

PROGRESS REPORT

PREPARED FOR STICHTING MZAMOMHLE



LEVEL 4 FURTHER EDUCATION AND TRAINING CERTIFICATE FOR 15 ECD EDUCATORS

INTRODUCTION

This report reflects the training of 15 Early Childhood Development Educators on the NQF Level 4 qualification. With the assistance of Stichting Mzamomhle these ladies who are formally working in an ECD setting without any formal recognition, has been granted the opportunity to follow a career path in ECD.

ACTIVITIES CONDUCTED

The qualification has enabled these ladies to **facilitate the all-round development of young children** in a manner that is sensitive to culture and individual needs (including special needs), and enable them to provide **quality early childhood development services** for vulnerable children in a variety of contexts, including community-based services, ECD centres at home and in institutions.

In an integrated manner they dealt with the Fundamentals, Core and Electives which were delivered in different modules;

Module 1: Self-esteem, National qualifications Framework and Unit Standards, Smart Goals, Bravo Teamwork, Emotional Bank Account, mediation and the daily programme.

Modules 2: The Brain and creativity, Developmental stages and Creative activities, Intentional learning, Critical outcomes, Learning areas, Children's rights, Educational toys, Social development, Goal orientation and Star plan.

Exploring with different art materials



Playing with educational toys



Module 3: Physical, cognitive, emotional and language development of babies, toddlers and young children, hand-eye co-ordination, appropriate learning environment and activities, cultural intelligence (anti-bias)

Ms Darlene de Jager from the University of Witwatersrand Hi Hopes – working with families with children who are deaf and hard of hearing - teaching student to do sign language.



Module 4: Fantasy Play, Music and movement, variety of stories and storytelling techniques, programme planning, sunny plan, roles of group work

Module 5: Health and nutrition, First Aid, Child Abuse, HIV/Aids, Anxiety and depression, parent adult child model 1st, 2nd and 3rd position, environmental and pollution.

Roleplaying what to do when there is an injury



Parent involvement importance of play



Module 6: Skills to provide for the emotional needs of children, e.g. Hamburger, awareness of ego state, self-regulation, stop and think about what you do, daily planning, observation of children and mediation.

Module 7: Parent involvement, self-regulation (busy bee), Learning Outcomes and Learning areas, programme planning

Module 8: Measure, estimate and calculate physical quantities, Portfolio, oral communication, statistics and data collection, written communication,

Module 9: Access and use suitable learning resources, formulate and use learning strategies, manage occupational learning materials, conduct basic research, function in a team, how characteristics of workplace affect learning.

After the first 2 modules an onsite assessment was conducted, followed by a second visit to assess the governance as well as teacher child interaction and the 3rd was to assess the overall understanding of implementing in the playroom.

CHALLENGES

- Jealousy was rife at certain Partial care facilities because Educators who were trained with TEEC on the Klein Karoo Resource programme posed a threat to those who have acquired their qualification at the College, resulting in dropouts. These were replaced with standby students,
- At the end of the 7th module one of our students from Khayamandi was raped; despite the arrangement of wellness sessions, she indicated that it was too much for her to handle.

SUCSESSES

- One student was promoted to be the Principal of Jakkerland Daycare Centre,
- One student was promoted from a volunteer to permanent employment at Aspatat,
- Another was promoted from teacher assistant to Educator,
- Skoenlappertjie Daycare has been granted permission by the Drakenstein Municipality to occupy a bigger facility that was closed by DSD for mismanagement,
- Another student who was volunteering at TEEC's playgroup explained how the Level 4 qualification made her to be a confident individual because she was diagnosed with Dyslexia. She was told that she would not become anything. It was an emotional moment, yet very encouraging because she shared what an important job they have when working with vulnerable young children. She referred to the importance of issuing quarterly reports that can pick up strengths and weaknesses of the child.
- Another student who also volunteers wants to start her own facility because she is not able to grow where she is currently at,
- All students highlighted that they have applied the skills and knowledge in their daily lives,
- All students were appreciative of the resources such as crayons, glue, puzzles, pegboards, paint, story cards, etc.... which they received because it made being assessed less stressful.

FUTURE PLANS

- To career path these ladies to complete the Level 5 Certificate and Diploma. This would set them ahead of most ECD Educators, especially since ECD will be migrating to the Education Department.
- To assist those who can extend their premises so that more children can access quality early learning and education.
- All students submitted the assignments for the Portfolio of evidence to be compiled for moderation by an external moderator and verification by a verifier supplied by the ETDP-SETA
- Once the verifier has deemed all students competent then we celebrate their achievement at a graduation ceremony on the 5 December 2019 in Hermanus.

CONCLUSION

The Early Education Centre's mission is to improve the quality and care as well as increase access of early learning and education for vulnerable young children; by supporting unskilled as well as skilled Educators and primary caregivers in their task of educating and parenting practices. We believe that one of the true characteristics of children is learning through concrete play (exploring and experimenting). Through this this initiative and partnership with Stichting Mzamomhle, we continue to achieve our mission.

"If we believe and say yes to early education and we are dedicated to quality then yes, together we can make a positive impact on our less fortunate communities " - BJB