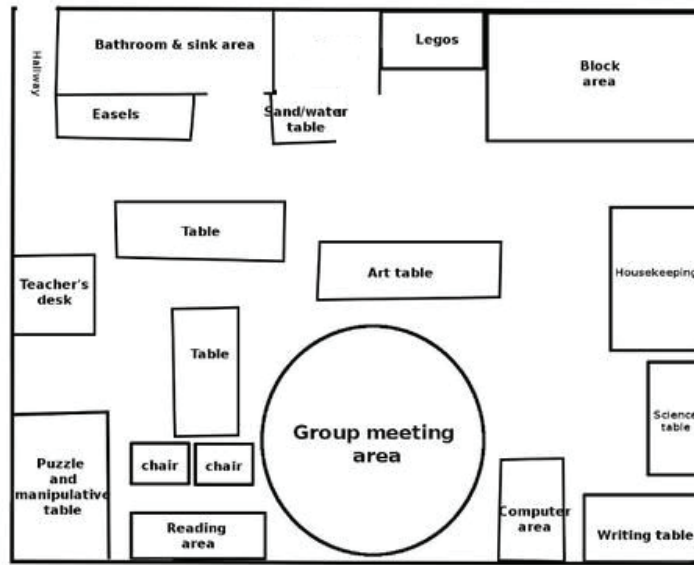
WEDNESDAY	
Arrival	Sing a greeting song like ‘Good morning, how do you do?’
Health check	
Morning circles	Revise names of each family member. Discuss who belongs to ‘My Family’. Note: learners come from different types of families. Ensure inclusivity.
Work time Activities	<p>Creative focus Learners make family finger puppets from paper and glue. This will be used in the story time activity.</p> <p>Mathematics focus Learners make the numerals 1, 2 and 3 from modeling clay. They can also make the words One, two and three from modelling clay.</p>
Small group Time activity to run concurrently, with work time activities	<p>Literacy focus Introduce the letter ‘t’. Be careful to say the letter’s sound and not its name; ‘t’ not ‘tee’. Ask learners to give you names that starts with the ‘t’ sound. Draw simple pictures of the words they have suggested.</p>
Tidy-up time	
Hand washing	
Snack time	
Music & movement ring	Learners can use their finger puppets as they sing.
Outdoor play	<p>Include the activity below as one of your daily outdoor activities.</p> <p>Provide learners with dress- up clothes and accessories. They can dress up and imitate a family.</p> <p>Do not allow any use of the clothing or accessories on the climbing apparatus.</p>
Story time	Use the finger puppets made during work time to initiate a story. Learners can give each puppet a name and a position within the family. They can then use the characters to come up with a family story. Write down the story as learners make it up.

THURSDAY	
Arrival	Welcoming each learner Ask his/her family keeping
Health check	
Morning circle	Discuss family relationship: what does it mean to be part of a family? How do family members look after each other? Learners can play characters and role play various family members.
Work time Activities	Create focus Cut out family pictures from magazine and paste on photo frame, made with polystyrene trays. Literacy focus Let them trace the letter 'sound they are busy with. First let them trace with their fingers and then let those use crayons.
Small group time activities to run concurrently with work time activities	Numeracy focus Count to seven touching their elbow together as they count. Revise numerals 1-3 using numeral and word flash cards. Give each learner five counters. Present very simply story sums to the learners involving no more than three items, e.g. 'I have three sweets and I give one to my mother. How many have I got now?'
Tidy-up time	
Hand washing	Learners go to toilet and wash their hands
Snack time	Eat their morning snack
Music & movement ring	Sing the 'finger family song' Play short pieces of different music ask learners to think which family member it makes them think of and let them move to the music like this person, e.g. crawl like a baby, cook like a mother, walk like a granny.
Outdoor play	Include the activity below as one of your daily outdoor activities. Play hula hoops randomly on the ground. Let learners jump from one hoop into another. Clap while they jump. When you stop clapping they must stop and change direction. (When you begin clapping again they start jumping from hoop to hoop again.
Story time	Re –tell the story from yesterday where they used the finger puppets. Make a big book: write up the story on large A3 paper, with a sentence of text on each page. Ask learners what picture is needed to illustrate the each Page. Divide learner into groups and get them to illustrate the story. Paste pictures on the appropriate pages. Re –read the story when it's completed

FRIDAY	
Arrival	Welcome each learner, Free play inside, learners chose any area they wish to play.
Health check	
Morning circle Minutes	Ask learners to point out the various family members using poster. Clap the syllables for each family name: mother, father, etc.
Work time Activities	Literacy focus Learners draw the letter 'e.g. {t} sound they are busy with that week using wet coloured chalk. Creative focus, Learners do toilet roll painting, They dip them on paint allow to dry, then make patterns. Using ear buds with diff, colour paint
Small group Time activity to run concurrently, with work time activities	Mathematics focus Show learner a circle. Ask them if they can name this shape. Ask learners to name things around the classroom that are circular let them identify each item and trace around with their fingers. Then let them use crayons to trace around given shapes.
Tidy-up time	Pack away all their toys.
Hand washing	Toilet and hand wash.
Snack time	Eat their snack.
Music & move-ment ring	Sing the song from Tuesday.
Outdoor play	Include the activity below as one of your daily outdoor activities. Provide learners with a few small buckets and some bean bags. Spread the buckets around and allow learners to practice aiming and throwing the bean bags into buckets.
Story time	As a class read the big book made yesterday



Example 1: Daily Programme



Example 2: Classroom layout (This layout can be adapted to different environment)

Case Study: Luvolwethu in Elandshoek Mpumalanga, South Africa

This case study demonstrates an example of a child-friendly ECD Centre established by a woman with a vision of helping her community. The pre-school was originally unsuitable for learning as it lacked all the necessary components of an ECD centre. When Penreach intervened in 2013, she gained essential knowledge on teaching and learning in an ECD Centre as well as setting up the indoor and outdoor environment. The practitioner continued to receive monitoring and support.

As a result, this centre is now fenced all around. Due to the training, the practitioner realised that she could maximise the usage of the playground by adding more child-friendly equipment. (E.g. a shaded sandpit) Inside the classroom, learning areas are visible, age-appropriate charts are displayed in a bright, big and colourful manner which are connected to the current theme. The classrooms are easily accessible as ramps were built for children with physical disability. Drop-toilets are safe and appropriate for both age and gender. The kitchen is well equipped and gas equipment is put away safely according to the health and safety rules. Signage is easily visible to staff, children, visitors and parents and an emergency plan is in place and understood by all.



Example 3: Lesson planning, individual centre

Date: dd/mm/yyyy	Term: 1 st , 2 nd , 3 rd or 4 th school term	Theme: Transport Topic: Modes of transport – making a collage
Age: 3-4 years	Learning Outcome:	Assessment Standard:
Resources: Cardboard templates Glue sticks A4 white paper Coloured paper cut into strips	Time needed for activity: 20-30 minutes	Time of day: The time of day that this activity falls into your daily programme.
<p>Describe actual activity: Children will make their own transport collage by using torn pieces of paper and glue. A4 paper will be placed at each table as well as strips of coloured paper, glue sticks and cardboard templates of a boat, car, train and bus. The teacher will assist the children with the templates by drawing the transport outline onto paper, but the learners will do everything else by themselves.</p> <p>Introduction: Have the learners seated in front of you. Ask them what theme they are currently learning about? Ask the learners what types of transport do we get? They can name a few.</p> <p>Show them the templates of the car, boat, train and bus. Explain to the learners that they are going to be making their own “transport collage” by tearing strips of coloured paper and pasting them onto a piece of paper. Show them the activity by physically demonstrating how you will help them trace their chose type of transport using the templates. Tear a few pieces of paper and show the learners how they can stick them onto the paper, using the glue sticks.</p> <p>Make sure that all the learners understand the activity and know what you are expecting from them. If all the learners understand, they can proceed to their tables for the activity.</p> <p>Core: Learners will perform the activity. Move around the classroom and help learners who need assistance. Encourage learners to ask for help if they need and to ask for guidance if they don’t understand something. When learners have completed their collage, they should call the teacher to come and write their names on their paper before taking their papers outside to dry.</p> <p>Learners who are finished with their collage before others, can be allowed to play quietly on the carpet with some free play toys that you will set out for them. Inform the learners when it is time for them to start finishing up with what they are doing.</p> <p>Conclusion: When you see that the learners are finished, tell them that it is “tidy-up” time and that they must clean up the areas where they are. All the learners should help. When everything has been put away and the tables are left neat and tidy, the learners will all sit down on the carpet and wait for the teacher.</p>		

Example 4: Lesson planning – Weekly

	Morning ring	Theme discussion	Free play	Creative art activities	Outdoor play	Music/ Movement activities	Free play	Story time
Monday	Do the daily programme, (days of the week, months, numbers, colours, shapes etc)	Discussion about cars and show them toy cars	Choice of Fantasy Play/ Bocks/ Puzzles/ Books	Drawing cars using crayons	Riding scooters	Singing the wheels of the bus with actions	Choice of Fantasy Play/ Bocks/ Puzzles/ Books	Any story about transport with props or resources
Tuesday	Do the daily programme, (days of the week, months, numbers, colours, shapes etc	Discussion about a bus and show them pictures and a toy bus	Choice of Fantasy Play/ Bocks/ Puzzles/ Books	Painting with cars on the paper to print the wheels pattern	Playing on tyres (balancing)	Singing aby song on transport with actions	Choice of Fantasy Play/ Bocks/ Puzzles/ Books	Any story about transport with props or resources
Wednesday	Do the daily programme, (days of the week, months, numbers, colours, shapes etc	Discussion about different modes of transport and show pictures and toys about transport.	Choice of Fantasy Play/ Bocks/ Puzzles/ Books	Tearing and pasting pictures of transport	Playing on outdoor equipment	Singing the wheels of the bus with actions	Choice of Fantasy Play/ Bocks/ Puzzles/ Books	Any story about transport with props or resources
Thursday	Do the daily programme, (days of the week, months, numbers, colours, shapes etc	Discussion about how the children come to school and what transport they use.	Choice of Fantasy Play/ Bocks/ Puzzles/ Books	Drawing with chalk on blackboards	Taking a walk around the preschool and observing the transport going past, ensuring the children are safe inside the preschool area.	Singing aby song on transport with actions	Choice of Fantasy Play/ Bocks/ Puzzles/ Books	Any story about transport with props or resources

CHAPTER 4

Child-Friendly Methodologies⁵

(Duration: 4 hours)

Introduction

This session introduces you to child-friendly methodologies and highlights the advantages thereof. Unlike the traditional approaches towards teaching and learning, child-friendly methodologies put the child and his and her experiences at the centre. The role of the teachers becomes that of a facilitator and catalyst, and not that of a controller and dictator of proceedings. When presented in this way, learning becomes interesting and enjoyable to the children as they become very active participants. Central to this approach, is the teaching and learning through play as children naturally learn more effectively through play.

Learning outcomes

By the end of this chapter, participants will be able to:

- a) List characteristics of Learner-Centered Teaching
- b) Differentiate between Learner-Centered and Teacher – Centered Approaches
- c) Discuss power relations between a learner and a teacher in learner-centered teaching
- d) Explain the significance of experiential learning
- e) Demonstrate knowledge of the teaching style that takes place at ECDs or primary schools with which you work

Step 1: Do the icebreaker activity (15min)

Comment: Facilitator will ask participants to first individually read the two scenarios of classrooms below then lead a panel discussion on the two scenarios guided by some questions.

Scenario 1

A class of 40 school children seated in rows; two children per desk are quietly listening to a teacher teaching. The lesson is on soil erosion. The school children are so quiet that when a teacher writes a point on the board you can hear a pin drop.

Scenario 2

A class of 40 school children is in groups of 5 children working on Soil Erosion. There is a hive of activities as children debate on soil erosion. The teacher has given each group two pictures; one with a piece of land that has trees. The other a piece of land with no trees and grass. The teacher has asked the groups to discuss which piece of land will have soil erosion and why.

⁵ With special thanks to DAPP, Malawi

Questions for discussion

- In which of the two classes are learners likely to learn something on soil erosion? Explain.
- In which of the two classes are the children likely to enjoy the lesson? Explain.
- The first class is quiet while the other is noisy as children discuss. Which of the two is desirable; the quietness in class 1 or the noise in class 2? Explain.

Step 2: Listen to the Facilitator's overview (10 min)

Comment: After discussing the two classroom scenarios, the Facilitator will give you an overview of the Child Friendly Methodologies. First, the Facilitator will emphasise the point that child/learner friendly methodologies/teaching is about the learning that should be experienced by the child. All other aspects are a means to an end: if a child has not experienced any learning then the teaching has been futile. The child must be an active actor in the teaching and learning process.

General Overview

Step 3: Listen to the facilitator's input on group work (20 min)

Comment: The Facilitator will now lead the discussion on the use of group work and pairs for learner-centred/child-friendly methodologies. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion (more information in annexure).



Group Work

Using group work in a lesson

Child-Friendly Methodologies make a paradigm shift from teacher centred to learner centred teaching style. The learner-centred teaching style makes use of group work. For instance, a teacher can have a topic about “Buying and selling of goods” and have learners work in groups to discuss different types of goods which are sold at the market place and from there they can choose one representative of their group to present to the whole class what they have discussed in their group. Group work enables learners to be active, work collaboratively and acquire communication skills.

Learner-centred style of teaching focuses on learners' experiences in this case the market, perspectives, background, talents, interests, capacities and needs. It creates a learning environment conducive to learning. It promotes the highest level of motivation, learning and achievement for all learners. Learners get empowered as they interact with each other as well as interact with a teacher. It encourages learners to reflect on what they are learning and how they are learning it.

Step 4: Working with your neighbour, do the following task (10 min)

- a) List advantages of learner-centered teaching that makes use of group work
- b) Explain how group work enables learners to be active, work collaboratively and acquire communication skills.

Step 5: Work in groups doing the following tasks (35 min)

- a) Demonstrate knowledge of the difference between a class in groups and a class having group work.
- b) Do the ECD centers or primary schools you work with use the learner-centred approach or teacher-centered approach? Explain.
- c) Discuss the difference in teacher-learner power relations between learner-centred and teacher-centered approaches.

The Card System and Learner-centered Teaching**Step 6: Listen to the facilitator's input on the card system and learner-centred teaching (15 min)**

Comment: The Facilitator will now lead the discussion on the Card System. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion (more information in annexure).

The Card System

The Card System is a parallel teaching material to the textbook. It consists of 50 cards per term. The cards reflect all the teaching in the class and add extra to it. While the textbook is taught by the teacher in the class, the Card System is operated by the learners on their own. See the cards later in this chapter.

The cards work as a consolidation, a catch up or an opportunity to learn extra. Through the Card System, learners can undertake self-assessment to measure what they have learned. Learners who miss out some days in school can teach themselves what they missed with the Card System. Learners who have difficulties following the class can use the cards to catch up. Parents can use the Card System to assist their children.

One or two lessons weekly are for the learners to work with the Card System. Furthermore, the learners can spend an hour after school working with the Card System when the teacher keeps the class open for it.

Learners work on their own with the card system

Each card is composed so that the learners can solve the task on the card without the teacher's presence. Here is how the learners can work with the cards on their own: At the bottom of each card is a short instruction on what the learners must do. Some learners may already be able to read the instructions. However, to help the learners understand the cards, the teacher can show 5-10 cards in class at a time and read the instructions aloud. The learners can also ask the teacher to read the instruction for them if they are in doubt.

Some cards are oral exercises; some are exercises that need writing and drawing. The cards include all from the units in the textbook including dialogues, reading, writing and telling stories, making sentences, reading pictures and drawings, learning word cards, and solving puzzles. The card system is meant to run in coordination with the class teaching but can also be used as a stand-alone teaching material.

Step 7: Working with your neighbour do the following tasks (15 min)

- a) Discuss the significance of the Card System in under-resourced schools.
- b) Does the card system promote teacher-centred teaching or learner-centred teaching? Explain.

Step 8: Work in groups doing the following tasks (15 min)

- Draw similarities and differences between the Card System and Action Based Learning (ABL) Refer to Further Reading 8.1.6 in Annexure.
- 'Through the Card System, learners can undertake self-assessment to measure what they have learned.' Discuss the importance of this statement in learner empowerment, i.e. taking control of their learning.

The Importance of Play and Experiential Learning**Step 9: Listen to the Facilitator's input on the importance of play and experiential learning that includes mini projects) (30 min)**

Comment: The Facilitator will now lead the discussion on the importance of play and experiential learning. You are all expected to be active participants in the discussion after which you will work on a task (more information in annexure).

Experiential learning enables children to pursue their own areas of interest and to work through problems as they arise in a real-life situation. They are not simply working out what $2 + 2$ equals because the teacher says it is important, they are working out how many toys they have, how many girls and boys there are in class, or how much maize flour do they need for a meal of four people. A common complaint from both primary school and high school-age children is that they do not see the point of some of the work they are being asked to do. Experiential learning demonstrates the practical uses of maths, science and other learning areas.



Demonstrating activity-based learning in the classroom



Let the child explore and learn

Learning through play

Play is one of the main ways in which children learn. It helps to build self-worth by giving a child a sense of his or her own abilities and to feel good about themselves. Because it is fun, children often become very absorbed in what they are doing. In turn, this helps them develop the ability to concentrate. Providing children with a range of playthings will help them learn in a number of ways. For instance, sand and water play can be an early introduction to science and maths, e.g. learning that water is fluid, not solid, and that it can be measured in different sized containers. For primary school, experiential learning includes mini projects.



Step 10: Work in groups doing the following tasks (30 min)

- a) Discuss real life situations that may be used to learn in (a) Language Learning Area; (b) Mathematics Learning Area
- b) Demonstrate knowledge of the significance of locally found materials in experiential learning.
- c) Discuss the role of the home in ensuring that learning does not end in the classroom or playroom/ground particularly in experiential learning and play.
- d) Rate utilization of experiential learning at the ECD centre or primary school with which you are associated on a scale of 1 to 5 (1 being not utilized at all and 5 highly utilized) Explain your rating.

Thematic Approach**Step 11: Listen to the Facilitator's input on Thematic Approach to Teaching (20 min)**

Comment: The Facilitator will now lead the discussion on Thematic Approach to Teaching. You are all expected to be active participants in the discussion after which you will work on a task (more information in annexure).

Thematic approach

This is a way of teaching and learning, whereby many areas of the curriculum are connected together and integrated within a theme. For example, a class may learn about the important food groups in science and about growing nutritional fruit trees in agriculture at the same time. In addition, they might interview a Health Surveillance Assistant or a health practitioner from the local Health Centre about malnutrition challenges in the area during the Chichewa (National Language for Malawi) lessons. It can also be that the class will learn about the map of a particular district in Geography. While doing so, they will also learn how to measure distances (a mathematical skill) and they will also learn about the mammals living in the area in (a biological concept). Thematic approach allows learning to be more natural and less fragmented compare to the situation where time is divided into different subject areas and whereby children practice exercises frequently related to nothing other than what the teacher planned and writes on the chalkboard.

Step 12: Work in groups of five doing the following tasks (25 min)

- a) Discuss the thematic approach to learning
- b) Demonstrate knowledge of teacher collaboration for effective utilization of thematic approach
- c) On a scale of 1 to 5 (1 being weakest), rate the use of Thematic Approach at an ECD Centre or primary school with which you are associated. Provide the reason for your rating.

Conclusion (15 min)

Comment: The chapter has explored various teaching methods that are child-friendly. It has been highlighted that the emphasis should be on the learning of the child. In this regard teaching should be learner-centred that enables children to be motivated while learning. The importance of learning through play and experiential learning have also been highlighted as well as collaborative learning among children and collaborative approach to teaching by teachers.

ANNEXURE A - Teaching Methodologies

Effective teaching and learning involve the participation of both the teacher and the learner. There is always a need for the teacher to engage in his teaching and learning by processing different methodologies, to ensure and promote understanding of the concepts he/she presents. There are many methodologies that can be used in the teaching and learning process, some of which are listed below.

Pair work (Peer to peer)

Pair work involves learners talking to each other or doing an activity in twos. There are different ways of using for pair work. For a demonstration of a new activity, the teacher calls two learners to the front as a pair to show the class how the activity should be done. After this demonstration, learners work in pairs at the same time to practice the same activity. At times a teacher can have a topic (Means of transport) and in presenting the topic there can be a need to come up with different means of transport; in this scenario the teacher can use pair work, the learners can brainstorm those means of transport and present to the class what they have discussed in their pairs.

How to formulate pair work

- The teacher can tell learners to hold hands with a friend. If children have not paired up, then pair those who are not holding hands. Sometimes you can pair able learners with struggling learners. The able learner can provide support to the struggling learner.
- Ask two learners to face each other. Then tell the rest of the class to do the same.
- Use numbers one, two, one, two. Then tell the ones to pair with the two.

Successful pair work can be realized when:

- Each and every learner knows who he/she is pairing with.
- The learners have understood when to begin an activity and when to stop it. They should be trained in how to begin and end the activity.

The teacher can support this by “counting down” or by always using the same sentence to begin and end the pair work

The importance of Pair work

- Maximizes learner’s participation.
- The teacher is able to attend to slow learners.
- Shy learners learn to share ideas and participate in the lesson fully.
- Learners develop confidence
- Adds variety to the teaching and learning process.

Group work

Group work involves organizing learners into small working groups to do an activity.

How to divide learners into groups

There are different ways to group learners to meet different objectives:

- Sharing of knowledge and skills - mixed ability grouping
 - Mix learners of different abilities so that they can pool their knowledge and skills in order to accomplish the activity. In this group structure, able learners can provide support and encouragement to slower learners.
- Working at learner’s own pace - similar ability grouping

- Put together learners of similar abilities in order to better target lessons to learner's individual needs. Break learners into groups of no more than 8 learners. Give the groups names, such as those of rivers, plants, cities, mountains or countries. This enhances the teaching and learning process.

How to manage groups

- Four to six learners in a group are the most effective.
- The groups should have their own leaders. Do not always choose able learners to be group leaders rotate sometimes
- During group work, move around the class and observe. Spend time working with each of the groups.

Importance of using groups

- It increases learner's participation.
- It promotes peer learning among learners.
- It trains learners in leadership.
- It develops a sense of responsibility.

The Card System

The Card System is a parallel teaching material to the textbook. It consists of 50 cards per term. The cards reflect all the teaching in the class and add extra to it. While the textbook is taught by the teacher in the class, the Card System is operated by the students on their own. See the cards later in this book.

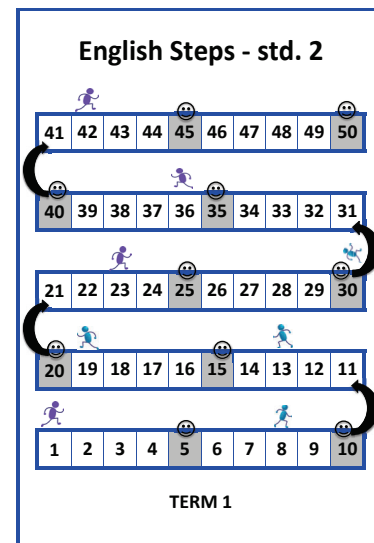
The cards work as a consolidation or a catch-up or an opportunity to learn extra. Through the Card System, students can reassure themselves that they learned everything. Students who miss out some days in school can teach themselves what they missed with the Card System. Students who have difficulties following the class can use the cards to catch up. Parents can use the Card System to assist their children.

One or two lessons weekly are for the students to work with the Card System. Furthermore, the students can spend an hour after school working with the Card System when the teacher keeps the class open for it.

Students work on their own with the card system

Each card is composed so that the learners can solve the task on the card without the teacher's presence. Here is how the learners can work with the cards on their own: In the bottom of each card is a short instruction in what the students must do. Some learners may already be able to read the instructions. But to help the learners understand the cards, the teacher can show 5-10 cards in class at a time and read the instructions aloud. The learners can also ask the teacher to read the instruction for them if they are in doubt.

Some cards are oral exercises; some are exercises, which need writing and drawing. The cards include all from the units in the textbook including dialogues, reading, writing and telling stories, making sentences, reading pictures and drawings, learning word cards, and solving puzzles. The card system is meant to run in coordination with the class teaching but can also be used as a stand-alone teaching material.



The teacher displays the cards in the classroom for the Pairs or Trios to pick. The teacher tells the learners, which cards have been taught in the textbook so they do not pick cards that have not been taught yet. The learners need to work with the cards in approximately chronological order.

There is an A3 poster explaining the Card system to be displayed in the classroom. Read it aloud in class.

The Step Poster and the colour codes.

The A3 Step Poster shows all the cards for the term. Each card is a step on the step poster. Here the Pairs or Trios can follow their progress. In each term are 50 cards numbered 1-50.

Now there will be cards in Chichewa, English and Mathematics. To distinguish the step posters and the cards from each other, each subject has a colour.

Here is the colour code:

- Chichewa step poster and cards are framed GREEN.
- English step poster and cards are framed BLUE.
- Mathematics step poster and cards are framed RED.

In this way, all the subjects' cards can be present in the classroom at the same time and the students will always know, which subject they are working with.

It is recommended that the teacher stays 1-2 lessons extra some days, where the classroom is open for the students to work with the cards and to meet with the teacher about the cards they have learned.

The card goals

The cards can be worked with in class, as homework, or during the teacher's extra hour

after school, called 'Checkpoint'. The goal is 60 cards in term 1 and 50 cards in term 2 and 3. This means that the students must work with around 5 cards per week. The crucial part of the Card System is that the students themselves operate it. And that no Pair or Trio ever need to wait for a card. Help them succeed in that.

Checkpoint

For every 5 cards, the Pair or Trio go for 'Checkpoint'. The Checkpoints are marked on the Step Poster with a small face. The checkpoint is a short meeting with the teacher where the Pair or Trio proves that they have learned their 5 cards. With many students in the class, this takes much time. The teacher might not have time in class to hold Checkpoint, because he is needed for assisting the groups. This is why the teacher should keep the classroom open for some lessons after school. Here the students can work with cards and meet with the teacher for Checkpoints. The checkpoint is also the teacher's opportunity to assess the students' progress.

Other Ways

The teacher can produce cards that are related to different subject contents and use them as extra training materials for the learners. It is especially important in a school scenario where the students do not have textbooks readily available.

The cards give the students the opportunity to spend the time-solving problems and using their own initiative – and not have to wait to move on until each and every student in the class has solved the task.

Thematic approach

This is a way of teaching and learning, whereby many areas of the curriculum are connected together and integrated within a theme.

It can, for example, be that the class will learn about the Important Food Groups in Science, they will learn how to grow some nutritional fruit trees in Agriculture and they will interview a Health Surveillance Assistant from the local Health Centre about malnutrition in the area in the Home Language for instance in Malawi it is Chichewa (National Language) lessons.

It can also be that the class will learn about the map of the District in Geography, they will learn how to measure distances in Mathematics and they will learn about the Mammals living in the area in Biology.

It allows learning to be more natural and less fragmented than the way, where a school day is a time divided into different subject areas and whereby children practice exercises frequently related to nothing other than what the teacher thinks up, as he or she writes them on the chalkboard.

It allows literacy to grow progressively, with vocabulary linked and with spelling and sentence writing being frequently, yet smoothly, reinforced.

It guides connected ideas to follow on easily.

The result of working the thematic approach way is that often children:

- will have fun,
- will be more actively involved,
- will develop learning skills more quickly, as each one is connected to and reinforced by the other,
- will be more confident and better motivated,
- will present fewer discipline problems.

The result of working the thematic approach way is that often teachers:

- will find teaching more fun,
- will find teaching less hard work....

Learning through play - How do young children learn?

Children learn through all their senses by:

- tasting, touching, seeing, hearing and smelling
- watching and copying people close to them they learn language and behaviour
- playing

How children learn through play

Young children are learning and developing quickly. They are playing, learning and experimenting. They are also beginning to get a sense of their own identity and how they may be different from others, such as noticing boys and girls. Some children benefit from being at a nursery or playgroup at this age.

Organised activities help develop their learning in an informal setting. In turn, this is preparing them for more formal school life. Cultural identity is important. Children need to have people around them that they can identify with and who have an understanding of their cultural and ethnic background.

Learning through play

Play is one of the main ways in which children learn. It helps to build self-worth by giving a child a sense of his or her own abilities and to feel good about themselves. Because it's fun, children often become very absorbed in what they are doing. In turn, this helps them develop the ability to concentrate.

Providing children with a range of playthings will help them learn in a number of ways:

- Sand and water play can be an early introduction to science and maths, e.g. learning that water is fluid, not solid and that it can be measured in different sized containers.
- Playing with dough, drawing and painting pictures, dressing up, playing with dolls can encourage creativity, imagination and expression of feelings.
- Building blocks, jigsaws and shape sorters can help with recognising different shapes and sizes, putting things in order and developing logic.
- Playing ball games, dancing, and running, climbing all help to develop body movement, strength, and flexibility and coordination skills.
- Games help with turn taking, sharing and mixing with others.
- Singing, playing simple music instruments help to develop rhythm, listening and hearing.

It is important that learning is fun at this age. It needs to be about doing things with them that they like. They might find unusual ways of doing things - for a toddler, building blocks are not just for making towers, and paint can be used without a brush! Show them how things work, but if they want to experiment, let them.

Do not push the children too hard. Children develop in their own ways and in their own time. Try not to compare them to other children. You can also encourage reading, by reading to and with them. Look at the pictures together; this will help younger children make sense of the words.

What is the importance of play for children?

Anyone who spends any amount of time with children understands that providing them with opportunities for play provides so much more than a few minutes or hours of ‘fun’.

Playing allows children to:

- Relax
- Develop social skills such as concentration and co-operation
- Encourages the development of the imagination
- Develops motor skills
- Teaches self-expression.’



Activity-based learning or ABL

It describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If children are given the opportunity to explore by themselves and provided an optimum learning environment, then the learning becomes joyful and long-lasting.

In activity-based learning (ABL), the main focus of education is a child or we can say that it is one of the child-centred approaches. It develops self-learning skill among the learners and allows a child to study according to

his or her skill. Activities here can be in the form of songs, drawings, rhymes, role play to teach a letter or a word, solve mathematical problems, form a sentence, understand social science or even concept of science. The learner takes report card only after completing all the steps in a subject. If a child is absent even a single day, s/he starts from where he left unlike in the old system and the child had to do self-learning of the missed portions.

The key feature of the ABL method is that it uses child-friendly educational aids to foster self-learning. It is one model of Child-Friendly Methodologies.

ANNEXURE B - Learner Centred Teaching

Five Characteristics of Learner-Centred Teaching

- Learner-centred teaching engages learners in the hard, messy work of learning.
 - I believe teachers are doing too many learning tasks for learners. We ask the questions, we call on children, we add detail to their answers. We offer the examples. We organize the content. We do the preview and the review. On any given day, in most classes teachers are working much harder than learners. I'm not suggesting we never do these tasks, but I don't think children develop sophisticated learning skills without the chance to practice and in most classrooms, the teacher gets far more practice than the learners.
- Learner-centred teaching includes explicit skill instruction.
 - Learner-centred teachers teach learners how to think, solve problems, evaluate evidence, analyse arguments, generate hypotheses—all those learning skills essential to mastering the material in the discipline. They do not assume that learners pick up these skills on their own, automatically. A few learners do, but they tend to be the learners most like us and most learners aren't that way. Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content.
- Learner-centred teaching encourages learners to reflect on what they are learning and how they are learning it.
 - Learner-centred teachers talk about learning. In casual conversations, they ask learners what they are learning. In class, they may talk about their own learning. They challenge learner assumptions about learning and encourage them to accept responsibility for decisions they make about learning; like how they study for exams, when they do assign reading, whether they revise their writing or check their answers. Learner-centred teachers include assignment components in which learners reflect, analyse and critique what they are learning and how they are learning it. The goal is to make learners aware of themselves as learners and to make learning skills something learners want to develop.
- Learner-centred teaching motivates learners by giving them some control over learning processes.
 - I believe that teachers make too many of the decisions about learning for learners. Teachers decide what learners should learn, how they learn it, the pace at which they learn, the conditions under which they learn and then teachers determine whether learners have learned. Learners aren't in a position to decide what content should be included in the course or which textbook is best, but when teachers make all the decisions, the motivation to learn decreases and learners become dependent. Learner-centred teachers search out ethically responsible ways to share power with learners.
- Learner-centred teaching encourages collaboration.
 - It sees classrooms as communities of learners. Learner-centred teachers recognize, and research consistently confirms, that learners can learn from and with each other. Certainly, the teacher has the expertise and an obligation to share it, but teachers can learn from learners as well. Learner-centred teachers work to develop structures that promote shared commitments to learning. They see learning individually and collectively as the most important goal of any educational experience.

A Teacher as a 'Facilitator' in Learner/Child-Centred Teaching

Teachers in a child-centred classroom act as 'facilitators'. They assist learners in learning without providing direct instruction, but by providing a supportive learning structure. The teacher's ultimate role is to help provide guidance and order within the class while allowing each learner to explore his or her own potential. To facilitate all learners' skills and interests, educators can distribute learners differently. For example, some child-centred schools divide learners into 'learning communities' and/or use multi-age groupings. Teachers are responsible for creating certain opportunities in which learners are able to:

- set and re-set their own goals
- define strategies and identify indicators of success
- think about their own performance
- develop metacognitive behaviours
- become better at asking questions (of themselves and their peers too)
- coordinate 'long-range curricular planning' Marie Lall Child Centred learning and teaching approaches in Myanmar 9
- develop personal efficacy Learning becomes an active process for the individual learner as well as an interactive process between learners, as learning is constructed together in a social activity.

Learning - as Watkins (2003) puts it is 'individual sense-making'. The best way to structure learning is through a cycle of (adapted from Watkins 2003): APPLY REVIEW DO LEARN CCA stands in contrast to a highly prescribed curriculum where a great deal of judgement and decision making is removed from the classroom teacher. Unlike with CCA, the Teacher Centric Approach (TCA) does not focus on how much the learners understand and does not allow to build on previously generated knowledge. Learners are expected to copy what is written on the board or read what is in the book and memorise it. At its worst TCA uses rote learning where simple repetition and memorisation does not allow for questions from the learners and does not result in any form of understanding of the subject at hand. It is often seen as more 'efficient' than CCA as children learn to the test and what they have learnt can be measured or verified. What, however, cannot be measured is the level of understanding of the subject matter. With CCA, the level of understanding is better. Historically there has been a struggle between the teacher-centred approach (TCA) which focuses on performance (outcomes, measurement and management) and the child-centred approach (CCA) which has learning (process, construction and participation) at its heart. This dispute continues today as many western countries have returned to a teaching methodology which favours performance and measurement. This is driven by national and international Marie Lall Child Centred learning and teaching approaches in Myanmar 10 competition where exam results between learners, schools and countries have now led to a plethora of rather meaningless league tables and greater control by governments of what goes on in the classroom. Whilst CCA is being eroded in the west through greater government control and an increasing neoliberal approach to education (competition between schools, increased involvement of the private sector etc.), many developing countries are increasingly adopting CCA, and moving away from rote learning in a drive to engage children in their own learning. These moves are supported by international organisations such as UNICEF and JICA, as well as local NGOs, education foundations and organisations that operate in these countries.

The Importance of Play and Experiential Learning

- Experiential learning can also be important for letting kids experience the reality of 'failure' and how to overcome setbacks and challenges. They can feel pride when they eventually find a way to do something because they learned to do it themselves, not because someone told them the answer.
- Experiential learning is collaborative and enables children to work out their own unique strategy (with some support), rather than following a set formula to arrive at an answer. They will be more likely to

think creatively in the future, rather than assuming that all problems have “right” and “wrong” answers and “right” and “wrong” ways of getting there.

- Play enables children to act out alternative scenarios and to find different ways to express social or emotional difficulties. They can learn assertiveness, social skills, leadership qualities and how to solve group-conflict through role-playing and using the play space as a rehearsal for real-life situations. Learning is not just about academic pursuits but also about life skills.
- It is very important to realise that we can learn from children too. Sometimes they tell us something about themselves or the world that we might not have noticed because we are so busy telling them how things should be done. Some of the most interesting observations come from children because they are still figuring out how the world works and finding their role.

Bibliography:

1. Houghes, J (2004): Make your teaching child-friendly. London. Modern English Publishing
2. Lall, M (2010): Child-centred learning and teaching approaches in Myanmar. London. University of London Press

CHAPTER 5

*Child-Friendly Assessment*⁶

(Duration: 4 hours)

Introduction

This chapter introduces you to one of the most important practices on which most of the interventions in early childhood development and education depends: assessment. The accuracy and effectiveness of any program in early childhood development cannot be better than the quality of the assessment that informs the intervention. Therefore, it is a critical professional standard to make sure that the tools and practices for assessing the development and learning of young children should be sound, reliable, dependable, accurate, valid and trustworthy. Most importantly child-friendly assessment prioritizes the utilization of assessment information in improving the effectiveness and efficiency of instruction or intervention.

Learning outcomes

By the end of this chapter, participants will be able to:

- a) Define Assessment.
- b) List modes of assessment
- c) Differentiate between an ordinary assessment and child-friendly assessment
- d) Discuss key stakeholders in learner assessment.
- e) Differentiate between Formative and Summative Assessment
- f) Demonstrate knowledge of formative assessment as a means to improving learning and teaching
- g) Evaluate degree of child/learner friendliness of own practice in learner assessment.
- h) resources in curriculum interpretation

Step 1: Do the icebreaker activity (15 min)

Comment: Facilitator will ask participants to first individually think and take notes on the two myths about assessment mentioned below and then lead a panel discussion guided by the following two questions.

There are several assessment myths. Here we would like to focus on two of them:

- a) Anxiety and pain are necessary accompaniments to rigorous assessment.
- b) Fear of failure is the best form of motivation.

Questions for discussion

- a) Are you able to relate to the myths? In other words, did you experience anxiety and pain as you prepared for an assessment when you were a school learner?
- b) Do you agree with the statement that fear of failure is the best form of motivation? Explain your answer.

⁶ With special thanks to Penreach, South Africa

Purpose of Child-Friendly Assessment

Step 2: Listen to the Facilitator's input on the concept and purpose of child-friendly assessment (25 min)

Comment: The Facilitator will give you an overview of the child-friendly assessment and emphasise the point that child-friendly assessment should not evoke anxiety and pain or fear in children as they prepare for assessment or undertake the assessment. Then, the facilitator will lead a discussion on the concept and purpose of child-friendly assessment. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion (more information in annexure).

Concept and purpose of child-friendly assessment

Child-friendly assessment is a planned process of gathering information about the performance of learners measured against the assessment standard of the learning outcomes. Assessment is child-friendly when it meets the needs of the individual child and motivates them to want to succeed. The assessment tools require clearly defined criteria and a variety of appropriate strategies to enable teachers to give constructive feedback to learners and to report to parents and other interested parties. It helps teachers to obtain feedback on what, how much as well as how well learners are learning. It should be integrated into the process of learning and teaching, as it enables teachers to gauge the pace at which the learner is learning. When the child-friendly assessment is done correctly, it supports the learning process. It does not evoke either anxiety, pain or fear. It enables teachers to identify which learners have understood which topics and thus enables them to be effectively learner-centred in teaching. Assessment is used to diagnose individual needs and to improve teachers' instructional programme in order to help learners learn more effectively. The learners ought to be aware of what they ought to learn. Both teachers and learners ought to know the current status of the learners' knowledge and what needs to be done to move from point A to point B through the learning process.

Early childhood assessment helps practitioners/ECD teachers communicate important milestones in learners' development to families and provides an opportunity for practitioners/ECD teachers and parents to work together to support children as they grow and transition from one class to another.

Step 3: Work in groups of five doing the following tasks (20 min)

- a) Discuss the significance of child-friendly assessment to the learner and the current teacher and next class teacher
- b) Explain what is meant by child-friendly assessment being diagnostic and supportive.
- c) On a scale of 1 to 5 (1 weakest and 5 strongest), each member of the group should rate the extent to which their current assessment practice informs the learners of what they have learned and motivate them to continue learning. Explain the rationale for the rating.

Modes of Child-Friendly Assessment

Step 4: Listen to the Facilitator's input on modes of child-friendly assessment (25 min)

Comment: The Facilitator will now lead the discussion on the modes of child-friendly assessment. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion (more information in annexure).

Modes of Assessments

On the one hand, formal vs. informal assessment can be distinguished:

- a) **Formal assessment:** Assessment is sometimes referred to in terms of its degree of formality. Formal assessment includes examinations, practical tests under controlled presentations. These are all structured events. Formal assessment is conducted for a specific purpose; being to gain insight into

certain aspects of the child’s learning or development, which are conducted in a controlled environment using assessment tools e.g. using a checklist and can be presented in a written or verbal format.

- b) **Informal assessment:** Assessment can be informal in several ways. It may take place casually without preplanning or it may be pre-planned. The results of the informal assessment may not always be recorded. It needs to be timed carefully, allowing time for learners to consider the feedback and act as necessary. Formative assessment is diagnostic as it seeks to uncover both strengths and weaknesses in the learners’ work.



On the other hand, formative vs. summative assessment can be distinguished:

- a) **Formative Assessment:** The main purpose of formative assessment is to provide information (feedback) to learners so they can improve their work. Formative assessment is important in every classroom. The end of a school term or unit assessment should never be a surprise to learners or their teacher. It is, therefore, important to time the formative assessment carefully, so that it allows time for learners to consider the feedback and act.
- b) **Summative Assessment:** It is defined by purpose rather than timing. Its purpose is for making a judgement; such as confirming that a student has achieved a particular standard or passed a particular part of a programme.

Step 5: Work in groups doing the following tasks (25 min)

- a) Differentiate between formative and summative assessment
- b) Evaluate the assessment tool below or one assessment tool used in your country to see effectively use for formative and summative assessment

ECD ASSESSMENT TOOL			
Fine Motor Development (3-4 years)			
Skill	Yes	No	Comment
Coordinating hands to brush teeth or hair			
Cutting roughly around pictures			
Brushing teeth independently			
Feeding self without difficulty			
Counting numbers 1-5			
Pointing to 5-6 parts of a doll when asked			
Choosing weather-appropriate clothes			
Saying the following sounds in words- /p/ b/, m/, /n/, /t/, /d/			
Gross Motor Development (3-4 years)			

Transitioning into different positions e.g. sitting, all fours, lying on tummy			
Imitating an adult standing on one foot			
Dressing up and undressing one's self			
Changing direction while walking			
Social and emotional Development (3-4 years)			
Treating dolls or teddies as if they are alive			
Talking about feelings			
Toileting independently			

The Role of Formative Assessment in Improving Learning

Step 6: Listen to the Facilitator's input on the role of formative assessment in improving learning (30 min).

Comment: The Facilitator will now lead the discussion on the Formative Assessment in improving learning. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion.

Formative assessment

Formative assessment can be a powerful tool for improving learning if it is communicated and used properly. For assessment to be formative, the results have to be used to adjust teaching and learning to meet the needs of the individual learner. Assessment should motivate learners and build self-esteem. However, the common practice of assessment in most classrooms is beset with problems and shortcomings whereby tests used by teachers in formative assessment encourage rote learning and superficial learning among children instead of encouraging effective learning. The giving of marks and grading functions of assessment are over-emphasised while the giving of useful advice and learning function of assessment is under-emphasised. The ultimate user of assessment information that is elicited to improve learning is the learner. All learners must be made to see themselves as capable of learning because when learners see themselves as unable to learn, they usually cease to take school seriously.

Step 7: Working with your neighbour do the following tasks (10 min)

- a) Explain in your own words what is meant by rote learning.
- b) Discuss how assessment may motivate and build self-esteem.

Step 8: Work in groups of five doing the following tasks (20 min)

- a) Demonstrate your knowledge of formative assessment as a means of improving learning.
- b) Rate your own use of formative assessment for improving learning on a scale of 1 to 5 (1 weakest and 5 strongest) Explain your rating.



The Process of Child-Friendly Assessment and Tools

Step 9: Listen to the Facilitator's input on the process of child-friendly assessment (15 min).

Comment: The Facilitator will now lead the discussion on the process of child-friendly assessment. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion.

The process of assessment

1. Preparing for assessment and deciding which tool to use.
2. Identifying the state of wellness, development and learning of each child.
3. Recording information for each child.
4. Interpreting the information to enhance their development and learning through planned activities.
5. Reporting on and discussing each child's needs and interests with the parents to understand and thereby assist the development learning and special needs of the child.
6. Planning the next activities to build on strengths and address the child's developmental needs.

Assessment tools

An assessment tool is an instrument used to observe, gather information and monitor the learners/children's progress/development.

- Checklist
- Portfolio (including artwork/drawings)
- Journal
- Rubrics
- Feedback reports (monthly or quarterly)
- Interviews (practitioner – parent interviews)
- Tests (primary school)
- Questions

Step 10: Work in groups doing the following tasks (40 min)

- a) Discuss each of the six steps in the process of assessment
- b) Explain why it is necessary for parents/guardians in particular and the community, in general, to be satisfied that the planning that goes into the delivery of their children's education is child-friendly.
- c) Discuss the strength and shortcomings of each of the above-listed assessment tools.
- d) Which two tools do you use mostly? Give a reason for mostly using the tools you have mentioned.
- e) In a paragraph, write on a flipchart in your own words what you have learned in this chapter. Put the flipchart on a wall and take a gallery walk to read what other participants have written.

Conclusion

Step 11: Listen to the Facilitator's input (15 min)

Comment: The chapter has explored the purpose of assessment which is supposed to be a catalyst to learning. Modes of assessment have been highlighted. The importance of formative assessment for improving learning as well as assessment tools have been explored at length.

ANNEXURE A – Forms of Assessments

There are many forms of assessment that can be conducted in a preschool and primary school. Formal assessments can be written/recorded activities or performance-based activities.

Written/recorded activities require learners to present anything in a written (scribbles and drawings) format should be planned in such a way that a learner's performance (written work) is reflected clearly.

Performance-based activities require learners to demonstrate their knowledge, skills and values by creating, producing or demonstrating something. Such tasks could include:

- Oral activities, e.g. role play, recitals
- Practical activities, e.g. demonstration in which learners physical skills
- Presentation e.g. drawings, paintings, constructions.
- Individual or group (guided) projects
- Investigations (suitable for the age groups), e.g. giving feedback after a day trip.

ANNEXURE B – Rubrics

What is a rubric? A rubric is a combination of:

- a description of what you want the child to achieve and
- a mark or comment for each aspect of her achievement.

Rubrics can have many forms, but basically, there will be a list on the left-hand side which describes the different aspects of the performance you are expecting. Across the top, there will be a description of the different levels at which the child can possibly perform. These could be numbers, words such as “excellent/ good. moderate/weak, poor” or more carefully described performance achievements which would form part of the total performance.

It is a good idea to test out your rubric on a small group of children and then edit it to make it better.

What does a rubric look like? Here is an example:

Levels of performance ▶ Description of task/ performance (standards the child needs to achieve) ▼	Outstanding or Completes task, etc.	Good or task almost completed, etc.	Weak or task half completed / incorrectly completed, etc.	Needs further instruction or unable to do task/ task completely incorrect
Able to ...				
Able to ...				

ANNEXURE C – Who, When, Why of Assessments

Who conducts the assessments? Formal assessments are mainly conducted by the practitioner and informal assessments can be done by the practitioner or the parents. In some cases, assessments need to be done by ECD specialists (e.g. psychologists, speech therapists or occupational therapists.)

When should assessments be conducted? Assessments should be done on a termly basis, at the end of each month to assess development in order to compile a progress report where required.

Why do we need to do assessments? We need to conduct assessments to be able to determine the level of development in the child, to identify what the child knows, so that we are able to provide the necessary support and encouragement for development in the child. We should be able to, as practitioners, plan teaching and learning activities in order to enhance development, and support the child where required. It is important to assess and keep records because:

- Assessments will indicate what children know
- It will also identify children's special needs for the correct referral to take place
- Determine appropriate placement when children need to start with Grade R
- Select appropriate curricula to meet children's individual needs
- Refer children and, as appropriate, their families for additional services to programs and agencies
- Tools can be used as evidence to communicate with parents and provide information about their children's progress and learning
- Assessment will assist the practitioner to identify children's skills, abilities, and needs
- Will assist in making lesson and activity plans and set goals
- Assessment will assist the practitioner to create new classroom arrangements if need be
- Once assessments have been completed they should be kept confidential by the practitioner.

ANNEXURE D – The Role of Formative Assessment in Promoting Learning

Learning is driven by what teachers and learners do in classrooms. Teachers have to manage complicated and demanding situations; channelling the personal, emotional and social pressures of a group of learners in order to help them learn immediately and become better learners in future.

Teaching and Learning must be interactive. Teachers need to know about learners; progress and difficulties with learning so that they can adapt their own work to meet learners' needs that vary from one learner to another.

Teachers can find out what they need to know in a variety of ways including observation, discussion in the classroom and the reading of learners' written work. This is learner assessment by teachers as well as learner-self assessment that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative when the evidence is actively used to adapt the teaching to meet learner' needs

Improved formative assessment helps low achievers more than other learners and so reduces the range of achievement while raising achievement overall. All such work involves new ways to enhance feedback between learners and teachers; ways that will require significant changes in classroom practice.

Underlying the various approaches are assumptions about what makes for effective learning, in particular, the assumption that learners have to be actively involved.

Reflection on your own practice

It is important as a practitioner to reflect and evaluate own practices. It is also advisable to ask your colleagues to evaluate your assessments and observe you whilst conducting assessments. In some instances, it may be required that you ask a colleague to assist or conduct the same assessment in order to be sure about your findings.

ANNEXURE E – Early Childhood Development Assessment Tool: Examples of Templates

The following templates can be used for the age group 0-6 months:

ECD ASSESSMENT TOOL			
Fine Motor Development // 0-6 months			
Skill	Yes	No	Comment
Demonstrating a reflexive grasp when objects are placed in hand.			
Reaching for and grasping objects.			
With controlled reach (6 months).			
Holding objects in the palm of 2 hands (by 3 months) or of one hand (by 5 months).			
Recovering an object dropped within their visual field, by feel, or hear it within reaching range.			

ECD ASSESSMENT TOOL			
Gross Motor Development // 0-6 months			
Skill	Yes	No	Comment
Rolling over from front to back or back to front.			
Bringing feet to hands/mouth while on back.			
Holding head erect in a support position.			
Sitting (initially with support).			
Pushing body off ground with arms when lying on tummy.			

ECD ASSESSMENT TOOL			
Play and Social Skill Development // 0-6 months			
Skill	Yes	No	Comment
Establishing eye contact (for a few seconds).			
Smiling when socially approached.			
Laughing in response to play.			
Calming/settling (cries frequently).			
Manipulating and exploring objects.			

ECD ASSESSMENT TOOL			
Sensory Processing Development // 0-6 months			
Skill	Yes	No	Comment
Tracking objects with eyes.			
Coordinating suck, swallow, breath sequence, and tongue is cupped, forward rhythmical movements of the tongue and jaw consistently moves up and down in a coordinated pattern.			
Sleeping for 4-10 hour intervals.			
Communicating hunger, fear or discomfort through crying.			
Reaching for nearby objects.			

ECD ASSESSMENT TOOL			
Sound and Speech Development, Language Development // 0-6 months			
Skill	Yes	No	Comment
Making cooing sounds.			
Turning towards sounds.			
Responding with eye contact when they hear an adult talking or when making sounds.			
Attending to sounds and voices.			
Recognising facial expressions and tones of voice.			

The following templates can be used for the age group 6-12 months:

ECD ASSESSMENT TOOL			
Fine Motor Development // 6-12 months			
Skill	Yes	No	Comment
Reaching and grasping to put objects in the mouth.			
Demonstrating controlled release of objects.			
Picking up small objects with thumb and one finger.			
Transferring objects from one hand to the other.			
Banging 2 cubes held in hands, both objects together at midline.			
Poking and pointing with the index finger.			
Recovering an object dropped within their visual field, by feel, or hear it within reaching range.			
Reaching and grasping to put objects in the mouth.			

ECD ASSESSMENT TOOL			
Gross Motor Development // 6-12 months			
Skill	Yes	No	Comment
Roll over from front to back or back to front.			
Crawling on the belly.			
Sitting independently.			
Getting up on all fours.			
Pushing body off ground with arms when lying on tummy.			
Bringing self into a seated position unaided.			
Creeping on hands and knees.			
Transitioning into different positions e.g. sitting, all fours, lying on tummy.			
Pulling self into standing position.			
Stands momentarily without support.			
Walking while holding onto furniture.			
Taking 2-3 steps without support.			

ECD ASSESSMENT TOOL			
Play and Social Skill Development // 6-12 months			
Skill	Yes	No	Comment
Establishing eye contact (for a few seconds).			
Smiling when socially approached.			
Laughing in response to play.			
Calming/settling (cries frequently).			
Manipulating and exploring objects.			
Playing peek a boo.			
Clapping when prompted.			
Spontaneously lifting arms to parent.			
Spontaneously extend toys to others.			
Responding to facial expressions.			
Imitating an adult's actions.			
Spontaneously placing a doll with head upright and vertical to the ground.			

ECD ASSESSMENT TOOL			
Sensory Processing Development // 6-12 months			
Skill	Yes	No	Comment
Playing for 2-3 minutes with a single toy.			
Reaching for nearby objects.			
Tracking objects with eyes.			
Sleeping 10-12 hours with only 1 awakening.			
Tolerating a range of different textured foods.			
Drinking from a cup.			
Holding a bottle or a cup independently.			
Using tongue to move food around the mouth.			
Feeding self-small crackers or other small pieces of food.			

ECD ASSESSMENT TOOL			
Sound and Speech Development // 6-12 months			
Skill	Yes	No	Comment
Making cooing sounds.			
Turning towards sounds.			
Responding with eye contact when they hear an adult talking or when making sounds.			
Babbling			
Repeating sounds (e.g. 'mamama').			

ECD ASSESSMENT TOOL			
Language Development // 6-12 months			
Skill	Yes	No	Comment
Attending to sounds and voices.			
Recognising facial expressions and tones of voice.			
Responding to familiar requests (e.g. come here).			
Responding to their own name.			
Understanding gestures (e.g. wave for 'bye').			
Understanding simple questions (e.g. where's daddy?).			
Babbling (e.g. ma-ma, da-da).			
Taking turns vocalising with others.			
Recognising the names of a few objects.			

The following templates can be used for the age group 1-2 years:

ECD ASSESSMENT TOOL			
Fine Motor Development // 1-2 years			
Skill	Yes	No	Comment
Building a tower of three small blocks.			
Putting rings on a stick.			
Turning pages of a book (two or three at a time).			
Turning knobs.			
Painting using whole arm movements to make strokes.			
Eating independently (minimal assistance ok).			
Signing to communicate wants and needs.			
Bringing a spoon to mouth.			
Holding and drinking from a cup independently.			
Picking up small objects with thumb and one finger.			
Putting shapes into a shape sorter without assistance.			

ECD ASSESSMENT TOOL			
Gross Motor Development // 1-2 years			
Skill	Yes	No	Comment
Sitting, crawling or walking independently.			
Getting up on all fours.			
Creeping on hands and knees.			
Transitioning into different positions e.g. sitting, all fours, lying on tummy.			
Pulling self into standing position.			
Standing without support.			
Trying to run (running stiff with eyes on the floor).			
Walking while holding a toy.			
Changing direction while walking.			
Rolling a ball in imitation of an adult.			

ECD ASSESSMENT TOOL			
Play and Social Skill Development // 1-2 years			
Skill	Yes	No	Comment
Establishing eye contact.			
Smiling when socially approached.			
Laughing in response to play.			
Calming/settling (cries frequently).			
Manipulating and exploring objects.			
Clapping when prompted.			
Spontaneously lifting arms to parent.			
Spontaneously extend toys to others.			
Responding to facial expressions.			
Imitating an adult's actions.			
Spontaneously placing a doll with head upright and vertical to the ground.			
Identifying self in the mirror.			
Spontaneously looking for hidden objects.			
Role-playing simple actions previously seen.			
Imitating a pretend play action (e.g. giving a drink) or demonstrating play related to their body (e.g. sleeping, eating).			
Saying 'hi', 'bye' or 'please'.			

ECD ASSESSMENT TOOL			
Self-Care Development // 1-2 years			
Skill	Yes	No	Comment
Distinguishing between edible and inedible objects (18 months).			
Looking at the right spot for hidden objects.			
Playing next to children.			
Imitating adult behaviour.			
Engaging in imaginative play.			
Has an awareness of a parent's approval or disapproval of their			

actions.			
Understanding the common dangers of hot objects, stairs, and glass.			
Regularly checking in with adults/carers.			
Tolerating nappy changes.			
Settling themselves to sleep at night or during the day.			
Attempting to brush teeth.			
Knowing where familiar items are kept.			
Removing their own socks and shoes.			
Cooperating with dressing by extending an arm or leg.			

ECD ASSESSMENT TOOL			
Sensory Processing Development // 1-2 years			
Skill	Yes	No	Comment
Distinguishing between edible and inedible objects (18 months).			
Looking at the right spot for hidden objects.			
Playing next to children.			
Sitting to look and listen to books being read.			
Engaging in imaginative play.			
Understanding the common dangers of hot objects, stairs, and glass.			
Imitating gestures and responds to facial expressions.			
Enjoying/tolerating messy play.			
Tolerating a range of different textured foods.			
Drinking from a cup.			
Settling themselves to sleep at night or during the day.			
Copying sounds that you make.			
Following simple 1 step instructions.			
Solving problems with trial and error.			

ECD ASSESSMENT TOOL			
Sound and Speech Development // 1-2 years			
Skill	Yes	No	Comment
Babbling			
Repeating sounds (e.g. 'mamama').			
Turning towards sounds.			
Responding with eye contact when they hear an adult talking or when making sounds.			
Saying the following sounds in words – /p/, /b/, /m/, /n/, /t/, /d/.			

ECD ASSESSMENT TOOL			
Language Development // 1-2 years			
Skill	Yes	No	Comment
Responding to familiar requests (e.g. come here).			
Responding to their own name.			
Taking turns vocalising with others.			
Understanding simple questions (e.g. where's daddy?).			
Following simple instructions (e.g. give the ball to daddy).			
Understanding approximately 50 words.			
Comprehending one keyword in a sentence (e.g. where's your nose?).			
Saying some simple first words (e.g. mine, no, mum, dad, ta).			
Pointing to common objects when named.			
Having approximately 50-100 words in their vocabulary by 2 years			
Joining 2 words together (e.g. car go, bye daddy) by 2 years			

Bibliography

1. Department of Basic Education. 2015. The South African National Curriculum Framework for the children from Birth to Four. Pretoria.
2. Morrison, G.S. 2010. Fundamentals of Early Childhood Education; Why Assessment is important. Pearson Allyn Bacon Prentice Hall
3. Mayer-Johnson. 2009. Boardmaker Plus. United Kingdom

CHAPTER 6

Child-Friendly Classroom Organization⁷

(Duration: 4 hours)

Introduction

This session introduces you to a challenging topic of how to organize and manage a classroom positively to keep all learners motivated and focussed. Child-friendly classroom organization and management entails that positive discipline and not retributive punishment be adopted. Sheer pain, suffering, and shame do not motivate learners to learn. On the contrary, these experiences inhibit learning. Through the skilful organization of the classroom, consistent rules and routines, and positive reinforcement of good behaviours, a teacher can create an environment where all learners feel safe, secure, and motivated to learn.

Learning outcomes

By the end of this chapter, participants will be able to:

- a) Differentiate between discipline and punishment
- b) Discuss the significance of rules and routines
- c) Differentiate between classroom organization and classroom management
- d) Demonstrate knowledge of how classroom management may function as a catalyst for learner motivation

Step 1: Do the icebreaker activity (10 min)

Comment: Facilitator will ask participants to first individually read the quotation below then discuss it in groups. The facilitator will then lead a brief panel discussion on the quotation guided by some questions.

‘Often, the only buildings more stark and uncomfortable than classrooms are prison cells!’ (James Stronger et al.).

- a) Discuss the comparison between the prison cells and school classrooms.
- b) What message is James Stronger putting across?
- c) How does your classroom fare in terms of comfort of learners compared to a prison cell?

Step 2: Listen to the Facilitator’s overview (5 min)

Comment: After discussing the quotation on the comparison between a classroom and a prison cell, the Facilitator will provide an overview on Child-Friendly Classroom Organisation.

⁷ With special thanks to Molteno, South Africa

Child-Friendly Classroom Organisation

Step 3: Listen to the Facilitator's input on classroom organisation (15 min)

Comment: The Facilitator will now lead the discussion on classroom organisation. You are all expected to be active participants in the discussion after which you will work on a task.

Classroom Organisation

Classroom organisation focuses on the physical environment that makes the classroom conducive for learning. Effective teachers organise a safe classroom environment. They strategically place furniture, learning centres and learning materials in order to optimise children learning and reduce distractions. A sharp, well-maintained classroom sends so many wonderful and powerful messages to learners – from an expectation of excellence to personal pride in their work habits. It is a slam-dunk, sure-fire, easy way to improve behaviour in your classroom

Yet, remarkably, classroom organization is an area typically overlooked. In most classrooms, you will find boxes and materials cluttering the room hodgepodge jumbled here and there.

Indeed, you may say all the right things. You may even harp on the importance of neatness and mindfulness every day. However, unless you are a living, breathing example and role model of organization, your words will ring hollow.

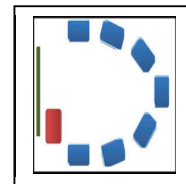
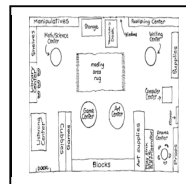
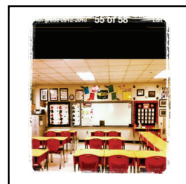
Here are three important points to remember when organizing your classroom:

- a) Create a positive and safe environment for your learners.
- b) Create an environment that will maximize learning.
- c) Create an environment that will minimize the frequency of behaviour problems.

Here are three important points to remember in terms of desk arrangements:

- a) Desks or tables might be arranged in one of the following ways: (1) half-circles with a front row and a back row (2) in groups of four or five (3) the traditional way, with chairs lined up, one behind the other.
- b) Arrange your room so you can have eye contact with all your learners.
- c) Arrange your desks so that the learners' attention is on the teacher.

The following are some of the examples of possible class arrangements:



The given examples are not the only ones that teachers may use. Quiet areas should be arranged so that they facilitate learners' activities which are accompanied by conflicting levels of noisiness. Bulletin boards and other resources which are mounted on the wall should be big enough and well-arranged so that all learners are able to read them. Bookcases and other resource areas should be made reachable for active learner use rather than placed in some unreachable part of the room.

For Learner Grouping, there are various ways for different activities. The following are some of the recommended types of grouping of learners when teaching language activities

Lockstep: This is the time when the teacher is working with all learners in the class. During the lockstep grouping, learners are sealed into the same rhythm and pace of the same activity.



Step 4: Work in groups doing the following task (20 min)

- a) Do you agree with the saying, ‘actions speak louder than words’? Explain.

Step 5: With your neighbour, discuss the following questions (20 min)

- a) How is the furniture arranged in your classroom this week?
- b) Has it been arranged like this throughout this month?
- c) How does the arrangement of chairs in your classroom positively or negatively contribute to the learning process of the children?

Step 6: Work in groups doing the following task (20 min)

- a) Discuss the statement ‘a sharp well-maintained classroom sends so many wonderful and powerful messages to learners – from an expectation of excellence to personal pride in their work habits’.
- b) On a scale of 1 to 5, how do you rate your own classroom organisation? Explain.

Child-Friendly Classroom Management

Step 7: Listen to the Facilitator’s input on classroom management (25 min)

Comment: The Facilitator will now lead the discussion on Classroom Management. You are all expected to be active participants in the discussion after which you will work on a task.

Classroom Management

Child-friendly classroom management is linked to issues of learner motivation, respect and discipline. It is about the actions and strategies teachers use to ensure order in classrooms. Effective teachers use rules, procedures and routines to ensure that learners are actively involved in learning. Child-friendly classroom management is used to influence and direct learner behaviour in a constructive manner to set the stage for instruction not to control learner behaviour.

Step 8: Working with your neighbour do the following task (10 min)

- a) Differentiate between using classroom management to influence and direct learner behaviour on one hand and using class management to control learner behaviour.
- b) What strategies do you use to ensure order in your classroom?

Step 9: Work in groups doing the following task (20 min)

- a) Evaluate proper teacher’s lesson preparation as one of the strategies for child-friendly classroom management.

- b) Discuss the statement that learners' respect of a teacher is earned not sought and is part of actions a teacher uses to ensure order in a classroom.

Child-Friendly Rules and Routines

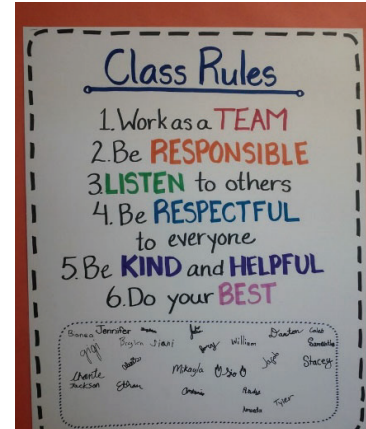
Step 10: Listen to the Facilitator's input on child-friendly rules and routines (25 min)

Comment: The Facilitator will now lead the discussion on the importance of classroom rules and routines. You are all expected to be active participants in the discussion after which you will work on a task.

Rules

Virtually everything that involves interactions among people requires rules. It is important to provide clear explanations of the rules, model the rules, rehearse the expectations with learners and offer learners opportunities to be successful in meeting the expectations. It is the clear establishment of fair, reasonable, enforceable, and consistently applied rules that make a difference in classrooms. Effective teachers introduce rules on the very first day of school.

Often, teachers use nonverbal cues, proximity, and redirection to prevent misbehaviour. These techniques typically allow the momentum of the instruction to continue and refocus the learner; however, there are times when a stronger intervention is necessary. When a rule is broken, an effective teacher is prepared to address the problem. Effective teachers tend to react in several ways, including the following: positive reinforcement that points to the desired behaviour, consequences that punish the negative behaviour, a combination of reinforcement and consequences, or indirectly responding to the behaviour such that the student is reminded of why a rule is important. What an effective teacher does not do is react to an entire class for a rule infraction by a single learner.



Routines

While they are more flexible than rules, routines or procedures are specific ways of doing things that, for the most part, vary little during the day or the year. Classrooms typically require many routines to operate efficiently and effectively. For example, routines commonly include how to enter and leave the classroom, take attendance, indicate lunch selection, secure materials, dispose of trash, label work, turn in assignments, make a transition during or between instructional activities, get to safety during drills and actual emergencies, and change from one activity or location to another. Routines shape the classroom climate. Effective teachers use routines for daily tasks. It is advisable to invest the time at the start of the school year to teach the routines. By establishing and practising routines that require little monitoring, teachers ensure that the focus of the classroom is more squarely on instruction. Routines empower learners to be more responsible for their own behaviour and learning in the classroom.

Step 11: Working with your neighbour, do the following task (10 min)

- a) Investigate why is it important to introduce rules and teach routines at the beginning of a school year?
 b) Explain why is it important that classroom rules be fair, reasonable, enforceable and consistently applied?

Step 12: Work in groups of five doing the following task (15 min)

- a) Discuss the significance of not reacting to an entire class for a rule infraction by a single learner.

- b) Discuss routines that members of your group have; write them on a flip chart. Indicate by a tick number of schools or ECD Centres (group members) that have the same routine. Put your flipchart on the wall and take a gallery walk to read what other participants have written.
- c) Explain how routines empower learners to be more responsible for their own behaviour and learning in the classroom?

Discipline

Step 13: Listen to the Facilitator's input on discipline (25 min)

Comment: The Facilitator will now lead the discussion on discipline. You are all expected to be active participants in the discussion after which you will work on a task.

Effective Discipline

Effective discipline is evident in classrooms that have set procedures. When learners are able to self-monitor their behaviours, they are able to address the learning issues at any grade level. Learners must have a firm, set a plan for discipline. Although procedures are necessary for effective discipline, there is a difference between a discipline plan and procedures.

- a) Discipline concerns how learners behave.
- b) Procedures concern how things are done.

In your discipline plan, consider all the different places in the school where you need to influence learners' behaviour such as classroom rules and playground rules. Explore other places and rules as you think about your school and the expectations you have for your learners.

Discipline refers to a code of conduct which binds a teacher and a group of learners together so that teaching and learning can be effective. A code of conduct involves the teacher and the learner in forms of behaviour in the classroom.

Behaviour management

The systemic approach looks at targeting the individual's behaviour within the system. These systems can include:

- their family
- their friends
- their school
- their classmates
- their community.

The quality of these systems is a great influence on the child's behaviour. For example, a child living in a family where domestic violence takes place will naturally struggle within another system, i.e. school. The behaviour the child experiences at home, for example, shouting, violence and/or aggressiveness, will not work in a school context which can cause problems for the child. In situations such as this, working with the family to understand the environment in which the child lives is paramount in finding solutions to help their behaviour.

Step 14: Work in groups doing the following task (20 min)

- a) Discuss your Discipline Plan.
- b) Discuss the systemic approach to behaviour management.
- c) Why does the systemic approach advocate the collaboration between school and home in Behaviour Management?

Conclusion

Comment: The chapter has explored the significance of child-friendly classroom organisation and management. It has highlighted the importance of rules and routines as mechanisms for effective classroom management and pointed out that discipline should be exercised proactively. It has stressed the importance of always bearing in mind that classroom organisation and management are means to an end which is the learning by children. Rules and routines should be addressed at the beginning of the school year so that learners are familiar with them throughout the school year.

ANNEXURE A – Classroom Organization

Physical elements: Classroom management and organization are intertwined. While rules and routines influence student behaviour, classroom organization affects the physical elements of the classroom, making it a more productive environment for its users. How the classroom environment is organized influences the behaviour in it. For example, actions as simple as color-coding folders, establishing fixed locations for lab supplies, maintaining folders for students to pick up missed work after being absent, keeping extra copies of “Back to School Night” items to share with new learners, and designating specific places for other classroom supplies can have a dramatic effect on classroom organization and, consequently, on learning. While these procedures and a multitude like them are simple matters, they nonetheless can be essential components for a smoothly operating classroom.

Classroom organization is evident in a room even if no one is present. Furniture arrangements, the location of materials, displays, and fixed elements are all part of the organization. Effective teachers decorate the room with student work, they arrange the furniture to promote interaction as appropriate, and they have comfortable areas for working (Kohn, 1996). They also consider student needs in arranging the room by leaving space for wheelchairs to manoeuvre; having walkways so students can access materials, pencil sharpeners, and the trashcan with minimal disturbance to others; and organizing in such a way as to allow the teacher to freely move around the room to monitor student progress (McLeod et al., 2003).

Teachers are observers of behaviour and understand the rhythm of the classroom. Placing materials near the pencil sharpener may seem like a good idea until one considers that at the start of a lesson this area may become congested with some students retrieving materials for their group and others waiting to use the pencil sharpener. However, the pencil sharpener and the trashcan may be a good pairing if the pencil sharpener tends to break regularly, spilling its contents on the floor; this way shavings fall into the trash instead. Effective teachers think about the little details that enhance the use of available space in the classroom as well as the big issues.

ANNEXURE B – Expectations for Learner Behaviour

Attending to issues of classroom management and organization provides the foundation for having high expectations for learner behaviour. Effective teachers have higher expectations for how students are to conduct themselves in the classroom than their less effective colleagues (Stronge, et al., 2003). They are better managers of student behaviour (Emmer et al., 1980). They establish relationships with their learners in which high levels of cooperation and dominance (i.e., giving learners a sense of purpose and guidance) are balanced, resulting in an optimal relationship (Marzano et al., 2003). Effective teachers teach expectations to students and reinforce the desired behaviours with their verbal and nonverbal cues. Another characteristic of effective teachers is that they hold students individually accountable (Kohn, 1996) and, if necessary, use intervention strategies to help students learn the desired behaviour (McLeod et al., 2003). An exploratory study of effective and ineffective third-grade teachers found that ineffective teachers had five times as many disruptive events in an hour when compared with their more effective counterparts (Stronge, et al., 2003). Through fair and consistent discipline, teachers reinforce their expectations of students and create a classroom that is focused on instruction.

ANNEXURE C – Classroom Management

In reality, we know that rules have to undergo occasional modifications in the everyday life of a classroom. Nonetheless, rules establish the boundaries for behaviour (Nakamura, 2000), and consistency in their implementation is essential to effective classroom management.

Effective teachers have a minimum number of classroom rules, which tend to focus on expectations of how to act toward one another, maintain a safe environment, and participate in learning (Marzano et al., 2003; McLeod et al., 2003; Effective teachers create focused and nurturing classrooms that result in increased student learning (Marzano et al., 2003; Shellard & Protheroe, 2000). These teachers teach and rehearse rules and procedures with students, anticipate students' needs, possess a plan to orient new students, and offer clear instructions to students (McLeod et al., 2003; Emmer et al., 1980). They use a minimum number of rules to ensure safety and productive interaction in the classroom, and they rely on routines to maintain a smoothly running classroom (McLeod et al. 2003). In fact, it has been noted that classroom management skills are essential in a classroom for a teacher to get anything done (Brophy & Evertson, 1976). In some ways, classroom management is like salt in a recipe; when it is present it is not noticed, but when it is missing, diners will ask for it.

ANNEXURE D – Rules

Virtually everything that involves interactions among people requires rules. Webster's dictionary defines a rule as “a fixed principle that determines conduct” (McKechnie, 1983, p. 1585). Let us deconstruct this definition: a rule is “fixed” (Thompson, 2002). These teachers offer clear explanations of the rules, model the rules, rehearse the expectations with students and offer students opportunities to be successful in meeting the expectations (Covino & Iwanicki, 1996; Emmer et al., 1980). There is no magic number of rules that govern a classroom. Rather, it is the clear establishment of fair, reasonable, enforceable, and consistently applied rules that make a difference in classrooms.

Effective educators have a sense of classroom tempo and student harmony such that they are aware of when an intervention may be needed to prevent a problem (Johnson, 1997). Often, teachers use nonverbal cues, proximity, and redirection to prevent misbehaviour. These techniques typically allow the momentum of the instruction to continue and refocus the student; however, there are times when a stronger intervention is necessary. When a rule is broken, an effective teacher is prepared to address the problem. Effective teachers tend to react in several ways, including the following: positive reinforcement that points to the desired behaviour, consequences that punish the negative behaviour, a combination of reinforcement and consequences, or indirectly responding to the behaviour such that the student is reminded of why a rule is important. What an effective teacher does not do is react to an entire class for a rule infraction by a single student.

ANNEXURE E – Routines

While they are more flexible than rules, routines or procedures are specific ways of doing things that, for the most part, vary little during the course of the day or the year. Classrooms typically require many routines to operate efficiently and effectively (McLeod et al., 2003). For example, routines commonly include how to enter and leave the classroom, take attendance, indicate lunch selection, secure materials, dispose of trash, label work, turn in assignments, make a transition during or between instructional activities, get to safety during drills and actual emergencies, and change from one activity or location to another. In essence, routines shape the classroom climate.

Effective teachers use routines for daily tasks more often than their ineffective counterparts (Stronge, Tucker, & Ward, 2003). They invest time at the start of the school year to teach the routines. By establishing and practising routines that require little monitoring, teachers ensure that the focus of the classroom is more squarely on instruction (Covino & Iwanicki, 1996; McLeod et al., 2003; Shellard & Protheroe, 2000). Effective teachers frequently provide students with cues to remind them of acceptable behaviour, and effective teachers are good at organizing and maintaining a positive classroom environment (Education USA Special Report, n.d.).

The establishment of routines allows for flexibility. For example, the teacher may not rehearse with students what should occur if a new student joins the class but might adapt the routine used for greeting classroom guests (Emmer et al., 1980). Additionally, routines empower students to be more responsible for their own behaviour and learning in the classroom (Covino & Iwanicki, 1996). When classroom management issues arise, the teacher has procedures to address the concern in an efficient, fair, and consistent way (Shellard & Protheroe, 2000; Thomas & Montgomery, 1998). Thus, the result of established procedures is more time for teaching and learning.

ANNEXURE F – Some Useful Tips

Use Positive Reinforcement: Positive reinforcement can go a long way with younger children. For instance, if you are a substitute teacher and the students do not know you at all, you can have students earn points or letters for good behaviour. For example, every time that you see the students are behaving well, they can earn a letter. At the end of the day, if they spelt the word “School”, then they can earn free time. This is a great trick to help keep students in line all day. Some older primary students can benefit from positive reinforcement as well. Allowing students to earn the opportunity to finish their homework in class can also go a long way with this age group.

Plan for the Unexpected: To ensure that you will not have any *classroom management* problems, then you must plan for the unexpected. There will be times when students will finish early or a class may run late. There may be an unexpected assembly or fire drill. You need to have back up plans prepared for these moments. If a student finishes before their classmates, this student may disrupt the whole class, so it’s wise to have a plan for early finishers. Art class may have run a few minutes late and now you can’t do the lesson you planned because it no longer fits into your schedule. So, you must have a backup activity at your disposal. Try creating a backup activity folder where you can always go to when you are in a bind.

Plan for the Whole Day: One of the most important things that you can do as a primary teacher is to plan for the entire day. When you run out of things to do in class, that’s when the chaos will ensue. When you are organized, you can ensure that you will have a successful day. Plan for at least a week ahead of time. This way if you have to call in sick, then you will have plans already set and ready to go. An easy way to do this is to buy a five-drawer plastic tote. Label each drawer the day of the week and place all of the materials that you will need for that day inside. Then, when you get to class in the morning, you will have everything you need for the day.

An important thing to remember is to do what works for you and your students. If you find that using positive reinforcement is not working, then try something else. If you hate the idea of planning for two weeks in advance, then only plan for a few days. There is no exact science for managing primary students; you need to do what works for you.

A sharp, well-maintained classroom sends so many wonderful and powerful messages to students—from an expectation of excellence to personal pride in their work habits. It’s a slam-dunk, sure-fire, easy way to improve behaviour in your classroom.

Yet, remarkably, classroom organization is an area typically overlooked. In most classrooms, you will find boxes and materials cluttering the room, hodgepodge jumbled here and there, cabinets bursting at the seams, and papers and teaching guides stacked atop the teacher’s desk.

Undoubtedly, student work areas, too, look the same. For students take their cue from you, the leader of the classroom. And just as a tidy, clutter-free environment conveys a message of respect and politeness and attention to detail, a messy room signals to all who enter that mediocrity is okay.

Indeed, you may say all the right things. You may even harp on the importance of neatness and mindfulness every day. But unless you’re a living, breathing example and role model of organization, your words will ring hollow.

You must walk the talk! As a teacher, the way you organize your classroom is extremely important. Whenever you decorate or organize your classroom, keep in mind how you can develop your classroom environment to provide quality learning. The following are the benefits:

Learner: The prime benefits of a well-organized classroom will accrue to your learners. Your organization and procedures (or lack thereof) are, after all, ever-present reminders to the children of how to behave, how to

conduct their business, and how best to be effective without discord in a group. Respect for others, consideration, efficiency, the pride of accomplishment, security in knowing what, how, when, and where to do something—all these positive elements are the hallmarks and characteristics of students who learn in well-organized classrooms. Children like a predictable, safe, and orderly environment—and they like going to a school that provides that environment. For these reasons alone, it behoves any teacher to pay close attention to good organization.

Teacher: Aside from the benefits to students, good organization brings powerful help to the teacher. In fact, it can be truthfully said that the first “aide” any teacher has is his or her ability to organize the classroom well. The immediate benefits of a well-organized classroom to the teacher are clear—less wasted time and therefore more efficiency.

ANNEXURE G – Discipline

This section aims at illustrating effective discipline in a classroom. With discipline, we refer to a code of conduct which binds a teacher and a group of learners together so that teaching and learning can be more effective. At this stage, the aim of discipline is not to take action when things get out of hand but to ensure that things never reach that stage.

A code of conduct involves the teacher and the learner in forms of behaviour in the classroom. Certain things do not comply with these forms of behaviour such as coming late to the class, arriving at the classroom without books, chewing gums in the classroom, tearing pages from the books, making a lot of noise not paying attention when the teacher teaches, forgetting to write homework. Surely these listed acts would be considered unbecoming behaviour by many teachers and learners too.

Both teachers and learners need to know what the code is. If the code is established properly, the likelihood of encountering problems is far less foreseeable. Prevention is better than a cure.

Let us look at what Kasambira (1993) see as principles of class discipline:

- a) The aim of education and class discipline is the same: to help learners and young become self-directing people.
- b) Discipline should be dynamic, helping learners to channel their energies towards learning.
- c) Discipline is inseparable from teaching and learning.
- d) Discipline should change with the learners' stages of development and help them to move to the next stage.
- e) Appropriate behaviour is determined by the justification of the demands of specific situations.
- f) Teaching effectiveness, as perceived by learners, gives the teacher classroom authority.
- g) Discipline is the ability to attend to a task.
- h) Teachers can, in most cases, tip the balance in favour of discipline by identifying and dealing effectively with the factors under their control and influence.

Many possible reasons could be assigned to discipline problems which frequently arise in the classroom. One should not forget that some factors outside the classroom can also affect classroom discipline. Issues such as disruptive home environment, broken families and troublesome community can have a negative impact on learners' behaviour.

There seem to be three possible sources for discipline problems: the teacher, the learner and the school.

The most important factor is the behaviour and the attitude of the **teacher** in the classroom. This can have a major effect on discipline. To avoid ill-discipline in the classroom, the teacher should be aware of the following aspects:

- a) Do not go to classroom unprepared
- b) Do not be inconsistent
- c) Do not issue threats
- d) Do not raise your voice
- e) Do not give boring lessons
- f) Do not be unfair
- g) Do not have a negative attitude towards learning
- h) Do not break the code.



Learners can initiate disruptive behaviour in the classroom. The following may be reasons why learners become disorderly in the classroom:

- a) Related to the time of the day (early morning classes may cause learners to be sleepy, classes after lunch are often full of tired or sleepy learners)
- b) Learner attitude towards the subject
- c) A desire to be noticed
- d) Peer pressure.

The **school** should have a sound code of conduct, which should be adhered to. Teachers should be careful about showing that they disagree with the policy of the school. If this happens, it can have a bad effect on the classes or learners. Teachers who disagree about other things related to the choice of the principal (choice of texts books) should not show this disagreement too openly to learners but work to have the decision changed with the administration of the school.

Prevention of Discipline Problems: Good classroom discipline is necessary. For teachers to have good discipline in a classroom, a proper plan is needed. Careful planning can usually eliminate chaos and faults in the classroom. The following proposals recommended by Harmer 1983 and Kasambira 1993 could be used to prevent discipline problems:

Establishment of the code of conduct: At the beginning of the year teachers are expected to establish a code of conduct for their new classes. Teachers should consider among others, anti-social behaviour, completion of homework, styles of teaching and learning, late coming, bringing the right material to the classroom, sweets in the class, inattention, using home language unnecessary. It is worth noting that the code can be reinforced by taking action immediately the code is broken. Learners can be asked why another learners' behaviour is wrong. What part of the code is broken? By involving learners in this process of maintaining discipline, a group responsibility could be developed and the learning process could be improved. It is important to explain to learners that the major reason for the code is to have active learning and to make them aware that the poorly-behaved class will result in ineffective learning.

Being fair and consistent: For teachers to maintain discipline, the administration of the code of conduct is crucial. To maintain it, two qualities fairness and consistency are highly important. The teacher should make sure that he/she reacts to the code breaking, in the same way, every time the code is broken. Learners should be treated equally. No learner should be left unpunished if he/she happens to break the code for it will appear as if the teacher favours him/she. This can turn bad to the teacher and learners. Teachers are advised not to put attention severely on one learner. This can cause major problems for that particular learner. The learner might conclude that the teacher hates him/her and learning might be compromised.

Being adaptable and interesting: The mode of learners in the class determines the activities which could be treated in the class. Well-prepared teachers always have plan B of activities or what is known as "emergency package". He/she might think that what he/she has planned and prepared might interest learners only to discover that the prepared lesson does not impress them. Immediately, a well-prepared teacher will make a quick decision whether to proceed with the lesson or switch to the other spare prepared lesson. It is also advisable to note that teachers do not change lessons only for such negative reasons. Learners who have been working hard, sometimes a break is needed and a quick meaningful and productive game for relaxation might be organised. Learners will relax while learning.

References

1. Harmer J, The Practice of English Language, 1987
2. Flanagan W, Junior Primary Studies, Juta 1998
3. Kasambira K.P., Lesson Planning and Class Management, Longman 1993
4. Molteno (2010) Teaching Language and Literacy, unpublished

CHAPTER 7

*Child-friendly Learning Environment*⁸

(Duration: 3 hours)

Introduction

The environment in which children live and learn exerts a great influence on the development of young children. On one hand, we have the physical environment, and on the other hand, we have the social and emotional environments. Each aspect of the environment can be made rich or poor in quantity and quality. The child-friendly learning environments are safe, secure and stimulating to children, which promotes children's active participation in their learning. On the contrary, poor environments are unsafe, insecure, and demotivating to children, which inhibits active participation. The home and the ECD centre/primary school should be child-friendly environments in terms of physical elements (structures, materials, equipment), emotional exchanges and social interactions for children to feel encouraged and supported to explore and learn. This session focusses on the importance of creating child-friendly learning environments.

Learning outcomes

By the end of this chapter, participants will be able to:

- a) List elements that make a Child-friendly Learning Environment.
- b) Discuss the role of stakeholders in creating a child-friendly learning environment.
- c) Demonstrate knowledge of the significance of safety and sanitation at school
- d) Evaluate the degree to which own ECD Centre/School is a child-friendly learning environment

Step 1: Do the icebreaker activity (15 min)

Comment: Facilitator will ask participants to first individually read the extract from a newspaper below then lead a panel discussion on the story in the extract in relation to safety and abuse, which are elements that make a school not providing a child-friendly learning environment.

Safety and Abuse

The principal of Soweto's AB Xuma Primary School learnt as early as February 2017 that a scholar patroller at her school was allegedly sexually assaulting her young pupils. Still, she allegedly told the children not to tell their parents because she was 'still investigating' the matter. (Source: City Press Sunday 15 October 2017.)

- a) List the stakeholders who have let down the schoolgirls of AB Xuma Primary School.
- b) Discuss the following statement: This is a good example of the lack of safety at school.
- c) Is the experience of AB Xuma Primary School children common in your school? Explain.

⁸ With special thanks to Child Protection Society, Zimbabwe

- d) Discuss the following statements: It is not good enough to have a School Policy. It must be implemented and properly monitored.
- e) Why has the writer put the words 'still investigating' in inverted commas?

Step 2: Listen to the Facilitator's input on the classroom level of the child-friendly learning environment (25 min)

Comment: The Facilitator will now lead the discussion on the Child-friendly learning environment of the classroom. You are all expected to be active participants in the discussion after which you will work on a task (more information in annexure).

Child-friendly physical and emotional learning environment of the classroom

The room environment defines the instructional atmosphere of the classroom. Through the eyes of a child, the surrounding environment takes on a unique perspective. A classroom is supposed to be a child-friendly learning environment. There is a physical classroom learning environment and an emotional one. Both the physical and emotional classroom learning environment is evident to learners on the first day of school. Learners' expectations for the school year will be based on what they see in the room and how they perceive the teacher on the first day.

A physical classroom learning environment is welcoming; stimulating, and colourful. The child will feel as though s/he is an integral part of the classroom as s/he recognises her/his name displayed in the room. Within a child-friendly classroom learning environment, there is a class library corner clearly organised for the young learner to easily select a book of her/his choice. The child-friendly classroom learning environment is filled with print-rich materials such as our Word Wall; calendar; day count; weather chart; birthday dates and learners' own work proudly displayed throughout the classroom.



Concerning emotional learning environment, learners are more concerned with the bottom level of Maslow's hierarchy (love; safety; esteem; physiological). They want a teacher to be kind and confident. Common courtesy and making a statement are some of the elements that may assist you in creating a supportive emotional environment for learning. In a classroom that meets both the physical and emotional learning environment, the learner is empowered and motivated to learn.

Step 3: Working with your neighbour do the following task (15 min)

- a) Describe a print-rich environment.
- b) Is your classroom welcoming, stimulating and colourful? Explain.

Step 4: Work in groups doing the following tasks (15 min)

- a) Discuss the importance of a print-rich home. What role should a teacher play in ensuring that school children have print rich homes?
- b) Differentiate between emotional learning environment and physical learning environment.

The Child-friendly Learning Environment of the School in General

Step 5: Listen to the Facilitator's input on the school level of the child-friendly learning environment (25 min)

Comment: The Facilitator will now lead the discussion on the child-friendly learning environment of the school. You are all expected to be active participants in the discussion after which you will work on a task (more information in annexure).

The child-friendly learning environment of the school

The school environment should be:

- a) A place where children's opinions and needs are included
- b) A place where peace and gender equity are upheld and differences of class, caste and religion are accepted
- c) A place where opportunities for children's participation are extended, both inside the classroom, and in the community
- d) Accessible to all, including those with learning disabilities, and those who are pregnant
- e) Safe and secure, free from violence and abuse, sale or trafficking
- f) A place where children take responsibility for their learning
- g) A place where healthy lifestyles and life skills are promoted
- h) Above all, a place where children learn

The school resources must include:

- a) Safe water and sanitation facilities, first aid supplies
- b) Age-appropriate furniture, and resources within reach.

Step 6: Work in groups of five doing the following tasks (25 min)

- a) How safe and secure is your ECD centre/school?
- b) On a scale of 1 to 5 (1 weakest and 5 strongest), each member of the group should rate the learning environment of the school in general. Explain the rationale for the rating.
- c) Discuss the healthy lifestyles and life skills promoted at your ECD Centre/School

Pillars of Quality Learning Environment

Step 7: Listen to the Facilitator's input on the pillars of the quality learning environment (25 min)

Comment: The Facilitator will now lead the discussion on the pillars of Quality Learning Environment. You are all expected to be active participants in the discussion after which you will work on a task (more information in annexure).

There has been a great focus on children accessing school; working on enrolment numbers. While it is necessary that children access to school, but it is not sufficient. There is a need to also be accountable for what happens to the children in the classroom. As stated in the Sustainable Development Goals (SDG), there is a need to provide them with inclusive, quality and equitable education.

It must be noted that the right to education which entails learning and development is enshrined in the Convention on the Rights of the Child (as is explored in Chapter 8). This means it is not enough for children to just go to school (access).

It is in this regard that the four pillars of Quality Learning Environment are very important. They are:

- a) Demonstrate improved learning
- b) Emotionally protective
- c) Physically safe

d) [Link ECD Centre/School with parents/communities](#)

Step 8: Working with your neighbour do the following task (15 min)

- a) Differentiate between accessing school (going to school) and learning.

Step 9: Work in groups doing the following tasks (20 min)

- a) Explain the significance of the following pillars of Quality Learning Environment: emotionally protective and physically safe.
- b) Why is it important for an ECD Centre/School to link with parents in particular and the community in general? Does your ECD Centre/School have a link with parents/communities? Explain.

Conclusion

Comment: The chapter has highlighted the importance of a child-friendly learning environment at the classroom level and school level. It has explored both the emotional and physical environment and outlined pillars of Quality Learning Environment. The chapter has highlighted the importance of quality education which enables learners to learn rather than just to go to school.

ANNEXURE A – Thinking About a Quality Learning Environment

What is a Learning Environment in Classrooms? Almost all of us have spent a great deal of time in the classroom, beginning in kindergarten and extending for years beyond. Have you ever noticed what the teacher did to make learning more inviting? Was it colourful posters, clear and consistent rules, and fun and interesting teaching methods? If so, you were lucky to have a teacher who paid close attention to the learning environment, or the physical, psychological and instructional atmosphere.

Most educators are aware that a collaborative, stimulating, and challenging learning environment can significantly enhance performance and growth for every individual, whether it be an infant learning to speak, a worker on the job, or a student in the classroom. It has always been important to structure temporal space, improve collaborative processes, and employ appropriate tools in order to help learners achieve desired learning outcomes. Every teacher is looking for those magical moments when “the lights go on” and transformational change occurs. A learning environment conducive to such breakthroughs definitely increases the likelihood that those satisfying events will occur.

Your room environment defines the instructional atmosphere of your classroom. Many teachers base the arrangement simply on the furniture they have available and the materials they know will be on hand. For a room environment to be effective, you must think far beyond those narrow parameters. The classroom environment is evident to students on the first day of school. Students’ expectations for the school year will be based on what they see in the room and how they perceive you on the first day. If students walk into an unorganized, chaotic setting, they will brace themselves for a year of instruction following those patterns. However, if they walk into an environment that is well organized, with meaningful spaces and materials, they will look forward to a year of quality instruction within an organized format.

For your classroom environment to reflect your instructional needs, you must first define these needs. This requires examination of every piece of furniture in your classroom: What is it used for? Does it need to be there? How will it benefit instruction for my students? Is there a way I could use it other than the way I used it last year? These are difficult and time-consuming questions, but they can lead you to design a thriving classroom environment. When setting up the physical environment of your classroom, consider classroom logistics, student areas, teacher areas, wall space, and teaching materials. Consider the items that are present or not; act to create a more conducive physical room environment.

In a broader sense, thinking about a quality learning environment will lead you to the following aspects:

- 1) The school environment will be a place where:
 - a. Children's opinions and needs are included
 - b. Peace and gender equity are upheld
 - c. Differences of class, caste and religion are accepted
 - d. Opportunities for children's participation are extended
 - e. All children can have access, including those with learning disabilities, and those who are pregnant
 - f. All children feel safe and secure, free from violence and abuse, sale or trafficking
 - g. Children take responsibility for their learning
 - h. Healthy lifestyles and life skills are promoted
 - i. There is safe water and sanitation facilities, first aid supplies
 - j. Age-appropriate furniture and teaching and learning resources are within reach (books, chalkboards)

- 2) Values and processes encompass will include:
 - a. Human rights
 - b. Moral and spiritual values

- c. Age-appropriate, child-centred, gender sensitive and linked to experience
 - d. Freedom of expression, creativity, association; play and recreation; free from physical and mental violence; linked to children's rights with key learning outcomes
- 3) Teachers will have the following qualities:
- a. Appropriate training in learning centred education so that children participate actively, individual differences are respected, and children's well-being is promoted
 - b. Opportunities to foster professional skills so that children can achieve desired learning outcomes
 - c. Understand and monitor children's rights
 - d. Able to communicate goals for schooling to parents and others in the community
 - e. Ensure educational materials, textbooks, writing tools, and learning resources are gender sensitive and encourage active learning in a language which children can understand
 - f. Flexible schedules to accommodate out of school responsibilities
 - g. Offer an adequate instruction time for learning in key curriculum areas
 - h. Offer a range of learning options
 - i. Able to establish schools where children live and work
 - j. Build education systems which support children's learning as a priority
 - k. Focus supervision on teacher improvement rather than covering the curriculum
- 4) In the community, striving for a quality learning environment will mean:
- a. To view home and community as sources for children's learning
 - b. Involvement of parents in school management and learning activities
 - c. Parents have freedom of access to information about children's learning so that they can put into practice at home what is learned in school

CHAPTER 8

Children's Rights⁹

(Duration: 2 hours)

Introduction

This session introduces the topic of children's rights that was adopted by the United Nations in 1989 and has been ratified by all countries in the world, except only two- South Sudan and the USA¹⁰. It is the most ratified UN convention to this day. While there are many provisions, this session highlights four of them; Survival Rights, Development Rights, Protection Rights, and Participation Rights. All rights of children contained in the CRC are of equal importance. Therefore, professionals and practitioners that work for and with children must not only be familiar with these but ensure and enforce them. Furthermore, country-specific regulatory frameworks that ensure the safety and security of children will be explored and shared.

Learning outcomes

By the end of this chapter, participants will be able to:

- a) List International Instruments on Children's Rights.
- b) Identify Rights of a Child that participants are directly involved in during their line of duty
- c) Discuss the significance of children's rights
- d) Describe your country's legislation that deals with children's rights
- e) Demonstrate knowledge of UNCRC Articles 6; 12;13; 19; 24 and 28
- f) Evaluate their country's compliance with UNCRC Articles 19; 24 and 28

Step 1: Do the Icebreaker Activity (10 min)

Comment: Facilitator will ask participants to first individually read the statement about children and then be in groups of five members or less to do the following tasks.

"Many of us were raised with the notion that 'children must be seen and NOT heard', which most often meant that one did not speak until spoken to. It also implied a certain behaviour standard, especially in the company of adults.

In the 1950s and early 1960s, it was thought that a child could be emotionally damaged by receiving too much affection. This was probably related to the myth from that era that babies become spoiled if they are held too much. Modern psychology and contemporary knowledge of childhood development have debunked these myths."¹¹

⁹ With special thanks to CAFO and Lifeline/Childline, Namibia

¹⁰ <https://news.un.org/en/story/2015/01/488692-un-lauds-somalia-country-ratifies-landmark-childrens-rights-treaty>

¹¹ https://rapidcityjournal.com/lifestyles/columnists/mental-health-children-should-be-seen-and-not-heard-and/article_661cfcf1-de05-5bbe-ab0a-9feb779d135b.html

Questions for discussion:

- a) Discuss the implications of the statement: 'Children must be seen NOT heard'.
- b) Indicate whether the statement is still applicable in your respective communities.
- c) Take a position on the statement; i.e. indicate whether you agree with it or not and provide an explanation for your position on the statement. While the convention has many provisions.

Step 2: Listen to the Facilitator's overview (5 min)

Comments: After discussing the statement 'Children must be seen not heard' and agreeing on a common position on the statement in line with UNCRC and ACRWC Articles, the Facilitator will begin by giving an overview of Children's Rights; why they must be put into practice and some of the mechanisms of realising children's rights. Due to time constraints, the discussion will not cover all the children's rights. Participants are encouraged to read further information on their own.

Children's Rights

Step 3: Listen to the Facilitator's input on children's rights (25 min)

Comment: The Facilitator will now lead the discussion on Children's Rights which you must be familiar with. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion.

Rights are things every child should have and be able to do. All children have the same rights. These rights are listed in among others the United Nations Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child, and in other United Nations conventions, declarations and recommendations. Almost every country in the Southern African Region has agreed to these rights. Every country also has its own policies and legislation that are in place to ensure the rights of children. All the rights are connected to each other, and all are equally important. At all times, we must think about rights in terms of what is best for children in a situation, and what is critical to life and protection from harm. As children grow, so do their responsibilities to make choices and exercise their rights.

They are inherited entitlements for all children to safeguard their wellbeing. There are four main areas or categories of children's rights.

Survival Rights

- a) All children have the right to grow peacefully in a caring and secure environment
- b) All children have the right to basic necessities of life, for example, adequate nutritious food, health care, and shelter and clothing.

Development Rights

- a) All children have the right to quality education
- b) All children have the right to play and to socialize in a safe environment

Protection Rights

- a) All children have the right to having their health protected through appropriate health care
- b) All children have the right to be protected from neglect, abuse, violence and exploitation

Participation Rights

- a) All children have the right to express their opinions
- b) All children have the right to be listened to

Step 4: Work in groups of five doing the following tasks (25 min)

- a) Identify the Child Rights from the UNCRC that relate to the statement: ‘Children must be seen not heard.’
- b) On a scale of 1 to 5 (1 weakest and 5 strongest), each member of the group should rate the realization of the four categories of rights by children of your communities. Explain the rationale for the rating. In your explanation, you must point out what ought to be done by the relevant stakeholders to improve the rating.
- c) Discuss the statement that ‘the right to education is an enabler to other rights’.

Instruments for Realising Children’s Rights**Step 5: Listen to the Facilitator’s input on international and country-specific instruments for Children’s Rights (25 min)**

Comment: The Facilitator will now lead the discussion on instruments for realising Children’s Rights. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion.

There are various international and national instruments aimed at realising children’s rights. We will, however, focus on three types of instruments only. You are encouraged to read about other instruments on your own:

- a) The United Nations Convention on the Rights of the Child (CRC, CROC, or UNCRC)
- b) The African Charter on the Rights and Welfare of the Child (ACRWC or Children’s Charter)
- c) Country-specific Children’s Act or legislation on children

The UNCRC is a human rights treaty that sets out the civil, political, economic, social, health and cultural rights of children. Nations that ratify this convention are bound to it by international law. Compliance is monitored by the UN Committee on the Rights of the Child. Governments of countries that have ratified the Convention are required to report to and appear before the United Nations Committee on the Rights of the Child periodically to be examined on their progress concerning the advancement of the implementation of the Convention and the status of child rights in their country.

The ACRWC has taken in account that the circumstances of children in Africa are different. They are affected by many different types of abuse, including economic and sexual exploitation, gender discrimination in education and access to health, and their involvement in armed conflict. Other factors affecting African children include migration, early marriage, differences between urban and rural areas, child-headed households, street children and poverty. Both the UNCRC and ACRWC define a child as any human being under the age of eighteen. They both have Articles for advocating the Rights of a Child.

In addition to international instruments, each country has a piece of legislation aimed at promoting Children’s Rights.

Step 6: Work in groups of five doing the following tasks (30 min)

- a) Evaluate the effectiveness of both the CRC and ACRWC as international instruments in promoting children’s rights
- b) Discuss your country’s legislation on the rights of children and point out whether it is working or not either working or not by citing practical examples.
- c) Investigate the following issues in your community: lack of access to health; early marriages and child-headed households by discussing what is being done by the duty bearers to address them.
- d) Take home task: Find out when last did your country report to the UN Committee on the Rights of the Children, and what was the standing of your country compared to other countries in southern Africa?

Conclusion

Comment: In this chapter, the significance of upholding the Rights of a Child has been discussed. Rights of the Child that involve participants during their line of duty have been explored. International and country-specific instruments for upholding rights of a child have been outlined. Now that you have discussed international instruments for the Children Rights namely the CRC and the ACRWC as well as your country's legislation on children's rights, you are expected to be conversant particularly with Articles that deal with the right to education; right to expression, opinion and to be listened to; right to health and right to protection. The Facilitator will now wrap up the session. This provides you with an opportunity to ask for any clarity on your country's legislation related to children's rights as well as the international instruments.

ANNEXURE A – Instruments for Children’s Rights, United Nations Instruments

Human rights promote individual freedom and empowerment and it yields important development benefits. Yet millions of children and adults remain deprived of fundamental rights and many remain especially deprived of educational opportunities, many as a result of poverty.

There are nine core international human rights instruments. Each of these instruments has established a committee of experts to monitor implementation of the treaty provisions by its States parties. Some of the treaties are supplemented by optional protocols dealing with specific concerns whereas the Optional Protocol to the Convention against Torture establishes a committee of experts. While the UN Convention on the Rights of the Child deals specifically with children, the other conventions cover the rights of children as well.

The United Nations Convention on the Rights of the Child (commonly abbreviated as the CRC, CROC, or UNCRC) is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children. The Convention defines a child as any human being under the age of eighteen unless the age of majority is attained earlier under national legislation. The UN General Assembly adopted the Convention and opened it for signature on 20 November 1989 and it came into force on 2 September 1990.

The Convention deals with the child-specific needs and rights. It requires that the "nations that ratify this convention are bound to it by international law". Ratifying states must act in the best interests of the child. In all jurisdictions implementing the Convention requires compliance with child custody and guardianship laws as that every child has basic rights, including the right to life, his or her own name and identity, to be raised by his or her parents within a family or cultural grouping, and to have a relationship with both parents, even if they are separated.

The Convention obliges states to allow parents to exercise their parental responsibilities. The Convention also acknowledges that children have the right to express their opinions and to have those opinions heard and acted upon when appropriate, to be protected from abuse or exploitation, and to have their privacy protected, and it requires that their lives not be subject to excessive interference.

The Convention also obliges signatory states to provide separate legal representation for a child in any judicial dispute concerning their care and asks that the child's viewpoint should be heard in such cases.

The Convention forbids capital punishment for children. In its General Comment 8 (2006) the Committee on the Rights of the Child stated that there was an "obligation of all state parties to move quickly to prohibit and eliminate all corporal punishment and all other cruel or degrading forms of punishment of children". Article 19 of the Convention states that state parties must "take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence", but it makes no reference to corporal punishment. The Committee's interpretation of this section to encompass a prohibition on corporal punishment has been rejected by several state parties to the Convention, including Australia, Canada and the United Kingdom.

Regarding other UN conventions, declarations and recommendations on the right to education, normative instruments of the United Nations and UNESCO lay down the international legal obligations for the right to education. These instruments promote and develop the right of every person to enjoy access to education of good quality, without discrimination or exclusion. These instruments bear witness to the great importance that the Member States and the international community attach to normative action for realising the right to education. It is for governments to fulfil their obligations both legal and political in regard to providing for all of good quality and to implement and monitor more effective education strategies.

Education is a powerful tool by which economically and socially marginalized children can lift themselves out of poverty and participate fully as citizens. Both individuals and society benefit from the right to education. It is

fundamental for human, social and economic development and a key element to achieving lasting peace and sustainable development. It is a powerful tool in developing the full potential of everyone and in promoting individual and collective wellbeing. “But the importance of education is not just practical: a well-educated, enlightened and active mind, able to wander freely and widely, is one of the joys and rewards of human existence” (Committee on Economic, Social and Cultural Rights, General Comment 13 on the right to education – paragraph 1).

General comment 13, paragraph 6 points out that, to be a meaningful right, education in all its forms and at all levels should exhibit these interrelated and essential features:

- **Available** – Education is free and there is adequate infrastructure and trained teachers able to support the delivery of education.
- **Accessible** – The education system is non-discriminatory and accessible to all, and positive steps are taken to include the most marginalised.
- **Acceptable** - The content of education is relevant, non-discriminatory and culturally appropriate, and of quality; schools are safe, and teachers are professional.
- **Adaptable** – Education evolves with the changing needs of society and challenges inequalities, such as gender discrimination; education adapts to suit locally specific needs and contexts.

ANNEXURE B – Instruments for Children’s Rights, the African Charter

The African Charter on the Rights and Welfare of the Child (also called the ACRWC or Children's Charter) was adopted by the Organisation of African Unity (OAU) in 1990 (in 2001, the OAU legally became the African Union) and was entered into force in 1999. Like the United Nations Convention on the Rights of the Child (CRC), the Children's Charter is a comprehensive instrument that sets out rights and defines universal principles and norms for the status of children. The ACRWC and the CRC are the only international and regional human rights treaties that cover the whole spectrum of civil, political, economic, social and cultural rights.

It calls for the creation of an African Committee of Experts on the Rights and Welfare of the Child (Committee of Experts). Its mission is to promote and protect the rights established by the ACRWC, to practice applying these rights, and to interpret the disposition of the ACRWC as required of party states, African Union (AU).

The ACRWC has taken in account that the circumstances of Children in Africa are different. They are affected by many different types of abuse, including economic and sexual exploitation, gender discrimination in education and access to health, and their involvement in armed conflict. Other factors affecting African children include migration, early marriage, differences between urban and rural areas, child-headed households, street children and poverty. Furthermore, at the time the ACRWC was implemented, child workers in Sub-Saharan Africa account for about 80 million children or 4 out of every 10 children under 14 years old which at the time was the highest child labour rate in the world.

In the following, some of ACRWC Articles are listed.

Article 1: Obligation of State Parties

Member States of the Organization of African Unity, Parties to the present Charter shall recognize the rights, freedoms and duties enshrined in this Charter and shall undertake the necessary steps, in accordance with their Constitutional processes and with the provisions of the present Charter, to adopt such legislative or other measures as may be necessary to give effect to the provisions of this Charter. Nothing in this Charter shall affect any provisions that are more conducive to the realization of the rights and welfare of the child contained in the law of a State Party or in any other international Convention or agreement in force in that State. Any custom, tradition, cultural or religious practice that is inconsistent with the rights, duties and obligations contained in the present Charter shall, to the extent of such inconsistency, be discouraged.

Article 2: Definition of a Child

For the purposes of this Charter, a child means every human being below the age of 18 years.

Article 3: Non-Discrimination

Every child shall be entitled to the enjoyment of the rights and freedoms recognized and guaranteed in this Charter irrespective of the child’s or his/her parents’ or legal guardians’ race, ethnic group, colour, sex, language, religion, political or other opinion, national and social origin, fortune, birth or other status.

Article 4: Best Interests of the Child

In all actions concerning the child undertaken by any person or authority, the best interests of the child shall be the primary consideration. In all judicial or administrative proceedings affecting a child who is capable of communicating his/her own views, an opportunity shall be provided for the views of the child to be heard either directly or through an impartial representative as a party to the proceedings, and those views shall be taken into consideration by the relevant authority in accordance with the provisions of appropriate law.

Article 5: Survival and Development

Every child has an inherent right to life. This right shall be protected by law. State Parties to the present Charter shall ensure, to the maximum extent possible, the survival, protection and development of the child. The death sentence shall not be pronounced for crimes committed by children.

Article 6: Name and Nationality

Every child shall have the right from his birth to a name. Every child shall be registered immediately after birth. Every child has the right to acquire a nationality. State Parties to the present Charter shall undertake to ensure that their Constitutional legislation recognize the principles according to which a child shall acquire the nationality of the State in the territory of which he has been born if, at the time of the child's birth he is not granted nationality by any other State in accordance with its laws.

Article 7: Freedom of Expression

Every child who is capable of communicating his or her own views shall be assured the rights to express his opinions freely in all matters and to disseminate his opinions subject to such restrictions as are prescribed by laws.

Article 8: Freedom of Association

Every child shall have the right to free association and freedom of peaceful assembly in conformity with the law.

Article 9: Freedom of Thought, Conscience and Religion

Every child shall have the right to freedom of thought conscience and religion. Parents, and where applicable, legal guardians shall have the duty to provide guidance and direction in the exercise of these rights having regard to the evolving capacities, and best interests of the child. State Parties shall respect the duty of parents and where applicable, legal guardians, to provide guidance and direction in the enjoyment of these rights subject to the national laws and policies.

Article 10: Protection of Privacy

No child shall be subject to arbitrary or unlawful interference with his privacy, family home or correspondence, or to the attacks upon his honour or reputation, provided that parents or legal guardians shall have the right to exercise reasonable supervision over the conduct of their children. The child has the right to the protection of the law against such interference or attacks.

Article 11: Education

Every child shall have the right to education. The education of the child shall be directed to:

- the promotion and development of the child's personality, talents and mental and physical abilities to their fullest potential;
- fostering respect for human rights and fundamental freedoms with particular reference to those set out in the provisions of various African instruments on human and peoples' rights and international human rights declarations and conventions;
- the preservation and strengthening of positive African morals, traditional values and cultures;
- the preparation of the child for responsible life in a free society, in the spirit of understanding, tolerance, dialogue, mutual respect and friendship among all peoples, ethnic, tribal and religious groups;
- the preservation of national independence and territorial integrity;
- the promotion and achievement of African Unity and Solidarity;
- the development of respect for the environment and natural resources;
- the promotion of the child's understanding of primary health care.

State Parties to the present Charter shall take all appropriate measures with a view to achieving the full realization of this right and shall in particular:

- provide free and compulsory basic education

- encourage the development of secondary education in its different forms and progressively make it free and accessible to all;
- make higher education accessible to all on the basis of capacity and ability by every appropriate means;
- take measures to encourage regular attendance at schools and the reduction of drop-out rates;
- take special measures in respect of female, gifted and disadvantaged children, to ensure equal access to education for all sections of the community.

State Parties to the present Charter shall respect the rights and duties of parents, and where applicable, of legal guardians, to choose for their children schools other than those established by public authorities, which conform to such minimum standards as approved by the State, to ensure the religious and moral education of the child in a manner consistent with the evolving capacities of the child. State Parties to the present Charter shall take all appropriate measures to ensure that a child who is subjected to schools or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child and in conformity with the present Charter. State Parties to the present Charter shall take all appropriate measures to ensure that children who become pregnant before completing their education shall have an opportunity to continue their education on the basis of their individual ability. No part of this Article shall be construed as to interfere with the liberty of individuals and bodies to establish and direct educational institutions subject to the observance of the principles set out in Paragraph I of this Article and the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the States.

Article 12: Leisure, Recreation and Cultural Activities

State Parties shall recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. State Parties shall respect and promote the right of the child to fully participate in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 13: Handicapped Children

Every child who is mentally or physically disabled shall have the right to special measures of protection in keeping with his physical and moral needs and under conditions which ensure his dignity, promote his self-reliance and active participation in the community. State Parties to the present Charter shall ensure, subject to available resources, to a disabled child and to those responsible for his care, assistance for which application is made and which is appropriate to the child's condition and in particular shall ensure that the disabled child has effective access to training, preparation for employment and recreation opportunities in a manner conducive to the child achieving the fullest possible social integration, individual development and his/her cultural and moral development. The State Parties to the present Charter shall use their available resources with a view to achieving progressively the full convenience of the mentally and physically disabled person to movement and access to public highway buildings and other places to which the disabled may legitimately want to have access to.

Article 14: Health and Health Services

Every child shall have the right to enjoy the best attainable state of physical, mental and spiritual health. State Parties to the present Charter shall undertake to pursue the full implementation of this right and in particular, shall take measures to:

- reduce infant and child mortality rate;
- ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
- ensure the provision of adequate nutrition and safe drinking water;
- combat disease and malnutrition within the framework of primary health care through the application of appropriate technology;
- ensure appropriate health care for expectant and nursing mothers;

- develop preventive health care and family life education and provision of service;
- integrate basic health service programmes in national development plans;
- ensure that all sectors of the society, in particular, parents, children, community leaders and community workers are informed and supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of domestic and other accidents;
- ensure the meaningful participation of non-governmental organizations, local communities and the beneficiary population in the planning and management of basic service programmes for children;
- support through technical and financial means, the mobilization of local community resources in the development of primary health care for children.

Article 15: Child Labour

Every child shall be protected from all forms of economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's physical, mental, spiritual, moral, or social development. State Parties to the present Charter take all appropriate legislative and administrative measures to ensure the full implementation of this article that covers both the formal and informal sectors of employment and having regard to the relevant provisions of the International Labour Organization's instruments relating to children.

State Parties shall in particular:

- provide through legislation, minimum wages for admission to every employment;
- provide for appropriate regulation of hours and conditions of employment;
- provide for appropriate penalties or other sanctions to ensure the effective enforcement of this Article;
- promote the dissemination of information on the hazards of child labour to all sectors of the community.

Article 16: Protection Against Child Abuse and Torture

State Parties to the present Charter shall take specific legislative, administrative, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse, while in the care of the child. Protective measures under this Article shall include effective procedures for the establishment of special monitoring units to provide necessary support for the child and for those who have the care of the child, as well as other forms of prevention and for identification, reporting referral investigation, treatment, and follow-up of instances of child abuse and neglect.

CHAPTER 9

Learners with Differing Needs and Abilities¹²

(Duration: 3 hours)

Introduction

This session introduces you to the issues surrounding children with disabilities in as far as their development and education is concerned. Just as young children are not less human beings compared to adults, so too children with disabilities are not less human beings compared to children without disabilities. Hence inclusive education policies and approaches are highlighted as the key strategies for ensuring that children with disabilities are provided for, supported and included in the mainstream educational programs. The focus is on how the school environment and the educational systems must be restructured to accommodative and supportive to children with disabilities in the same way that they are to children without disabilities.

Learning outcomes

By the end of this chapter, participants will be able to:

- a) List barriers to learning
- b) Identify children with differing abilities and needs at ECD Centers and schools where they work
- c) Explain what is meant by Inclusive Education and benefits of inclusion
- d) Identify the roles of different stakeholders dealing with children with disabilities in own country.
- e) Demonstrate knowledge of international and own country's legislation that support inclusive education

Step 1: Do the icebreaker activity (10 min)

Comment: Facilitator will ask participants to first individually read the dialogue below and then lead a panel discussion on the dialogue guided by some questions.

'How is Mphatso,' asked Chipo the ECD teacher/Caregiver.

'She is fine', answered Mpho, the mother of Mphatso.

'Why is she not enrolled at the ECD Centre?', enquired Chipo.

'She is a precious gift from God. However, she needs constant care and a lot of support. The ECD Centre cannot provide her with the care she needs,' said Mpho.

- a) Do you know of children with disabilities in your community of primary school going age who do not attend school? Explain.
- b) Discuss Maria's attitude towards the ECD Centre in the community. Is her view justifiable?
- c) Does your ECD Centre or primary school have children with differing abilities and needs? Explain.

¹² With special thanks to ActionAid, Malawi

Step 2: Listen to the Facilitator's overview (10 min)

Comment: After discussing the dialogue between Linda and Maria, the Facilitator will give you an overview of the situation in the country about to the access to Early Learning (ECD) and primary school of children with disabilities. First, the Facilitator will engage participants in examining the situation of children with disabilities within your local community and identify ECD Centres and primary schools that have enrolled children with disabilities and if there are children like Mphatso who are kept at home by their parents or guardian.

The Concept of Disability and the Legal Framework for Inclusive Education**Step 3: Listen to the Facilitator's input on the legal framework for inclusive education and the concept of disability (15 min)**

Comment: The Facilitator will now lead the discussion on the legal framework for inclusive education and the concept of disability. You are all expected to be active participants in the discussion after which you will work on a task based on your discussion.

The United Nations Convention on the Rights of Persons with Disabilities states that people with disabilities enjoy all human rights on an equal basis with people without disabilities. Article 24 on education stipulates that persons with disabilities are not excluded from the general education system on the basis of disability. They should receive the support required within the general education system to facilitate their effective education.

The terminologies "disability" and "children with disabilities" continue to go through changes as people with disabilities and other diverse abilities look for preferred words and terms that are inclusive of all people. The World Health Organization has defined impairment, disability and handicap as the following:

- **Impairment:** Any temporary or permanent loss or abnormality of a body structure or function, whether physiological or psychological. An impairment is a disturbance affecting functions that can be mental (memory, consciousness) or sensory, internal (heart, kidney), or external (the head, the trunk or the limbs).
- **Disability:** A restriction or inability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment.
- **Handicap:** This is the result of an impairment or disability that limits or prevents the fulfilment of one or several roles regarded as normal, depending on age, sex, social and cultural factors.

"Children with disabilities" or "learners with disabilities" means children or learners who require special education because of: autism; communication disorders; deaf-blindness; emotional disturbances; hearing impairments, including deafness; intellectual disability; orthopaedic impairments; other health impairments; specific learning disabilities; traumatic brain injuries; or visual impairments, including blindness' (Oregon Department of Education in America). These definitions include physical disability and other forms that are not visible.

Step 4: Work in groups doing the following tasks (15 min)

- a) List forms of disability.
- b) Explain in your own words the meaning of disability according to the World Health Organization (WHO).
- c) On a scale of 1 to 5 (1 weakest and 5 strongest), each member of the group should rate the ability of your ECD Centre or primary school to provide education to learners with disabilities. Explain the rationale for the rating.

Inclusive Education

Step 5: Listen to the Facilitator’s input on Inclusive Education (20 min)

Comment: The Facilitator will lead the discussion on Inclusive Education. You are all expected to be active participants in the discussion after which you will work on a task.

What is Inclusive Education? “Inclusive education” or “inclusive learning” refers to the inclusion and teaching of all children in formal or non-formal learning environments without regard to gender, physical, intellectual, social, emotional, linguistic, cultural, religious or other characteristics. Today, inclusion is defined as the practice of educating all learners in general education classes, including those learners with the most significant disabilities, with support being provided to enable both learners and teachers to be successful.

Inclusive education is about recognising that all children can learn; respecting differences and valuing each child; making local ECD Centres and primary schools accessible to everyone and ensuring that all children can participate, develop and learn from the education programme available. It is about building support systems for children and teachers, recognising that it is natural to have children with different needs together

There are three conceptual approaches to the provision of education of disabled children, namely, special schools, integrated schools and inclusive schools approaches.

Special schools approach: The special school's approach or special education refers to the provision of education to disabled children in a different environment where they learn separately from other children. It is based on the perception that disabled children’s impairments are challenges to their learning in mainstream schools. It perceives disabled children as different from other children in that they do not respond to learning and have special needs which require their segregation from mainstream schools. Consequently, the approach emphasises the placement of disabled children in their own ‘segregated’ schools. The approach puts the focus on the disabled children and their impairments and not on the school system.

Integrated schools’ approach: The integrated schools’ approach or integrated education also puts the focus on the disabled children themselves and views their impairments as the ‘problem’ that hinders their learning in mainstream schools. This entails that the approach embodies elements of the medical model of disability. Hence, it is similar to the conception behind special education in terms of its thinking and techniques. However, instead of putting the disabled children in segregated environments, the approach requires measures to be taken to ‘fix’ the disabled children to fit in at mainstream schools. For example, disabled children can be provided with special teachers and taught with special techniques but are expected to fit in at mainstream schools without making adjustments to the education system and environment. Hence, the idea is that disabled children must be ‘fixed’ to fit the mainstream school system (and not vice-versa), failing which, they must be sent to special schools.

Inclusive schools’ approach: The inclusive schools approach refers to the education of disabled children in mainstream schools where all children, including disabled children, learn together. Accordingly, it is the inclusive school's approach that portrays the ideal conception behind inclusive education. The approach focuses on the school environment and its barriers. It attributes the challenges that disabled children face in education to the impediments in the mainstream education system and environment. Accordingly, it aims at identifying and eradicating such hindrances to enable all children to attain an education. Hence, the idea is that the mainstream school system must be ‘fixed’ to accommodate disabled children (and not vice-versa). The inclusive school's approach or inclusive education is consistent with the social and human rights models of disability.

Step 6: Work in groups of five doing the following tasks (30 min)

- a) What is the percentage of children with disabilities who attend primary school in your country? Is the percentage in your local community above or below the national?

- b) Do you as the teacher (caregivers) in ECD Centres and schools have the capacity to properly teach children with differing abilities and needs? Explain.
- c) Do the ECD centres and schools have adequate support systems for children and teachers? Explain.
- d) Discuss the importance of the ECD teachers/practitioners/caregivers and primary school teachers working collaboratively to ensure effective inclusive education.

Barriers to the Education of Children with Disabilities

Step 7: Listen to the Facilitator's input on barriers of children with disabilities (20 min)

Comment: The Facilitator will lead the discussion on the barriers to the education of children with disabilities. You are all expected to be active participants in the discussion after which you will work on a task.

Barriers to learning are those things that can get in the way of and prevent a child from being able to fully participate in the educational programmes. This can make it difficult for children to reach their expected developmental milestones or full educational potential. Below are some of the major barriers children with disabilities are facing in ECD Centres, schools and in communities in general.

- a) Negative Attitudes and Stereotypes: Learners with disabilities continue to face negative attitudes and stereotypes in the education system and at home. Lack of knowledge about and sensitivity to disability issues on the part of some parents, educators, staff and children can make it difficult for learners with disabilities to access educational services equally.
- b) The policy is not clearly stated and terms such as inclusive education are not clearly defined, or policy is not implemented. Some schools are not well aware of inclusive education policy and have not received any training on how it should be implemented.
- c) Inaccessible physical environments, including toilet facilities, prevent access and learning for children with physical disabilities such as a lack of ramps and disability friendly toilets at the ECD Centres and in schools. Environments with inadequate light or noisy environments prevent children with visual or hearing impairments from learning. Problems with transport prevent children with disabilities from accessing school.
- d) Lack of adequate teacher training means that many ECD teachers/caregivers and school teachers do not know how to work with children with disabilities in classrooms and at playgrounds.
- e) In some cases, children with disabilities suffer physical violence and neglect in schools.
- f) Teaching some forms of disability is a specialization area that takes time and is difficult to attend to the needs of a specific child and a normal size class
- g) Children with disabilities enter the system much later on average than children without disabilities and often drop out or finish school without successfully completing basic education due to the poor quality of education at many mainstream and special schools.
- h) Families' limited financial to support their children may prevent parents from sending their children to school as they do not have adequate funds to purchase things like wheelchairs.
- i) Some children with disabilities need focused attention to learn and they do not thrive in a normal class

Step 8: Work in groups of five doing the following tasks (30 min)

- a) Discuss the following topics with regard to the prevailing conditions in your country and in your community (one topic per group): (i) Negative attitudes and stereotypes towards people with disabilities; (ii) Unclear policy on Inclusive Education; (iii) Inaccessible physical environment; (iv) Inadequate teacher training; (v) Families with too limited resources to buy things such as wheelchair or reading glasses
- b) Write down the points on a flip chart.
- c) Present your points in the form of role-playing e.g. Group One to roleplay attitudes and stereotypes people have towards children with physical disabilities while Group Four to roleplay teachers who do not have knowledge and skills in Inclusive Education.

Roles and Responsibilities of Different Stakeholders in Realising Quality Education for Young Children

Step 9: Listen to the Facilitator's input on the roles and responsibilities of various stakeholders in Inclusive Education (15 min)

Comment: The Facilitator will now lead the discussion on the roles and responsibilities of various stakeholders in the Care for people with disabilities. You are all expected to be active participants in the discussion after which you will work on a task.

Various stakeholders are responsible for the provision of quality education to all children. Here we highlight the role of the following: government; families; community leaders; teachers and civil society organisations.

- a) **Government:** Is responsible for the provision of resources: physical, material and human. It should develop policies that ensure that the ECD sector and the school system implement quality inclusive education for all children.
- b) **Families:** A family is an important institution in the socialisation of children. Parents and guardians must be made aware that children should be provided with the opportunity to grow up with other children at home and at the ECD centre/school
- c) **Community leaders:** The community leaders are often aware of children with disabilities and special needs within their areas and can assist in encouraging parents to send their children to school. Community leaders should create greater awareness, understanding and acceptance of children with disabilities within the communities.
- d) **ECD centres and School Management Teams/Committees:** must ensure that there are policies that promote inclusive education, which are in line with the government policies as well as international instruments. There should also be an effective monitoring of the implementation of these policies working in collaboration with school governing bodies/parent's teacher association
- e) **Teachers:** ECD teachers/practitioners/caregivers and primary school teachers should work in collaboration with parents or guardians of children to make sure that the inclusive education promoted at the ECD centre/school is supported by the socialisation of all children at home.
- f) **Civil Society Organisations:** are mainly engaged in the support and strategic leadership for the organisations representing the interests of children with disabilities. This is realised by among other things, ensuring that the government and service providers are responsive to the rights of persons with disabilities and that ECD Centres and schools provide effective inclusive education.

Step 10: Work in groups of five doing the following tasks (15 min)

- a) Discuss the significance of inclusive education with the community leaders and parents or guardians of your learners.
- b) Demonstrate knowledge of your country's policy on Inclusive Education by outlining its main components and how your ECD Centre or school is implementing the policy.
- c) How do you rate the way the government is carrying out its responsibility in the provision of quality inclusive early learning and primary school education in your country?

Conclusion

Comment: The chapter has highlighted the legal framework for inclusive education and its significance. The barriers to realising quality inclusive education have been discussed and possible solutions to the identified barriers have been suggested. Roles and responsibilities of various stakeholders have been outlined. The case for the education system and stakeholders to be responsive to children with differing needs rather than the children being expected to adjust to the system that does not take cognisance of the differing need of the children has been made.

References

1. Chilemba, E.M (2013): The Right to Primary Education of Children with Disabilities in Malawi: A Diagnosis of the Conceptual Approach and Implementation
2. Malawi Ministry of Gender, Children and Social Welfare (2011): ECD Comprehensive Training Manual. Lilongwe. Ministry of Gender, Children and Community Development
3. South African Department of Education (2001): Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System. Pretoria. Department of Education

ANNEXURE A – Inclusion and Legislation

The United Nations Convention on the Rights of Persons with Disabilities states that people with disabilities enjoy all human rights on an equal basis with people without disabilities. There are 50 articles which outline the rights that children have or should be supported to achieve. Here we highlight three of them.

Article 3: General Principles; the principles or beliefs of the Convention include:

- Full participation and being included in society
- Equal opportunity
- Respect for the evolving capacity of children with disabilities and their right to preserve their identity (being respected for their abilities and proud of who they are)

Article 7: Children with Disabilities

- States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.
- In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.
- States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.

Article 24: Education

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

- The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity
- The development of persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential
- Enabling persons with disabilities to participate effectively in a free society

2. In realizing this right, States Parties shall ensure that:

- Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability
- Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live
- Reasonable accommodation of the individual's requirements is provided
- Persons with disabilities receive the support required, within the general education system, to facilitate their effective education
- Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

- Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring
- Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community
- Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

ANNEXURE B – What is Inclusive Education?

Inclusive education is concerned with the education and accommodation of ALL children in society, regardless of their physical, intellectual, social, or linguistic deficits. Inclusion should also include children from disadvantaged groups, of all races and cultures as well as the gifted and the disabled (UNESCO, 2003). Inclusion tries to reduce exclusion within the education system by tackling, responding to and meeting the different needs of all learners (Booth, 1996). It involves changing the education system so that it can accommodate the unique styles and way of learning of each learner and ensure that there is quality education for all through the use of proper resources, suitable curricula, appropriate teaching strategies and partnerships within the community (UNESCO, 1994). Inclusion will not happen instantaneously but requires careful planning and thinking, positive attitudes and behaviour and utilising the necessary specialised support, accommodations and adaptations to ensure all children become part of the school (Burstein, Sears, Wilcoxon, Cabello & Spagna, 2004), actively participate in the education system and later become fully contributing members of society (Department of Education, 2001).

Inclusive education is about ensuring that schools can meet the needs of all learners. It is thus the responsibility of an inclusive school to embrace the diversity and special needs of all its learners, (Flem, Moen & Gudmundsdottir, 2004) identify and minimise the barriers to learning (Department of Education, 2001) and create a tolerant and respectful atmosphere in which people are valued and stigmatisation is minimised (Carrington & Robinson, 2004). All children thus need to be given the support they need so they can achieve success, feel a sense of security and belong to a community (Iarskaia-Smirnova, & Loshakova, 2004; Burke & Sutherland, 2004). Inclusive education also recognises that learning occurs both at home and in the community and therefore the support of parents, family and the community is vital (Department of Education, 2001). Truly inclusive schools understand the uniqueness of every child, that all children can learn and that all children have different gifts, strengths learning styles and needs. These schools then provide the appropriate means and support through which these needs can be met (UNESCO, 2003)

In terms of conceptual approaches to the education of children with disabilities, disability is said to be a dynamic and contested concept. In addition, there are at least three models of disability, which include the medical, social, and human rights models. The conceptualisation of education of disabled children reflects the model of disability on which the education is based. The concepts of SNE and inclusive education are used in relation to the education of children with disabilities. These concepts do not have agreed meanings. SNE is understood as the educational delivery system that puts the primary focus on enabling learners with special educational needs (SEN) to learn in a modified environment or with individualised accommodations for the disability that has been diagnosed. On its part, inclusive education is broadly conceptualised as a process of responding to the diversity of needs of learners through increasing participation in learning, cultures and communities, and reducing exclusion in education. It aims at addressing the learning needs of all persons, especially those who are vulnerable to marginalisation and exclusion, by ensuring that schools accommodate all children in spite of their differences and impairments. Nonetheless, the concept of inclusive education is currently favoured over SNE and is the one that is used in conceptualising the education of disabled children. Furthermore, there are three conceptual approaches to the provision of education of disabled children, namely, special schools, integrated schools and inclusive schools approaches.

The special schools' approach or special education refers to the provision of education to disabled children in a different environment where they learn separately from other children. It is based on the perception that disabled children's impairments are challenges to their learning in mainstream schools. It perceives disabled children as different from other children in that they do not respond to learning and have special needs which require their segregation from mainstream schools. Consequently, the approach emphasises the placement of disabled children in their own 'segregated' schools. The approach puts the focus on the disabled children and their impairments and not on the school system. Accordingly, it is based on the medical model of disability which

locates the ‘problem’ of disability within the individual persons with disabilities (disabled persons) and views their physiological conditions as the problem associated with disability. Consequently, the model perpetuates the segregation of disabled persons from mainstream society and would emphasise segregated education.

The integrated schools’ approach or integrated education also puts the focus on the disabled children themselves and views their impairments as the ‘problem’ that hinders their learning in mainstream schools. This entails that the approach embodies elements of the medical model of disability. Hence, it is similar to the conception behind special education in terms of its thinking and techniques. However, instead of putting the disabled children in segregated environments, the approach requires measures to be taken to ‘fix’ the disabled children to fit in at mainstream schools. For example, disabled children can be provided with special teachers and taught with special techniques but are expected to fit in at mainstream schools without making adjustments to the education system and environment. Hence, the idea is that disabled children must be ‘fixed’ to fit the mainstream school system (and not vice-versa), failing which, they must be sent to special schools.

The inclusive schools approach refers to the education of disabled children in mainstream schools where all children, including disabled children, learn together. Accordingly, it is the inclusive schools’ approach that portrays the ideal conception behind inclusive education. The approach focuses on the school environment and its barriers. It attributes the challenges that disabled children face in education to the impediments in the mainstream education system and environment. Accordingly, it aims at identifying and eradicating such hindrances to enable all children to attain an education. Hence, the idea is that the mainstream school system must be ‘fixed’ to accommodate disabled children (and not vice-versa). The inclusive schools’ approach or inclusive education is consistent with the social and human rights models of disability. The premise of the social and human rights models is that disability and the ‘problem’ associated with it are the outcomes of the interaction between disabled persons and the environment where environmental, attitudinal and other barriers in society impose restrictions upon disabled persons. Consequently, they advocate for the eradication of the barriers to equal participation and inclusion of disabled persons. For example, the human rights model holds that the state has the responsibility to ‘tackle socially created obstacles in order to ensure full respect for the dignity and equal rights of all persons’. In view of this, the two models would inevitably promote the inclusive schools approach, as the mainstream schools would be adjusted to accommodate the education of all children. Therefore, they would ensure inclusive education in keeping with the modern and internationally accepted conceptualisation of the education of disabled children. Indeed, the medical model has fallen out of favour and there has been a shift in the disability approach from the medical to the social and human rights models culminating in the adoption of the CRPD.

Due to its consistency with the social and human rights models, the inclusive schools’ approach is widely recommended in the provision of education to children with disabilities for respecting the equality of all children. However, it is considered that it might be difficult to ensure the full inclusion of disabled children in education with the effect that no state has a fully inclusive education system. Nonetheless, although flexibility in conceptualising the education to disabled children is often suggested, the internationally accepted approaches require the education of all disabled children to be conceptualised in terms of inclusive education that is based on the inclusive schools approach.

ANNEXURE C – Roles and Responsibilities of Different Stakeholders in Disability Care

While governments and schools have the responsibility for providing quality education for children with disabilities, organisations of people with disabilities, families and the community have significant roles to play as well. First, disabled peoples' organisations and families can assist schools and governments in making better decisions in regards to students with disabilities. They have a strong role to play in advocacy to demand that governments uphold their commitment and obligation to provide education for all children, including children with disabilities.

The major roles for the government working through all key departments such as education, health, agriculture, judiciary and social welfare are to:

- Set standards for rights and entitlements and monitor implementation.
- Define rights and entitlements through legislative and policy framework.
- Provide resources as much as economic development permits.
- Ensure that all public services are accessible to persons with disabilities.

The family is “the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children” and “should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community” (Convention on the Rights of the Child). Furthermore, all children, “for their full and harmonious development”, should be raised “in a family environment, in an atmosphere of happiness, love and understanding.” Encouraging children with disabilities to attend child care centres and school is an important step in breaking down the barriers to inclusion in mainstream educational settings and should start from the family level.

Caregivers and teachers play a special role. In the lives of the school going children the place where the children interact more with other people outside their homes is at the child care centres during the school hours. This means that caregivers will play a significant role in the upbringing of children with disabilities and special needs. It is therefore imperative that caregivers be given a special training on how to interact with children with disabilities and special needs. With limited resources that the centres have the CBCCs are faced with numerous challenges in handling children with disabilities and special needs. The challenges that the CBCCs are facing are; firstly, lack of specialised training for the caregivers in caring for the children with disabilities and special needs and secondly, the centres do not have adequate funds to support the needs of children with disabilities such as the disability-friendly play materials, learning and teaching materials, playgrounds and the structures. The role of the caregivers at the centres when interacting with children with disabilities and special needs are to:

- Hold discussions with parents and with other caregivers before starting to teach children.
- Give progress reports and updates to parents. This is because the teachers work so closely with the students that they know exactly what's going on in the classroom and how well each student is doing inside and outside class.
- Give special protection to children with disabilities and special needs when at the centre during class and play time. The caregivers should ensure that children with disabilities and special needs are closely supervised at all times to ensure safety.
- Plan ahead for the classes making special considerations for the children with disabilities in their plans.
- Encourage all children with disabilities and special needs to participate in and out of class.

Civil Society Organisations are mainly engaged in the support and strategic leadership for the organisations representing the interests of children with disabilities. The CSOs have a mandate to represent the perspectives of persons with disabilities. Their key roles and functions are to:

- Represent the interests of persons with disabilities.

- Advocate and lobby for the rights of persons with disabilities.
- Ensure that the government and service providers are responsive to the rights of persons with disabilities.
- Provide information and other services to their members.

Community leaders are often aware of children with disabilities and special needs within their areas and can assist in encouraging parents to send their children to school. Community leaders should create greater awareness, understanding and acceptance of children with disabilities within the communities. Their major roles and responsibilities in the communities are to:

- Mobilise parents with children with disabilities and special needs to send their children to the CBCCs or schools.
- Work closely with the centre management committees in supervising the caregivers and making sure that all children are treated equally.
- Settle disputes in the communities that might hinder towards discrimination of children with disabilities in the communities.
- Raise awareness at the community level for the education of children with disabilities, to convince the parents to send their children to school.

ANNEXURE D – What is Inclusive Education About and Not About?

Inclusive education is not about:

- Dumping (or leaving) children who experience barriers to learning in mainstream classes without support
- Expecting teachers to cope with classes or groups of children with very different needs without support
- Closing special schools and suddenly admitting all children who experience barriers to learning in mainstream schools or early childhood centres.

Inclusive education is about:

- Recognising that all children can learn
- Ensuring that all children can participate, develop and learn from the programme activities
- Respecting differences and valuing each child
- Making local centres and schools accessible to everyone
- Building support systems for children and teachers, recognising that it is natural to have children with different needs together
- Being especially alert to different needs and abilities in the early years
- Involving everyone and not just individual caregivers or groups of children
- Working to change the attitudes and practices of individuals, organisations and associations so that all children can fully and equally participate in and contribute to the life of their school, community and culture
- Identifying barriers within and around the centre that hinder learning and reducing or removing these barriers e.g. a ramp for a child in a wheelchair.

ANNEXURE E – Who are Children With Differing Needs and Abilities?

Children with biological special needs:

- physical impairments: motor and mobility difficulties
- visual impairments
- hearing impairments
- speech impairments
- developmental disorders: cognitive limitations e.g. Down syndrome, autism
- communication difficulties
- learning difficulties, e.g. attention problems, hyperactivity

Children with non-biological special needs:

- girls
- children living in poverty
- orphans and vulnerable children
- children who are infected with or affected by HIV
- children who are victims of abuse, violence and trauma
- children who are sick
- malnourished children
- children on the street
- children in conflict with the law

ANNEXURE F – What are the Benefits of Inclusion?

The benefits for the inclusion of children with disabilities and other special needs are numerous and vary from one child to the other depending on the type of socialisation. By inclusion, children with disabilities can:

- Make friends with other children in their own neighbourhoods by playing with them, learning with them and doing things together with them.
- Develop important social skills as they interact with typically developing children. One of the six developmental domains for children is social development, children develop well by being in a supportive and loving environment.
- Learn communication skills early and easier as they play with other children than when they play alone.
- Explore how they are the same and different from other people.
- Develop a healthy self-esteem when they feel accepted and valued for who they are if managed carefully. Acceptance will help the children quickly gain confidence in themselves and in what they do.

ANNEXURE G – What Parents Can Do to Support Their Children With Disabilities

The parents of children with disabilities and other special needs have a big role to play in the lives of their children because they are the first people that the children socialise with and also among the most important people the children they are going to interact with. It is therefore proper that the parents of children with disabilities should show some love and great commitment to the lives of children with disabilities and special needs. By doing this, the families of children with disabilities and other special needs can;

Connect with other families in their community and feel that they and their children are accepted and valued. Recognise that their child can develop and learn from the regular early childhood programme. Typically developing children and their families can:

- Learn more about people with different abilities and learn to respect and value them for who they are.
- Learn about the abilities of children with disabilities.
- Make friends with diverse people in their neighbourhoods and communities.
- Develop supportive attitudes towards children and adults who are challenged.

CHAPTER 10

*Parental Involvement*¹³

(Duration: 4 hours)

Introduction

This session introduces you to the key roles that parents need to play in supporting the education of their children by being involved not just in the home, but in the ECE center, the school and the community. The continuity of parental involvement in setting realistic expectations, following up on the performance and progress of their children, appraising their efforts, celebrating their achievements, and encouraging them everytime they get discouraged, is essential for children continued development. The links between the home and the ECD centre, and the home and the school must be strengthened, and specific activities that provide more opportunities to parental involvement in their children's activities should be deliberately created for the benefit of children.

Learning outcomes

By the end of this chapter, participants will be able to:

- a) List activities undertaken by parents at school
- b) Explain the importance of parental involvement in their children's education
- c) Describe the role of Parents Teacher Association/School Governing Body
- d) Explain the significance of print rich home and the role of parents in ensuring a print rich home.

Step 1: Do the icebreaker activity (15 min)

Comment: Facilitator will ask participants to first individually read the dialogue below then lead a panel discussion on the dialogue guided by some questions.

'I do not understand these teachers', said Mrs Sithole with a heavy sigh.

'What's going on?', asked Mrs Zulu.

'I have bought books and school uniform for my child. I have paid school fees. Now they want me to attend meetings at school. Don't they know that we are also busy?', wondered Mrs Sithole.

'Attending meetings at school is very important,' explained Mrs Zulu.

'What!', exclaimed Mrs Sithole. 'Aren't the teachers paid to teach the children? Why do they want parents at school? Next, they will ask parents to assist in the classroom,' retorted Mrs Sithole.

Step 2: Listen to the Facilitator's overview (10 min)

After discussing the dialogue between Mrs Sithole and Mrs Zulu, the Facilitator will give you an overview of the importance of parental involvement in their children's education. First, the Facilitator will provide a broad outline of what parental involvement in education entails.

¹³ With special thanks to CAMFED, Zimbabwe

The Rationale for Parental Involvement in Their Children's Learning

Step 3: Listen to the Facilitator's input on the rationale for parental involvement in their children's learning (25 min)

Comment: The Facilitator will now lead the discussion on the rationale for parental involvement in their children's education. You are all expected to be active participants in the discussion after which you will work on a task.

Parental involvement in their children's learning improves a child's morale, attitude and academic achievement across all subject areas. It also promotes good behaviour and social adjustments. In a nutshell, parental involvement in their children's education helps children to grow up to be productive members of society.

According to Henderson and Berla (1994), 'the most accurate predictor of learner's achievement in school is not income or social status, but the extent to which that learner's family is able to:

- a) Create a home environment that encourages learning.
- b) Express high (but not unrealistic) expectation for their children's achievement
- c) Become involved in their children's education at school and in the community

Step 4: Working with your neighbour do the following task (10 min)

- a) Explain in your own words what is meant by social adjustment.
- b) Discuss how parental involvement in their child's education boosts the morale of the child at school.

Step 5: Work in groups doing the following task (25 min)

- a) Explain in your own words what is meant by 'social status'.
- b) Do you agree with Berla (1994) that the three points he highlights are more important in learner achievement than parents' social status?
- c) Is parental involvement at your ECD Centre/school satisfactory? Explain.

Types of Parental Involvement in Their Children's Learning

Step 6: Listen to the Facilitator's input on the types of parental involvement in their children's learning (30 min)

Comment: The Facilitator will now lead the discussion on the types of parental involvement in their children's education. You are all expected to be active participants in the discussion after which you will work on a task.

There are several types of parental involvement in their children's education. In this chapter, we would like to explore six types of parental involvement in schools described by Epstein (1995):

- a) **Parenting:** The basic obligations of parents include housing, health, nutrition, and safety for their children. Parents should provide a home environment that is conducive for learning.
- b) **Communicating:** The basic obligations of schools include school-to-home communication (such as memos, notices, newsletters, report cards, meetings, and phone calls) and information (on ECD Centre/school subjects, programs, and activities). Parents provide home-to-school communication, making a two-way channel for interaction and exchange.
- c) **Volunteering:** Parents volunteer their time and talents at school activities and fundraising.
- d) **Learning at Home:** Parents help their children with homework and setting educational goals.
- e) **Decision Making:** Parents participate in school governance, organizations and school decisions on policy, leadership, and advocacy.
- f) **Collaborating with the Community:** Parents encourage partnerships with community resources and services.

Step 7: Working with your neighbour do the following task (20 min)

- a) List types of parental involvement highlighted in this chapter.
- b) Which two types out of those highlighted are most used by parents at your ECD centre or school? Explain.
- c) How conducive to learning is the home environment of your school children?

Step 8: Work in groups doing the following task (25 min)

- a) Rate the interaction between school and home on a scale of 1 to 5 for each direction (1 being very poor and 5 excellent).
- b) Do parents help their children with stimulation for early learning or homework for primary school children? Explain.
- c) Present your knowledge on the importance of parental involvement in the decision-making process of school governance by (i) highlighting how parents may be involved and (ii) indicating the degree of involvement of the parents of your ECD centre/school.

Case Study of Parental Involvement: Mother Support Group**Step 9: Listen to the Facilitator's input on a case study of parental involvement in their children's learning: Mother Support Group (25 min)**

Comment: The Facilitator will now lead the discussion on initiatives related to parental involvement citing the Mother Support Group as an example. You are all expected to be active participants in the discussion; citing initiatives in your own community, after which you will work on a task.

In Zimbabwe, Camfed facilitates the establishment of Mother Support Groups (MSG) who work with their local schools to help provide additional support for vulnerable learners. Camfed trains members of the MSG. They are provided with small grants to enable them to set up school feeding programme and Income Generating Activities (IGA). They are supported technically in running IGAs. Parents and teachers are also supported with a resource pack that outlines many ways in which they can help improve the early childhood development of all the children in their community. The resource pack helps them to develop a deeper understanding of child protection; improve their knowledge of health and hygiene as well as enhancing their ability to employ drought-resistant farming techniques.

Camfed encourages parental involvement in the Community Development Committees and School-Based Committees that guide the implementation of programmes at the district and school level. Committee members receive training in topics such as financial management, child protection, governance and accountability. Camfed ensures feedback of monitoring and evaluation to the community including parents. This enables them to see the wider impact of their support on improving school and learning environment.

The involvement of parents through MSG has been a major contributing factor to the success of the School Feeding Programme.

Step 10: Working with your neighbour do the following task (20 min)

- a) Identify the type of parental involvement carried out by Mother Support Groups.
- b) What initiatives similar to Mother Support Groups are you involved in?

Step 11: Work in groups doing the following task (25 min)

- a) Discuss Income Generating Activities that your ECD centre or school has either embarked on or intend to embark on.

- b) Evaluate the working relationship between the school and parents in particular and the community in general.
- c) Apply your knowledge of community mobilization to initiatives such as MSG. What needs to be done to make them effective?

Conclusion

Step 12: Listen to the facilitator's conclusion (10 min)

Comment: In this chapter, the significance of parental involvement has been explored. Its role in the learning process of children and as a catalyst for good behaviour has been highlighted. Types of parental involvement have been outlined. One of the key roles of parental involvement is the sustainability of intervention activities. In this regard, an example of Mother Support Group supported by Camfed has been cited as an example.

ANNEXURE A – Parental Involvement in Child-Friendly Learning

What is the rationale regarding the role parents can play? One of the central tenants of Camfed’s operations is a galvanizing community and particularly parental support for its programs from the beginning. Some of the roles which can clearly be played by parents to support infant module education include:

- Giving the community ownership of selecting learners that will be supported by Camfed.
- Being responsible for providing a level of support for learners on an ongoing basis for their retention
- Engaging parents in coming up with solutions to their challenges through designing appropriate programs
- We recognize that community and parental involvement is the only way to ensure programs reach those most in need of support, and it also gives interventions a much higher likelihood of being successful and sustainable in the future.

It is important to involve parents to support children’s access, retention and completion of pre-primary and primary education. Parents and members of the local community have a nuanced understanding of the context in which programmes are operated that is invaluable when working to support the most marginalised children in society. No one is better placed to make decisions about where resources and support are needed most and will have the greatest effect than parents and local community members, which is why we leave these decisions to them; Camfed’s role is one of catalyst and facilitator.

Engaged parents who are empowered to make decisions are more likely to support their children’s access to school and work with other parents and community members on ways in which to improve retention. They may support other children to go to school through sharing resources and are more likely to take responsibility at a community level for children’s education.

Involving parents in their child(ren)’s learning provides many opportunities for success. Research has demonstrated the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development. Opportunities for parental involvement in children’s learning signify possibilities for healthy children, families and communities; this can become a reality through a proactive and preventative approach.

Why is this of interest? Parental involvement in their children’s learning, not only improves a child’s morale, attitude, and academic achievement across all subject areas, but it also promotes better behaviour and social adjustment. In all these ways, family involvement in education helps children to grow up to be productive, responsible members of society.

Henderson and Berla (1994) discuss the benefits of parent and family involvement for students, schools, and the parents themselves:

- **Student Benefits:** “Studies have documented these benefits for students: Higher grades and test scores. Better attendance and more homework done. Fewer placements in special education. More positive attitudes and behaviour. Higher graduation rates. Greater enrollment in postsecondary education." (p. 1)
- **School Benefits:** "Schools and communities also profit. Schools that work well with families have improved teacher morale, higher ratings of teachers by parents, more support from families, higher student achievement, as well as better reputations in the community" (p. 1).

As parents become more involved in their child’s school, they begin to develop more confidence in the school. The teachers they work with have higher opinions of them as parents and higher expectations of their children, too. As a result, parents develop more confidence not only about helping their children learn at home but about themselves as parents.

CHAPTER 11

*Meaningful Child Participation*¹⁴

(Duration: 4 hours)

Introduction

This session focuses on the right of children to participate. For children to grow and develop optimally, they must be accorded genuine space to participate in planning, implementing, and evaluating services that affect their lives in the present and in future. Children are not less thinkers. Actually, the most active time for the functioning of the brain is in childhood. Children are not lesser human beings simply because of the stage of development that can be viewed as immature. Therefore, this session will highlight the importance of the right to participation and what duty bearer should do to ensure that children are adequately supported to meaningfully participate in all affairs that concern their lives according to their prevailing and unfolding abilities.

Learning outcomes

By the end of this chapter, participants will be able to:

- a) List international and national instruments of Child Participation
- b) Name principles of Child Participation
- c) Discuss the importance of Child Participation
- d) Differentiate between genuine child participation and tokenism participation
- e) Demonstrate your knowledge of Child Participation by outlining the importance of vital information.

Step 1: Do the icebreaker activity (15 min)

Comment: Facilitator will ask participants to first individually read the dialogue below then lead a panel discussion on the dialogue guided by some questions.

‘I think today’s children are spoilt. They are given too many rights.’ said Mr Jere, a primary school teacher.

‘What do you mean by too many rights?’, asked Ms Mbata, also a teacher.

‘Have you not read a Circular on Developing Code of Conduct for Learners?’, asked Mr Jere. ‘It says we should consult learners before developing the Code of Conduct.’

I will not be surprised to see a Circular saying before we start a lesson we should ask the learners if they would like to learn’, fumed Mr Jere.

‘Calm down my brother. This is the 21st century. Let the children enjoy their rights’, quipped Ms Mbata.

‘Don’t you see that the children do no longer respect teachers?’ retorted Mr Jere.

¹⁴ With special thanks to ROCS, Zambia

Step 2: Listen to the Facilitator's overview (5 min)

Comment: After discussing the dialogue between Mr Jere and Ms Mbata, the Facilitator will give you an overview of the importance of meaningful child participation. First, the Facilitator will engage participants in examining the legal and policy framework for meaningful child participation.

The Legal Framework for Child Participation**Step 3: Listen to the facilitator's input on the legal framework for child participation (20 min)**

Comment: The Facilitator will now lead the discussion on the legal framework for child participation. You are all expected to be active participants in the discussion after which you will work on a task.

The principle of children's rights to participation is enshrined in the United Nations Convention on the Rights of the Child (UNCRC). It acknowledges that children are social actors in their own right, and are entitled to be involved in all matters that affect their lives. Save the Children (undated) argues that Article 12 of the UNCRC directly relates to child participation. However, child participation is also within the context of other articles in the UNCRC which entitle children to actively engage in the issues that affect them (Article 12), children need information (Article 17) to make an informed comment and to gather with others to discuss issues (Article 15). Without the freedom of thought (Article 14), children would not be permitted to have anything to say. All conditions need to be in place for participation to be meaningful. Child participation is about the opportunity to express a view, influence decision-making and achieve change.

Step 4: Working individually, do the following task (5 min)

- a) List international and national instruments of child participation.

Step 5: Working with your neighbour do the following tasks (10 min)

- b) Compare your list of international and national instruments with that of your neighbor.
- c) How do children in your community access information required to make informed decisions?

Step 6: Work in groups doing the following tasks (15 min)

- a) Discuss the role that you play in ensuring that learners understand the legal framework for their meaningful participation.
- b) Identify and discuss the relevant clauses in your national instrument that deals with child participation.

Purpose of Child Participation**Step 7: Listen to the Facilitator's input on the purpose of child participation (30 min)**

Comment: The Facilitator will now lead the discussion on the legal framework for child participation. You are all expected to be active participants in the discussion after which you will work on a task.

Child participation is the path to other rights. The right to participation is relevant to the exercise of all other rights within the family, the school and the larger community. Children's participation takes on a special dimension in the area of education. Education should give children the opportunity to develop their talents and abilities to full potential; gain confidence and self-esteem; use their initiative and creativity; gain life skills and make informed decisions; and to understand and experience in pluralism, tolerance and democratic coexistence. In brief, the right to participate means the right to experience citizenship. To achieve citizenship and all it entails, children must be perceived not as mere recipients of knowledge, but rather as active players in the learning process.

Genuine participation needs to be distinguished from tokenism. Participation cannot be genuine if children have no opportunity to understand the consequences and the impact of their opinions—such non-genuine

'participation' often merely disguises what is actually the manipulation of children, or tokenism. Again, the key to genuine participation is ensuring respect for children's views. Children should enjoy their rights and be aware of their responsibilities and contribute to the overall empowerment through meaningful and holistic participation on issues that affect them. In addition to facilitating and supporting activities to foster child participation, it is becoming increasingly important to consider whether and how to ensure follow-up of children's recommendations and concerns.

Step 8: Working with your neighbour do the following task (10 min)

- a) Explain why child participation is of particular importance in education.
- b) What do you understand by the point that child participation is the path to other rights?

Step 9: Work in groups doing the following task (20 min)

- a) Differentiate between genuine child participation and that of tokenism
- b) Explain how children become active players in the learning process and not just recipient of knowledge.

Principles of Child Participation

Step 10: Listen to the Facilitator's input on the principles of child participation (25 min)

Comment: The Facilitator will now lead the discussion on the legal framework for child participation. You are all expected to be active participants in the discussion after which you will work on a task.

Principles of Child Participation:

- a) All children should be given due respect. They should be treated with equal respect, regardless of their age, situation, ethnicity, abilities or other factors.
- b) The involvement of children must be completely voluntary.
- c) Children are entitled to respect for their views and experience.
- d) The involvement of children should be based on a participatory process.
- e) Children should be free to interact with each other.
- f) Child representatives at the public activities should be free to speak on their own without adult direction.
- g) Children's views and inputs should be listened to and acted upon by the adults.
- h) Children should be made aware of their rights and empowered to understand and take leadership charges in promoting their rights.
- i) Children's skills to communicate should be enhanced for them to speak on issues that they find important.
- j) Children should have access to information and material from a diversity of national and international sources; especially those aimed at promoting children's rights, to enable children to formulate their independent views.
- k) Children should be fully informed about the issues to be discussed including the pros and cons of different viewpoints.
- l) Children should be encouraged and assisted in seeking out additional and alternative information on the issues being discussed.
- m) Child representatives should be encouraged to get involved in the planning, coordination and decision-making process in all matters that affect them.
- n) The activities and the experience thereof should be interesting, enjoyable and educational for the participating children.
- o) The responsible adult guardians should be with the children at all possible times to ensure the safety of children and to see that all needs of the children are met.
- p) Follow-up activities should be organised for the children, including the opportunity to collectively analyse and process their experiences.

Step 11: Working individually answer the following question (10 min)

- a) Why is it necessary that children's participation be voluntary?
- b) Why is it important that the children's activities and the experience thereof should be interesting, enjoyable and educational for the participating children?

Step 12: Work in groups doing the following task (20 min)

- a) Discuss the importance of having follow-up activities and an analysis after activities in which children participated.

The Role of Adults in Child Participation**Step 13: Listen to the Facilitator's input on the role of adults in child participation (20 min)**

Comment: The Facilitator will now lead the discussion on the role of adults in child participation. You are all expected to be active participants in the discussion after which you will work on a task.

Adults have a very important role to play in attaining meaningful child participation. Children need support and guidance. They should not be left alone completely. The following are some of the roles they ought to play: provide guidance and direction, listen to children's views and act upon them, provide facilitating environment for child participation such as technical, material and moral support, build capacity in children in areas such as communication, leadership and teamwork to name just a few, monitor the activities of the children, facilitate the accessing of vital information, advocate for child participation, ensure children's safety when they undertake certain activities, and assist in organising follow-ups activities to analyse and process the experience.

Step 14: Working with your neighbour do the following task (10 min)

- a) List the roles adults are expected to play in meaningful child participation.
- b) Which of the listed roles do adults at your ECD Centre/School play? Explain.

Step 15: Work in groups doing the following task (15 min)

- a) Assume that a school intends to develop a Code of Conduct and would like meaningful participation of the learners. What vital information do the learners need and why do they need the information?
- b) Do a SWOT Analysis of the role played by adults in the meaningful participation of learners at your school. Use the table below on a flipchart. After completing the SWOT Analysis, put the flip chart on a wall then take a gallery walk to see what other groups have written.

STRENGTH	WEAKNESSES
THREATS	OPPORTUNITIES

Conclusion

Step 16: Write one paragraph in your own words what you have learned on meaningful Child participation (10 min)

Comment: The chapter has highlighted the significance of meaningful child participation. The benefits of child participation to the children themselves as well as to the school have been outlined. It has been argued that adults do not do children a favour by having meaningful child participation, but they fulfil their obligation by doing so as stipulated in the UNCRC and ACWRC.

ANNEXURE A – Principles of Child Participation

- All children should be given due respect. They should be treated with equal respect regardless of their age, situation, ethnicity, abilities or other factors.
- The involvement of children must be completely voluntary.
- The opportunity to participate should be given to all children, especially current and former child labourers.
- Children are entitled to respect for their views and experience.
- The involvement of children should be based on a participatory process.
- Children should be free to interact with each other.
- Child representatives at the public activities should be free to speak on their own without adult direction.
- Children's views and inputs should be listened to and acted upon by the adults.
- Children should be made aware of their rights and empowered to understand and take leadership charges in promoting their rights.
- Children's skills to communicate should be enhanced for them to speak on issues that they find important.
- Children should have access to information and material from a diversity of national and international sources; especially those aimed at promoting children's rights, to enable children to formulate their independent views.
- Children should be fully informed about the issues to be discussed including the pros and cons of different viewpoints.
- Children should believe in the issues and principles of the deliberations.
- Children should be encouraged and assisted in seeking out additional and alternative information on the issues being discussed.
- Child representatives should be encouraged to get involved in the planning, coordination and decision-making process in all matters that affect them.
- Any other orientation and assistance needed by the children to enable their full participation should be provided.
- The activities and the experience thereof should be interesting, enjoyable and educational for the participating children.
- No child should be asked to support or advocate for any specific proposals of any organisation or movement unless they independently and personally agree with the proposals.
- Children should not be asked or expected to continue participating in programs or activities if they are no longer interested.
- Ground rules should be established, negotiated and agreed with the children at the beginning.
- The responsible adult guardians should be with the children at all possible times to ensure the safety of children and to see that all needs of the children are met.
- Follow-up activities should be organised for the children, including the opportunity to collectively analyse and process their experiences.
- Children should not be further exploited or made vulnerable upon return from the events, conference, meetings, etc. as the result of their participation.
- Children should not be used by adults for the attainment of their own goals, such as political, ideological or economic advancement.
- The participation of children should be beneficial in preparing them for a responsible life for themselves and others in the spirit of freedom, understanding, equality and friendship among all people.

ANNEXURE B – Background on Child Participation

Several provisions in the Convention on the Rights of the Child reflect children's right to participation. Participation is one of the guiding principles of the Convention, as well as one of its basic challenges. Article 12 of the Convention on the Rights of the Child states that children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard—within the family, the school or the community. The principle affirms that children are full-fledged persons who have the right to express their views in all matters affecting them and requires that those views be heard and given due weight in accordance with the child's age and maturity. It recognizes the potential of children to enrich decision-making processes, to share perspectives and to participate as citizens and actors of change. The practical meaning of children's right to participation must be considered in each and every matter concerning children.

As a fundamental right of the child, the right to participation stands on its own; it requires a clear commitment and effective actions to become a living reality and therefore is much more than a simple strategy. It was for this reason that the Committee on the Rights of the Child identified the right to participation as one of the guiding principles of the Convention. Participation is an underlying value that needs to guide the way each individual right is ensured and respected; a criterion to assess progress in the implementation process of children's rights; and an additional dimension to the universally recognized freedom of expression, implying the right of the child to be heard and to have his or her views or opinions taken into account.

Respecting children's views means that such views should not be ignored; it does not mean that children's opinions should be automatically endorsed. Expressing an opinion is not the same as taking a decision, but it implies the ability to influence decisions. A process of dialogue and exchange needs to be encouraged in which children assume increasing responsibilities and become active, tolerant and democratic. In such a process, adults must provide direction and guidance to children while considering their views in a manner consistent with the child's age and maturity. Through this process, the child will gain an understanding of why particular options are followed, or why decisions are taken that might differ from the one he or she favoured.

Being free from pressure and manipulation is one key dimension of child rights. The child's participation is a right and children, therefore, are free to express their views or, if they prefer, to not do so. Children should not be pressured, constrained or influenced in ways that might prevent them from freely expressing their opinions or leave them feeling manipulated. This principle clearly applies in some judicial proceedings, in which a child is forced to participate as a witness even if the legal outcome may contravene the child's best interests. In many countries, children are expected to join judicial proceedings as witnesses yet are rarely entitled to directly launch complaints as victims—even in cases where the child has been ill-treated or sexually abused. Such laws often foresee the possibility of parents or caregivers launching the complaint on behalf of the child—which of course does not address situations in which a child is a victim within his or her own family.

Children's evolving capacity is another key aspect. The Convention sets no minimum age at which children can begin expressing their views freely, nor does it limit the contexts in which children can express their views. The Convention acknowledges that children can and do form views from a very early age and refers to children's 'evolving capacity' for decision-making. This means, for example, that parents and, where appropriate, members of the family and the wider community are expected to give appropriate direction, guidance or advice to children. But parents' guidance and advice take on greater value and meaning as children grow and develop, gain maturity and experience, become more autonomous and more responsible.

In a manner consistent with the child's age and maturity, there will be various ways of creating the right atmosphere to enable the child to freely express his or her views. Within age groups, the ability, confidence and experience of the individual child in assessing his or her own situation, considering possible options, expressing views and influencing decision-making processes will all have a bearing on how such an atmosphere can be achieved. Among children, it is important that the older and more advantaged foster the participation of the

younger and most disadvantaged, including girls, the poorest, children belonging to minority and indigenous groups and migrant children.

The child's evolving capacity represents just one side of the equation: the other involves adults' evolving capacity and willingness to listen to and learn from their children, to understand and consider the child's point of view, to be willing to re-examine their own opinions and attitudes and to envisage solutions that address children's views. For adults, as well as for children, participation is a challenging learning process and cannot be reduced to a simple formality. Fulfilling the right of children to participate entails training and mobilizing adults who live and work with children so that they are prepared to give children the chance to freely and increasingly participate in society and gain democratic skills. Parents and other family members are most obviously included in this group, as well as teachers, social workers, lawyers, psychologists, the police and other members of the society at large.

As mentioned earlier, children's right to participation as outlined in article 12 is closely linked to freedom of expression. It is also related to fulfilling the right to information, a key prerequisite for children's participation to be relevant and meaningful. It is, in fact, essential that children be provided with the necessary information about options that exist and the consequences of such options so that they can make informed and free decisions. Providing information enables children to gain skills, confidence and maturity in expressing views and influencing decisions.

Article 15 states that children have the right to create and join associations and to assemble peacefully. Both imply opportunities to express political opinions, engage in political processes and participate in decision-making. Both are critical to the development of a democratic society and to the participation of children in the realization of their rights.

The right to participation is relevant to the exercise of all other rights, within the family, the school and the larger community context. Thus, for example:

- **Adoption:** As one of "the persons concerned," the child should be heard in any judicial or administrative adoption proceedings. Article 21(a) refers to the informed consent of persons concerned, including the child.
- **Separation from parents:** In decisions to be taken on the need to separate a child from his or her parents (for example, on the basis of abuse or neglect), the child—as an "interested party"— must be given an opportunity to participate and make his or her views known.
- **Name change:** In a decision to be taken on the changing of a child's name, the views of the child should be taken into consideration.
- **Right to health:** Children are entitled to be informed, have access to information and be supported in the use of basic knowledge of child health and nutrition (article 24(2)e), so that they may enjoy their right to health.
- **Education:** Children's participation takes on a special dimension in the area of education. Education should give children the opportunity to develop their talents and abilities to full potential, to gain confidence and self-esteem, to use their initiative and creativity, to gain life skills and make informed decisions and to understand and experience pluralism, tolerance and democratic coexistence. In brief, the right to education means the right to experience citizenship. To achieve citizenship and all it entails, children must be perceived not as mere recipients of knowledge, but rather as active players in the learning process. It is for this reason that the Convention puts so much emphasis on the aims of education (article 28) and on an educational system that respects the child's human dignity.

ANNEXURE C – Benefits of Child Participation

Benefits to Children include:

- Contributes to the personal development
- Offers the children the opportunity to contribute to positive changes in their communities.
- It can lead to increased empowerment and motivation.
- Serves to protect children-greater awareness of rights, more likely to voice concerns.
- Promotes children’s capacities for civic engagement, tolerance, respect and inclusion.
- It may enable access to training and development.
- Children will receive better targeted and more relevant services

Benefits to the school and community include:

- It leads to improved decision-making and better-informed responses and outcomes.
- Demonstrates embodiment of the values of the school and community.
- A real insight into children’s lives leads to organizational learning of the school.
- Increased credibility and accountability.
- Informed advocacy with key stakeholders.
- A body of evidence from children creates robust policy asks.



Masthead

Editor

Roger Federer Foundation
Seefeldstrasse 60
CH-8008 Zurich

E-mail

foundation@rogerfederer.com

Internet

www.rogerfedererfoundation.org

Twitter

[@rogerfedererfdn](https://twitter.com/rogerfedererfdn)

Instagram

[rogerfederer.foundation](https://www.instagram.com/rogerfederer.foundation)

Authors

ActionAid, Malawi
Bokamoso Educational Trust, Botswana
CAFO & Lifeline/Childline, Namibia
CAMFED, Zimbabwe
Child Protection Society, Zimbabwe
DAPP, Malawi
Molteno, South Africa
Penreach, South Africa
READ Educational Trust, South Africa
ROCS, Zambia

Sources of Images

Roger Federer Foundation