TEACHER TRAINING AS PREREQUISITE FOR QUALITY EARLY CHILDHOOD DEVELOPMENT PROGRAMMES IN SOUTH AFRICA

by

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"I declare that this dissertation

'Teacher Training as Prerequisite for

Quality Early Childhood Development Programmes in South Africa'

Represents my own work and that all the sources I have used or quoted have been

indicated and acknowledged by means of complete references".

…………………..   **…………..**

SIGNATURE   **DATE**

(S. GOVINDASAMY)

DEDICATION

This work is dedicated to:

- **COLIN.**

- My mother, **MARTHA**.

- My daughter, **RACQUELINE**.

- My daughter, **CERISSA**.

- My son, **ETHAN.**

- **JESSE**

ACKNOWLEDGEMENTS

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SUMMARY

The Reception Year (Grade R) classroom is the educational setting for lifelong learning to take place. The Reception Year teacher is primarily involved in equipping the young child with care and education.

Quality education calls for trained teachers with diverse, intense training; teachers who would use their knowledge, skills and attitudes to lead the child to ultimately reach his/her full potential in the classroom setting through the curriculum.

This study investigates what constitutes and influences quality teaching in the Reception Year classroom. The investigation includes a literature review and empirical research using quantitative research approaches and expands on the role of the Reception Year teacher with regards to the child in totality, Grade R curriculum and outcomes-based education.

Findings show that teachers with specialised qualifications in early childhood education bring to the Grade R classroom relevant skills, knowledge and attitudes that affect the young child's developmental needs.

N.B. For the purpose of this study, the teacher may be referred to as 'she' and the learner may be referred to as 'he'. This has no stereotypical or sexist connotations.

KEY CONCEPTS

- early childhood
- early childhood educator/teacher/practitioner
- quality in early childhood education
- teacher education/training
- early childhood programmes
- curriculum and outcomes-based education
- child development
- the whole child (child in totality)
- Reception year/Grade R
- readiness (school readiness versus readiness to learn)
- developmentally appropriate practice
- childcare
- young child/learner.

LIST OF ABBREVIATIONS

ECD   :   Early Childhood Development

ECE   :   Early Childhood Education

Grade R   :   Reception Year

NPO   :   Non-Profit Organisation

NGO   :   Non-Governmental Organisation

NAEYC   :   National Association for the Education of Young Children

RNCS   :   Revised National Curriculum Statement

OBE   :   Outcomes-based Education

CPD   :   Continuing Professional Development

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I AM A TEACHER

I am a counselor and psychologist to a problem-filled child,

I am a police officer that controls a child gone wild.

I am a travel agent scheduling our trips for the year,

I am a confidante that wipes a crying child's tear.

I am a banker collecting money for a ton of different things,

I am a librarian showing adventures that a storybook brings.

I am a custodian that has to clean certain little messes,

I am a psychic that learns to know all that everybody only guesses.

I am a photographer keeping pictures of a child's yearly growth,

When mother and father are gone for the day, I become both.

I am a doctor that detects when a child is feeling sick,

I am a politician that must know the laws and recognize a trick.

I am a party planner for holidays to celebrate with all,

I am a decorator of a room, filling every wall.

I am a news reporter updating on our nation's current events,

I am a detective solving small mysteries and ending all suspense.

I am a clown and comedian that makes the children laugh,

I am a dietician assuring they have lunch or from mine I give them half.

When we seem to stray from values, I become a preacher,

But I'm proud to have to be these people because ...

I'm proud to say, "I am a teacher."

by
Stacy Bonino

CHAPTER ONE   Introduction and overview

> "Education is not filling a pail but the lighting of a fire."
>
> William Butler Yeats

1.1   Introduction

Case study

'The teacher of a reception year class is doing a demonstration on how to make puppets during an art lesson. She shows the learners an example of a paper bag puppet she has made. She then distributes duplicated patterns to each child and gives them clear instructions on how to make the puppet. She advises the children to work neatly, cut on the lines, and paste on the designated areas. She reminds them that, should anyone make a mistake, they will not get another copy of the patterns. The children complete their work and write their names on the puppets. The teacher posts the puppets on the bulletin board and points out the "good puppets" to colleagues when they stop by´ (Isenburg and Jalonga 1993:16).

Appropriate experiences in the creative arts for reception year children are dependent in part on the knowledge the teacher brings to the encounter. Teachers may understand that creative arts is a legitimate and essential part of the curriculum, but may not understand what it means to young children. Understanding the child in the above case study, means knowing that the process is more important than the product, and that the child is to be recognised for his own individual value (Edward 2006:2-3).

Educators therefore play an important role in children's creative development. Their role is to support creativity actively and not squelch it by emphasizing the product. The idea would be to allow children to think more about the creative process as it impacts the product (Diener 1999:537).

Understanding the creative arts process will help the teacher know, that children vary in development according to their experiences. The teacher in the above case study reduced learning to an adult-designed stereotype and did not facilitate learning and allow the children to value the arts. Children learn to value the arts when the teacher is capable of providing a rich background of experiences to free them to develop into creative producers and henceforth tasteful consumers in adulthood (Kostelnik, Soderman, and Whiren 2004:250-251).

Schirrmacher (2006:19) claims, 'Creativity fosters success and mastery, because there is no one right way involved'. Kostelnik et al (2004:252) postulates that teachers do not need to be prepared as professional artists, dramatists, or musicians to become involved in the creative arts with children. What the teacher needs to do is demonstrate a love for natural beauty and allow children to become involved in the artistic process. This indicates knowledge of how children learn and develop.

Isenberg and Jalonga (1993:15) suggest that a new generation of teachers must be prepared to meet children on their own terms. Preparation would refer to high quality training, specifically in early childhood development. It is common knowledge that to ensure competency in any vocation, training becomes a necessity. Training in a particular field equips an individual to execute the job functions effectively. Teaching a reception year class is no different from other professions. The acquisition of relevant attitudes, skills, and knowledge concerning the early years is therefore a prerequisite for quality education and care for the young child (Abbot and Pugh 1998:7-9).

Eliason and Jenkin (2008:20) stress this views that, 'Teaching in early childhood is a complex task and requires teachers with positive teaching strengths and qualities, as well as excellent teacher preparation and practice'.

Kostelnik et al (2004:40) reiterates the above opinion by stating, that whilst many adults enjoy working with children, and base their expertise on intuition, it is teachers that have specialised knowledge on how children learn and develop, that engage in developmentally appropriate practices. These teachers use both theory and practice during their interaction with the child. Kostelnik et al (2004:40) further postulates that, 'Early childhood education, like all education, demands well prepared personnel who appreciate the unique characteristics of the children they serve. Knowledge of child development and learning contributes to this preparation and appreciation'.

According to Epstein in (Bauch 1988:4), an early childhood program must have high standards of quality to promote healthy child development. He suggests that teachers are to be competent child development professionals who will establish an active learning environment. More recent studies in Catron and Allen (2007:51) confirms this view that high-quality care is advantageous for the young child, as it promotes healthy development and learning.

A growing research base shows the essential components of a high quality early childhood programme to have well-prepared (specific training) and well compensated staffing, stable staffing, small group sizes, warm, attentive relationships between adults and children, safe and healthy environments, stimulating environments, family involvement, and links to community services (Kostelnik 2004:8-9).

Albeit, quality childcare and education is labour-intensive, as it requires the energies of knowledgeable, committed, and positive personnel, it should be of the highest priority as youngsters represent the future of the country (Bauch

1988:45). Dever and Falconer (2008:1) agree with Bauch (1988), that children must be cultivated because they are our country's greatest natural resource. He claims that they are tomorrow's labourers, professionals, parents, decision makers, and voters. These recent studies, illuminates the importance of the early years to human development when the path of the child's later life is positioned.

Childcare and education therefore play an important role in developing the young child. Positive development will only occur if the teacher knows exactly what her purpose is in the classroom. The first step in becoming an effective teacher is to be able to understand the teaching process and plan the curriculum to position the child on a lifelong trajectory of learning. To be able to accomplish this, the teacher must have access to knowledge, demonstrate competence, maintain the standards of excellence generally accepted in the field, upgrade knowledge and skills on a continuous basis, and adopt an approved ethical code of conduct (Kostelnik et al 2004:7). An effective teacher exhibits qualities of critical and reflective thinking. It is not just about knowing, understanding and being able to do, but also important to know why it is being done (Costello 2000:X-XI).

1.2   Awareness of the problem

Currently, much attention is focused on preparing the young child for formal school curricula. As society is changing, so are the educational needs of the young child. A prominent change is the amount of children who attend all-day care centres. This is increasing rapidly (Seefeldt 1990:63). Many teachers in these centres do not know the impact they have on the child's life, as they are not prepared to make decisions concerning the 'allocation of resources, discipline, making curriculum choices, and dealing with naïve, susceptible children' (Husu 2001:68). Eliason and Jenkins (2008:13) share the opinion that ECE is not an easy task for teachers because it needs 'well-trained, committed staff ', that would ensure provision of a rich curriculum and adequate resources.

As indicated earlier, it is a well-known fact that any field of employment requires specific skills to do competent work. This fact extends to childcare and educational programs, too. Anyone who works with young children should have a basic understanding of how children develop and learn. This understanding goes well beyond 'loving babies,' or 'having fun with children'. It depends upon a number of care-giving and teaching skills. These skills include the following:

- to plan for the young child according to the developmental stage
- to foster a positive self esteem
- to offer appropriate guidance and supervision
- to plan activities in advance
- to consider safety and health issues during curriculum planning (Gramann 1998:2, 3).

To plan the curriculum for the young child, the teacher needs to have extensive knowledge of child development. Knowledge of child development will allow for quality programmes in the following ways:

- It will provide a theoretical perspective on how and why children behave in a certain way
- It will give normative guidelines for teachers to determine what children can do and understand
- It offers chronologically based data that indicates when the child is expected to reach a milestone in his development
- It provides a viewpoint on the development of individual children and cultural differences (Bredekamp and Rosengrant 1992:68).

Bredekamp and Copple (1997) in Eliason and Jenkins (2008:13) reiterate this view that quality child-care programmes have positive long-term effects on the young child.

Studies by Eliason and Jenkins (2008:30) confirms the above view that the teacher who recognizes and understands the developmental needs of the young

child is able to prepare a developmentally appropriate and curriculum supportive environment.

In most industrialised nations, the care and welfare of young children by skilled and knowledgeable teachers is a basic social right. South Africa is a new and developing nation, who has in the past during the apartheid regime, ignored the education of young African children. As the nation is moving forward to establish and effect changes in both social and economic environments, policymakers are also considering the impact of Early Childhood Education (ECE) on national progress. However, the current policymakers are not meeting the needs of the young South African child fast enough. To date, relatively little has been accomplished to make a difference. It should be acknowledged, that the nation would benefit at large if the young were afforded meaningful learning experiences (Stevens 1997:396-408).

As there is no integrated policy for the provision of educational and day care facilities for children less than six years of age, the need for greater coordination of these services manifest. Because of this lack, many different types of provisioning have emerged. It is questionable whether this provisioning satisfies the need for a comprehensive care and educational service (Osborne & Milbank 1987:29). The different types of provisioning have become a blur because of the diverse nature of children and their abilities that attend early childhood settings. If some programmes provide only care and do not provide education, children's development is at risk. Therefore the need for an integrated policy for early childhood programmes is essential (Deiner 1999:16).

Presently, South Africa faces a critical question concerning the field of early childhood education, specifically Grade R programmes. The question is to what extent are quality decisions about the appropriateness of Grade R programmes controlled. It is difficult to exert influence on the nature of early childhood programmes, as an open-market environment with minimal or no governmental

control exists. Parents are the major role players who are expected to ensure adherences to professional images of good settings for young children. Parents may have little or no knowledge of what constitutes quality, appropriate practices (Bruce and New 1994:141-142).

As there is no centralised control, a high level of pluralism across programmes exists. As a result, a loose patchwork of highly independent programmes has flourished and is gaining in momentum each year. There is a distinct absence of traditional credentials (e.g. teaching diploma) for gaining a teaching position in the early childhood field and this has led to the development of different programmes models. Not all of these programmes administer curriculums that contribute to positive child outcomes (Bruce & New 1994:169).

The early childhood field appears to be a weak profession, because of a lack of a 'license and mandate' to deliver quality education and care. There is little or no control over the nature of the services provided, or the staff providing these services. Consequently, the perception is that there is no distinctive database or body of knowledge to serve as a foundation for the early childhood field (Bruce & New 1994:169).

1.3   Research problem

1.3.1   Background to the problem

Parents would love to stay at home to care for their children. This would definitely be the ideal situation as the home is the best environment to ensure the makings of a happy, secure, healthy, creative child. However, the family structure has changed drastically. The modern world is plagued with many concerns, which inhibit and hampers traditional child-rearing practices and has led to a need for childcare and education. These concerns may take the form of financial needs that force both parents to seek employment, an increase in the divorce rate

leading to single parents having a greater financial responsibility, and the disappearance of the extended family who had assisted in child-rearing and care (Seefeldt 1990:64).

Morrison (1995:7-8) provides more information on the changing family. He claims that families are changing in structure, roles and responsibilities. The change has resulted in parents not being able to spend adequate time with their children and thus teachers have the responsibility to meet the needs of the children. This has further increased the need for childcare and education from an earlier age. Click and Karkos (2008:309), substantiate this view by stating that traditional roles of parents have changed due to the changing family life. They emphasize the point that half of the mothers of children under six years of age are employed outside the home. Teachers in early childhood settings share the task of educating and rearing young children.

The need for childcare and education and the government's failure to provide for the zero to six year olds has forced the private sector (business) and communities to bear the major responsibility for ECE provisioning. In recent years, all South Africans, regardless of accreditation became eligible for educating and caring for young children in different settings. Previously existing national policies (licensing and regulatory procedures), became redundant. The onset of 'Ghetto Education' was the result. Today, children are cared for under appalling conditions. It is ironic, that in our country's quest for democracy and equality, we served only to enhance deprivation and undermine the developmental needs of our children at all levels. Early Childhood teachers must become accountable. Accountability will only become a reality with legislation from government that would focus on compulsory teacher certification and developing standards for children's achievements and performance (Dever and Falconer 2008: 59-60).

Teacher certification would ensure access to quality childhood settings if the position statement regarding teacher certification guides teacher educators and policy makers to:

- 'Make informed decisions about teacher certification
- Evaluate existing certification standards
- Advocate for proper certification standards' (Taylor 1999:16).

Culkin (2000:46-47) adopts a similar view about the importance of accreditation as a necessary level of quality that would prevent harm done to children.

The Interim Policy for Early Childhood Development (ECD) (1996) covers children from zero to nine years. It prioritises a phasing in of a reception year programme for the five year olds to facilitate the transition to formal schooling (Williams and Samuels 2001:16).

The phasing in of the Grade R (Reception Year) programme began in January 2002 targeting only 21 public schools in each province. This proves to be a relatively slow process because to date very little progress has been made and thus the needs of all Grade R learners are not being met. Whether the needs of those Grade R learners attending the reception year classes in the public schools are met is another issue as most educators who have had no prior training in ECD are expected to teach them (William and Samuels 2001:16).

Tsitouridou (1999:103) emphasises that, 'to secure a good future for our young children, educators need vision and compassion and should be articulate and well-read. Care and education is indivisible. Without effective, knowledgeable early years professionals and appropriate institutions for the very young, society will increasingly lack cohesion'.

'Untrained, unskilled Grade R staff members may contribute to children's frustration which may lead to aggression and emotional disturbances. If our nation does not implement educational planning that ensures ECD settings with

quality, it would be both too late and very costly to eliminate the scar tissue that has long since formed the personalities of many of our young children. Many primary and secondary schools have remedial education available for those who encounter barriers to learning. The idea is to repair the damage done before formal education. Compensatory education is expensive and wasteful. There would be little need for this type of action if young children were educated in quality settings before attending primary school' (Anderson and Shane 1971:8-9). Van Staden (2003:109) confirms Anderson's and Shane's claims that barriers to learning can be identified in the Grade R classroom through continuous assessment. In conjunction with this, the trained teacher who accommodates a learner's needs may also prevent barriers to learning.

Shonkoff and Meisels (2000:341-342) support these statements with results from research evidence that show that high-quality early care and education make a definite difference in the young child's developmental outcomes. They point toward research carried out by neuroscientists that highlights the plasticity (the ability of the brain to change or adapt in response to the demands of the environment) of early brain development and hence the need for quality early intervention that would yield savings in social expenditures in the end.

It has become apparent that a distinct problem has emerged in the service delivery of early childhood education and care. In order to make this research practicable, the researcher has decided to concentrate on the Reception Year (Grade R) teacher, learners and programmes.

1.3.2   Problem statement

Does specialised teacher training and education correlate with quality Grade R programmes?

As stated in 1.1 and 1.2 specific skills are required for dealing with everyday events and experiences effectively and humanely. This not only refers to the home but also to the workplace. As much as a teacher may believe in democracy, love, respect, acceptance, individual differences, and personal uniqueness, it is not enough to make children's educational problems disappear (Ginott 1972:37). Shonkoff and Meisels (2000:454) emphasise the need for teachers to acquire 'discipline-specific knowledge, abilities and personal capacities' to meet the specialised needs of the young child.

It is therefore imperative that those teachers who want to be competent possess knowledge, skills, and attitudes to teach effectively. The teacher who is competent has the proficiency to perform, possesses knowledge of child development, and the skills to take responsibility for a group of children. Competency is essential for quality care and education (Saracho 1999:52).

The more skilled a teacher is, the more the teacher is equipped. This ensures a greater interest in and more effort and a higher quality of teaching and results in greater student learning (Saracho 1999:56).

To make the study more effective and easier to undertake, the research problem was divided into three subsections.

- *Research problem 1*

Is there an association between teacher training and quality care and education in the early childhood program with specific reference to the Grade R classroom?

- *Research problem 2*

What is the extent of the training required to provide the necessary skills and knowledge to equip the Grade R teacher for effective curriculum development?

- ***Research problem 3***

Does the teacher's teaching experience make a difference to the curriculum and hence the quality of the Grade R setting?

1.4   Aim of the study

1.4.1   To determine how the young child learns

To establish what kind of learning environment (curriculum) is required to facilitate child development

1.4.2   To explore the role of the teacher in the learning environment

To explore the characteristics of a qualified, professional teacher

1.4.3   To conduct empirical research to investigate whether teacher training is associated with quality programmes in Grade R classrooms.

1.5   Delimitation of the study

To restrict the investigation to manageable proportions the research would take place in the Gauteng Province in South Africa. The focus will be on approximately a hundred Reception year teachers. The respondent groups will be from private preprimary schools offering Grade R facilities. This will constitute the sample of the population.

1.6   Research method

The research method reflects on the literature study, empirical study, and the research design.

1.6.1   Literature study

An exploration of relevant sources (research articles in journals, research reports, and scholarly books) and secondary sources were reviewed. The aim was to identify all the articles that deal with the topic and to exclude irrelevant material.

1.6.2   Empirical study

The aspects defined in the problem statement will be approached from a quantitative perspective. A survey comprising a structured questionnaire will prove beneficial for data gathering purposes. The Reception Year teachers will be from the Northern, Eastern, Southern, and Western regions of Gauteng Province. The questionnaire will consist of two main sections.

- Variables two to five will request the respondents to indicate their teaching experience, highest ECE teaching qualification, institution of study, and current studies in the field ECE.
- Variables six to one hundred and forty three will encompass twelve items that relate to the curriculum and the teacher in the early childhood setting. The statements will be divided into the following categories:
  1. Anti-bias culture
  2. Development of higher order abilities
  3. Knowledge of child development
  4. Planning the daily programme
  5. Parental involvement
  6. Emergent literacy programme

7. Psychological safety and belonging
8. Physical safety
9. Assessment
10. Physiological needs
11. Gross motor development
12. Encouragement leading to acquisition of knowledge and skills

The three point Likert scale will be used in the questionnaire. The respondents will circle the preferred answer.

1.6.3   Research design

The researcher will make use of a quantitative research design to interpret and explain information obtained from the literature study.

1.7   Arrangement of the chapters

1.7.1   Chapter 1

Introduction

The introduction reflects a general background that states the author's reasons and intentions for the study at hand.

1.7.2   Chapter 2

The teacher in the reception year class

This is a literature study on the Grade R teacher, about what constitutes professionalism and the concept of 'the whole child' and how he learns.

The Grade R curriculum and Outcomes-based education is given attention in this chapter.

1.7.3   *Chapter 3*

Research Design

This chapter focuses on the research design and the methods used to collect and analyze the data.

1.7.4   *Chapter 4*

Findings and discussion of findings

The results of the quantitative research is presented, analyzed, and interpreted against the existing literature study. The findings will be analyzed and presented by means of words and the theoretical implications will be discovered and recorded. This involves synthesizing the information gathered from the questionnaires into a coherent description. The chapter addresses the specific research questions.

1.7.5   *Chapter 5*

This chapter discusses the conclusions, recommendations, limitations, and contributions of the study.

1.8   Clarification of key concepts

1.8.1   Early childhood

Early childhood is from birth to eight years of age. It is during this time that the child attempts to make meaning and gain a deeper understanding of the world (Hart, Burts and Charlesworth 1997: XVI). They interact with materials, peers, and adults and learn by constructing knowledge actively (Hart et al 1997:3)

1.8.2   Early childhood educator/teacher/practitioner

This refers to people who teach and care for young children from birth to eight years of age. It is the educator's task to know the young child, curriculum content, how to assess children's learning, and adapt the curriculum to ensure that the individual progresses successfully (Hart et al 1997:XVII). This study may use these terms when referring to the teacher of the Grade R Classroom.

1.8.3   Quality in early childhood education

Often, teachers are confronted with the question, 'How will I know what is right for my child?' Parents are actually questioning what is offered in terms of quality in a given setting and programme (Phillips 1987:3). Phillips (1987:4-5) states further that good things go together. Group composition, staff qualification, daily experiences, staff stability, and the type of setting are all aspects to consider in a quality program. According to the National Association for the Education of Young children (NAEYC), a high-quality program is defined as 'one which meets the needs of and promotes the physical, social, emotional and cognitive development of children'. A quality setting leads toward a healthy, contributing member of society (Bauch 1988:44).

Morrison (1995:296) suggests that providing children with quality preschool programs is one way of promoting and assuring their readiness and easier entry into formal schooling.

1.8.4 Teacher education/training

Tertiary institutions (universities, colleges) offer teacher training. The extent of the training is dependant on what the institution offers. The goal of most institutions is to teach competency, which is divided into six general goals:

1. To set up and maintain a safe standard and healthy learning environment
2. To advance physical and intellectual competence
3. To support social and emotional development and provide positive guidance
4. To establish positive and productive relationships with families
5. To ensure a well-run, purposeful program that responds to the needs of the participants
6. To maintain a commitment to professionalism (Seefeeldt 1990:187-189).

Graves (1990:13-14) asserts that, 'Teacher education encompass the issues of competence in subject matter and of the ability to impart it, and allows for a historical investigation of both these strands'.

1.8.5 Early childhood programmes

This is the provision made for the care and education of the young child from the time of arrival to departure. Many different kinds of programs exist in South Africa. These are full day-care centres, half-day preschool only, playgroups, and day-mothers. The issue is not whether one provides a better curriculum than the other, but whether teachers are successful in providing a stimulating set of possibilities for children within which to learn and grow from during their daily experiences (Seefeldt 1990:202-215).

Bruce and New (1994:166-167) mentions that, 'Early childhood programmes face the onerous circumstance of an open-market environment that has minimal or in most cases no government involvement. Parents are often cast as the major players who shape the programme with their preferences and ideas about appropriate settings for young children'.

1.8.6   Curriculum and outcomes-based education

Outcomes-based education forms the foundation for the curriculum in South Africa. It attempts to enable all children to reach their full potential by setting the outcomes to be achieved at the end of the learning process. These outcomes are expected to help in shaping the learning process (Revised National Curriculum Statement 2002:12,206). According to the RNCS, 'the curriculum aims to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled, compassionate, with respect for the environment and the ability to participate in society as a critical and active citizen' (2002:14).

There are many different curricula. However, what is important, is the activities and experiences that teachers bring to the classroom that enables the child to develop values and skills that are different from those that underpinned apartheid education (Revised National Curriculum Statement 2002:14).

1.8.7   Child development

Bruce and New (1994:110) defines development as a process of individual change. This may take place due to maturation (physiological growth under the influence of genes) and learning (direct/mediated interactions with the environment in time and space). Development is holistic and dynamic. This means that each child operates in totality in a continuous, evolving process. Developmental changes are captured by analyzing patterns of behaviour/actions over time and across settings.

1.8.8 The whole child (child-in-totality)

Hendrik (1984:6) defines the whole child as a physical, social, moral/normative, creative, emotional/affective, and intellectual/cognitive being. These attributes make the child a complex human being. The child is an irreducible unit.

1.8.9 Reception year/Grade R

This is the year before formal school. The Grade R class prepares children for Grade 1. Its curriculum is intended to create a lifelong learner. The focus is on enhancing the learner's optimal development as a total human being (Davin and van Staden 2004:1).

1.8.10 Readiness (school readiness versus readiness to learn)

The concept of *early development and readiness to learning* is replacing the term school readiness. Readiness is no longer seen as consisting of a predetermined set of capabilities (school maturity, social maturity, emotional maturity) that must be achieved before entering Grade 1. According to Davin and van Staden (2004:5), readiness to learn could be described as a stage of maturity when the young child is able to understand and grasp concepts and skills deemed important and necessary for the child of a certain age to attain.

The responsibility for the young child's early learning and development is becoming a shared responsibility. It involves children, parents, families, ECD professionals, and communities. Readiness is thus a never-ending process. Children are always ready to learn something. They will therefore require experiences to promote learning in order that they may be ready for the next step in the process of schooling. It is not about the child being ready for school, but more importantly the school being ready with programs to meet the needs of the children (Morrison 1995:293 - 297).

1.8.11   Developmentally appropriate practice

Morrison (1995:301) postulates that 'developmentally appropriate practice – that is, teaching and caring for young children – facilitates learning that is in accordance with their physical, cognitive, social, and linguistic development. In other words, professionals will help children learn and develop in ways that are common with their age and who they are as individuals (e.g., their background of experiences and culture)'. Learning is meaningful, relates to what the child knows, individualised, physically and mentally active, and involves hands-on activities.

1.8.12   Childcare

In this document, childcare would refer to a comprehensive service (responds to child's health, physical needs, social, intellectual, and psychological needs) to children and families and supplements the care families provide their children (Morrison 1995:157).

1.8.13   Young child/learner

The terms learner, or young child would be used to refer to the grade R child for the purposes of this research.

"A child miseducated is a child lost."
                                        John F. Kennedy

Figure 1-1: Outline of chapter 1

Chapter One Introduction & Overview

Introduction Case Study

Awareness of the Problem

Research Problem

Aim of the Study

Delimitation of the Study

Research Method

Arrangement of the Chapters

Definition of Concepts

Summary

Background to the Problem

Problem statement

Literature Study

Empirical Study

Research Design

Chapter 1 Introduction

Chapter 2 The Teacher in the Reception Year Class and the Grade R Curriculum

Chapter 3 Research Design

Chapter 4 Findings and Discussion of Findings

Chapter 5 Conclusion, Recommendations and Limitation of the Study

CHAPTER TWO   The teacher in the
reception
year class

> "The only purpose of education is to teach a student how to live his life-by developing his mind and equipping him to deal with reality. The training he needs is theoretical, i.e., conceptual. He has to be taught to think, to understand, to integrate, to prove. He has to be taught the essentials of the knowledge discovered in the past - and he has to be equipped to acquire further knowledge by his own effort."
>
> Nelson Mandela
> South African Statesman

2.1   Introduction

The previous chapter provides a brief discussion on the relevancy of this study. The problem statements are defined for investigation. This chapter puts forward a study of the literature with regards to the role of the reception year teacher in the classroom and how the young child experiences learning. It provides the basis for curriculum transformation and development in South African Grade R classrooms.

Early childhood education and care is a highly responsible and demanding profession. Some teachers may view this profession as a 'calling'. Others may regard the profession as a means to an end – that is merely for financial security. Regardless of what the motives may be, the profession still requires extensive training to equip teachers to prepare Grade R learners for a more structured learning situation. Teachers have to focus on programmes that enable children who are ready to learn, to enter into a classroom that is ready to provide learning. Schools that promote readiness for children, offer a curriculum and climate that allow for individual differences (Morrison 1995:295-296).

The programmes are based on the needs of the children and their families. The term 'school readiness' is thus individualised and is a function of culture. It refers to the child being ready to learn. There are many readiness skills and behaviours that lead to success in school:

- Physical health
- Mental health
- Positive early literacy language experiences
- Social skills and interpersonal skills
- Playing well with others
- Basic cognitive skills
- Curiosity and enthusiasm about learning
- Experiential background
- Independence
- Impulse control

(Morrison 1995:295-296).

Davin and van Staden (2005:5) reiterate this view on readiness. They see readiness as a state of maturity. Children are mature when they are able to grasp the concepts and skills that are appropriate for a child of that age.

The first years of a child's life are very important. What happens in these years provide an indelible blueprint for adult well-being and sets a sturdy or fragile stage for what is to follow. It is therefore the teacher's duty to provide high quality early childhood experiences in an environment that is safe, nurturing and provides stimulating activities; an environment that is warm and encouraging (Shonkoff and Phillips 2000:384).

Whitebread (1996:15-16) argues that a young child's educational experiences impacts on cognitive and social development and has long term effects on the child's educational achievements and prospects in life. The educational

experiences should be meaningful and add value. Meaning and value can only be added if the teacher fully understands how the young child learns and develops.

Hurst and Joseph (1998:10) agree with the above view and postulate that early childhood education and care is a highly responsible and demanding profession because young children are totally dependent on adults for their safety, learning and development. The educator who wishes to be effective must have extensive knowledge of how young children learn, the processes it involves, and how human knowledge is structured. They also affirm that it is common knowledge that every teacher has her own accumulation of beliefs, concerns, and preoccupations. It is these beliefs that make the teacher become whom she is; that inspire the way she teaches. However, no matter how much the inspiration, if she does not understand children, their needs and how they learn, she has failed them. Knowledge of how a child learns does not come instinctively or naturally, but with rigorous studies (Hurst and Joseph 1998:9).

There is not much emphasis concerning training and qualifications about the care and education of young children. The importance of education must be recognised to create an integrated service in Early Childhood Development (ECD). An integrated service would reflect the rights and needs of children and their families, a common view, goal and philosophy. As Hevey and Curtis (1996) in Abbott and Pugh (1998:1) have remarked: 'One is forced to conclude that this lack of concern over training and qualifications for what are in reality highly responsible roles… reflects the confused and outmoded public attitudes which commonly regard the care of young children as an extension of the mothering role, and assume it all comes naturally to women. Such attitudes in turn reinforce the low status of early years work; helping to keep pays low and staff turnover high'.

According to Zaslow and Martinez-Beck (2006:315), appropriate training in Early Childhood Education (ECE) is very important, as it influences the quality of provision. Personnel that are trained and qualified will be in the position to provide quality care and education. Some parents are ignorant about what constitutes quality ECD settings. This ignorance is further exploited by numerous child-care workers to benefit themselves financially. It is true that parents play an important role in determining whether their children are being educated in quality settings, however, it is ultimately the role of the government, to enforce legislature and policies that would guarantee quality care and education, in all ECD settings (Abbott & Pugh 1998:1-2).

Presently, the South African Government is aware of the shortfalls in the education system about early childhood programmes. It however seems that they are not in a position to recruit, train and continue to support a workforce in ECD with the skills that is required. With this in mind, they have permitted untrained, unqualified child-minders to fulfill the role of providing care and education for young children with total disregard for quality teaching (White Paper 5: 2005).

2.2. Teaching as a profession

Duke (1990:258) suggests that a profession is a vocation. It is the result of intellectual training, which permits the rendering of a specialised service. If teaching lacks rigorous training, the vocation becomes a semi-profession (McNergney and McNergney 2004:5).

When Grade R programmes seek teachers, the prerequisite for preparation and licensure take a back seat to filling empty slots. This means that often inexperienced people are assigned to teach, without having the necessary qualifications. If teachers do participate in alternate licensure programmes, the programmes do not have the same level of professional preparation, especially

when compared to college and university preparation (McNergney and McNergney 2004:5).

The National Department of Education employs people in the primary and secondary sector on a permanent basis on the condition that they have an accredited teaching diploma/degree. Standards and principles are set and maintained for the formal sector, but there is little support and supervision for the informal sector (McNergney and McNergney 2004:6–9).

2.2.1   The role and function of the professional Grade R teacher

Professionalism refers to 'the public recognition of and demands for a specific service which may only be provided by people that are prepared/skilled and formally educated. Professionalism uses special knowledge and skills that:

- have goals that are intended to achieve specific outcomes
- have a standard of performance to adhere to
- requires informed judgements that can be applied effectively' (Spodek, Saracho, and Peters 1988:138).

A nonprofessional practice is established on:

- past experiences
- personal values
- common logic

It does not embody knowledge and skills (Spodek et al 1988:138).

 A professional teacher is able to:

- support the children's learning
- think quickly and be assertive
- identify teaching opportunities (e.g. finding solutions to social rejection, emotional fragility, or building on success such as emotional stability/maturity)

- identify opportunities to improve children's chances to excel
- consider other opinions
- possess and apply specialised knowledge and abilities to improve the learning milieu (McNergney and McNergney 2004:25).

If the primary and secondary schools require an atmosphere of professionalism, the same should apply for the young child in the informal classroom (McNergney and McNergney 2004:25).

The mission of any ECD setting should be to be as professional as possible in order to provide quality care and education. The teacher must therefore take on different roles to be successful in this endeavour. The teacher's role in the early childhood classroom is that of lecturer, storyteller, conflict mediator, file clerk, traffic director, psychological diagnostician, custodian, nurse, program planner, business manager, treasurer, personnel director, parent resource, adult educator, faculty member, and chief buyer (Gordon, Browne and Dowley 2000:172). Beyeer (1968) includes the functions of plumber, carpenter, poet, musician, and training in psychology, medicine, and sociology (Gordon and Browne 1996:140).

Gordon and Browne (1996: 155) maintain that being a faculty member of the teaching profession is much more than just coursework, methods, and teaching experiences. It is a profession not to be chosen lightly. It is a profession about dedication. Dedication outweighs the need for a salary or the desire for employment. It is an attitude about teaching; it is the belief that a child's life may change for the better. It is about empowering the child with life skills that would help him to engage and cope successfully with life and its challenges (Dicker 2003:5-6).

Rowen, Byrne and Winter (1980:65) postulate that the teacher is one who decides at which level the child is operating from, interacts with the child to

encourage learning, and provides materials and activities at the correct time for maximum growth. Weininger and Daniel (1992:124) confirms this viewpoint that the teacher who has insight into the child's needs and developmental level will meet the child at the point of his need. To perform these tasks and maximize its effectiveness, the teacher needs to take on these roles. The figure below is a diagrammatical representation of the various roles of a teacher.

Figure 2-1: The different roles of the teacher
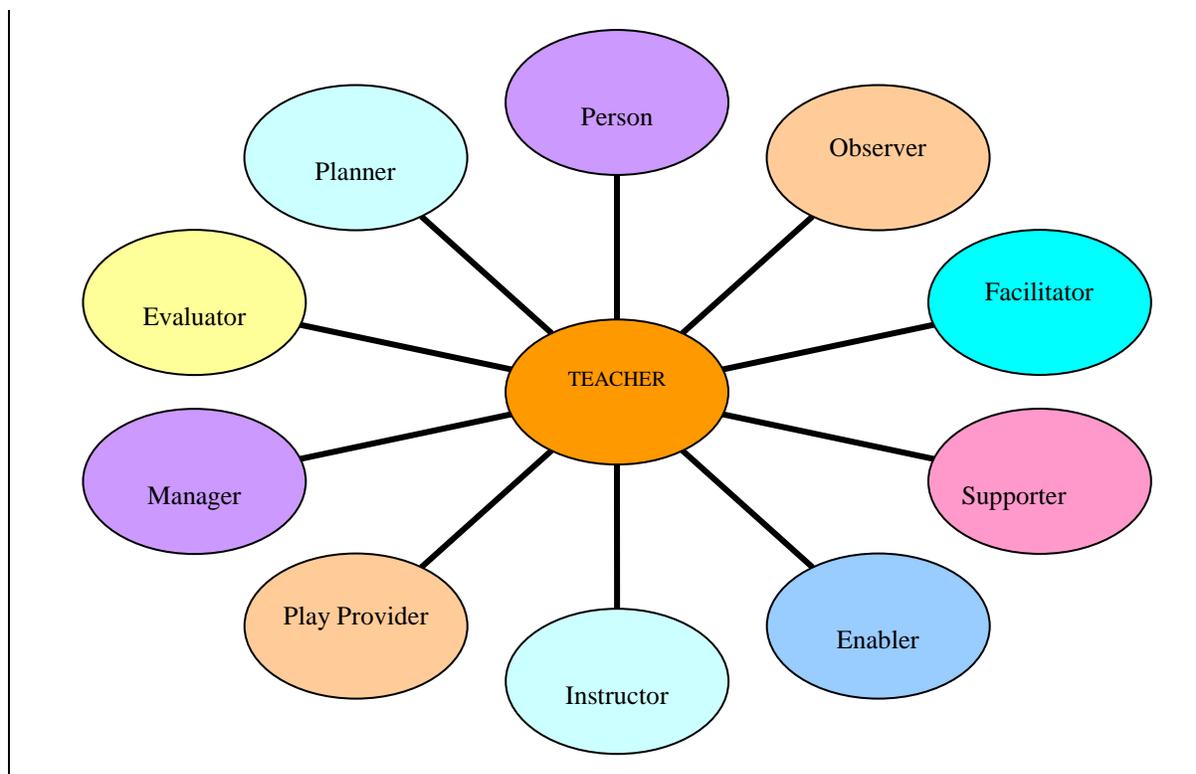
2.2.1.1   The teacher as a person

The teacher, like the young child is a person in her own right. The teacher is a unique individual. The teacher must know herself to be able to interact with children continually. To be able to relate to children, she must be honest and true to herself. Her teaching style reflects an integration of the knowledge of systems,

attitudes about others, personal interests, and political and moral values and preferences. The teaching style may be different, but effective.

- The teacher who is nurturing may work well with shy, intimidated children. They are also able to recognise children who are bold and independent. They provide the children with the necessary space and challenge to assert them (Rowen et al 1980: 65).

- The confident teacher has a positive self-image and is not afraid to participate in the children's activities. Children tend to appreciate and respect these teachers because their participation shows respect for their own worth. If teachers are confident about their self worth, they will maintain control over the group. It is through effective training that teachers learn how to set limits, and give directions to the young child. This eradicates the fear of becoming an authoritarian, and they are capable of maintaining a balance between freedom and control (Rowen et al 1980: 65).

- The teacher with a non-directive teaching style has a subtle form of leadership but is still very effective. She stimulates activities whilst remaining in the background. The children are under the impression that they have initiated the activities, which in turn inspires a sense of accomplishment and a positive self-image (Rowen et al 1980: 66).

Teaching styles do not separate teachers. Teachers are 'different' when they listen with sensitivity and empathy, resulting in positive relationships with the children. The teacher is a friend who is 'tuning-in'. 'Tuning-in' is the ability to listen, to be more aware of and sensitive to the needs of children in their surroundings. The ability to 'tune-in' develops through training. Children possess a heightened awareness of sensory experiences and therefore the teacher's own awareness must be enhanced to share the child's world. Just as artists train to

be more sensitive to colour, texture and taste, so can a teacher train to augment powers of awareness (Rowen et al 1980: 66).

2.2.1.2 The teacher as observer

The teacher observes the child to get to know him. Through the observation technique, the teacher is quick to sense things about the children. The teacher knows each child as an individual, his likes and dislikes, fears, and special qualities. Experience heightens this ability and permits the teacher to plan class activities according to the information collected. The process of observation requires the teacher to stop interaction and 'melt' into the wall. It is through observation that the teacher determines who prefers to snuggle up in the book corner, who likes to work in groups, and who learns best through gross motor activities. She also learns who understands the tasks and concepts, studies the formation of friendships, power struggles, and personality disorders. The teacher's role would be to identify problems and intervene by assisting the child to find solutions (Krogh 1990:65-66). According to Dever and Falconer (2008:189), teachers can document children's behaviour by using techniques such as anecdotal notes, field notes, time samples, event samples, and portfolios.

2.2.1.3 The teacher as facilitator

The word facilitator comes from the Latin word 'facilis'. It means 'to do or make easy' (Berkenstein 2002). To facilitate the teaching process means 'to make learning easy for the child'. Teachers choose the most comfortable method of instruction to make the learning process 'easy'. They offer challenges without the roadblocks and provide opportunities for active learning. This is done by introducing activities to maximise children's initiative by using interesting materials and asking questions such as, 'Can you find another way to do this?, or 'What do you think is going to happen?'. The teacher's response would be to encourage the child without interfering with his thought processes. The teacher's

participation in the activity models new possibilities and encourages the child to investigate further. The child thus learns that there are other ways of doing things (Rowen et al 1980: 71-72).

Krogh (1990:59) claims that the facilitative teacher uses flexible teaching methods. This ensures that the child's real interests are considered.

2.2.1.4 The teacher as supporter

Dever and Falconer (2008:243) suggest that a teacher's role is to support children and their families. They are in the position to develop relationships with family members and recognize when children are at risk with regards to developmental problems.

The teacher in a supportive role faces the task of identifying children's needs, assessing the different stages of development, and intervening during play to ensure learning takes place. Intervention of this nature requires timing as this influences the quality of the learning experience. The supportive role thus includes observing, engaging, becoming involved and responding spontaneously (Drake 2001:2).

2.2.1.5 The teacher as enabler

The teacher enables (to make possible) the child to learn by maintaining current interests and introducing them to new experiences to stimulate, sustain, and extend interest (Drake 2002:3).

2.2.1.6 The teacher as instructor

As an instructor, the teacher uses direct instruction for the impartation of knowledge, sharing of a story or information, or demonstration of new materials.

The instructor must be wise because children cannot sit still for extensive periods, so lecturing them is out of the question. Using a concrete object as a conversation starter will ensure the interest of the group. The instructor brings about a sense of suspense when she presents something new. The children's curiosity sharpens and they want to find out more about it. Children do not care for long explanations, or long-term plans and goals. The children are more interested in ideas and experiences that grab their attention. A few activities are conducted before any discussion to enhance the child's interest. This whets their appetite and the process becomes exciting (Krogh 1990:61).

2.2.1.7   The teacher as play provider

Play is vital for motor, affective, social, creative, conative, and cognitive development. The teacher is responsible for ensuring that play is part of the curriculum. Without play, the child will not develop as a total being for no other activity is as valuable for learning purposes. If playtime is limited, learning is limited. Some people may deem play as unproductive and overlook its importance and value. The teacher that initiates play does not view play as a mere pastime, but as an activity that children tackle with all they have. The teacher serves as a model and plans activities, and situations for children to imitate. Play does require proper planning if it is to be meaningful. Planning includes a variety of play opportunities to develop learners in many areas. Play activities may include:

- imaginative play in the fantasy area according to a theme
- construction play with blocks and props
- manipulative play includes playing with mud, water, clay, play dough, plasticene, and Lego
- Suitable games using educational toys
- Play apparatus like tricycles, climbing and hanging apparatus enhances gross motor development (Davin and van Staden 2004: 4-5)

Weininger (1979) in Krogh (1990: 61) indicates that during imaginative and dramatic play, children learn to deal with their fears and needs and hence expand social skills. If children watch television for long periods, they do not have time to play and this affects the way they relate to other children. The teacher sets aside ample time for play with socializing rules. Cognition is enhanced through reorganizing, regrouping, rethinking, and restructuring. The play provider knows that there are several levels of play. These are:

- Solitary play – play is egocentric, satisfies own needs
- Onlooker play – Child observes others and does not participate in activities
- Parallel play – Child plays side by side with another child and not with each other
- Associative play – Toys and ideas are exchanged, but each child does what he wants to do
- Cooperative play – This is true group play and is determined by the mood of the children (Krogh 1990: 61-62).

2.2.1.8   The teacher as manager

Management strategies involve flexibility because what worked well previously may not work well now. Teachers realise that rules are needed to guide children to behave appropriately. As indicated in 2.2.1.7, play is crucial for development and requires management. The teacher makes decisions about how to minimise noise and traffic, positioning of materials and equipment to ensure both genders use them and rules to set limits for safety purposes. Good management needs preplanning, which is done before the children come into the classroom. Through observation, the teacher learns what works best and changes things, ideas and learning areas constantly to create an environment that is warm, inviting, and rich with experiences (Krogh 1990: 65).

2.2.1.9   The teacher as evaluator

Davin and van Staden (2004: 225) assert that, 'evaluation means making a valued judgement about something according to a specific measurement or set of standards.' They explain this further by saying that, 'it implies that something is being measured against a predetermined unit of measure in order to find out whether or not it achieves the standard'.

The best way to evaluate children is through the process of observation. The teacher's evaluation helps her to realise whether the curriculum is attaining its goals. The teacher also evaluates whether the child is accomplishing the outcomes that is set out. If the teacher does not use evaluation as an assessment tool in the classroom, she will not know if new ideas and concepts have been internalised. The teacher may proceed with new work to the detriment of the child/children or continue teaching the same concept for no reason and cause the children to become bored. With evaluation, children may be singled out discretely for reteaching a specific concept without holding the rest of the group back. Successful evaluation follows these steps:

- Before lesson/activity – list goals and purpose of lesson and indicate the expected outcome
- During lesson/activity – remember goals, purpose and outcomes and change if necessary
- After lesson/ activity – use other tools for evaluation such as testing, informal observation, and follow-up activities (Krogh 1990: 68 – 69).

Observation is ongoing and begins as soon as the activity starts. The teacher decides whether the activity must be changed, replaced, speeded up, or slowed down. Questioning and answering are used during dialogue to assist the teacher during observation. The follow-up activity is a very effective tool. It is only successful if the first activity has been learned. An example may be a trip to the supermarket to learn life skills concerning economics, and management

sciences. The children learn about cash registers, the pricing of goods, and using money correctly. A follow-up activity may be the creation of a supermarket in the classroom that would engage the children in role-play. The teacher's evaluation would indicate the level of understanding of each child and would contribute towards decisions about further experiences (Krogh 1990: 68 – 69).

2.2.1.10   The Teacher as planner

The teacher as planner must be knowledgeable and efficient to orchestrate a plan properly. Planning also allows for flexibility so that children may lead the learning in their own direction. It is important for the teacher to have broad goals to ensure that changes take place where necessary without interfering with the flow of the curriculum. Plans are thus tools to achieve goals. If plans are rigid, learning opportunities may be lost or overlooked. It is incumbent that teachers plan to create a balance between teacher-directed and child-initiated activities. It is important to consider these factors during planning:

- The child's previous experience and level of development
- The child's interests
- The materials that is available or obtainable
- Respect for administrative decisions and objectives (e.g. the date on which a theme/project should be done by)
- Available resources in the community (places to visit, parents with interesting careers, etc.)

The experienced planner makes multiple arrangements to respond to what is happening and subsequently launches into a lesson that is appropriate for the moment (Rowen et al 1980: 73-74).

Teaching is a profession like all other occupations. Doctors, lawyers, architects, nurses, police, etc. are professional people and so are early childhood educators. However, Duke (1990:258) suggests the following are decisive factors that

differentiate between the teaching profession and other professions. The criteria includes:

- knowledge based on scientific premise
- a direction to provide service
- a distinctive purpose
- control over standards of training and education
- a longer period of professional socialization
- some form of licensure/certification
- licensing and certification boards have professional staff
- influence over legislation
- relatively high prestige, earning potential and power
- relative independence
- norms and ethics
- members identify each others professionalism
- involved and committed to career (Duke 1990: 259-260)

After careful consideration of the above criteria, it is obvious that teaching qualifies as a profession, a profession that requires stringent training. The purpose of training would be to become a professional teacher who would effectively manage the classroom, plan the curriculum, and evaluate and assess the young child (Ornstein 1990:8). Bubb and Early (2007:114) suggest that these are recommended professional attributes that all teachers should possess.

2.3   The purpose of training

The teacher needs specific training in the field of early childhood education to fulfill the functions mentioned in section 2.2. The purpose of training is to become a professional teacher. Professionalism in teaching leads to effective teaching. Being an effective teacher means being able to:

- Manage the classroom
- Plan the curriculum
- Evaluate and assess the young child (Ornstein 1990:8).

2.3.1 Managing the classroom

Teachers are expected to manage learning and behaviour of the children in the classroom. Class management refers to 'the ability to create a learning environment - as appropriate - by whole class or other teaching arrangements, as well as by incentives and imposed rules, in which effective learning is given scope to flourish' (Stephens and Crawley 1994:84-85).

Proper classroom management ensures that the classroom environment is conducive to learning. This environment is often referred to as *classroom climate*. Effective teachers consider what kind of climate is best for their learners. They determine whether children prefer a warm, inviting environment or an organised, businesslike atmosphere. Not all children learn in similar ways and therefore it is the teacher's responsibility to find a balance to accommodate all the learner's needs (Duke 1990:140).

Duke (1990:140) refers to room arrangement as a contributing factor to a positive classroom climate. Room arrangement may include seating for discussion time, traffic patterns, storage space, space for various activities and aesthetics (visual appearance). To appeal to the child's senses, teachers may make use of bulletin boards that display colourful and informative materials linked to themes and the learner's work. Kemple (2004:30) suggest that the teacher arranges the classroom environment intentionally, to support peer interactions, and nurture relationships that are satisfying to the young learner.

According to Wragg (1993) in Stephens and Crawley (1994:85), teachers need to be competent in managing the classroom so that they can display other skills.

Teachers have to make professional judgements all the time to produce maximum educational and behavioural benefits for the child. The teacher's role as manager is to 'set the ball rolling', set the parameters, and create an orderly yet interesting environment within which learning can take place.

2.3.2   Planning the curriculum

'Curriculum is the process of translating theories of education into practice. It is spontaneous, yet organised; planned, yet flexible. It is based on the child's interests, yet tempered by the teacher's awareness of what the child needs' (Gordon and Browne 2006:370).

Gordon and Browne (1996:323 -333) postulate that the curriculum may be individualised and integrated. When the curriculum is individualized, it fosters skills and knowledge in a single child. When a curriculum is integrated, it coordinates many different learning areas and uses a holistic approach to learning.

The Revised National Curriculum Statement for the Gauteng Provincial Government in South Africa (2002:6) describes the learning areas as a field of knowledge, skills, and values. The learning programmes are Literacy, Numeracy, and Life Skills. The eight learning areas (Mathematics, Languages, Natural Science, Technology, Social Science, Arts and Culture, Life Orientation, and Economics and Management Sciences) are categorised under the three learning programmes. This will be discussed in detail in the latter part of this chapter.

2.3.3   Evaluating and assessing the young child

Evaluation is a process that is part of everyday life. Everything we do and experience is rated or judged. In education too, evaluation takes place to ensure continuity in growth and progress. Evaluation is thus the testing of quality of the

educational program in a deliberate and systematic manner. According to Gordon and Browne (1996:298-299), evaluation involves the young child, teacher, materials, and processes and is based on three important premises:

- Evaluation must be part of the goal-setting process

Goals are made meaningful with evaluation. It shapes goals into a plan of action. A teacher decides first what she wants the child to learn before ordering equipment and resource materials.

- Goals are based on expectations

Teachers who set a standard (i.e. what she expects) anticipate behaviour and performance of all players concerned (teachers, children, and parents).

- Evaluations determine the degree to which expectations are met

Through evaluations, the teacher is able to check whether her goals for the teaching outcomes have been met (Gordon and Browne 1996:298-299).

Children are evaluated because parents want to know how their child is progressing and whether the child is benefitting from the program. The teacher evaluates the child because she wants to:

- Monitor the child's growth
- Gauge baseline information about the child as an individual
- Develop and maintain a systematic plan for intervention and guidance
- Plan a curriculum for every individual
- Provide the parent with details about their child
- Make decisions for administrative purposes (Gordon and Browne 1996:298-299)

The teacher evaluates the child's progress and growth by assessing the child's creations (portfolios), observing, conversing with the child, making anecdotes of behaviour, and taking dictations. Assessment therefore occurs during

instructional situations. This is carried out to effect decisions about the child's capabilities. The teacher uses the results to alter the educational program to meet children's specific needs.

Figure 2-2: The need for assessment
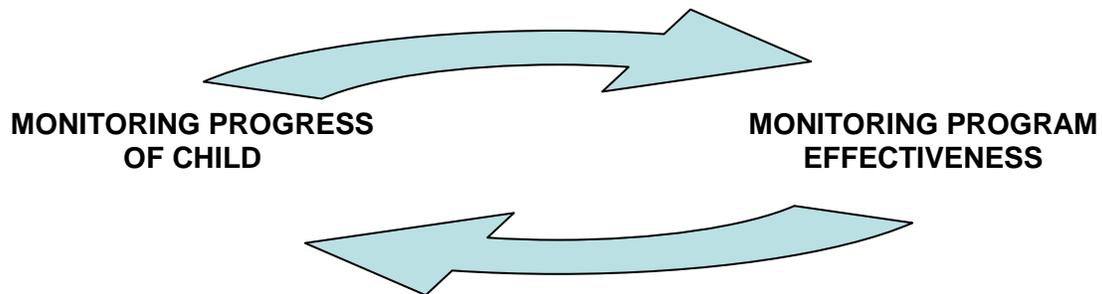
The above two processes are interdependent operations. 'The one exists because of the other: each one serves as a prerequisite for the succeeding one' (Bagnato and Neisworth 1981:198). In order to monitor program effectiveness, assessment is undertaken on a continuous basis. This provides objective information about the child's skill levels. The teacher uses this information to evaluate the child's progress according to the learning objectives set for the child. The information is used in reports to parents and to revise the program (Allen and Hart 1984:203-204). Davin and van Staden (2005:235) state that assessment results may be used:

- As a guide to the teacher's plan
- To improve teaching
- Provide guidance to and assist the child's parents
- Plan the programme to meet the developmental needs of the child in an appropriate manner
- Identify children who have developmental and learning barriers
- Adapt the programme to meet the needs of children who have learning disabilities

- Report to the relevant professionals who can assist the learners that require help**.**

For a teacher to make curriculum decisions with regards to managing the classroom, planning the program, and assessing and evaluating the learner, training of a high standard and quality is required. Training of this quality can only be attained at universities and teacher training colleges.

2.4 The role of recognised higher education institutions

Taylor (1999:16) speaks of how critical teacher training is for early childhood educators. She maintains that ECE is different from the training for elementary and secondary teachers. The field of early childhood education is not stagnant. Research and experience continually expose teachers to new findings about how children learn, developmentally and culturally responsive practices, and the impact of public policies.

There are several national and state organizations that focus on the education of early childhood teachers. Accredited colleges and universities offer courses that are reliable because they are research-based, and the content is up-to-date (Dever and Falconer 2008:71)

'Teaching in early childhood is a complex task and requires teachers with positive teaching strengths and qualities, as well as excellent teacher preparation and practice' (Eliason and Jenkins 2008:20).

The universities and teacher training colleges involve learners in research and critical, informed deliberation. The role it plays in training teachers is as follows:
- The learner analyzes subject matter relative to his mode of understanding. He learns key ideas, principles, concepts, and skills. These aspects structure the process of learning.

- Training takes place against a backdrop of continuous research concerning relevant methods, organisation, motivation, purposes, and assessments. This allows training to suit the time needed and the requirements of the learner population (Furlong and Smith 1996:19).

Universities/teacher training colleges remain efficient by providing consistent standards, quality assurance, and accountability. This is necessary because they cater for a large number of student teachers. Pring (1994) in Furlong and Smith (1996:51-52) state that, *'Universities are places of advanced learning and teaching. It is difficult to see how these two functions can be separated. One is able to teach well at an advanced level only if one is engaged in learning – either through research or through scholarship. To be a teacher in a university should signify that one is 'expert' in a particular area of public knowledge such that others will respect (even if they disagree with) ones writings, pronouncements or reasoning in that area.'*

'Early childhood educators must strive to be learners who are willing to continually study, grow, and change and to think and solve problems' (Eliason and Jenkins 2008:19).

Pring is saying that the university departments offer expertise and relevant knowledge backed by a theoretical perspective. He suggests that it is an ideal institution to educate teachers because it introduces the learner to theory (psychological, sociological, and philosophical), that underlie education. Theory is important as it makes students think. This improves the skill of inquiry and allows the student to understand that there are different perspectives and presuppositions. Teachers have their own theories about children. They rely on common sense and their own understanding of how the child learns. Higher education attempts to challenge this existing framework of perspectives. Theory is thus valuable as it involves a high level of attention to the world and its

subtleties. Student teachers not only need theoretical knowledge but also practical experience to discover the world of education. Universities provide for teaching experiences by making it part of the study programme. Students are to fulfill certain requirements concerning teaching practice in various ECD centres to gain experience (Furlong and Smith 1996:196).

Through theory and practice students are taught to be professionals in their field of study. A common misconception is that teaching is an art that requires no knowledge base. Some believe that only certain fields like the medical sciences have a set of methodologies and scientific rules. Some lay people think they too can be educational experts. Others believe that any person with some form of education (not teaching) can deliver a lesson in a classroom. Research proves that such an idea is a mistake. Another common mistake is the belief that the acquisition of theoretical knowledge is sufficient and that practical experience is not necessary. One such study involved college graduates hired to teach in a high school. They had strong theoretical teachings but no practical training. Their experiences in the first year were compared to teachers who had had practical experience (pedagogical coursework). The ones who had no experience in teaching did not know how to:

- Motivate learners to learn
- Plan lessons
- Present material to facilitate learning

The teachers who had theoretical and practical training were successful in their teaching endeavour. The report concluded that subject matter knowledge and the inclination to teach is important, but if a teacher does not have practical knowledge of how a child learns, she will not be effective in the classroom. It may therefore be noted, that effective teacher training, encompasses both theory and practice (Smith and Smith 1994: 42).

Slick (1995:1) agrees with the above view that field experiences are vitally important as it melds theory into practice. The teacher is therefore able to apply the concepts, principles, and ideals that he/she has gleaned from the higher education institutions. It is both theory and practice that completes the training process for the teacher.

Jones (1994) and Spodek (1994) reinforce this argument by affirming the value theoretical and historical grounding has for childhood teachers. Jones regards teachers as constructivists because they make decisions on the 'spur of the moment'. Decisions of this nature are made based on both the developmental and learning theory and the teacher's own experience and practice. Spodek says that not only is knowledge of the history, traditions, and theory of the field necessary but also of the political, social, and cultural contexts (Gordon and Browne 1996:141).

The following section describes the progression of teaching skills. The four stages discussed are survival, consolidation, renewal, and maturity. Education stops neither at the university nor after many years of teaching. Ongoing mentoring and professional growth and development at higher levels are of vital importance throughout the teaching years. The teacher should also be exposed to in-service training, professional conferences and organisations to expand knowledge and ensure relativity to the times and technological advancements and changes (Gordon and Browne 1996:156).

2.5   Professional growth

As a member of the teaching profession, one realises that there are professional expectations involved. The teacher is expected to study child development, human behaviour, family relations, parent education, and curriculum planning. Practical teaching experience provides the experience and foundation for the beginner teacher and provides the framework for professional development. The

process of becoming a teacher is not something that happens overnight. It is a gradual process. It progresses along a continuum in an orderly manner. Lilian Katz (1977) in Gordon and Browne (1996:155) says that teacher development consists of four different stages. It describes the progression of teaching skills. The four stages are:

1. Survival – This stage refers to the beginner teacher who feels inadequate and ill prepared in the first year.
2. Consolidate – The teacher strengthens her position by focusing on individual children and their behaviour problems.
3. Renewal – This stage takes place by the third or fourth year. The teacher is now ready to explore new ideas and resources.
4. Maturity – By the fifth or sixth year, the teacher searches for insights and viewpoints. She has come to terms with her profession (Gordon & Browne 1996:155).

Professional and personal growth are values that most early childhood teachers nurture. The act of teaching is a growth process, which is dependent on being inquiry-orientated. The process of becoming a teacher is one of searching for information on elements of learning and development, and finding ways to advance it. The processes that form the basis of inquiry are:

- a need to know
- the process of knowing

Inquiry is experienced on a continual basis in the classroom. It is when the teacher recognises that a child does not understand something or the child's behaviour is unusual. This exposes how much the teacher knows about the young child. Once the teacher is prompted to study the issues of life, she realises that she is also a learner. She has a need to know, and is experiencing a continual process of knowing. It is during this time of illumination that the teacher realises that her own culture, experiences, values, beliefs, and emotions may

become biases to face openly. The teacher may then use strategies to promote an inquiring and caring teaching/learning lifestyle. The strategies that foster inquiry are:

- personal relationships

  Teachers show that they value a relationship by encouraging each other to take risks. This makes relationships meaningful and they experience the personal nature of inquiry and caring.

- personal narratives

  Sharing experiences with other teachers allows the teacher to examine their intentions, values, and beliefs that are entrenched within teaching decisions and behaviours.

- mentoring relationships

  Teachers select a mentor who is inquisitive, yet nurturing and caring. This takes personal inquiry to a greater level and is essential for growth. A mentor provides guidance and meaningful feedback whilst allowing for exploration and growth. Mentors encourage problem solving through reflection.

- Community building

  When teachers are placed in teams, they grow as members of a learning community. Community building is encouraged when teachers share stories, experiences, achievements, concerns and other issues in an environment of trust, openness, and acceptance (Journal of the Association for Childhood Education International 1998:66-69).

Research in teacher preparation show, that learning is improved through a sense of community. Teachers do not feel intellectually and professionally isolated because they have the support of one another (Journal of Teacher education Quarterly 2006: 57).

The important fact to remember is that each teacher has a contribution to make to society. We cannot function alone if the goal is to build a healthy, sane community. This is the most important inquiry lesson found in programmes that offer high quality services. It bespeaks true professionalism (Journal of the Association for Childhood Education International 1998:66-69).

2.6 Professional development

One of the trademarks of being a professional is to study throughout ones career. The term used for this is called continuing professional development (CPD). It is the term used for the professions, for ongoing education and training. If teaching is seen as a profession – as has been argued already – then a commitment to improving one's profession on a continual basis would be an important hallmark of the teaching profession (Earley & Bubb 2004:3).

Professional development takes place when already competent professionals become even more competent. To become more competent, one has to:

- Grow beyond the usual
- Strive to increase the knowledge of one's field
- Refine skills
- Assume new responsibilities (Duke 1990:290).

Research regarding the value of good teaching has increased and this has led to a greater need for professional development. The teachers that seek professional development are often highly motivated and have a need for achievement. These are people who find meaning in their careers and are able to make sense of their lives. With meaning comes a personal feeling of purpose, coherence, and commitment. Teachers who want to quit find no meaning in what they are doing because they feel they are not contributing to the betterment of the world (Duke 1990:294-299).

Teachers who empower themselves with new and contemporary knowledge feel confident about their output and enjoy working with children. It is possible that teachers will become bored and stagnate because of the routine found in the teaching field. However, teachers should recognise that this is the time for the teacher to experiment with new ideas and grow. They may do this by attending workshops and conferences, enroll in university courses, and visit colleagues for mentoring (Duke 1990:294-299).

2.7   The teacher and the young child

The teacher has a great impact on the young learner's life. To ensure a positive influence and definite growth in all aspects of development, an intense knowledge of the 'child in totality' and the way the child learns is necessary.

2.7.1   How the young child learns and develops

A view commonly held in the 1950s and 1960s was that people matured in predictable ways, according to a biologically predetermined plan (Feeney S. Christensen and Moravcik 1983:59). Current research disagrees with this viewpoint and proposes that the determinant of a child's level of maturity and becoming is knowledge, experiences, and attitudes (Abbott and Pugh 1990:7).

The child must be exposed to knowledge, positive experiences, and positive attitudes during the first few years of his life when he is at his most vulnerable stage of development, and open to suggestions. Learning takes place rapidly and intensely. The child seeks to understand who he is, how he feels about himself, and how he relates to others. The child learns how to communicate his fears and excitement, how the world system operates, and how his body works. It is therefore critical for the child's development that the teacher understands and supports the child during this crucial phase of his life (Abbott & Pugh 1990:7). Understanding and supporting the child is not an easy task, as the teacher would

have to take on many different roles to achieve this result (Gordon & Browne 1996: 140).

In order to be effective in the above roles, the teacher must know the child in 'totality' and how he learns. Quality care and education is about meeting the child at the point of his educative need whilst acknowledging his abilities (strengths and weaknesses). The teacher must possess a profound knowledge of the child to understand and value the different areas of development that make up the child as a whole (Gordon & Browne 1996: 140).

2.8   The child in totality

There are different theories that emerged over the years to describe how children grow and develop. Each viewpoint explains human growth and development. The theoretical opinions include maturationism, behaviourism, and constructivism. It is used as terms to describe children's development. Each theorist provides their personal view on how to interpret observations of children as they grow and develop. A typical example is a child throwing a ball at a target. The table below explains how the theorists explain this experience (Brewer 2004:3-11).

Table 2-1: Theoretical interpretations of observation

Behaviourist	Maturationist	Constructivist
Learning is achieved through reinforcements and rewards. **Question**: Was there something that motivated the child to throw the ball more effectively?	Learning is the unfolding of the child's potential in an optimal environment. **Question**: Was the child able to grasp and release the ball in an appropriate way?	Learning is a continuous process of assimilation and accommodation. **Question**: Was the child seeking information about velocity and angle every time he threw the ball?

Whilst it is important to reflect critically on the different views of the theorists, it is also important to realise that the child develops as a whole. The total being of the child is made up of six areas of development. These are social, physical, emotional, cognitive, conative, and creative. All these areas are interrelated and will be discussed in the subsequent sections. However, let us first try to interpret the above scenario from the whole-child point of view:

> *The child throws the ball. The child's ability to control his fine and gross muscles, and eye-hand coordination for accuracy shows increased physical skills. When the child is successful in his physical abilities, he develops a positive self-concept (emotional), which gives him a sense of well-being and motivates him to become more confident in his (physical) abilities. With this new level of confidence, he attempts to become more accurate in hitting the target. This is done by thinking (cognitive and creative) about more effective ways to throw the ball. The child wills (conative) himself to do better at each attempt (Researcher's deductions).*

The child is therefore a complex 'whole' that has a need to be understood. The educator must be knowledgeable about child development in order to improve the learning experience (Brewer 2004:11)

The young child is seen in the above scenario as a multi-faceted and complex being. For this reason, it is necessary to study different domains of development without losing sight of the child as a being in entirety. The effective teacher therefore encounters the child as an active, intelligent, creative, social, emotional child with a will of his own (De Witt and Booysen 1995: 3).

When a Grade R program meets the needs of a child by promoting each aspect of development, a healthy, intelligent, and contributing member of society is the result. This program can then be branded a high-quality program (Taylor 1997:61).

Figure 2-3: The Developmental areas form an integrated whole – (one aspect cannot function properly without the other)
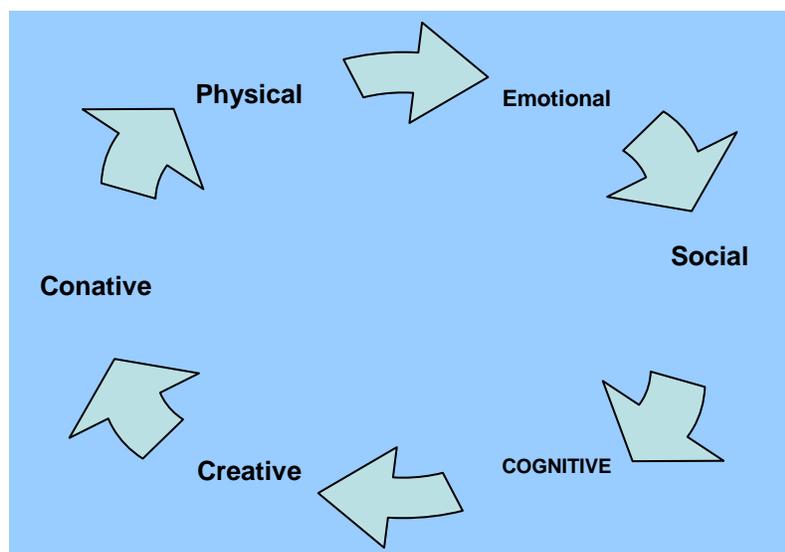
The purpose of quality care and education is to develop the 'whole' child by involving the 'whole' child (Grobler, Faber, Orr, Calitz, and Van Staden, 2004: 24-25).

2.9 The teacher's role in promoting 'whole child' development

The teacher should have extensive knowledge of how children grow, the different phases of development, developmental milestones, and developmentally appropriate practices, and be able to implement these.

2.9.1 Physical development

"The physical domain concerns development of the body, biological growth, or maturation. It includes changes in the body (brain, senses, muscles, bones) as well as the way a person uses his or her body (e g motor skills and sexual development)" (Lemmer and Badenhorst 1997:219).

The teacher should know that the Grade R learner (5-6 years) is not a chubby baby anymore. Most of his baby fat has disappeared due to the slowing down of fat production. The child's head is more in proportion with the rest of his body. The trunk is extended and the stomach is flatter. The neck is longer and the face looks more mature. The child's lower jaw fills out and the shoulders are broadened. The fingers are noticeably longer. The child knows which the dominant hand is. The child's brain is almost 90% of the adult weight (Davin and van Staden 2004:42).

Physical development is a process that assists the child in becoming physically literate. The child develops coordination, movement skills, and abilities through this process. It is important to understand that all children do not grow and develop in the same way because development depends on individual traits, the environment, and child-rearing practices. It is important to note that growth and

development follow similar sequences. Therefore, the teacher has a task to provide for children and their individual needs because each child is looking for a unique experience during movement activities (Maude 2001:6-7).

The child moves to learn and learns to move during physical literacy. This process is essential for the child's overall development and should not be underestimated. The environment, appropriate learning experiences, and numerous opportunities contribute to large and fine muscle development (Hendrick and Weissman 2006:105).

Observations indicate that growth during physical development is cephalocaudal. This means that growth proceeds from the head to the tail. It is also proximodistal. This means that growth proceeds from the centre of the body outward. Gross motor movements also develop before fine motor movements (Brewer 2007:18).

2.9.1.1   Large (gross) motor development

Gross motor skills are abilities to control the large muscles of the body. They include mobility and agility skills. These skills take the form of walking, running, sitting, hopping, jumping, dancing, climbing, crawling, twisting, balancing, and stretching which include larger movement of the arms, legs, feet, or the entire body (Maude 2001:25)

Figure 2.4 indicates the expected/possible abilities of the Grade R learner.

Figure 2-4: Large motor skills
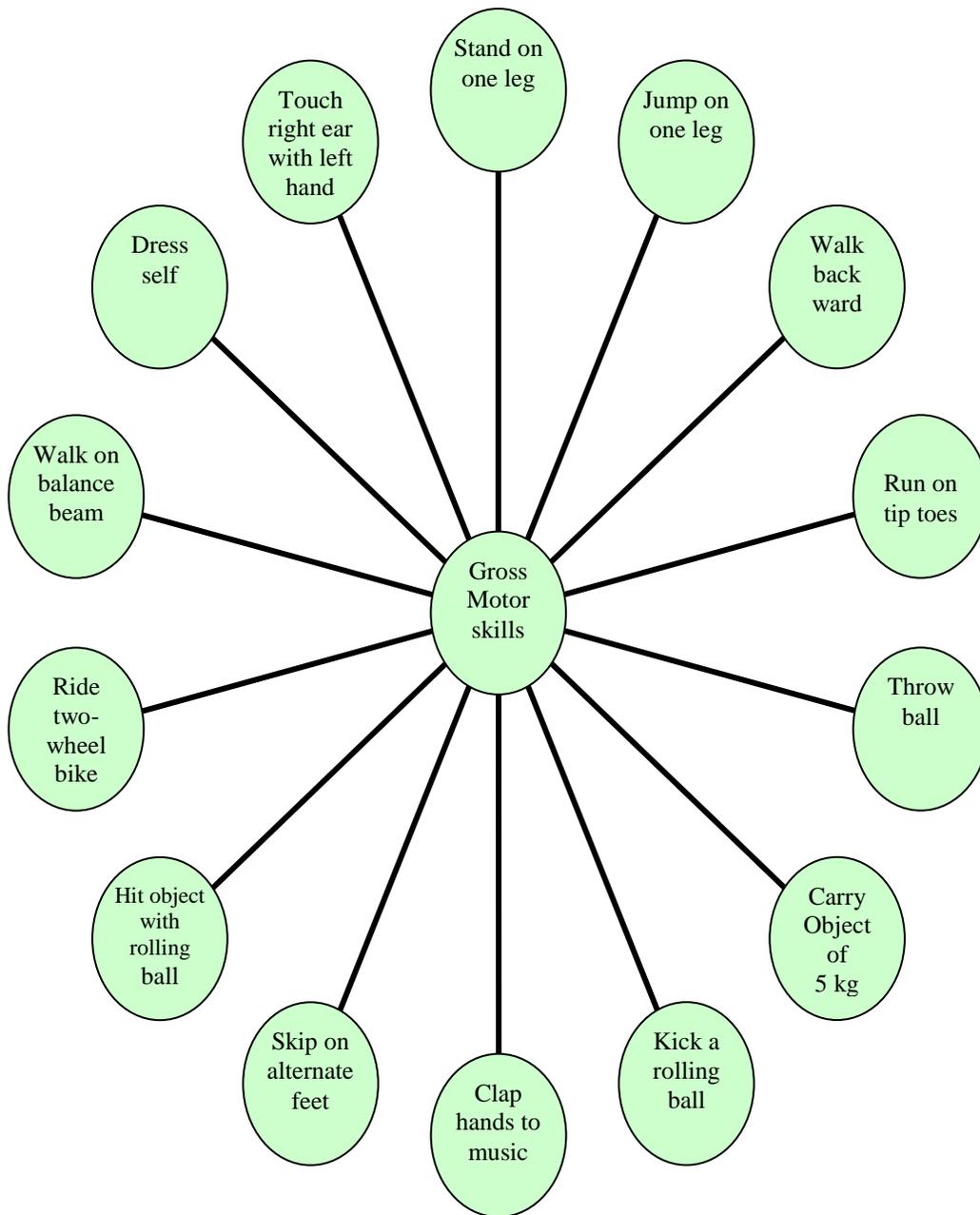
Boorman (1998:12-13) in Maude (2001:25-26) affirms that the teacher who has knowledge of large motor skills is able to provide activities to enhance development of these skills. The Grade R outdoor area will thus be equipped with the necessary equipment to stimulate gross motor development. This may consist of climbing structures (jungle gyms, trees), tyres, and hoops for rolling, swings, balancing structures (beams, planks, and tyres), trucks, tricycles, scooters, beanbags, balls (large and small) and music for dancing.

2.9.1.2   Fine motor development

Fine motor skills are smaller actions. This include manipulative and projection skills such as grasping an object between the thumb and a finger or using the lips and tongue to taste objects, releasing, rolling, throwing, aiming, and kicking, appropriate handling of tools and malleable materials (Maude 2001:25)

A normal Grade R learner is able to do the following using the fine muscles:

Figure 2-5: Fine motor skills
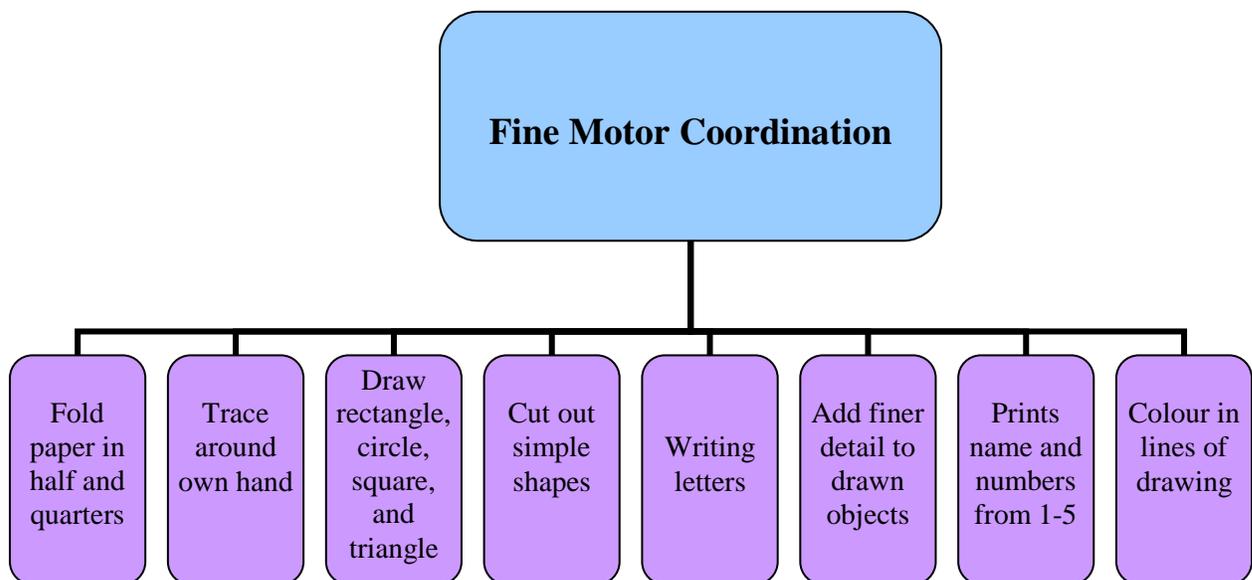
(Davin and van Staden 2004:42).

The teacher should provide the following materials to enhance fine motor skills:

1.   Puzzles
2.   Creative materials (paints, crayons, markers, scissors, buttons, paper of different textures, brushes for glue and paint)
3.   Clay
4.   Play dough
5.   Music instruments (tambourines, maracas, xylophones, drums)
6.   Clothes and accessories for roll-play in fantasy area
7.   Wooden/plastic blocks for construction and problem-solving
8.   Books covering various topics/themes appropriate for the child
9.   Materials for carpentry (large nails, screws, soft wood, hammer, workbench that is child appropriate, vice)
10. Water for water play in troughs
11. Sand in sand-pit, or trough
12. Toys for water and sand play (funnels, containers for measurement, sieves) (Davin and van Staden 2004:42).

2.9.1.3   Sensory skills

Children have five senses. They are:

1. visual - sight
2.   olfactory - smell
3.   auditory - hearing
4.   gustatory - taste
5.   tactile – feel/touch

Montessori (1967) suggests five other senses. They are:

1. Chromatic – broad sense of vision, abilities of matching, discriminating and identification of colours
2. Thermic – The ability to feel hot, cold, lukewarm, and warm
3. Baric – the ability to recognise objects as heavy/light
4. Sterognostic – Saying what an object is by touch and not vision

5. Kinesthetic – the whole body responds using senses and the muscular system Davin and van Staden 2004:43-46).

The teacher should know that the young child's sensory organs may not be developed fully. Children use all their senses to interpret information they receive through the daily programme. The teacher's role is to promote the interpretation by talking and questioning to stimulate the senses. During toilet routine for example, the teacher may ask the children how the toilet paper feels and looks (Davin and van Staden 2004:43-46).

2.9.1.4   Physical Awareness

There are four kinds of physical awareness:
- Body awareness
- Spatial awareness
- Temporal awareness
- Directional awareness

Table 2-2 Types of physical awareness

Body Awareness	Spatial Awareness	Temporal Awareness	Directional Awareness
Experiencing what it feels like to be suspended from an overhanging branch of a tree, or upside down.	Sensing what on top of, below, under, through, at the side of, inside, feels like.	This is the ability to judge speed and to move slowly or fast.	The ability to move sideward, backward, forward, while being aware of others or objects.

After careful consideration of the above aspects within the physical domain, it becomes imperative that the teacher take the necessary steps to cater for the

young learners needs both inside and outside the classroom **(**Kostelnik et al 2007:325).

2.9.2   Cognitive development (knowledge and thinking)

"Development in the cognitive domain relates to development in reasoning and thought, language acquisition, and how individuals collect and store knowledge from their environment. Cognitive development therefore consists in changes in perception, thought, language, memory, intelligence, problem solving, academic progress, and learning. The terms cognitive and intellectual are used synonymously (Lemmer and Badenhorst 1997:218).

Children, like adults, have minds. They have a knowledge base, which is all the content a child has pertaining to a certain topic. The knowledge base includes facts, concepts, understanding, and strategies to utilise all of this information. This knowledge base is a framework for understanding new concepts. This means that children build new content upon old content. In other words, the child builds information on what he already knows. Therefore, it is important for the teacher to know where the child is at in terms of his knowledge base because new information is easier to retain if tied to existing content. The teacher must expose the child to new knowledge consistently. Concrete activities should be an ongoing experience in the Grade R classroom (Davin and van Staden 2004:53-55).

The diagram below indicates the potential knowledge and thinking abilities of the Grade R child. Once again, the significance lies in the implications for the teacher and how she will support the child in order to promote and enhance these abilities.

Figure 2-6: Knowledge and thinking abilities

Pay attention
Remember

Interpret
Imagine
possibilities

Classify
Solve
problems

Generate
strategies

Infer principles
and deduce rules

Evaluate ideas
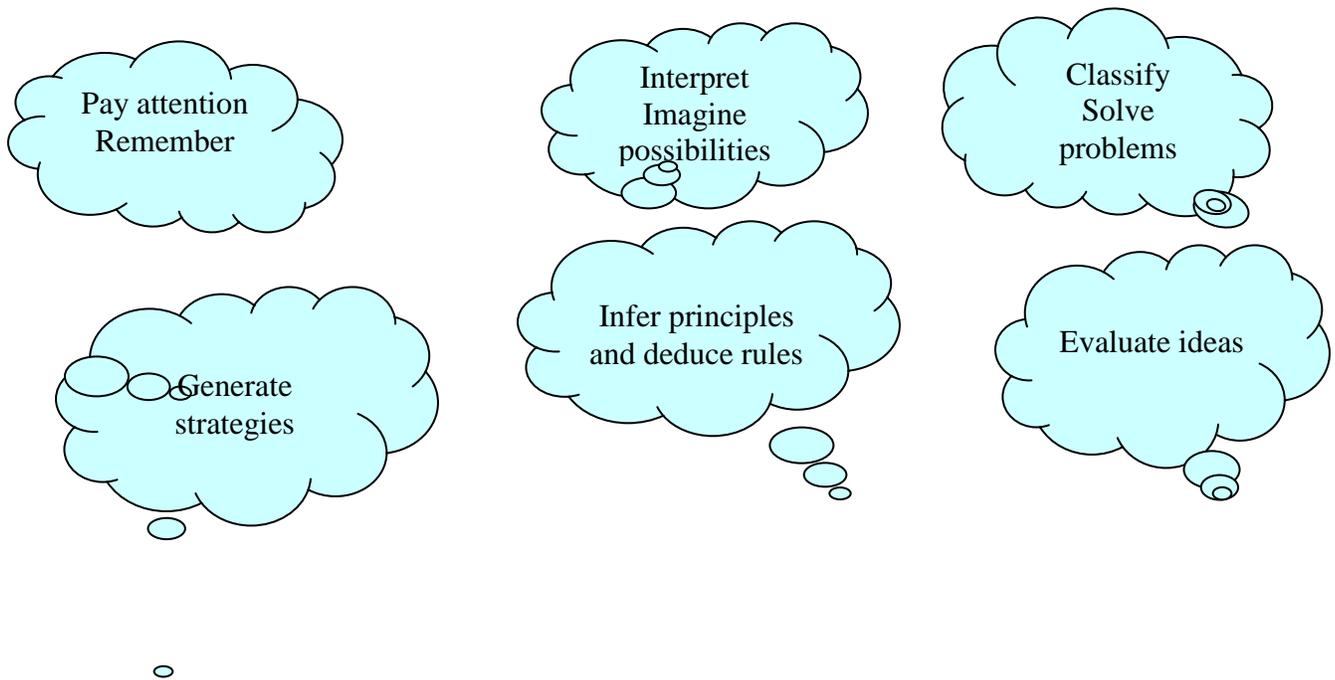
2.9.3   Psychosocial development

Psychosocial refers to emotional and social development. 'It includes all aspects of identity and self-concept development and includes the relationships with self and others' (Lemmer and Badenhorst 1997:218).

2.9.3.1   Emotional development

Children develop emotionally when they begin to understand and accept themselves and have knowledge of themselves. Healthy social development also contributes to the child's positive emotional development. Children's self-concept is formed from the relationships they have. It is the view that important people have of the child that allows him to form a positive or negative self-concept. If children are viewed with negativity, they do not feel good about themselves. They

feel inadequate and doubt themselves. They also feel a sense that they do not belong. Derman-Sparks and the ABC Task Force (1994) points out that gender, race, disabilities, culture, religion, material status, are prejudices that children use against other children. This can create a culture of bias which is detrimental to children's emotional development.

The teacher can counteract the anti-bias culture in the classroom by accepting children regardless of their barriers to learning. This refers to a process called inclusion. Teachers should aim at creating a learning and teaching environment that is nurturing and supportive, where children can feel safe, secure and needed. Through training a teacher may learn many strategies to facilitate an anti-bias culture in the classroom (Charlesworth 2000:114).

2.9.3.2   Social development

Human beings need each other. We live in a social setting. The social setting/society has norms, and values, that must be adhered to. Children must be taught norms and values to fit into society. This is a process of socialisation. Socialisation does not happen by itself. The teacher should know what children are expected to do between the age's five to six (De Witt and Booysen 1995:37-50).

When teachers confront learners with moral reasoning they incorporate issues such as equality, acceptance, privacy, sensitivity to the needs of others, human rights, a concerned and responsible attitude for others (Lemmer and Badenhorst 1997:240-241).

Hendrick and Weissman (2006:174) assert that a high-quality early childhood programme afford skills that permit the child to form caring relationships (listening, sharing, cooperation), employ self-control, pay attention and follow instructions.

The diagram below indicates what children are expected to do at this age.

Figure 2-7: Expected social skills of the Grade R child

Enjoys group play   Enjoys competitive play

Ask permission   Enjoys jokes   Be sociable
Accept authority   Respect authority
             Insist on fair play

    Have a sense of self-identity   Choose own friends

Accept uniqueness of others Prefer friends of same gender

Be aware of rules

                Likes adult companionship
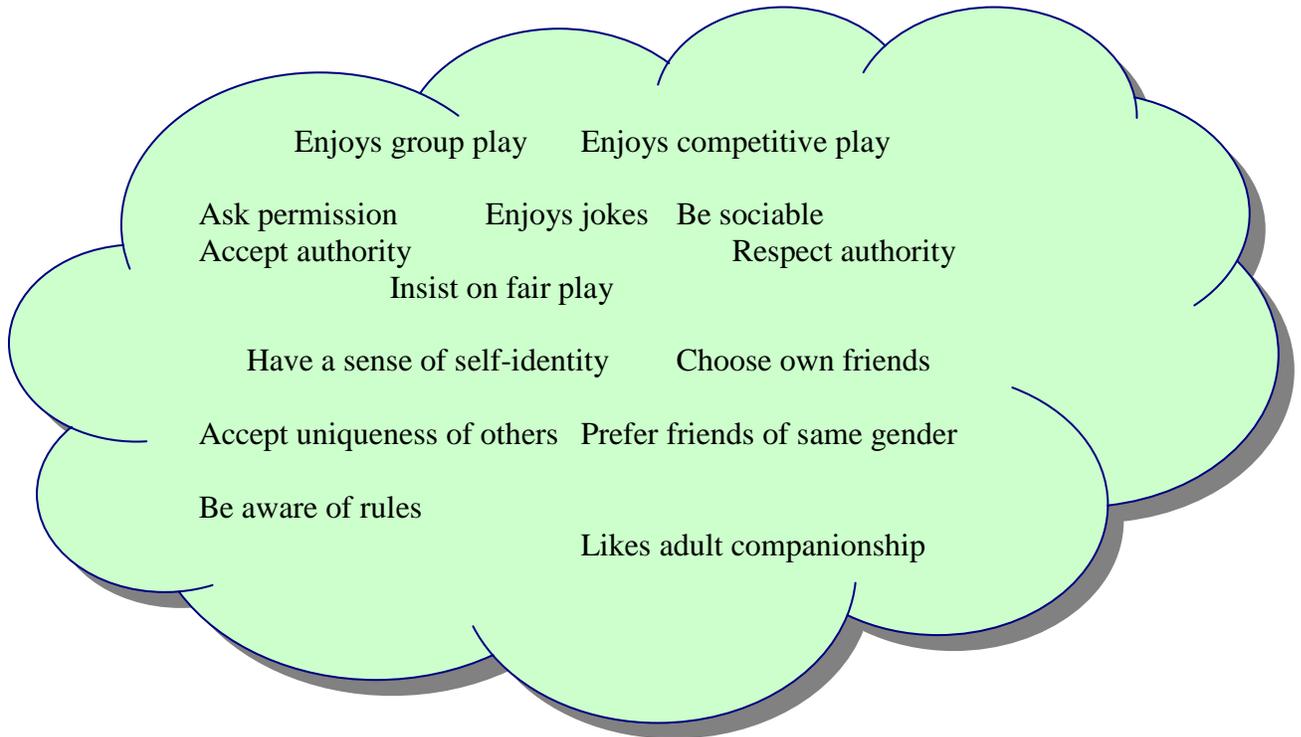
With the above knowledge in mind, the teacher attempts to gear the learner towards prosocial, anti-biased behaviour. The teacher encourages group activities where social skills like sharing, co-operation, helpfulness, and mutual respect is learned (De Witt and Booysen 1995:37-50).

2.9.4.   Creative development

Paul Torrance (1970) is a pioneer in the study of creativity. He said that creativity is the ability to construct something unique and novel. Recent studies define creativity as abilities, skills, motivations, and attitudes (Mayesky 2006:4).

The characteristics of creativity are:

1. fluency – the birth of new ideas on a consistent basis
2. flexibility – the ability to execute different approaches
3. originality – uniqueness, inventiveness, imagination
4. elaboration – extension of an original idea

Children are very creative beings. Teachers would see this in the child's drawings. Children draw what they experience and understand about the world. The teacher can extend the child's creativity in the following ways:

1. Do not show the children own examples of drawings as children represent their life world differently from adults
2. Do not give children colouring books because they become less confident about their own abilities
3. Understand that children develop through stages of development in Art
4. Provide activities that have different levels of complexity to allow for growth, stimulation and reduces boredom for those who have attained that skill/concept already
5. Present art activities at varying levels (on the floor, table, easel,)
6. Provide a variety of materials to stimulate the child's exploratory, discovery, and inquiry skills (Mayesky 2006:215-330).

2.9.5   *Conative or volitional development*

The conative/volitional refers to the human will. The will is the inward drive that determines all behaviour. The child actively strives towards the realisation of a goal. The child expresses the will in issues such as motivation, needs, and ambitions, the decision-making process, and objectives. When a child performs a conscious act, a motive existed before the child moved into action. The child wishes to fulfill a wish, desire, need, yearning, or an inspiration. It is the teacher's

duty to provide motivation for the child to desire to want to learn, to want to be successful in all endeavour.

Figure 2-8: Teacher's encouragement leads to learning

MOTIVATION ⇨ WILL ⇨ ACTION ⇨ GOAL

A positive climate in the classroom and better relationships with child and teacher has to exist to foster the pursuit of higher ideals. Therefore the ideal classroom atmosphere develops positive self-concept, is free of criticism and allows freedom to execute own plans, has opportunities for experiencing success and hence a sense of worth and personal achievement (Lemmer and Badenhorst 1997:241-242).

The diagram in Figure 2-9, shows the interrelationship between the aspects of development in the young child. It is thus an indication of the interwoveness of the child in totality and depicts the complexity of teaching and learning for the teacher/practitioner.

Figure 2-9: The aspects of the child's development is interwoven

Cognitive

Physical

Emotional

Conative

Social

Creative
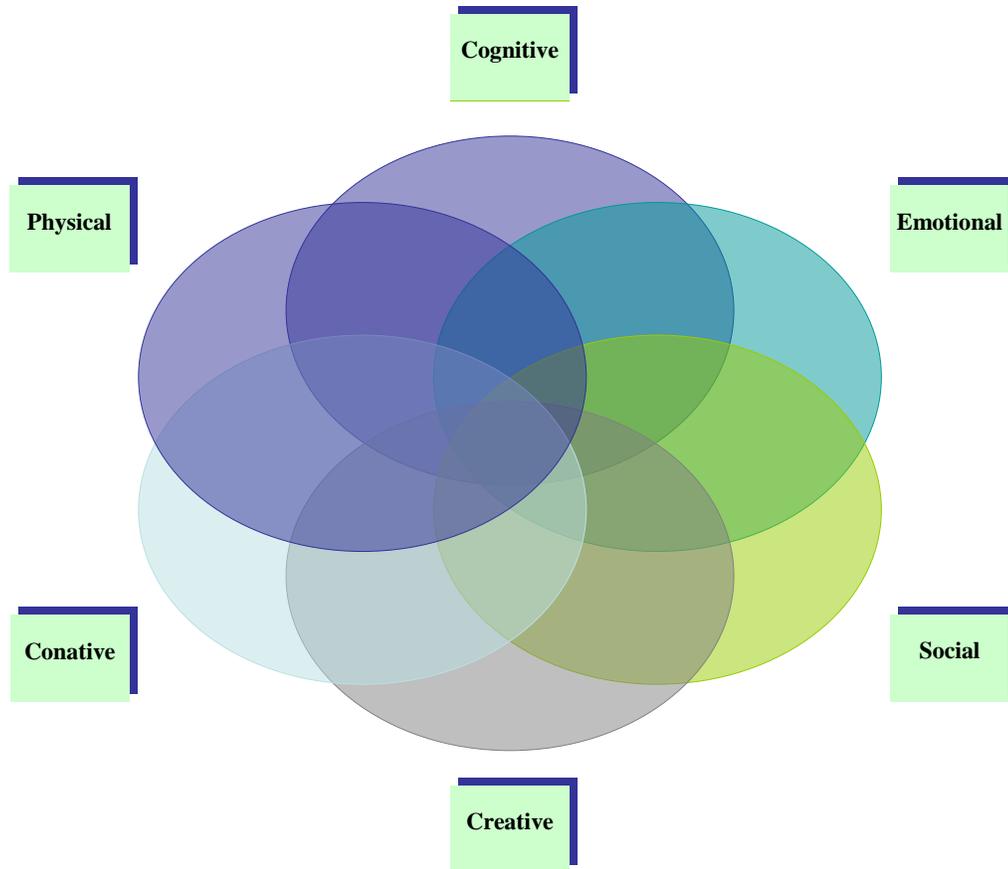
(Adapted from De Witt & Booysen, 1995:4)

Bearing in mind the child's abilities, the teacher is now in the position to plan the curriculum with a holistic view of the child (De Witt & Booysen, 1995:4)

2.10 Quality in the Grade R programme

Who determines the quality of a Grade R programme? According to Taylor (1997:58-69), the teacher who is empowered with skills, knowledge, attitudes, and values, is able to create this high quality service for the young child. The teacher is therefore solely responsible for the quality she brings to the classroom.

Whitebook (1995), in Machado and Botnarescue (2008:357), state that high quality centres exceed the minimum standards that are set by the state. To measure quality in childcare and education, the following criteria is identified:

2.10.1   Health and safety requirements

According to Kostelnik et al (2004:9), it is imperative that health and safety provisions are in place to support the young child's well-being. Health factors include cleanliness, environmental influences, consideration of children who have health problems or learning needs, nutrition, learning, behaviour, licensing of programme and immunisations as stipulated by the government (Taylor 1997:164-165).

The programme should also have a basic outline of safety goals. This serves to protect both teacher and child. The teacher makes plans for safety before children arrive. Safety is planned for when the philosophy, curriculum, hiring of teaching staff, allocation of funds, arrangement of indoor and outdoor environment, and collection of materials required is being decided upon and duly implemented (Taylor 1997:194).

Taylor (1997:194) emphasises the need for a written evacuation emergency plan to be included for all kinds of disasters. Parents are to be educated on how to collect their children should an evacuation take place. Children would have to practice the evacuation drill on a regular basis.

Whilst some safety procedures are planned, others happen spontaneously.
- Activities and experiences that need special monitoring are outdoor activities and art.
- The classroom must be equipped with a first-aid kit.
- Indoor safety includes factors like the temperature in the classroom, sufficient lighting and ventilation, maintenance of child appropriate

furnishings and toys, child appropriate toilet facilities, and supervision at all times.

- Outdoor safety include appropriate play equipment and regular maintenance of equipment, removal of environmental hazards (poisonous plants, rocks and stones in the play area, broken toys and equipment), and adequate parking for parents and staff.
- Any possibility of children being abused must be eradicated
- To ensure safety, there must be adequate indoor and outdoor space (Taylor 1997:215-217).

2.10.2   Developmentally appropriate curriculum

The NAEYC suggests certain guidelines in the form of questions to determine whether a curriculum is developmentally appropriate. If a Grade R programme can answer affirmatively to each of the 20 questions, then it is confirmed that the programme is developmentally appropriate. The following list of questions becomes useful when checking the responsiveness of a curriculum with regards to the child's individual needs, interests and developmental levels:

- 'Does it promote interactive learning and encourage the child's construction of knowledge?
- Does it help achieve social, emotional, physical, and cognitive goals and promote democratic values?
- Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
- Is it meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by relating it to a personal experience children have had, or can they easily gain direct experience with it?
- Are the expectations realistic and attainable at this time, or could the children more easily and efficiently acquire the knowledge or skills later on?

- Is it of interest to children and to the teacher?

- Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?

- Does it build on and elaborate children's current knowledge and abilities?

- Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?

- Does it facilitate integration of content across traditional subject matter areas?

- Is the information presented accurate and credible according to the recognised standards of the relevant disciplines?

- Is this content worth knowing? Can these children learn it efficiently and effectively now?

- Does it encourage active learning and allow children to make meaningful choices?

- Does it foster children's exploration and inquiry, rather than focusing on 'right' answers or 'right' ways to complete a task?

- Does it promote the development of higher order abilities, such as thinking, reasoning, problem solving, and decision making?

- Does it promote and encourage social interaction among children and adults?

- Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, and nourishment/elimination?

- Does it promote feelings of psychological safety, security, and belonging?

- Does it provide experiences that promote feelings of success, competence, and enjoyment of learning?

- Does it permit flexibility for children and teachers?' (Koralek, Colker and Dodge 1993:8).

2.10.3   Programme structure (routine and schedule)

A good programme involves the child in totality. There is a balance between noisy times and quiet times, shared and individual activities, as well as teacher directed and child-directed activities. It must be structured and flexible at the same time. With structure, the child enjoys feelings of security from knowing what to expect each day. Within this structure, there are routines and schedules to meet the needs (toilet, washing hands, and refreshment routines) of the child. A typical Grade R Programme is presented below. Its time table is well planned, yet not rigid as the teacher adapts it to the needs of the learners (Grobler et al 2004:25).

Table 2-3:   Grade R - Daily Programme

Time Allocation	Presentation	Activities
07:00 – 07:30	Arrival	Greeting and conversing with parents
07:45 – 08:15	Group discussion	Greet Children Optional: Religious Instruction Theme discussion
08:15 – 09:45	Indoor – Free choice of activities	Fantasy play Art Book Area Manipulates Area (block, Lego, play dough, puzzles, other fine-motor activities)
09:45 – 10:15	Routine	Tidy-up Toilet routine

		Refreshments Snacks
10:15 – 10:40	Group Presentation	Music ring/movement activities
10:40 – 11:45	Outdoor- Free choice of activities	Outdoor play equipment Science activities Sand/mud play Water play Art activity Gardening
11:45 – 12:00	Routine	Tidy-up outside Toilet routine
12:00 – 12:30	Group Presentation	Emergent Literacy activities Emergent Numeracy activities Emergent Life Skills activities Educational Games Story Time
12:00 – 13:00	Group Discussion Routine	Discussion of days events Departure for half-day learners. Lunch and rest for learners staying for the full day

(Davin and van Staden 2004:9).

2.10.4 Appropriate activities and experiences

There are five principles to help a teacher choose suitable activities and experiences for the reception year:

- Link it to the learning outcomes
- It must be developmentally appropriate
- The group must experience it as relevant and meaningful
- It must be multi-cultural and unbiased
- It must be fun and enjoyable

(Davin and van Staden 2004:21).

2.10.5 Relevant equipment and materials

The equipment and materials should:
- Be non-sexist, non-discriminatory, nonviolent, and nontoxic
- meet the criteria the centre is based upon
- be developmentally appropriate
- allow for individual interests and abilities
- allow for exploration to extend item in new ways
- include manipulative toys, blocks, books, science equipment, puzzles
- challenge the children
- be child safe
- reflect all cultural roles and avoid sex-role stereotyping

(Taylor 1997:324).

2.10.6 Limited Group size

The number of learners in a classroom depends on the size of the classroom and the number of staff available. The adult-child ratio must be small enough to accommodate positive interactions. Learners must be able to receive individual instruction and personal feedback about their learning experiences (Kostelnik et al 2004:8).

2.10.7   Adequate indoor and outdoor space

There must be enough space for the different activity areas inside the classroom and outside the classroom.

Figure 2-10:   Grade R classroom layout – a typical representation of what is expected
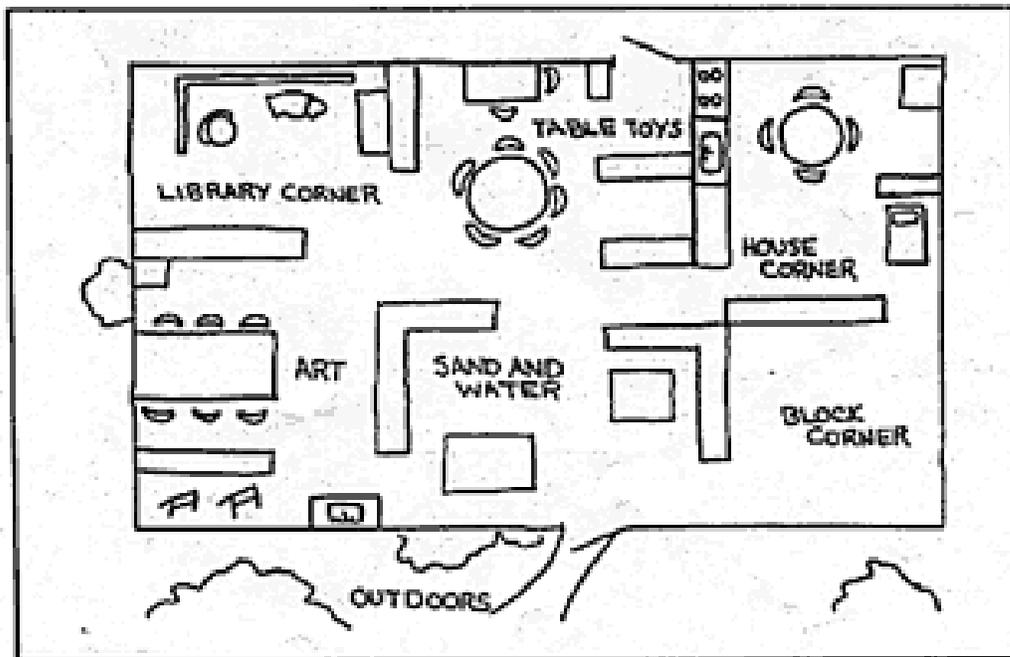
(Dodger and Colker 1992:16)

2.10.8   Anti-bias attitudes (diversity & multi-cultural education)

Statements like the following are heard too often: "You are a boy. Why are you playing with dolls?" or "You are speaking with a stutter because you are stupid?" Children become aware of differences in colour, language, gender, abilities (mental, physical) from a very tender age. They discover these differences

through observation of the spoken word and non-verbal messages. The teacher is one who should know that when a child becomes a victim of inferiority due to prejudice; his energy is drained and full development is delayed. On the other end of the continuum, when a child thinks he is superior, he becomes dehumanised and reality is distorted. The teacher who has this knowledge is able to help the Grade R learner begin the journey toward an anti-bias identity and attitudes because she understands that the practice of freedom is a fundamental part of anti-bias education (Derman - Sparks and the A.B.C. Task force 1989:IX).

The teacher will therefore set goals for the curriculum to enable the learner to:

| 1. Construct a self-identity that is knowledgeable and confident. |
| 2. Interact with diversity in a comfortable, empathetic, and just way. |
| 3. Stand up in the face of injustice by developing the child's critical thinking and skills. |

(Derman - Sparks and the ABC Task Force 1989:IX).

Greenburg in Derman - Sparks and the ABC Task Force (1989:5) postulates, "Teachers have a responsibility to re-evaluate existing early childhood curriculum to prevent and remediate developmental deficiencies created by gender stereotyping". The teacher must challenge the impact of bias on the way the learner develops by creating an anti-bias environment; an environment rich in opportunities for exploration of gender, race, and able ness.

The scene for practicing an anti-bias curriculum is set when:

| 1. The visual/aesthetic environment has an abundance of images, resources, and materials that reflect a diversity of races, ability, and colour. |
| 2. Toys and materials represent the background of learners and their families, communities and nation. The choice of books, dramatic play equipment, clothing, |

accessories, seeing and hearing languages, and labeling of materials depicts this.
Music – reflects cultural styles
Art materials – include all the colours
Dolls represent all groups
Manipulatives – depict a diversity in race, ethnic group, physical abilities and occupation
3. The teacher is aware that learners pick up verbal and non-verbal cues and therefore how she interacts with them is crucial.

(Derman - Sparks and the ABC Task Force 1989:12-13).

2.10.9 Inclusion as part of the curriculum

Inclusive education in South African context is 'a system of education that is responsive to the diverse needs of learners' (Engelbrecht, Green, Naicker, Engelbrecht 1999:19).

The new Outcomes Based Education (OBE) curriculum which will be discussed in greater detail in the latter part of this chapter has been implemented in South Africa to transform the education system in general. It is hoped that through this curriculum, inclusive education will be implemented. It is therefore quite clear that inclusive education is a constitutional endeavour. OBE operates on the three premises that all learners can perform with success, every learning experience leads to more success, and schools provide the conditions for success (Engelbrecht et al 1999:2).

Bearing in mind that all learners have the ability to be successful, the teacher has to have knowledge and skills and be flexible in her thinking, innovative and creative in her approach to accommodate the diverse needs of the Grade R learner (Engelbrecht et al 1999:94).

2.10.10 *Responsive and warm interactions between staff and children*

The teacher who cares is one who loses sleep trying to find ways to help the learner. She will spend long hours planning and gathering materials and uses her intelligence, enthusiasm and talents in the classroom, board meetings and administrative offices so that she would make a difference in the lives of the children. The child's best interest is always considered by her (Morrison 1995:611).

Recent research indicates that parents view safety, communication with parents regarding their children, cleanliness, and attention offered to children, warm loving care, child/staff ratio, available materials, and equipment and preparation of their child for formal schooling, as the most vital characteristics of a high quality Grade R program (Taylor 1997: 67).

2.10.11 *Staff Turnover*

Many teachers receive miniscule salaries, normally below the poverty threshold. This is a norm even though the educators may have the necessary experience, education or training. High staff turnover is related to low salaries. When the staff remains in a centre, the quality of the service increases as it ensures that the children feel safe and secure (Taylor 1997:60).

2.10.12 *Parental Involvement*

Roopnarine and Johnson (2005:111) indicate the importance of viewing parents as partners in decision-making so that the best programme may be created for the young child. Teachers are not viewed as experts, but as advocates bringing a

second perspective to a conversation about children. In this dialogue, parents bring important historical developmental information about the child.

Figure 2-11:   Historical development information

- An understanding of the child's daily behaviour
- Needs
- Emerging skills
- Successful interventions

2.10.13   Educators with positive personal characteristics

Taylor (1997:63) claims that the most effective adults working with children are those that have the following personal traits:

Figure 2-12:   Personal Traits

kind   patient   flexible

     adaptable   loving   tolerant

teachable   consistent   protective

          alert   fair

               open-minded

2.11 The teacher and the curriculum

According to Koralek et al (1993:6-7), a Grade R classroom must have a clearly defined curriculum framework. This framework guides the teacher to create the appropriate environment for the daily programme that consists of activities and experiences and facilitates the young child's growth and development. The diagram in Figure 2-13 illustrates the six components of a curriculum that guides the daily programme:

Figure 2-13:   Six components of the curriculum

Statement of Philosophy
Educational theories, child-developmental principles

Meaningful Role for Parents
Curriculum includes parents in daily program

Statement of Goals & Objectives
Outlines what child is expected to achieve

Components of a Curriculum

Development Appropriate Curriculum
Themes, units, or areas of interests used to organise activities

Creating the Physical Environment
How best to set up inside/outside Classroom

An Educational Approach
How to plan and implement curriculum

According to Act 108 of 1996 of the constitution of the Republic of South Africa, provision for the basis of curriculum transformation and development is made. The aims of the constitution are to:

- 'heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;

- Improve the quality of life of all citizens and free the potential of each person:

- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and

- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations' (Revised National curriculum Statement 2002:12)

Education and curriculum play a vital role in the realisation of the above goals. It is the aim of the curriculum to develop the learner to his full potential. The curriculum's role is to bring about awareness of the relationship between human rights, a healthy environment, social justice, and inclusivity (Revised National curriculum Statement 2002:12).

2.12 Outcomes-based education

The challenge to the South African educational system was how to prepare learners to live for change and change for life. In order to necessitate a paradigm shift in education, the emphasis was on what learners 'know and can do' at the end of teaching and learning. To accomplish this paradigm shift, the curriculum changed from a content-based curriculum to an outcomes-based curriculum (Maree and Fraser 2004:4).

Outcomes-based education does not focus on the learning content only, but also on the process of learning. These are afforded equal attention when emphasis is placed on the outcomes at the end of the process (Revised National curriculum Statement 2002:12)

Figure 2-14:   Relationship between the process and content
**   of learning**
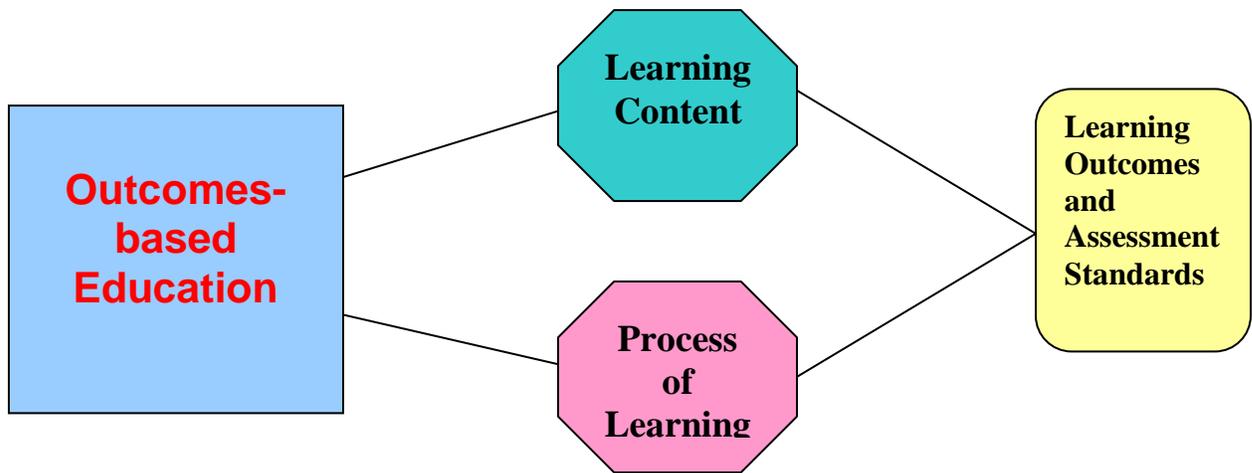
OBE thus seeks to ensure that all learners become successful, lifelong learners by acquiring the much needed knowledge, skills, and attitudes. Subsequently, the learner would be in the position to fulfill meaningful roles in and out of school and in the real world. The Grade R teacher is responsible for creating powerful learning environments to support learners to achieve outcomes and maximise outcomes (Maree and Fraser 2004:4).

2.12.1   Learning outcomes

Learning outcomes describe knowledge, skills, and values that the learner should demonstrate at the end of the GET (General Education and Training band) for Grades R to nine. Assessment Standards are used to make the outcomes more specific for each level. There are eight learning areas as discussed in section 2.13.3 of this chapter, which have prescribed learning outcomes. It is the duty of the Grade R teacher to make sure that all the learning outcomes are covered in the learning programmes. (Davin and van Staden 2004:2). Learning outcomes do

not stipulate content or method (Revised National curriculum Statement 2002:12).

2.12.2   *Assessment standards*

Assessment standards do not specify the method of assessment. According to the Revised National Curriculum Statement (2002:7), 'It describes the level at which learners should demonstrate their achievement of the learning outcome/s and 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'.

The learning outcomes and the assessment standards are designed from the critical and developmental outcomes that are derived from the Constitution and are contained in SAQA (South African Qualifications Act (1995). The act describes the type of learner the educational system and training should endeavor to create. The critical outcomes visualize 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, organisation, and community;
- Organise and manage themselves and their activities responsibly and effectively;
- Collect, analyze, organise 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' (Revised National Curriculum Statement 2002:5).

The developmental outcomes envision learners who will also be 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' (Revised National Curriculum Statement 2002:6).

There are 23 learning outcomes and 91 Assessment Standards for Grade R. Davin and Van Staden (2004:2) recommend that teachers group the learning outcomes and assessment Standards according to the three learning programmes (Literacy, Numeracy, and Life Skills).

Outcomes-based education endeavours to stimulate the young child's mind to ensure full participation in economic and social life. It also seeks to develop learners to their maximum ability and equip them for lifelong learning (Revised National Curriculum Statement 2002:6).

2.12.3   An integrative curriculum

The Grade R curriculum encompasses every aspect of the ECD programme. It is the process of translating theory of education into practice. It is unplanned and yet organised, planned or deliberate yet emerges, based on the child's interests, yet tempered by an awareness of what the child needs. It is comprehensive, integrative, and individualised. The individualised curriculum meets the needs

and interests of the individual child to foster skills and knowledge. The integrative curriculum coordinates many subject areas (Dicker 2003:147).

 Integrated learning is integral to outcomes-based education. The learner understands the learning areas as being linked and related. It focuses on a holistic approach to learning and unlocks the true potential of a child (Revised National Curriculum Statement 2002: 6).

Through integration, the learner has opportunities to attain skills, acquire knowledge, and develop attitudes and values encompassed across the curriculum (Revised National Curriculum Statement 2002: 6).

Table 2-4: Learning Outcomes for an integrated programme

Integrated Emergent Numeracy Programme	Integrated Literacy Programme	Integrated Life Skills Programme
'Focus: To develop mathematical knowledge, skills, attitudes and values for Daily living	Focus: To ensure effective communication	Focus: To enhance personal development, knowledge, skills, and values to achieve social and economical development
The learners must have the following at the end of the reception programme: • Knowledge of basic math concepts (more, less, same amount, equal) • Simple measurement • Basic time concepts • Number concept up to 10 • Position in space – in front, behind, on top, under, left, right • Knowledge of scientific concepts – observing, classifying, predicting, comparing	**To achieve effective communication, the learner must:** ▪ Be able to communicate easily and clearly in his home language ▪ Be able to communicate in a group ▪ Be able to listen in a group ▪ Be able to use his home language to reason ▪ Be able to use home language to get information ▪ Have knowledge of a second language of about 200 to 500 words that is used everyday, preferably English	**At the end of the year, the learner must have:** ▪ A positive self-image ▪ Self-confidence ▪ Control over emotions that are appropriate to the developmental age ▪ The ability to express feelings in socially acceptable ways ▪ The know how about physical skills like brushing of teeth, dressing up, washing hands, toilet routines, eating properly ▪ A responsible attitude towards personal hygiene

• An ability to apply acquired skills – solving problems, reasoning, logical thinking, creative thinking • Knowledge of and responsibility towards technological development • Appreciation and curiosity for nature	▪ Understand fundamental principals of reading and writing ▪ Listen to stories, rhymes, and songs that have themes relative to history and culture, with interest and understanding ▪ Be able to take part in discussions ▪ Have perceptual skills for reading, writing, and spelling ▪ Have a positive attitude to reading ▪ Develop a love for reading ▪ Use reading as a source of information ▪ Use reading as a source of recreation	▪ Knowledge of how to take precautions against basic transmittable diseases ▪ Obedience to basic safety rules in the class and at home ▪ The ability to have healthy relationships with people in his environment ▪ An understanding of the right to say 'NO' to abuse in all forms ▪ Have knowledge of and adhere to norms and values of society ▪ Respect for others without bias ▪ An understanding of the difference between work and play ▪ An understanding of the importance of learning so that formal schooling is appreciated.'

(Revised National Curriculum Statement 2002:6)

(Davin and van Staden 2004:3-5)

2.13 The curriculum planning

The curriculum plan consists of an integration of the following concepts that complements the holistic approach to teaching and learning:

2.13.1   Theme organiser

This covers the most important aspects of the child's life. There are six theme organisers.
   1. Health and Safety
   2. Entrepreneurship
   3. Communication
   4. Society
   5. Environment
   6. Personal Development
   (Dicker 2003:147).

The theme organiser organises the themes to focus on specific topics (Dicker 2003: 147).
   1. Me and my home
   2. Me and my school
   3. Me and my town
   4. Me and my country
   5. Animals
   6. Growing things
   7. Insects
   8.   Safety
   9. Positive citizenship
   10. South Africa: A positive perspective
   11. Contingency planning (Dicker 2003:150)

2.13.2   Learning programme

The foundation phase has eight learning areas that are divided into three learning programmes:

1. Literacy
2. Numeracy
3. Life Skills

Teachers are to adhere to time allocations for teaching Grade R learners. According to The National Education Policy Act (1996), the teaching time for Grade R is twenty two hours per week. The diagram shows how the learning programmes are given time allocations in the form of percentages for each day.

Figure 2-15: Time allocation for learning programmes
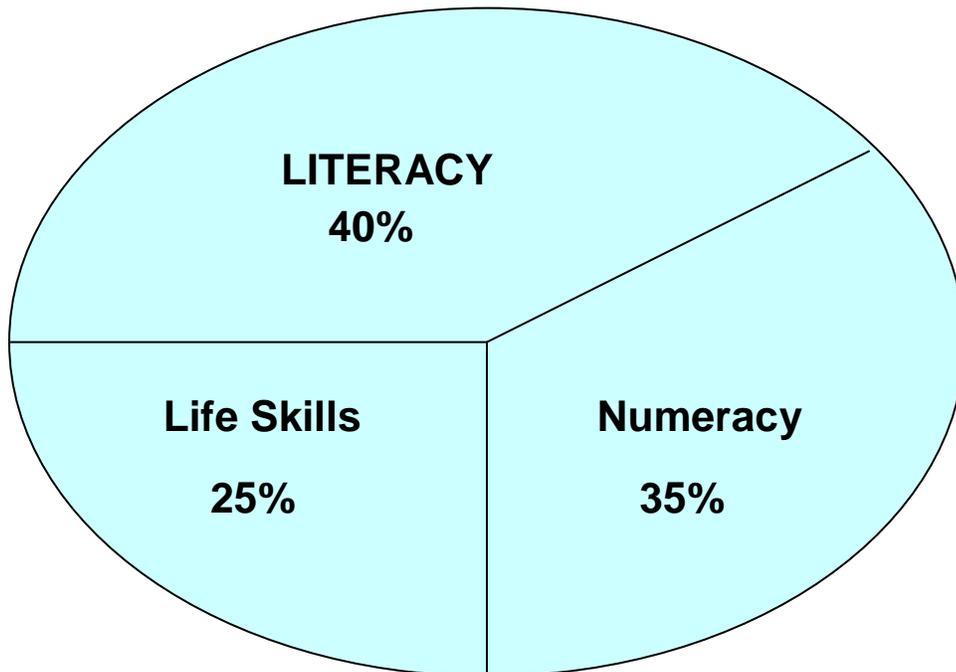
2.13.3 Learning areas

Eight learning areas are incorporated within the three learning programmes mentioned above.

1. Human and Social Sciences (HSS)
2. Arts and Culture (AC)
3. Technology (Tech)
4. Economic and Management Sciences (EMS)
5. Life Orientation (LO)
6. Natural Science (NS)
7. Language
8. Mathematics

Each learning programme aims to equip the child with specific skills. According to the Study Guide compiled by Dicker (2003:149), there are many skills that the child is exposed to in the Grade R classroom by the teacher. Table 2-5 show the skills that are included in the Life-skills programme:

Table 2-5:   Life skills

'Communication	Discipline	Ascertaining information
Critical thinking	Reality awareness	Interviewing
Skills in making choices	Healthy Lifestyle	Organising
Independent skills	Health consciousness	Venturing
Classification	Rendering of service	Self-evaluation
Skills in making choices	Socialising	Involvement
Management skills	Utilising personal skills	Differentiation
Decision making skills	Utilising opportunities	Utilisation
Creative thinking	Leadership skills	Curiosity
Goal setting	Analyzing information	Appreciation

Future orientation	Coping with problems	Inquisitiveness
Enterprise	Observing	Neatness
Sense of responsibility	Structuring	Discovery
Giving meaning	Evaluating	Punctuality
Development of the self-Image	Interaction	Exploration
Coping with emotions	Formulating	Perceptivity
Coping with tension and the pressure to achieve	Problem solving	Interpreting'

2.13.4   An integration of concepts in the planning of the curriculum

The diagram in Figure 2-16 is indicative of how the different concepts in curriculum planning is positioned to form a balanced curriculum.

Figure 2-16:   Concepts used in curriculum planning

Theme
Organiser

Learning
Programme

Learning
Areas
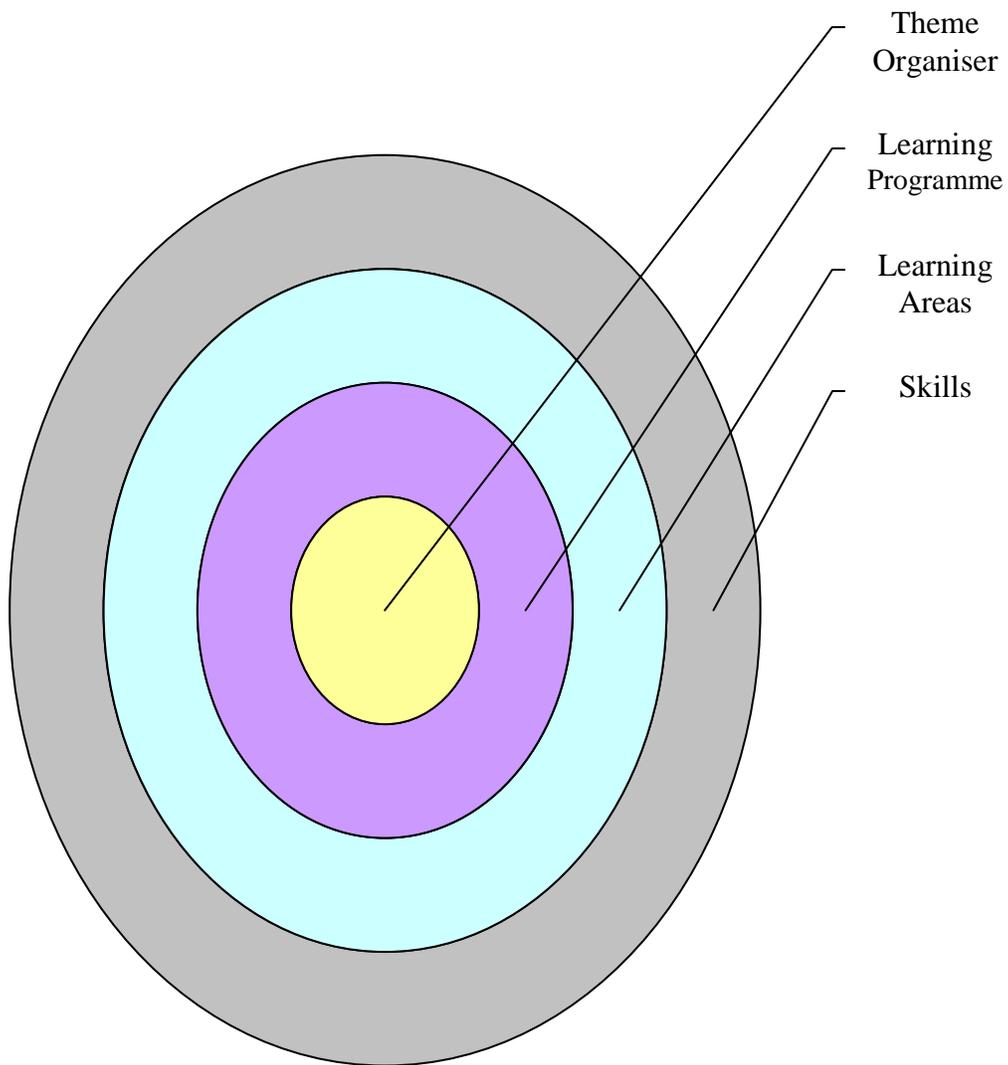
Skills

2.13.5   The curriculum map

The curriculum map shows us clearly how the skills that are taught to the young child are integrated into all the learning areas.

Figure 2-17: Curriculum map
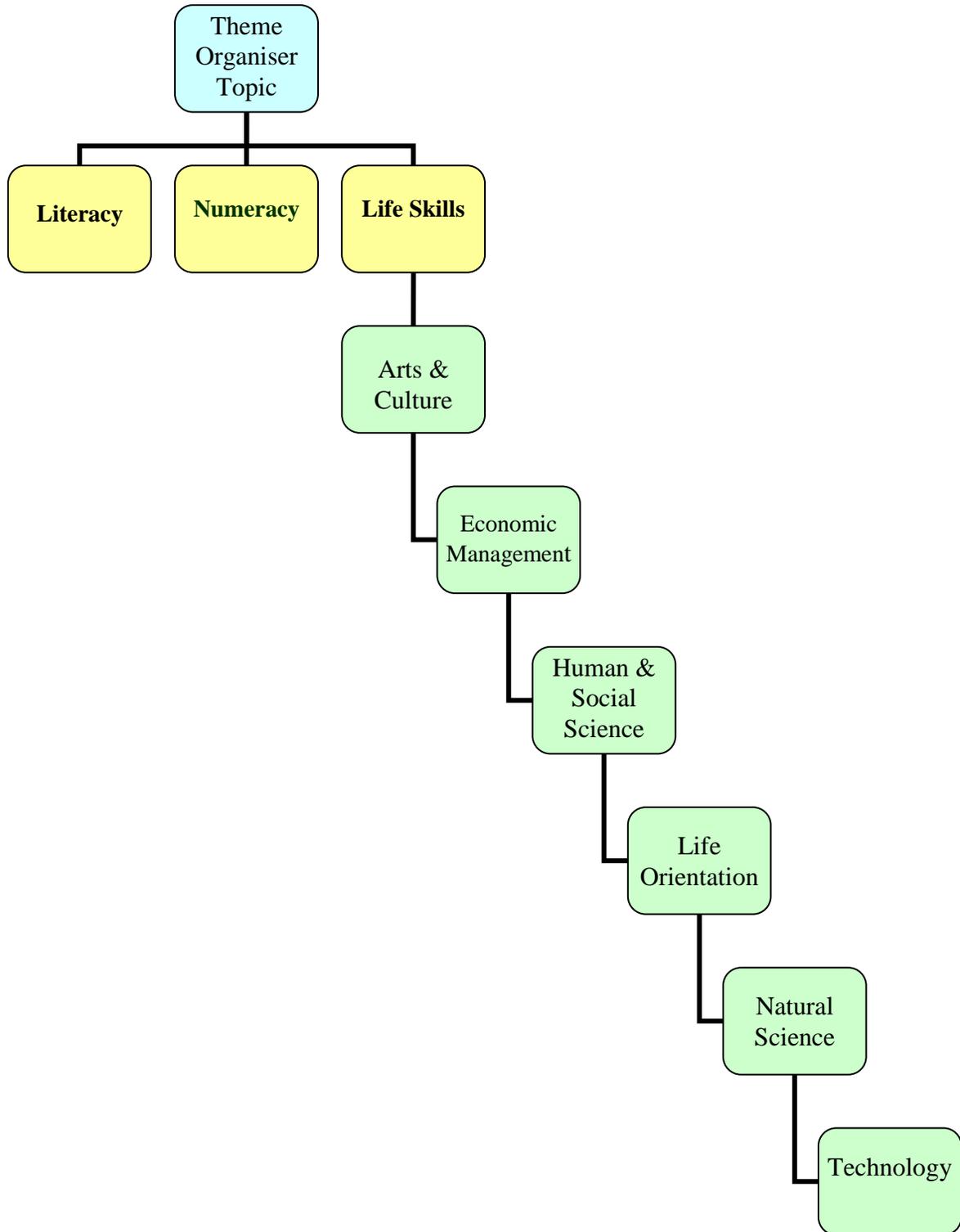
A trained practitioner would realise that there should be a gradual emergence of skills in all areas of learning. There is no numeracy or language time because learning takes place on an individualised and integrated level during imaginative play and dialogue (Whitebread 1996:60-61).

When the above learning areas are integrated, it represents an open classroom. This is ideal for the Grade R setup as academic skills, music, drama, language arts and dramatic play may be included in all the different learning areas. A classroom boasting an integrated curriculum makes learning meaningful and therefore effective (Gordon & Browne 1996:332-333). Let us look at the different learning areas within the Grade R classroom.

2.13.6.1   Languages

The language learning area consists of eleven official languages. These are Afrikaans, English, isiNdebele, isiXhosa, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga, and IsiZulu. Braille and the South African Sign Language are added to this list. South Africa is a multilingual country and therefore proficiency in at least two languages is a requirement in formal schooling. The learning outcomes are listening, speaking, viewing, thinking, reasoning, language structure and its usage (Revised National Curriculum Statement 2002:22-24).

Educators of Grade R children are expected to prepare children for reading and writing. This is called prepatory reading and writing. They prepare children for reading and writing by providing opportunities for observation, exploration, and experimentation. These experiences may include:

1. Talking about personal experiences that is deemed meaningful to child
2. Describing objects, events, and relationships
3. Having fun with language (makes up stories, rhymes, listens to the narration of stories and poems, recital of poems, etc.)

4. Writing down child's own story and reading it back to the child

5. Recognising printed letters, words, and symbols in magazines, newspapers, and books (Brickman and Taylor 1991:71-81).

2.13.6.2   Numeracy

Pound (2006:4-5) suggest that Numeracy is part of even the young child's life. It is a powerful tool for communication and therefore the child should enjoy learning and exploring Numeracy. The teacher is thus the person who channels it to support lifelong learning. The Revised National Curriculum (2002:80) states that, "Mathematics is a human activity that involves observing, representing, and investigating patterns and quantitative relationships in physical and social phenomena and between mathematical objects. Through this process, new mathematical ideas and insights are developed".

Table 2-6:   The mathematical learning area consists of interrelated knowledge and skills

KNOWLEDGE	SKILLS
Numbers	Representation
Operations and relationships	Interpretation
Patterns	Estimation
Functions	Calculation
Algebra	Reasoning and communication
Space and shape (Geometry)	Problem posing
Measurement	Problem solving and Investigation
Data handling	Describing and analyzing

Educators may assist children with mathematical concepts by providing materials to measure, count, compare, fill, empty, take apart, and put together. This may be done during sand play, water play, block building, fantasy play, etc. Instead of

having math time, math occurs naturally when the educator supports the child by using questioning techniques. This prompts the child to reason and think about what he is doing and verbalise it (Brickman and Taylor 1991:92-95).

Fischer, R. (1991:103) argues that children learn mathematics at best with and from each other. It is therefore important for children to work in groups while the teacher observes, listens, and asks open-ended questions. Questioning helps to stimulate thinking and extend thinking and reasoning skills.

Early Childhood is thus a time for children to:
- acquire the necessary concepts which are the building blocks of knowledge
- learn processing skills

The acquisition of concepts allow children to organise and categorize information. During observation, teachers are able to see concepts being constructed. Once concepts are learned, they are enlarged to develop new ones. It may be interesting to note that concepts grow and expand during mental, physical, and social development (Charlesworth and Lind 2005: 2-3).

The teacher is in the position to assess the young child's concept development by asking relevant questions. It is through language and concept development that skills and knowledge enrichment takes place (Charlesworth and Lind 2005: 178-179).

2.13.6.3 Life Skills

The life skills below teaches children to develop knowledge, skills and values to explore and make decisions about health promotion, personal, physical, and social development, and orientating oneself to the world around (Booysens, Campbell, Koopman, and Sisitka 2002:VII).

- ***Natural Sciences (NS)***

In the Revised National Curriculum Statement (2002:106), it is suggested that meaningful education has to be learning centred and should help learners to understand scientific knowledge and how it is produced. Also of paramount importance is that learners should understand contextual environmental and global issues so that children will be able to build on this foundation throughout their lives. This learning area has been grouped into four main content areas:

1. Life and Living
   The focus is on life processes and healthy living, understanding balance and changes in the environment, and the importance of biodiversity.
2. Energy and Change
   This is about how energy is transferred in physical and biological systems and how the humans needs for energy resources has consequences.
3. Planet Earth and Beyond
   The focus is on the structure of the planet, and on how the earth's structure and weather changes.
4. Matter and Material
   The focus is on the properties and uses of material and how it is structured, reacts to stimuli, and changed.

Many people have memories of long hours spent in school laboratories smelling of formalin. For many, the study of scientific concepts creates an indifferent attitude towards the subject. It is important to note that early childhood is a time for acquiring basic concepts. To promote positive perceptions of this subject, careful preparation and thought on the part of the teacher becomes a necessity. In the Grade R classroom, the scientific activities must be designed to provide fun, enjoyment, and learning (leading to the organising and categorising of information (Charlesworth and Lind 1990: 3-4).

Brewer (2007:400), corroborates the above view by suggesting that scientific experiences be based primarily on play experiences. It is during play that children have opportunities to ' act on objects and see how objects react'.

Table 2-7: Science activities for the Grade R class

Activity	Materials/Resources	Experience
Playing with water	Water in a large container Materials that float and sink Boats made in art activity	Explore floating and sinking Categorise objects that float and sink
Blowing bubbles	Bubble solution (Soapy water)	Mix bubble solution with dishwashing liquid and bubble bath Compare bubble solutions
Making paper aeroplanes	Paper	Discover how different folds produce different results
Baking scones	Flour, milk, butter, sugar, eggs, baking powder, Hand beater, bowls, spoons, scone cutter, baking tray, oven.	Experience texture, mixing, changing state of matter after heating
Manipulating modelling materials	Modelling clay/play dough	Observe properties – rolling, pushing, stretching

(Brewer 2007:397 – 400).

- *Technology (Tech)*

This learning area shows learners how to use a combination of skills, knowledge and available resources to enable them to discover solutions to meet the needs and wants of a human being (Revised National Curriculum statement 2002: 187).

The teacher who acknowledges the fact that the twenty-first century is bombarded with technological advancements will teach technology as part of the curriculum to develop enquiring minds so that the child will be able to deal with these technological demands. Technology teaches children to be designers and creators. Relevant tools, materials and equipment are used (Whitebread 1996:275-278).

The task of the educator is to create a world full of confident children. Confidence to attempt their own ideas, find alternative solutions and develop optimally. The teacher leads the child through encouragement and motivation to be investigative, inquisitive, innovative, and inventive. The materials presented, promote imaginative ideas, and inspire children to produce something beyond what they see. An ideal example would be when a child is provided with a rectangle and square to build a house. The outcome is obvious and of course, boring. However, if circular lids, cylindrical objects, egg cartons, and thin pieces of plank is offered, a whole new idea is implied. The possibilities for creating an image that is exciting, creative and unconventional is endless (Whitebread 1996:275-278).

- *Arts and Culture (AC)*

The Revised National Curriculum Statement (2002:144) maintains that arts and culture is a fundamental part of life because it embraces the spiritual, intellectual, and emotional facets of humanity. It is through art and lifestyles, behavioural patterns, heritage, knowledge, and belief systems that culture is expressed. In

the Grade R classroom, art may include music, dance, drama, crafts, design, and visual arts through which children express themselves and maintain their identity. They also learn to respect other cultures and subcultures.

The implications for the teacher is that she should have an open-mind, use appropriate teaching approaches and be flexible to ensure success and enjoyment for the children (Krogh 1990:237-240).

- *Life Orientation (LO)*

According to the Revised National Curriculum Statement (2002:171), the Life Orientation Learning area focuses on developing the learner within society. It is said to be the centre of holistic development for the learner. It serves to:
- Guide and prepare the child for life
- Equip the child with skills
- Empower the child with values, attitudes, and knowledge.

The purpose of which would be to ensure a meaningful, successful life for the child. A life filled with informed decisions, and appropriate actions concerning:
- health promotion
- social interaction
- personal development
- physical development
- movement
- orientation towards the world (Fischer 1991:207-209)

- *Economic and Management Sciences (EMS)*

"The Economics and Management Sciences learning area deals with the efficient and effective use of different types of private, public or collective resources in satisfying people's needs and wants, whilst reflecting critically on the impact of

resource exploitation on the environment and on the people" (Revised National Curriculum Statement 2002:179).

The aim is to ensure the adaptation, participation and survival of learners in a society that is economically complex. This is achieved by equipping the child with relevant skills, values and attitudes by exposing them to concepts relative to their experiences and understanding. A typical scenario would be a teacher making use of fantasy play to instill the concepts of buying, selling, money, needs, machines, advertising, employer, and employee.

- ***Human Social Sciences (HSS)***

History and Geography are the linked disciplines in this learning area. It represents the study of people, their relationships with each other and the environment. The aim is to build a society that is democratic and free of prejudice (RNCS 2002:123).

In History, the concepts of change, similarity and differences are explained with reference to human experiences. Educators may use objects, clothing, pictures, and oral history as a means into the past (Whitebread 1996:301).

Des (1990), in Whitebread (1996:315) infers that Geography explores people and the earth. It also studies the location of both the physical and human features of the earth. The teacher in the Grade R classroom does not focus on factual recall of the features (oceans, rivers, continents, mountains, etc.) but more so on observation, investigation, analysis and interpretation of the world around him. The teacher develops a love for the world and helps the child understand human relationships by:
- developing the learner's interest in his surroundings
- stimulating the learners interest on the conditions (human and physical) of the earth's surface

- bringing about an awareness of the beauty of the world

- developing a concern for the environment

- enhancing a responsible and caring attitude for the earth and human (Whitebread 1996:316).

2.14 The kind of teacher envisaged for Grade R

The Revised National Curriculum Statement expects Grade R teachers to be the key contributors to transformation of education. It envisages teachers to be qualified, competent, dedicated and caring personnel. The Government Gazette No 20844 (2000), outlines various roles for teachers as part of the norms and standards for educators. It sees teachers as:

- Mediators of learning

- Leaders

- Interpreters and designers of a Learning Programme and material

- Community members

- Citizens

- Pastors

- Assessors

- Learning area specialists

(Revised National Curriculum Statement 2002: 4).

2.15 Summary

The above literature study supports the view that teaching is a profession that requires preparation, ongoing development, and mentoring. The skills, knowledge and attitudes attained during training ensures a learning environment that is active and brings to the fore the fullest potential of the child.

Moreover, this chapter provides information on Outcomes-based education and the Revised National Curriculum Statement for Grades R and the eight learning areas that provide the foundation for the curriculum. The RNCS aims to develop a high level of skills and knowledge by stimulating the minds of the young child to ensure full participation in an economic and social life. It therefore envisages the teacher as one who is able to support the child in a learning environment to reach his maximum ability and equip him for lifelong learning.

"Education is the most powerful weapon, which you can use to change the world."

Nelson Mandela

CHAPTER 3   Research Design

> "Much education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants."
>
> John W. Gardner

3.1   Introduction

The preceding two chapters delineated a literature study on the role of the teacher; what constitutes professionalism and quality, and the guidelines and requirements for the Grade R curriculum according to the Revised National Curriculum Statement for Grades R-9. In this chapter, the researcher reports on the research design that was used in the investigation phase of the study. Herein, the researcher answers the main research question guiding this study which was to critically evaluate whether teacher training is necessary for quality teaching in the early childhood programme with specific reference to the Grade R classroom.

3.2   Aims

The main aim of this study was to determine whether teacher training influences the quality of an early childhood programme with the focus on the Grade R classroom. It also seeks to investigate the extent of the training and experience required to maintain a high standard of education and care within the ECD centre with specific reference to the Grade R classroom.

3.3   The research: problems and hypothesis

The study was directed by particular problems and hypotheses.

3.3.1 Research problem 1

Is there an association between teacher training and quality care and education in the early childhood programme with specific reference to the Grade R classroom?

3.3.2 Research problem 2

What is the extent of the training required to provide the necessary skills and knowledge to equip the Grade R teacher for effective curriculum development?

3.3.3 Research problem 3

Does the teacher's teaching experience make a difference to the curriculum and hence the quality of the early childhood setting?

3.4 Null-hypotheses

1. There is no significant association between teacher training and high quality early childhood programs.

2. There is no difference between the two qualification groups.

3. The length of a teacher's teaching experience does not have an effect on the quality of her teaching.

3.5 Preparation and design of research

Research design refers to a plan to answer the research questions. The planning reflects on the selection of respondents, research sites, and data collection

procedures. The design indicates who will be studied, when, where and how. The objective of a good research design is to provide credible results. Results are credible when it approximates reality, is trustworthy, and reasonable. Proper planning of the research design is imperative, as bias and error may be reduced (McMillan and Schumacher 1993:157).

3.5.1 Quantitative research

Cormack (1997:148) cites Burn and Grove who mention that, 'Quantitative research is a systematic process in which numerical data is used to obtain information about the world. It is formal and objective. It tests theory and is therefore deductive. It produces results that can be generalised'.

A quantitative design was used for this study. The research method was a survey in the form of an investigator-administered questionnaire. Lauer (2006:35) surmises that the survey is a widely used instrument in educational research and that the key to a good survey is its design.

3.5.2 Permission

Permission from the Gauteng Department of Education was not required for the administering of the questionnaires, as privately owned ECD centres were selected. The principal/owner of each ECD centre consented to the administration of the questionnaire.

3.5.3 Selection of respondents

For the purpose of this study, respondents were randomly selected from privately owned centres from the following areas in the Gauteng Province - Randburg, Ferndale, Linden, Randpark Ridge, Kagiso, Azaadville, Northcliff, Witpoortjie, Randfontein, Midrand, Edenvale, Fairlands, Swanieville, Slovoville, Florida,

Constantia Kloof, Bosmont, and Roodepoort. Schools were selected from each of the areas mentioned above. Grade R teachers were selected as respondents from each centre. Convenience sampling was used as only those centres that were accessible were selected.

3.5.4   The research Instrument

According to MacMillan and Schumacher (1993:238), a questionnaire is a non-experimental design method and is the most widely used technique for collecting data from subjects. It is used to make inferences about a large number of people from the responses obtained from a smaller group of subjects (sample). . Creswell (2008:394) infers that the subject responds to something that is written and returns it to the researcher.   It was useful as it was relatively economical, questions were written with a specific purpose, and it ensured standardisation and anonymity

The questionnaire allowed for the survey to be conducted in a variety of locations. The fact that the researcher was present ensured a higher response rate (Mitchell and Jolley 1996:441-442).

3.5.4.1   Construction of the questionnaire

In the construction of the questionnaire, many steps were considered:

3.5.4.1.1   Defining objective

The information should achieve certain goals. The goals were based on the research problems/questions. This specified the information that was required so that time and energy would not be wasted on data that would not be used. The

questions related to the different levels of teacher training. What would quality childcare and education constitute, and the curriculum (McMillan and Schumacher 1993:242).

3.5.4.1.2   Writing statements

These guidelines were considered for writing effective statements:

1. The statements should be clear to the respondents. All the respondents should interpret the statement in the same way.
2. A statement should have a single idea or concept. This avoids double-barreled questions.
3. The respondents must be able respond with confidence. They must be competent to answer.
4. The statements used should be important to the respondent to avoid carelessness and misleading answers.
5. The statements should be simple, short, and easy to understand.
6. Avoid the use of negative statements, as they may be misinterpreted.
7. Do not use statements that are biased (McMillan and Schumacher 1993:242).

3.5.4.1.3 General layout

The questionnaire should be well organised by ensuring that the format and appearance provided a good first impression to allow the respondent to cooperate and respond conscientiously. The following were done to ensure a professional, purposeful format:

1. A spelling check
2. Grammatical check
3. Punctuation check
4. Clear printing
5. Instructions were easy to understand

6. Clutter was avoided
7. Adequate space was provided for answers
8. Pages were numbered
9. Statements were numbered
10. Important items were placed at the beginning
11. Response scales were printed on each page (McMillan and Schumacher 1993:242).

3.5.4.1.4 *Closed/structured form*

Closed-ended questions were used in the design. They are harder to formulate, but easier to analyze. Each statement had to allow for all possible answers. The respondents were required to respond to each statement in accordance with the Likert scale. The Likert-type scale does not take too much time to construct and allows the respondent to respond to opinions (Best and Khan 2006:330). This study made use of the following options:

1. Never/No
2. Sometimes
3. Often/Yes

The teachers were required to indicate their responses by circling the number according to the scale provided. They were advised not to write their names or the centres' name on the questionnaire to ensure confidentiality.

The statements focused on these variables:

1. Number of years of teaching experience
2. Highest ECD qualification
3. Institution of study
4. Current studies
5. Curriculum related questions

One hundred and thirty eight statements regarding curriculum related statements were included in the questionnaire (Appendix B). These statements were formulated according to the parameters of the issues in the problem statements mentioned in chapter one. Altogether, the questionnaire comprised a hundred and forty three variables.

3.6   Pilot study

It is imperative that all research designs are piloted or pre-tested. It is interesting to note that a pilot study is seen as a full 'dress rehearsal' for the entire research design. The pilot study therefore involved the selecting of a sample in the same way as intended for the final study (Gorard 2001:102).

A pilot study was thus conducted to test the proposed research design. It was a small-scale trial run of the proposed research. It consisted of 10 questionnaires administered to Grade R teachers from different ECD centres. The researcher delivered the questionnaires to the schools personally, administered the test, and collected them after completion. This method of administration allowed the administrator to clarify possible misunderstandings. The respondents were from privately owned early childhood centres in the Gauteng Province. The pre-test indicated a few shortfalls. There were items that had to be included in the statements that had feedback about the type of training and institutions attended for training. Some statements had to be eliminated because they were repetitive. The respondents were asked whether they understood each statement and changes were made accordingly. The questionnaire had to be translated from English to Zulu for the teachers that could not understand English. This was a difficult task, as the Zulu questionnaire had to reflect the same ideas as the English questionnaire.

The pilot study led to a few changes that were necessary and the researcher could then move on to the main study (Gorard 2001:103).

3.7   Administration of the questionnaire for the main study

The researcher administered the questionnaire personally to each Grade R teacher. Face-to-face delivery was necessary, as the researcher was thus able to clarify possible misunderstandings. This approach allowed for a wider response and included those teachers with low levels of literacy. Initially, the language barrier in the informal settlements, posed a definitive problem because the researcher had to explain each statement to make it easy enough to understand. The idea to translate the questionnaire into Zulu eliminated this problem. The teachers that understood English completed the questionnaire without much assistance from the researcher. The face-to-face delivery helped the researcher check on who was answering the questions.

The important aspect of being present at the administration of the questionnaire was the potential for observation. The researcher was able to identify facial expressions, the type of setting, the available educational material or the lack thereof, the curriculum, hygiene conditions, the manner in which the learners were educated, treated and cared for, etcetera. The researcher was able to determine whether the respondent was answering certain aspects of the questionnaire honestly just by being present in the classroom. This process was lengthy and time consuming. A benefit of this action though, was that, being the only researcher ensured consistency in the administration and discouraged frivolous treatment of the questions (Gorard 2001: 82-84).

3.8   Validity and reliability of the questionnaire

The quality of education research is influenced by whether or not the research is valid and reliable (Lauer 2006:92).

3.8.1   Validity

When a questionnaire measures what it is supposed to measure and represents a sample of the domain under investigation, it becomes valid (Ary, Jacobs and Razavieh 1990:434). According to Aardweg and Aardweg (1993:247), 'validity refers to the extent to which a test measures what one thinks it is measuring'. This may relate to the reason for the test. What may be valid for one test may not necessarily be valid for another test. Validity of the questionnaire is important to the researcher as it has conclusions that can be trusted.

For a measure to be valid, it has to be reliable. However, a reliable measure may not always be valid (McMillan and Schumacher 1993:232).

3.8.2   Reliability

Reliability is defined as the precision or accuracy of the instrument (De Vos, Strydom and Fouche 1998:85).

The reliability of the questionnaire is determined by the consistency of the results. It is the scores that have stability which results in the absence of measurement error. When the correlation coefficient is high, the measurement error is less. Reliability coefficients fluctuate between 0 and 1 (Goodwin & Goodwin 1996:77).   Internal consistency was checked by building some redundancy into the instrument by repeating or rephrasing questions (Ary et al 1990:434). McMillan and Schumacher (1993:227), postulate that if the instrument

is reliable, the measurement of the instrument is less likely to be influenced by variables unrelated to the objective of the test.

In this study, the reliability will be checked by means of a computer analysis. The specific analysis calculates the Cronbach's Alpha correlation coefficient of the scaled items. Cronbach's Alpha assumes that all items are equivalent. It is used for items that are not scored right or wrong. It is regarded as the most appropriate form of reliability for questionnaires where there is a range of possible answers for each item (McMillan and Schumacher 1993:230).

3.9   Analysis of data

Analysis of data began with data capturing. The coding of data involved transference of the data from the responses on the instrument the responses to a computer file, accurately. This is called 'inputting the data'. The statistic department at UNISA helped to capture the results. Cleaning and accounting for missing data was the next step. This is a complex task as it checks if the data is the correctly coded version of the measurements collected during the fieldwork. Spot checks carried out during transcription are also part of the cleaning up process. It involves finding a mistake and tracing it back to the source of the error and correcting it (Gorard 2001: 58-59).

The data captured from the response sheets were processed by using the SPSS programme. After the preparation and organisation of the data, it was ready to be analysed.   The data was analysed according to each research question and hypothesis that was addressed in the study. To answer the research questions, the researcher needed descriptive statistics that indicated general tendencies in the data (mean, mode, median). The spread of scores which are the variance, standard deviation and range were required too. The z scores and percentile ranks compared how one score related to another. Inferential statistics allowed for the researcher to relate two or more variables (Creswell 2008:190)

3.10 Tests used (non-parametric tests and parametric tests)

For the sake of this research, the following non-parametric tests were used. It may be noted that the One-Sample Kolmogorov-Smirnov Test, which is a parametric test was used to determine whether it was possible to use this test.

3.10.1   Mann-Whitney U Test

This test determines if the distribution of scores of two independent samples have a significant difference. If U is statistically significant, the conclusion is that the 'bulk' of scores in one population is higher than the 'bulk' of scores in the other population.

3.10.2   The Kruskal-Wallis Test

This test was used because five groups were being tested. The different groups were ranked according to the years of teaching experience as follows:
- 3 years or less
- 4 – 6 years
- 7 – 10 years
- 11 – 15 years
- More than 15 years

3.10.3   The Cronbach's coefficient alpha

This instrument was used to measure internal consistency.

3.10.4   The One-Sample Kolmogorov-Smirnov Test

This test was applied to test for normality. It indicated a normal distribution and therefore the parametric test could not be used.

3.11 Ethical issues

Each principal/owner of the ECD centres was briefed about the nature of the study and the purpose of the research. The first page of the questionnaire requested permission to conduct the research. They were advised that they would remain anonymous and confidentiality of their responses was assured. The researcher only commented on specific statements if asked to explain and attempted to not lead the respondent. At no time in the study did the researcher attempt to manipulate or coerce the respondents in any way (McMillan and Schumacher 1993:182-185).

3.12 Summary

This chapter outlines the research method used and explains the data collection procedure in detail. A pilot study was undertaken to test the procedures to be used in the subsequent full-scale project. The need for validity and reliability of the information was discussed. The detail concerning the questionnaire was fully described.

The next chapter discusses the results and findings of the study when compared to the literature study that was undertaken.

"A teacher affects eternity; he can never tell where his influence stops."

Henry B. Adams

Figure 3-1: Outline of chapter 3
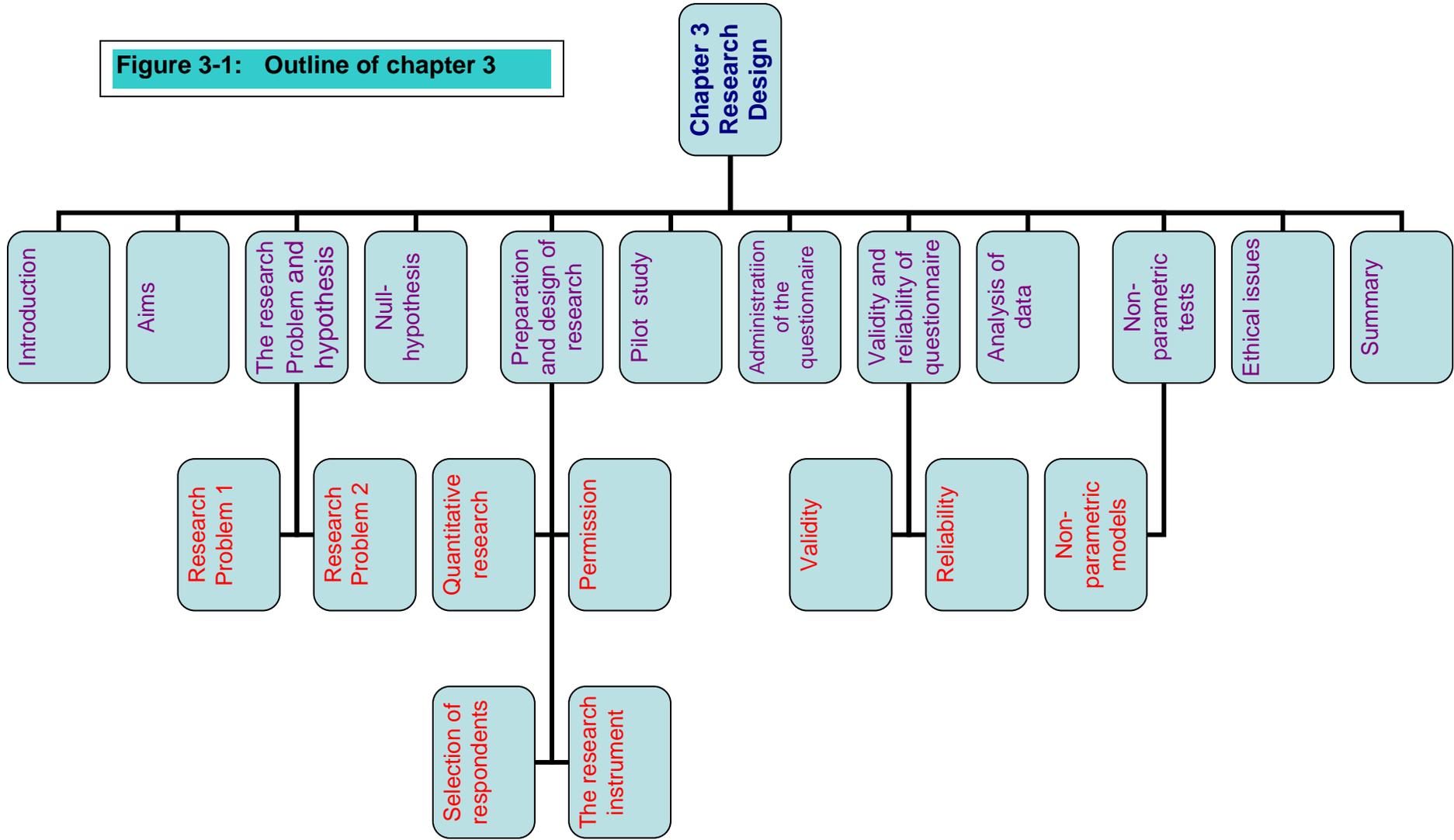
CHAPTER 4   Findings and discussion of findings

> "If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement, and mystery of the world we live in."
>
> Rachel Carson

4.1   Introduction

The previous chapter discussed the research design and included the data collection methods and procedures. This chapter discusses the findings of the study and presents the interpretation.

4.2   ECD Qualification

The bar graph in Figure 4:1 was used to represent the data with regards to qualifications because they are discrete and discontinuous.

Figure 4-1:Bar graph (indicating type of studies and current studies)
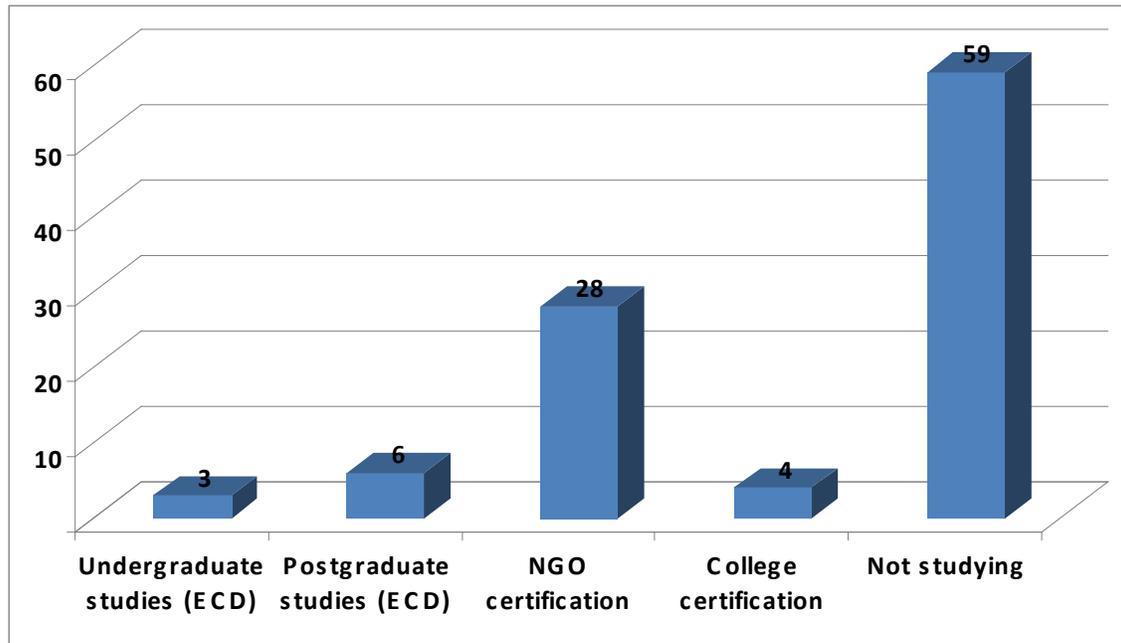
The bar graph shows 3% of the respondents with an undergraduate qualification in ECD, 6% with a Postgraduate degree in ECD and 4 % with college certification in ECD. This amounts to 13% of the respondents as having university/college certification in ECD. Twenty-eight percent have some form of training (NQF levels 1-4), through Non-governmental organisations. Fifty nine percent (59%) of the respondents have no qualifications in ECD. Professional growth and development is not a norm with Grade R teachers as very few who have university or college certification continue studying to increase their knowledge base of early childhood development.

4.3 Analysis of the categories

The statements in the questionnaire were divided into the following categories for analysis.

4.3.1   Anti-bias culture

The anti-bias category includes aspects of inclusion in educative settings, cultural aspects and social/family background. The question is whether teachers are sensitive towards diversity and multi-cultural aspects within the classroom.

Table 4-1: Anti-bias Culture   N = 100

	Statements	Never/No	Sometimes	Often/Yes
		%	**%**	**%**
S3	I understand the importance of educational planning	8.0	12.0	80.0
S12	In my planning, I take the different cultures into account	7.0	22.0	71.0
S31	I include children who experience barriers to learning	10.0	15.0	75.0
S34	I take account of learning in various social contexts	1.0	21.0	78.0
S47	I am sensitive to the different cultures	6.0%	7.0	87.0
S54	The fantasy area is gender sensitive	13.0%	21.0	66.0
S67	I am sensitive to different family backgrounds	3.0%	5.0	92.0
S70	I take into account the different languages when planning activities	9.0%	15.0	76.0
S78	I am sensitive to the young child's religious beliefs	6.0%	4.0	90.0

The majority of the respondents displayed sensitivity to all of the above aspects. Statement 54 (the fantasy area is gender sensitive), has the lowest score of 66% in the often/yes column. This may be due to the lack of a fantasy play area in the classroom because of a lack of knowledge concerning its benefits or due to a lack of funding, or that teacher's stereotype (to categorise individuals or groups

according to an oversimplified, standardised image or idea) specific roles for boys and girls.

The highest score in the often/yes response column is 92% which refers to statement 67 (I am sensitive to different family backgrounds). This attitude shows that 92% of the teachers identify the social context of the young child and understand his needs.

4.3.2 Development of higher order abilities

As discussed in the literature study, to effectively educate children, teachers must know how they think and what they are capable of comprehending. The development of higher order abilities refers to cognitive development. It is a process of acquiring knowledge by using reasoning, intuition, or perception. Activities that include a science table, block play, water play, art/creative activities, outdoor play with appropriate equipment, provide the young child with opportunities to measure, experiment, solve problems, imagine, explore, discover, express, and cope with changing conditions. It further promotes the acquisition of knowledge and enhances skills.

Table 4-2: Development of Higher Order Abilities   N = 100

	Statements	Never/No	Sometimes	Often/Yes
		%	%	%
S7	The water play area has containers for measurement	49.0	19.0	32.0
S40	The outdoor area has different levels of play	12.0	20.0	68.0
S46	There is a block area in the class	16.0	17.0	67.0
S52	The life skills area has a science table	39.0	26.0	35.0
S58	The outdoor area has different complexities of play	18.0	11.0	71.0
S59	The water play area has funnels for experimentation	50.0	11.0	39.0
S73	There is a manipulative play area in the classroom	20.0	9.0	71.0
S89	The block area has plastic animals to make play	36.0	4.0	60.0

	imaginative			
S101	The art activities provide opportunities for self-expression	4.0	19.0	77.0
S111	I use construction activities to help children solve problems independently	19.0	18.0	63.0
S134	I equip children with skills to cope with changing conditions	2.0	14.0	84.0
S138	I provide opportunities to practice problem solving	7.0	20.0	73.0

Statements 7 and 59 both refer to the water play area. A low score in the often/yes column points to the unavailability of a water play area in the majority of the Grade R settings. Many settings that had a water play area did not provide any containers for experimentation. Only 35% of the teachers provided science tables (S52) for discovery and exploration. In order to provide young children with the necessary resources and relevant experiences to acquire knowledge, a teacher must be knowledgeable herself about how to use available resources, improvise, and be innovative and creative. The results are generally low in the majority of the Yes statements. This may however be due to a lack of knowledge rather than a lack of funding. This points to the fact that, not many teachers understand the value of water play for the young child.

4.3.3   Knowledge of child development

The literature study showed the reader that child development is the biological and psychological changes that occur in the young child. It is the increase in abilities – physical, intellectual, emotional, and social, through which the child progresses.

Table 4-3: Knowledge of Child Development   N = 100

	Statements	Never/No	Sometimes	Often/Yes
		%	%	%
S1	I make use of relevant content to match the needs of the child	3.0	13.0	84.0
S5	I have an extensive knowledge of child development	12.0	16.0	72.0
S6	I use appropriate indoor furniture	6.0	20.0	74.0
S14	I build on what the child already knows	7.0	21.0	72.0
S16	I understand that children develop rapidly during the early years	5.0	6.0	89.0
S18	I understand the concept 'whole child' development	14.0	8.0	78.0
S30	I provide for different starting points from which children develop their learning	3.0	26.	71.0
S48	Art activities are set at various levels of complexity	20.0	13.0	67.0
S56	Toilet facilities are child appropriate	10.0	6.0	84.0
S65	I make use of appropriate content to match the level the child is at	2.0	21.0	77.0
S69	I integrate the different learning areas	10.0	20.0	70.0
S97	I understand how children learn	3.0	16.0	81.0
S99	I value play as children discover the world through play	.0	9.0	91.0
S102	I use concepts to help the child explore the themes	.0	16.0	84.0
S103	I understand the stages of development in child art	16.0	7.0	77.0
S104	I understand the value of music for the child's total development	1.0	10.1	88.9
S107	The themes of the poems/rhymes relate to the child's experiences	2.0	17.0	81.0
S119	I do not expect the playroom to be quiet and orderly	5.0	21.0	74.0
S123	I understand that children develop at varying rates	4.0	8.0	88.0
S132	I acknowledge each child's individuality	.0	5.0	95.0
S136	I allow the child to learn at his own pace	.0	6.0	94.0

In this section, a high number of respondents (72%), state that they have extensive knowledge of child development. If this holds true, then most these respondents would have responded positively to all the statements above.

4.3.4 Planning the daily programme

Planning the daily programme is crucial to all teachers of Grade R classrooms as it allows for a smooth transition from one activity and experience to the next.

Table 4-4: Planning of Daily Programme   N = 100

	Statements	Never/No	Sometimes	Often/Yes
		%	%	%
S2	I understand the process of educational planning	4.0	10.0	86.0
S8	The daily programme is well-balanced	3.0	14.0	83.0
S10	Safety precautions are well-planned	4.0	10.0	86.0
S11	I plan activities that ensure learning opportunities outdoor	7.0	22.0	71.0
S15	I plan activities with specific learning goals n mind	2.0	19.0	79.0
S21	The daily programme is child-directed	2.0	16.0	82.0
S25	The classroom has a book corner	12.0	14.0	74.0
S27	The daily programme includes free play	.0	4.0	96.0
S29	Routine activities are organised	.0	4.0	96.0
S35	Planning covers different periods of time	.0	10.0	90.0
S44	The fantasy area has a variety of equipment	26.0	21.0	53.0
S50	The children have an area for adult-guided activities	9.0	10.0	81.0
S66	I understand the purpose of educational planning	3.0	10.0	87.0
S81	The activity areas within the classroom are well-organised	2.0	25.0	73.0
S83	The classroom has shelving for storage	18.0	7.0	75.0
S86	The children have a sand play area	33.0	5.0	62.0
S91	The fantasy area is equipped with doll house furniture	33.0	15.0	52.0
S92	The book corner is a quiet part of the classroom	27.0	15.0	58.0
S98	Themes are planned for the term/year	3.0	10.0	87.0
S131	I integrate life skills in the daily programme	1.0	13.0	86.0

The response to statement 2 and 66 show a very high percentage of respondents indicating that they understand the purpose and process of educational planning. The responses to the other statements should therefore be in accordance to how they have answered S2 and S66. It is clear that many

teachers do not acknowledge the importance of planning for a book area, fantasy area and equipment, and sandpit area.

If teachers understand the purpose and process of educational planning for Grade R and have knowledge of child development, these aspects of the classroom environment will not be left out of the curriculum

4.3.5 Parental involvement

Parental involvement is vital for the child's school success. The teacher that communicates with parents regularly, bridges the gap between home life and the school world. However, the communication must be structured, purposeful, and of educational benefit to the parents.

Table 4-5: Parental Involvement   N = 100

	Statements	Never/No	Sometimes	Often/Yes
		%	%	%
S4	I form partnerships with parents	5.0	24.0	71.0
S13	I work with parents in an atmosphere of mutual respect	1.0	9.0	90.0
S24	I report the child's progress to their parents	1.0	8.0	91.0
S62	I have parent evenings to report the child's progress	7.0	29.0	64.0
S68	I work collaboratively with parents	.0	18.0	82.0
S121	I maintain contact with parents via a newsletter	25.0	11.0	64.0

The variables tested the aspects of partnership, and communication with parents. Contact with parents is limited because it requires parents to attend meetings and workshops. Contact made via newsletters is time consuming and costly. Teachers show a high score for reporting the child's progress to the parents, because most parents expect this. The manner in which a child's progress is reported to the parent depends largely on the resources available to the teacher. It is questionable whether some or most of these progress reports are acceptable

by educational standards. In effect, communication with parents is apparent, but are parents being educated about how their child is learning and developing?

4.3.6   Emergent literacy programme

Children see and interact with print daily and in all situations. This prepares them for reading and writing.

Table 4-6: Emergent Literacy Programme   N = 100

	Statements	Never/No	Sometimes	Often/Yes
		%	%	%
S9	Objects in the classroom are labeled clearly	26.0	21.0	53.0
S19	The classroom environment is print-rich	10.0	25.0	65.0
S28	The weather chart is displayed	6.0	9.0	85.0
S33	The birthday chart is displayed	14.0	5.0	81.0
S39	Learner's name with a symbol is displayed	28.0	17.0	55.0
S41	The book area has a variety of books	12.0	15.0	73.0
S51	The daily programme is displayed	5.0	4.0	91.0
S64	The book corner has magazines	23.0	16.0	61.0
S76	The book area has newspapers	42.0	20.0	38.0
S77	The fantasy area has accessories	22.0	23.0	55.0
S106	I use story time to promote language development	3.0	8.0	89.0
S118	The material in the book area is changed regularly	18.0	31.0	51.0

Scores for S28, S33, and S51, indicate that teachers know the importance of displaying birthday charts, weather charts, and the daily programme. However, the book corner is not given attention in terms of rotating old books with new, and providing magazines and newspapers as part of the literary resources. S25 in Planning of the Timetable show 74% of the respondents having a book area in the classroom. According to the above table, only 51% of the respondents change the material in the book area on a regular basis. The lack of interest in the book area may be due to a lack of knowledge concerning the importance of

literature in the child's life. Lack of funding may not be an issue as newspapers which are reasonably priced are not found in most centres. Moreover, if centres cannot afford to buy books, teachers can design and create their own books for the book area.

4.3.7 Psychological safety and belonging

Teachers should create an emotional environment that is appropriate for learning. When the child feels safe, he trusts himself and others, and is more open to learning.

Table 4-7: Psychological Safety and Belonging   N = 10

	Statements	Never/No	Sometimes	Often/Yes
		%	%	%
S37	The learner's work is displayed	6.0	15.0	79.0
S55	I am a caring educator	.0	.0	100.0
S60	The daily programme is adult-guided	3.0	11.0	86.0
S71	I am an understanding educator	.0	2.0	98.0
S80	I am an empathetic educator	1.0	4.0	95.0
S84	I provide guidance throughout the day	2.0	7.0	91.0
S88	There is a storage space for the child's personal belongings	17.0	2.0	81.0
S120	I feel that teaching is my calling	1.0	5.0	94.0
S126	I enjoy working with children	5.0	2.0	93.0
S128	I have excellent management skills	1.0	14.0	85.0
S129	I accompany the child throughout the daily programme	.0	11.0	89.0
S130	I provide a sense of security in the atmosphere I create for the child	1.0	5.0	94.0
S135	I set rules to set limits within which the child can move	.0	4.0	96.0

The majority of the teachers consider psychological safety and belonging a critical element of the Grade R environment.

4.3.8   Physical safety

Children are active beings and therefore need boundaries and rules and a hazard free environment to play and learn in.

Table 4-8: Physical Safety   N = 100

	Statements	Never/No	Sometimes	Often/Yes
		%	%	%
S23	Safety is observed outdoor	3.0	6.0	91.0
S38	Outdoor safety is an important issue	1.0	.0	99.0
S57	The classroom has a fire extinguisher	22.0	3.0	75.0
S61	The outdoor apparatus is fixed	21.0	11.0	68.0
S72	An emergency exit plan is displayed in the classroom	47.0	8.0	45.0
S94	The outdoor play area has sufficient shade	31.0	8.0	61.0
S95	The outdoor area has an abundance of safe plants	30.0	7.0	63.0
S96	The play equipment are maintained regularly	15.0	12.0	73.0
S109	A first-aid kit is available for emergency situations	12.0	1.0	87.0
S110	The environment is free from potential hazards	2.0	6.0	92.0
S114	I use paint that is lead-free	6.0	5.0	89.0
S115	Broken toys are removed from the classroom	1.0	3.0	96.0

Whilst over 90% of the respondents indicate the observance of safety both indoor and outdoor, only 45% have made plans for evacuating the building in the case of an emergency.

4.3.9   Assessment

Assessment is an ongoing process.   It involves collecting, synthesizing, and interpreting information about the child in the learning environment.

Table 4-9: Assessment   N = 100

	Statements	Never/No	Sometimes	Often/Yes
		%	%	%
S17	I include observation as a main element of assessment	4.0	10.0	86.0
S32	I assess the learner's strength	3.0	19.0	78.0
S36	Portfolio development shows evidence of learner's progression	5.0	13.0	82.0
S42	Constructive feedback to learner's include re-teaching	6.0	15.0	79.0
S45	Assessment takes all aspects of development into account	10.0	12.0	78.0
S49	Assessment methods are aligned with learning activities	7.0	19.0	74.0
S63	Assessment activities are aligned with learning outcomes	7.0	16.0	77.0
S74	Constructive feedback includes support	5.0	25.0	70.0
S75	I assess the needs of the learners continually	3.0	14.0	83.0
S122	I make notes of children's progress on a daily basis	20.0	24.0	56.0
S133	I evaluate learners to determine whether a referral for specialised treatment is required	18.0	10.0	72.0

The above table points to most of the respondents actively participating in assessment procedures; through observation techniques, portfolio development, strengths and need assessments, and support via constructive feedback, re-teaching, and referrals.

4.3.10   Physiological needs

These refer to the biological needs of the child. All the basic needs (oxygen, food, water, a constant body temperature) of the child should be met in the

learning environment. If the environment is suitable for growth, the child will actualise his inherent potential.

Table 4-10:   Physiological Needs   N = 10

	Statements	Never/No	Sometimes	Often/Yes
		%	%	%
S22	The toilet facilities are sufficient	10.0	9.0	81.0
S26	The classroom is clean	2.0	6.0	92.0
S43	The ventilation in the classroom is adequate	11.0	5.0	84.0
S53	The classroom is spacious	21.0	6.0	73.0
S85	The lighting in the classroom is adequate	14.0	2.0	84.0
S90	The children clean-up after each activity	5.0	3.0	92.0
S93	There are sufficient windows for natural light to enter the classroom	16.0	6.0	78.0
S108	I teach the children to wash their hands before eating	2.0	1.0	97.0
S124	I ensure that all children have had the required immunisation	9.0	4.0	87.0
S125	Sand-pits are sterilised regularly	30.0	5.0	65.0
S127	I promote good dietary habits	.0	9.0	91.0

The physiological needs of the young child are considered an important aspect of the programme. Cleanliness of the environment and child is considered to be of the highest priority. Many classrooms do not have sufficient space and adequate lighting. This is detrimental to the children's development.

4.3.11   Motor development

This refers to the child's ability to move around and use his body.

Table 4-11:   Motor Development   N = 100

	Statements	Never/No	Sometimes	Often/Yes
		%	%	%
S20	The movement area has various equipment to develop gross motor development	16.0	15.0	69.0
S87	Outdoor opportunities to play include sliding	24.0	2.0	74.0
S100	The outdoor equipment develops the child's coordination	10.0	5.0	85.0
S105	I provide for balancing activities during movement	7.0	15.0	78.0
S117	The outdoor area includes climbing apparatus	17.0	3.0	80.0

As children are active beings, the opportunities for outdoor play experiences should be vast and stimulating. It is evident that not all the respondents cater for the child to explore, discover, and investigate their potential to move in their environment.

4.3.12   Encouragement

The teacher encourages a child through praise, recognition and showing appreciation.

Table 4-12:   Encouragement   N = 100

	Statements	Never/No	Sometimes	Often/Yes
		%	%	%
S112	I encourage playing with water to contribute to the child's sensory development	30.0	18.0	52.0
S113	I encourage group work to facilitate interaction between children	5.0	10.0	85.0
S116	I encourage children to act out roles in the fantasy area	11.0	14.0	75.0
S137	I recognise the child's achievements	.0	1.0	99.0

99% of the respondents value the child's achievements. It is evident that group work is an important element of the Grade R Classroom. However, almost half of the respondents did not value water play as a contributory factor to sensory development. The low score attained in S112 may be due to the lack of a water play area in the Grade R environment.

4.4   Reliability Statistics

Chapter 3 defines the term reliability and discusses the importance of having reliable scores in a test. The Cronbach's Coefficient Alpha instrument was used to measure internal consistency to test for reliability.

Table 4-13:   Internal Consistency Test using the Cronbach's Coefficient Alpha

Category	Reliability Coefficient	Description
Anti-bias culture	0,766	Good
Development of Higher Order Abilities	0,891	Good
Knowledge of Child Development	0,912	Good
Planning of the Daily Programme	0,854	Good
Parental Involvement	0,582	Not reliable in terms of consistency
Emergent Literacy	0,854	Good
Psychological Safety and Belonging	0,722	Good
Physical Safety	0,763	Good
Assessment	0,893	Good

Motor Development	0,885	Good
Physiological Needs	0,797	Good
Encouragement	0,352	Not reliable in terms of consistency

The scores for parental involvement and encouragement were not reliable in terms of consistency. In the category Parental Involvement, S26 (parent evenings) and S121 (newsletters), scores were low. This may be due to the fact that most parents do not attend meetings and most ECD centres do not publish newsletters. In the category Encouragement, S112 had a 52% positive response. As stated previously, most ECD centres do not value water play as a contributory factor to learning and development. It may also be possible that the range of statements may not have been sufficient to test for internal consistency in these two categories. This may have affected the reliability of this category.

4.5 Total score %

A score was calculated by adding every response of each respondent. If the respondent had chosen only the Never/No response, the score would be (138 x1) 138, which would be the minimum score. If only the Often/Yes column was chosen, the score would be (138 x 3) 414, which would be the maximum score. This is how the score was calculated and was converted to a percentage to make it more interpretable.

Table 4-14:   Total Score %   N = 100

Scores	Frequency	Percent
Less than 60%	4	4%
60% - 69%	1	1%
70% -75%	9	9%
76% - 79%	4	4%
80% - 85%	12	12%
86% - 89%	15	15%
90% - 95%	22	22%
96% - 100%	33	33%

It is interesting to note that 5% scored a 100% on the test. This indicates a high performance level. Eighty percent of the teachers scored 80% and over. This means that the higher the percentage, the more the answers to the questionnaire is leaning toward the Often/yes answer. The table below shows a minimum score of 55.1 and a maximum score of 100.

Table 4-15:   Maximum and minimum scores

	N	Mean	Std. Deviation	Minimum	Maximum
Total Score %	100	89.031	10.545	55.1	100.0

The One-Sample Kolmogorov-Smirnov Test was applied to test for normality. The test produced a Z score of 1,491. The probability for this statistic is 0,023. It should be higher than 0,050. This distribution is not normal. This further confirms that the researcher cannot use parametric tests in this study because they are very strict (e.g. T-Test) on the requirements for normality of the distribution and the homogeneity (similarity) of the variances.

4.6   The Histogram

The Histogram is a bar chart. It represents a frequency distribution. The height
of each bar represents the observed frequency.

Figure 4-2: Graph – Histogram showing distribution of scores

Histogram

Mean =89.03
Std. Dev. =10.545
N =100
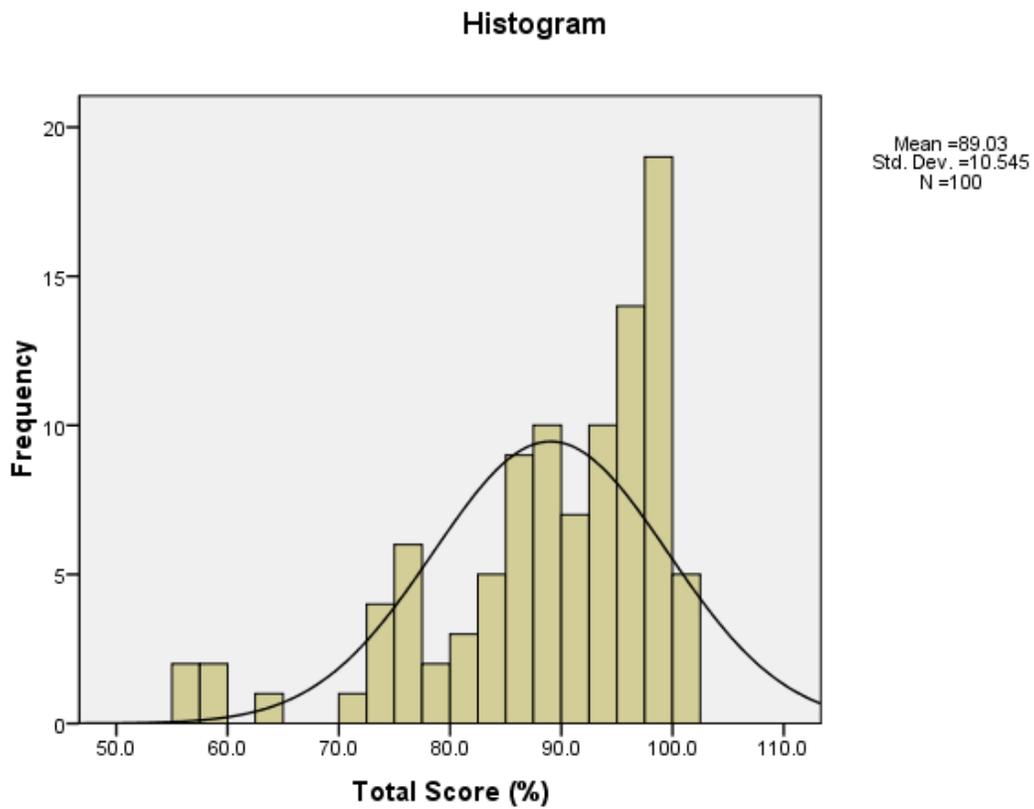
The distribution of the scores is shown in the graph. This is not a normal
distribution.

4.7 Descriptive statistics

The table below shows descriptive statistics of the data classified into categories.

Table 4-16: Descriptive Statistics

Categories	N	Mean	Standard Deviation	Minimum	Maximum
Anti-bias culture %	100	90.815	11.321	51.9	100.0
Higher Order Abilities %	100	79.667	17.362	36.1	100.0
Knowledge of child development %	100	91.524	10.844	58.7	100.0
Planning %	100	89.467	11.050	55.0	100.0
Parental involvement %	100	90.167	10.501	55.6	100.0
Emergent literacy %	100	84.810	13.553	42.9	100.0
Psychological safety %	100	96.000	6.252	64.1	100.0
Physical safety %	100	87.444	12.011	55.6	100.0
Assessment %	100	89.303	13.999	36.4	100.0
Physiological Needs %	100	91.030	11.936	48.5	100.0
Motor development %	100	87.467	20.018	33.3	100.0
Encouragement %	100	88.750	11.926	58.3	100.0
Total Score %	100	89.031	10.545	55.1	100.0

4.8 Non-parametric Mann-Whitney Test

The non-parametric Mann-Whitney Test which is similar to the parametric T-Test was used to determine whether there is a difference between teachers with degrees/diplomas in Early Childhood Development and teachers that do not have degrees/diplomas in ECD (seen as other qualification in table). This was tested according to the different categories.

Table 4-17:   Mann-Whitney Test

Ranks

Category	Qualification	N	Mean	Standard Deviation	Mean Rank	Sum of Ranks	M-W U	Z	P
Anti-bias culture	ECD Dip/Degree	30	95.926	5.617	62.92	1887.50	677.5	-2.885	0.004
	Other	70	88.624	12.426	45.18	3162.50			
	Total	100	90.815	11.321					
Higher Order Abilities	ECD Dip/Degree	30	91.574	9.356	71.02	2130.50	434.5	-4.644	0.000
	Other	70	74.563	17.540	41.71	2919.50			
	Total	100	79.667	17.362					
Knowledge of Child Development	ECD Dip/Degree	30	98.254	2.548	72.03	2161.00	404.0	-4.915	0.000
	Other	70	88.639	11.741	41.27	2889.00			
	Total	100	91.524	10.844					
Planning %	ECD Dip/Degree	30	97.167	4.635	73.87	2216.00	349.0	- 5.309	0.000
	Other	70	86.167	11.373	40.49	2834.00			
	Total	100	89.467	11.050					
Parental Involvement %	ECD Dip/Degree	30	95.556	6.749	65.85	1975.50	589.5	- 3.578	0.000
	Other	70	87.857	11.002	43.92	3074.50			
	Total	100	90.167	10.501					
Emergent Literacy %	ECD Dip/Degree	30	92.540	7.312	67.63	2029.00	536.0	-3.879	0.000
	Other	70	81.497	14.281	43.16	3021.00			
	Total	100	84.810	13.553					
Psychological Safety %	ECD Dip/Degree	30	99.402	1.292	69.28	2078.50	486.5	- 4.517	0.000
	Other	70	94.542	6.943	42.45	2971.50			
	Total	100	96.000	6.252					
Physical Safety %	ECD Dip/Degree	30	95.185	5.307	69.53	2086.00	479.0	-4.346	0.000
	Other	70	84.127	12.568	42.34	2964.00			
	Total	100	87.444	12.011					
Assessment %	ECD Dip/Degree	30	97.778	4.426	71.08	2132.50	432.5	-4.767	0.000
	Other	70	85.671	15.111	41.68	2917.50			
	Total	100	89.303	13.999					
Physiological Needs %	ECD Dip/Degree	30	97.879	4.222	70.83	2125.00	440.0	- 4.716	0.000
	Other	70	88.095	12.953	41.79	2925.00			
	Total	100	91.030	11.936					
Motor Development %	ECD Dip/Degree	30	97.778	4.741	65.83	1975.00	590.0	- 3.760	0.000
	Other	70	83.048	22.348	43.93	3075.00			
	Total	100	87.467	20.018					

Encouragement %	ECD Dip/Degree	30	96.944	6.374	70.85	2125.50	439.5	-4.804	0.000
	Other	70	85.238	12.053	41.78	2924.50			
	Total	100	88.750	11.926					
Total Score %	ECD Dip/Degree	30	96.385	3.556	73.78	2213.50	351.5	-5.255	0.000
	Other	70	85.880	10.984	40.52	2836.50			
	Total	100	89.031	10.545					

The ranking for the teachers with ECD (Degree/Diploma) qualification was higher than the teachers with no ECD (Degree/Diploma) qualifications. The result shows a higher performance level in all categories for the teachers that have ECD (Degree/Diploma) qualifications.

The probability score indicates the significance of the Z statistic. We usually work on a 5% or P = 0.05, which is indicative of a significant difference between the two groups (ECD – Degree/Diploma and Other). In this study, the result is less than 0.01/1% level. Therefore, the possibility of making an error is less than 1%.

Null Hypothesis: There is no difference between the two qualification groups.

The researcher may hence confirm the rejection of the null hypothesis of no difference between the two groups. There is therefore, a significant difference between the two qualification groups in terms of the teaching performance in the classroom and the delivery of a high-quality programme.

4.9   Kruskal-Wallis Test

The Kruskal–Wallis is a one-way analysis of variance by ranks. It is a non-parametric test and therefore does not assume a normal population. It is used to test equality of population medians among groups.

Table 4-18:   Kruskal-Wallis Test

Ranks

Category	Teaching Experience	N	Mean	Standard Deviation	Mean Rank
Anti-bias Culture %	3 years or less	20	80.185	15.909	29.32
	4 – 6 years	23	92.432	8.967	52.09
	7 – 10 years	24	92.438	8.838	53.65
	11 – 15 years	19	95.127	6.654	61.05
	More than 15 years	14	94.709	6.612	58.43
	Total	100	90.815	11.321	
Higher Order Abilities %	3 years or less	20	65.972	19.494	30.25
	4 – 6 years	23	81.280	16.115	52.78
	7 – 10 years	24	78.819	16.027	48.08
	11 – 15 years	19	82.895	14.648	54.39
	More than 15 years	14	93.651	5.385	74.54
	Total	100	79.667	17.362	
Knowledge of Child Development %	3 years or less	20	82.857	15.668	33.85
	4 – 6 years	23	91.649	10.0187	46.70
	7 – 10 years	24	92.130	7.540	47.83
	11 – 15 years	19	95.155	7.676	63.42
	More than 15 years	14	97.732	2.764	67.57
	Total	100	91.524	10.844	
Planning %	3 years or less	20	78.500	13.431	25.98
	4 – 6 years	23	90.725	9.819	53.00
	7 – 10 years	24	90.694	7.878	49.81
	11 – 15 years	19	92.018	8.916	56.97
	More than 15 years	14	97.500	3.684	73.82
	Total	100	89.467	11.050	
Parental Involvement %	3 years or less	20	82.222	12.566	31.45
	4 – 6 years	23	91.546	7.833	51.67
	7 – 10 years	24	91.435	9.408	53.10
	11 – 15 years	19	91.228	8.748	51.55
	More than 15 years	14	95.635	10.262	69.89
	Total	100	9.167	10.501	
Emergent Literacy %	3 years or less	20	71.548	15.497	25.12
	4 – 6 years	23	86.128	13.172	53.41
	7 – 10 years	24	87.202	10.194	53.29

	11 – 15 years	19	89.599	10.232	60.74
	More than 15 years	14	90.986	8.151	63.29
	Total	100	84.810	13.553	
Psychological Safety %	3 years or less	20	92.692	10.266	42.70
	4 – 6 years	23	96.433	4.491	49.24
	7 – 10 years	24	95.406	5.657	45.23
	11 – 15 years	19	97.166	3.616	52.08
	More than 15 years	14	99.451	1,484	70.61
	Total	100	96.000	6.252	
Physical Safety %	3 years or less	20	77.083	14.584	29.72
	4 – 6 years	23	88.768	10.240	52.50
	7 – 10 years	24	89.815	9.886	54.96
	11 – 15 years	19	88.304	11.400	51.74
	More than 15 years	14	94.841	4.339	67.57
	Total	100	87.444	12.011	
Assessment %	3 years or less	20	76.15	21.221	32.42
	4 – 6 years	23	92.358	9.312	55.37
	7 – 10 years	24	90.530	10.279	49.85
	11 – 15 years	19	91.228	9.943	50.66
	More than 15 years	14	97.835	3.014	69.21
	Total	100	9.303	13.999	
Physiological Safety %	3 years or less	20	80.758	17.732	33.92
	4 – 6 years	23	94.598	5.479	54.6
	7 – 10 years	24	92.298	8.429	48.75
	11 – 15 years	19	90.750	12.014	51.42
	More than 15 years	14	98.052	2.815	69.75
	Total	100	91.030	11.936	
Motor Development %	3 years or less	20	72.000	25.001	31.00
	4 – 6 years	23	88.406	20.123	52.07
	7 – 10 years	24	91.111	15.312	52.10
	11 – 15 years	19	90.175	18.641	54.32
	More than 15 years	14	98.095	5.503	67.86
	Total	100	87.467	20.018	
Encouragement %	3 years or less	20	81.250	15.023	36.05
	4 – 6 years	23	90.217	10.851	53.37
	7 – 10 years	24	88.889	10.617	49.42
	11 – 15 years	19	90.351	10.116	53.16
	More than 15 years	14	94.643	9.015	64.68
	Total	100	88.750	11.926	
Total Score %	3 years or less	20	78.720	14.181	27.75

	4 – 6 years	23	90.433	8.339	52.63
	7 – 10 years	24	90.117	7.422	49.94
	11 – 15 years	19	91.508	8.181	56.61
	More than 15 years	14	96.239	3.313	72.18
	Total	100	89.031	10.545	

The Kruskal-Wallis Test was used because more than two groups were being tested. The test reveals that there is a difference between the performances of the teachers concerning the amount of teaching experience.

The teachers with 11 – 15 years of teaching experience had the highest scores for each of the categories tested. Teachers with more years of experience show a higher performance level with regards to knowledge, skills and attitudes. This holds true with each category being tested.

Null Hypothesis: There is no difference between the different lengths of teaching experience.

The null hypothesis must therefore be rejected that there is no difference between the different lengths of teaching experience.

4.10 Summary

The results were presented in this chapter. The findings indicate that teachers who are trained at higher education institutions are more competent as teachers in the Grade R classroom. They bring theory and practice into the classroom and show a wider knowledge of why they provide experiences and activities in the learning environment. Chapter 5 discusses the conclusion, limitations, contributions and recommendations of this study.

> "Free the child's potential, and you will transform him into the world"
>
> Maria Montessori

CHAPTER 5   Conclusions, limitations, recommendations, and contributions of the study

> "Investments in high-quality early education programs have the highest rate of return of any social investment"
>
> James Heckman

5.1   Introduction

The previous chapter presented the results and the findings of the empirical investigation. This chapter describes the conclusions, limitations, recommendations and contributions.

The background to this study has as its foundation, a lack of adequately trained Grade R teachers and a community that does not realise the importance of these formative years. The study stresses the need for quality, reception year programmes for the five year olds to facilitate a culture of lifelong learning and hence a smooth transition to formal schooling. The researcher's focus was on the importance of having trained teachers for reception year classes to ensure quality programmes and hence lifelong learning.

The main subject was at all times the teacher and the teacher's knowledge and skills pertaining to the young child and who the child is to become in 'totality'.

Primarily the data collection comprised the completion of a questionnaire by the Grade R teachers of various private preschools. The analysis of the data was carried out to show how relevant knowledge and skills affected the quality of the Grade R classroom and the implications it has on the young child.

5.2   Limitations of the study

- The answering of the questionnaire – was it reliable/valid
  Did the respondents answer truthfully?

- Since rank order, non-parametric tests were used for the analysis and interpretation of data, it is important to note that they are generally less powerful than parametric tests, as non-parametric tests require large samples to yield the same level of significance.

5.3   Conclusions

This study highlights the importance of having trained teachers provide care and education for the Grade R learner. Early childhood educators have the responsibility to make sure that the service they are providing is of a high quality. The primary problem statement this study undertook to answer was: '*Does specialised teacher training and education correlate with quality programs taught in the Grade R programmes?*

The problem statement was divided into a number of sub-problems and therefore the conclusion will be drawn from these diverse perspectives.

5.3.1   *Research problem 1*

Is there an association between teacher training and quality care and education in the early childhood program with specific reference to the Grade R classroom?

There is a significant difference between teachers that are trained and those that are not trained concerning their knowledge base, skills, and attitudes. The questionnaire provides clear evidence that Grade R teachers who are not trained are deficient in applying the curriculum requirements and standards as set out in

the White Paper for Education. The greater picture concludes that high-quality services are not always provided for the Grade R learners.

5.3.2   Research problem 2

What is the extent of the training required to provide the necessary skills and knowledge to equip the Grade R teacher for effective curriculum development?

It is evident that teachers who have studied through teacher training colleges or universities in the field of Early Childhood Education, demonstrate a higher level of competence when compared to teachers who study levels one to four at short courses/workshops provided by NGO's or the Education Department.

5.3.3   Research problem 3

Does the teacher's experience make a difference to the curriculum and hence the quality of the Grade R setting?

The following answer can be derived from both the reading matter studied, and the answered questionnaire. The length of experience shows a marked difference in the quality of the Grade R setting. Teacher's who are teaching Grade R for many years, develop knowledge about how children behave and their needs to a certain extent because of the time spent with children. If they have not studied extensively, it may be possible that they learn about the young child through a process of trial and error. Teachers, who do have ECD qualifications, use their knowledge, skills, and attitudes to better the programme and learn what works best for the young child through a process of adoption of workable strategies and elimination of less desirable ones.

5.4   Recommendations

5.4.1   Recommendations for current teachers

The results from this study indicate that Grade R teachers require intensive training at a Teachers Training College or University. It would be a major undertaking and not a plausible one to ensure that all existing Grade R teachers enrol at tertiary institutions as many have not even completed Secondary schooling.

As the South African educational system is not in the position to cater for all Grade R learners in public schools, the continuation of existing privately owned Grade R facilities would be tolerated. It would be futile to implement a policy that would require all members of staff to be professionally qualified. The researcher suggests a nationwide training initiative be undertaken throughout the country. If comprehensive training is provided for teachers at ground level, the needs of the teachers will be met and hence the needs of the young child may also be met at large.

After numerous conversations with teachers during the investigation, especially those from the informal settlements, the researcher has realised their need and hunger to equip themselves to provide better facilities for the young child. Many have requested training and development in the form of comprehensive workshops to teach them how to improve the service they are offering. This would definitely be a fulfilling, yet time-consuming task, which would require a large workforce to fully accomplish what it sets out to do.

The researcher calls for teachers to advocate on behalf of the young child and lobby for local, state, and federal support to enforce regulatory standards and training and development for teachers to ensure childcare and educational programmes are of a high standard.

5.4.2 *Recommendations for the Education, Social Welfare* and Health Departments

The Government currently plays an important role in education in that they:

- can set the climate of opinions
- have the power to create legal and policy frameworks
- are empowered to endorse national agendas
- can validate private efforts
- create a climate of acceptance
- generate an atmosphere of approval
- are able to institute priorities
- are fundraisers and conduits (medium) for donor agencies

The Department of Education could become rigorously involved in Early Childhood Education Programmes by focusing their attention on small-scale plans for each district. Presently, the educational system is looking at accommodating all Grade R learners in public schools. This is hardly possible due to the lack of facilities, resources and suitably qualified staff in existing schools. However, if they focus on training the trainee, who would then train the existing teachers, they would have a greater impact on the education of the young child and our country as a whole.

Lastly, with training the trainee in place, all teachers would become responsible for attending Early Childhood Teacher training classes and would henceforth become accountable to the Education, Social Welfare and Health Departments. In this way, specific standards, procedures and equality would be ensured across the board.

The researcher recommends that the education department work with Non-Governmental Organisations (NGO's) or Non-Profitable Organisations (NPO's) to implement the above programme. This programme is therefore participatory

because it is based on working with and within the context of families and communities, whilst taking into account the local culture and traditions. There are many advantages when working from a community perspective. There are strengths within the framework of an existing community that many ignore. Therefore, any support programme should start from those strengths and build upon them. It should be acknowledged at this point, that it would be a futile exercise to immediately expect all teachers to be suitably qualified in ECD.

As part of a strategic implementation plan on behalf of the Department of Education, compulsory additional ECD training and development should take place every ten years to keep existing teachers abreast with new information and research. It is necessary too, to think of ways of writing accreditation standards that would expect continuous improvement and inspire excellence. This would be possible if teachers are expected to provide progress reports at the time of reaccreditations. Failure to comply should result in them being scrapped from the practitioners roll.

5.4.3   Recommendations for future research

It would be interesting to see how the parents of the different schools would respond to a questionnaire of a similar nature. The research could focus on what parents understand about how young children learn, how they view their child's early learning setting, what they consider to be suitable qualifications for a Grade R teacher and whether they check ECD facilities for quality, before enrolling their child.

Research could be carried out to determine how many parents would actually be interested in studying short courses on the young child and on how to select quality settings. If parents are informed, teachers would not be able to offer poor quality facilities to their children because of ignorance about what constitutes quality.

Another research topic could focus on an experimental group of teachers from the disadvantaged areas who would be trained extensively, and compared to a group that have not been trained. These teachers may be selected from the group of teachers that answered the questionnaires for the current study.

5.5   Contributions of the study

The study produces an understanding that Government needs to construct the correct balance between protection rights and developmental rights, as one is not more critical than the other.   It raises awareness that children require quality education just as much as care.

Little observation is required for the reader to notice that the focus is largely on the teacher and the teacher's role in the classroom. By doing this the researcher has thus highlighted the importance of being trained in the field of early childhood education.

This study contributes in terms of creating a greater awareness of what is required to be able to implement quality services for Grade R Learners. The findings could point out the need for implementing training and development to enhance skills for existing teachers (especially within the previously disadvantaged population) on a broad scale that would force all ECD educators to better equip themselves with skills, attitudes, and knowledge.

It generates awareness that the teacher cannot achieve excellence alone. There are many role players that can offer support in the form of grants/bursaries, the exchange of ideas and experiences which are necessary to advance this mission.

The study was conducted from the perspective of Naledi Pandor's (Minister of Education), administration. The current Minister of Education, Angie Motsheka,

has taken up the same challenge and is building on it as one of the priorities. However, the researcher hopes that this research document will bring about an awakening of the need for better equipped teaching staff for Early Childhood Education and accelerate the call for immediate transformation. Even though the government may take the lead in this initiative, they do not have to work alone. Civil society must be involved as active participants, decision makers, and implementers wherever possible.

The study may spark a renewal of interest to commission more studies and research as a matter of exigency, with the aim of informing and influencing policy and practice.

Moreover, it makes us mindful of the urgency to develop course material to be used in the training of teachers with varying educational backgrounds.

The need for publishing relevant resource materials in the form of teacher guides and manuals and learner manuals to assist teachers and learners at all levels, is another aspect that has become obvious through this study. It is hoped that this would become an actuality, as it is a much-needed resource for both struggling unqualified teachers and teachers that have already acquired training in Early Childhood Education.

It may become apparent that many place a monetary value on the benefits of early childhood care and education. If one considers the test of any investment from an economic perspective, it is whether the rate of return justifies the expense. Cost-benefit analysis shows that quality care and education creates immediate benefits (consumptive goods) and personal, and social benefits (investment goods) (Bernard van Leer Foundation July 2004:4)

When we consider the cost of remedial teaching to try to eliminate learning problems in later years, we realise the importance of having our nation's young children educated in high-quality reception year programmes.

5.6   Concluding remark

Grade R education is in a state of flux, and this study considers the teacher in the Reception Year class and what is offered to the learner in the form of curriculum. The young child is full of potential and the teacher is regarded as one who leads and guides the child to optimal development. In order to succeed in this endeavour, the teacher must have an extensive knowledge base of how the child learns. The study therefore shows an association between teacher training and quality programmes. The study indicates that teachers who have some form of education in ECD, are able to equip the child with the necessary skills, knowledge, and attitudes to sustain a culture of lifelong learning and thus eliminate the chances of the child developing barriers to learning.

Early childhood education has been stated to be the most effective economic development tool available to states. It is time to recognize that as we are seeing more buoyancy in our economy, it is time to address this, or we will fall further behind our neighboring states and our international competitors.

~ Richard Alexander

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APPENDIX A – Permission to Conduct Research (ENGLISH)

P.O. Box 9496
Azaadville
1750

The Principal/Educator

Dear Sir/Madam

PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am currently studying for a Master's Degree, specialising in Early Childhood
Development, at the University of South Africa (UNISA), under the supervision of
Dr A.M. Dicker. I have to conduct research in early childhood centres to fulfill the
requirements for this degree. The research is undertaken in the form of a
questionnaire. The topic for the thesis is, '*Teacher Education as prerequisite for
Quality Early Childhood Development Programmes*'. This study aims to
determine what constitutes quality in the ECD centre with specific reference to
the grade R classroom.

I humbly request permission to conduct research in your centre.
It would be highly appreciated if the Grade R teacher would answer the attached
questionnaire. Remember, you will remain anonymous as names of persons or
schools will not be mentioned in the study. Your honesty is of the utmost
importance, as this will affect the validity of the data.

I thank you for your cooperation and giving of yourself and your time so
unselfishly.

Yours faithfully

_____
Sharon Govindasamy (Mrs.)

APPENDIX B – Questionnaire (ENGLISH)

Questionnaire

No: [| |] **V1**

Please circle the appropriate number.

Q 1

Teaching experience	Circle		
Three years or less	1		
4 – 6 years	2		
7 – 10 years	3	**V2**	
11 – 15 years	4		
16 – 25 year	5		
More than 25 years	6		

Q 2

Highest ECD Teaching Qualification	Circle		
Higher Education Diploma (ECD/Foundation Phase)	1		
Bachelor of Education (ECD/Foundation Phase)	2	**V3**	
Master of Education (ECD/Foundation Phase)	3		
Doctor of Education (ECD/Foundation Phase)	4		
6 months – 2 years certification in preprimary education (NGO)	5		
Other certification (please specify) :	6		
No qualifications in ECD/Foundation Phase	7		

Q 3

Institution of study for ECD Qualification	Circle		
Teacher Training College	1		
University	2	**V4**	
Non-governmental Organisations (NGO)	3		
Private College (e.g. Intec, Access, Damelin, etc.)	4		
Other (please specify) -	5		
Did not attend any institution	6		

Q 4

Current studies	Circle		
University - Undergraduate studies – ECD	1		
University - Postgraduate studies – ECD	2	**V5**	
Non-governmental Organisation (NGO) certification	3		
College certification	4		
Not studying at present	5		

Q5
Please circle the appropriate number according to the scale provided

No.	Variable	Never/No	Sometimes	Often/yes	No. for Variables	
1.	I make use of relevant content to match the needs of the child	1	2	3	V6	
2.	I understand the process of educational planning	1	2	3	V7	
3.	I understand the importance of inclusive education	1	2	3	V8	
4.	I form partnerships with parents	1	2	3	V9	
5.	I have an extensive knowledge of child development	1	2	3	V10	
6.	I use appropriate indoor furniture	1	2	3	V11	
7.	The water play area has containers for measurement	1	2	3	V12	
8.	The daily programme is well-balanced	1	2	3	V13	
9.	Objects in the classroom are labeled clearly	1	2	3	V14	
10.	Safety precautions are well-planned	1	2	3	V15	
11.	I plan activities that ensure learning opportunities outdoors	1	2	3	V16	
12.	In my planning, I take the different cultures into account	1	2	3	V17	
13.	I work with parents in an atmosphere of mutual respect	1	2	3	V18	
14.	I build on what the child already knows	1	2	3	V19	
15.	I plan activities with specific learning goals in mind	1	2	3	V20	
16.	I understand that children develop rapidly during the early years	1	2	3	V21	
17.	I include observation as a main element of assessment	1	2	3	V22	
18.	I understand the concept 'whole child development'	1	2	3	V23	
19.	The classroom environment is print-rich	1	2	3	V24	
20.	The movement area has various equipment to develop gross motor development	1	2	3	V25	
21.	The daily programme is child-directed	1	2	3	V26	
22.	The toilet facilities are sufficient	1	2	3	V27	
23.	Safety is observed indoor	1	2	3	V28	
24.	I report the child's progress to their parents	1	2	3	V29	
25.	The classroom has a book corner	1	2	3	V30	
26.	The classroom is clean	1	2	3	V31	
27.	The daily programme includes free play	1	2	3	V32	
28.	The weather chart is displayed	1	2	3	V33	
29.	Routine activities are organised	1	2	3	V34	
30.	I provide for different starting points from which children develop their learning	1	2	3	V35	
31.	I include children who experience barriers to learning	1	2	3	V36	
32.	I assess the learner's strengths	1	2	3	V37	
33.	The birthday chart is displayed	1	2	3	V38	
34.	I take account of learning in various social contexts	1	2	3	V39	
35.	Planning covers different periods of time	1	2	3	V40	

No.	Variable	Never/No	Sometimes	Often/Yes	No. of Variables	
36.	Portfolio development shows evidence of learner's progression	1	2	3	V41	
37.	The learner's work is displayed	1	2	3	V42	
38.	Outdoor safety is an important issue	1	2	3	V43	
39.	Learner's name with a symbol is displayed	1	2	3	V44	
40.	The outdoor area has different levels of play	1	2	3	V45	
41.	The book area has a variety of books	1	2	3	V46	
42.	Constructive feedback to learner's include reteaching	1	2	3	V47	
43.	The ventilation in the classroom is adequate	1	2	3	V48	
44.	The fantasy area has a variety of equipment	1	2	3	V49	
45.	Assessment takes all aspects of development into account	1	2	3	V50	
46.	There is a block area in the classroom	1	2	3	V51	
47.	I am sensitive to the different cultures	1	2	3	V52	
48.	Art activities are set at various levels of complexity	1	2	3	V53	
49.	Assessment methods are aligned with learning activities	1	2	3	V54	
50.	The children have an area for adult-guided activities	1	2	3	V55	
51.	The daily programme is displayed	1	2	3	V56	
52.	The life skills area has a science table	1	2	3	V57	
53.	The classroom is spacious	1	2	3	V58	
54.	The fantasy area is gender sensitive	1	2	3	V59	
55.	I am a caring educator	1	2	3	V60	
56.	Toilet facilities are child-appropriate	1	2	3	V61	
57.	The classroom has a fire extinguisher	1	2	3	V62	
58.	The outdoor area has different complexities of play	1	2	3	V63	
59.	The water play area has funnels for experimentation	1	2	3	V64	
60.	The daily programme is adult-guided	1	2	3	V65	
61.	The outdoor apparatus is fixed	1	2	3	V66	
62.	I have parents evenings to report the child's progress	1	2	3	V67	
63.	Assessment methods are aligned with learning outcomes	1	2	3	V68	
64.	The book corner has magazines	1	2	3	V69	
65.	I make use of appropriate content to match the level the child is at	1	2	3	V70	
66.	I understand the purpose of educational planning	1	2	3	V71	
67.	I am sensitive to different family backgrounds	1	2	3	V72	
68.	I work collaboratively with parents	1	2	3	V73	
69.	I integrate the different learning areas	1	2	3	V74	
70.	I take into account the different languages when planning activities	1	2	3	V75	
71.	I am an understanding educator	1	2	3	V76	
72.	An emergency exit plan is displayed in the classroom	1	2	3	V77	
73.	There is a manipulatives play area in the classroom	1	2	3	V78	
74.	Constructive feedback includes support	1	2	3	V79	
75.	I assess the needs of the learners continually	1	2	3	V80	
76.	The book area has newspapers	1	2	3	V81	
77.	The fantasy area has accessories	1	2	3	V82	

No.	Variable	Never/No	Sometimes	Often/Yes	No. of Variables	
78.	I am sensitive to the young child's religious beliefs	1	2	3	V83	
79.	The child's fine motor coordination is developed	1	2	3	V84	
80.	I am an empathetic educator	1	2	3	V85	
81.	The activity areas within the classroom are well-organised	1	2	3	V86	
82.	There are puzzles available for the children	1	2	3	V87	
83.	The classroom has shelving for storage	1	2	3	V88	
84.	I provide guidance throughout the day	1	2	3	V89	
85.	The lighting in the classroom is adequate	1	2	3	V90	
86.	The children have a sand play area	1	2	3	V91	
87.	Outdoor opportunities for play include sliding	1	2	3	V92	
88.	There is storage space for the child's personal belongings	1	2	3	V93	
89.	The block area has plastic animals to make play imaginative	1	2	3	V94	
90.	The children clean up after each activity	1	2	3	V95	
91.	The fantasy area is equipped with doll house furniture	1	2	3	V96	
92.	The book corner is in a quiet part of the classroom	1	2	3	V97	
93.	There are sufficient windows for natural light to enter the classroom	1	2	3	V98	
94.	The outdoor play area has sufficient shade	1	2	3	V99	
95.	The outdoor area has an abundance of safe plants	1	2	3	V100	
96.	The play equipment are maintained regularly	1	2	3	V101	
97.	I understand how children learn	1	2	3	V102	
98.	Themes are planned for the term/year	1	2	3	V103	
99.	I value play as children discover the world through play	1	2	3	V104	
100.	The outdoor equipment develops the child's coordination	1	2	3	V105	
101.	The art activities provide opportunities for self-expression	1	2	3	V106	
102.	I use concepts to help the child explore the themes	1	2	3	V107	
103.	I understand the stages of development in child art	1	2	3	V108	
104.	I understand the value of music for the child's total development	1	2	3	V109	
105.	I provide for balancing activities during movement	1	2	3	V110	
106.	I use story time to promote language development	1	2	3	V111	
107.	The theme of the poems/rhymes relate to the child's experiences	1	2	3	V112	
108.	I teach the children to wash their hands before eating	1	2	3	V113	
109.	A first-aid kit is available for emergency situations	1	2	3	V114	
110.	The environment is free from potential hazards	1	2	3	V115	
111.	I use construction activities to help children solve problems independently	1	2	3	V116	
112.	I encourage playing with water to contribute to the child's sensory development	1	2	3	V117	
113.	I encourage group work to facilitate interaction between children	1	2	3	V118	
114.	I use paint that is lead-free paint	1	2	3	V119	
115.	Broken toys are removed from the classroom	1	2	3	V120	

No.	Variable	Never/No	Sometimes	Often/Yes	No. for Variables	
116.	I encourage children to act out roles in the fantasy area	1	2	3	V121	
117.	The outdoor area includes climbing apparatus	1	2	3	V122	
118.	The material in the book area is changed regularly	1	2	3	V123	
119.	I do not expect the playroom to be quiet and orderly	1	2	3	V124	
120.	I feel that teaching is my 'calling'	1	2	3	V125	
121.	I maintain contact with parents via a newsletter	1	2	3	V126	
122.	I make notes of children's progress on a daily basis	1	2	3	V127	
123.	I understand that children develop at varying rates	1	2	3	V128	
124.	I ensure that all children have had the required immunisations	1	2	3	V129	
125.	Sand-pits are sterilized regularly	1	2	3	V130	
126.	I enjoy working with children	1	2	3	V131	
127.	I promote good dietary habits	1	2	3	V132	
128.	I have excellent management skills	1	2	3	V133	
129.	I accompany the child throughout the daily programme	1	2	3	V134	
130.	I provide a sense of security in the atmosphere I create for the child	1	2	3	V135	
131.	I integrate life skills in the daily programme	1	2	3	V136	
132.	I acknowledge each child's individuality	1	2	3	V137	
133.	I evaluate learner's to determine whether a referral for specialised treatment is required	1	2	3	V138	
134.	I equip children with skills to cope with changing conditions	1	2	3	V139	
135.	I set rules to set limits within which the child can move	1	2	3	V140	
136.	I allow the child to learn at his own pace	1	2	3	V141	
137.	I recognise the child's achievements	1	2	3	V142	
138.	I provide opportunities to practice problem-solving	1	2	3	V143	

APPENDIX C – Permission to Conduct Research (Zulu)

P.O. Box 9496
Azaadville
1750

Thishomkhulu/Mfundisikazi Othandekayo

<u>UKUCELA IMVUME YOBHEKISISA KABANZI NGOKWENZEKA KWISENTA YAKHO.</u>

Mina ngingumfundi weziqu zeMastazi, ngibhekisisa kabanzi ngokukhula kwabantwana abasebancane enyuvesi yase Ningizimu Africa (UNISA), umsebenzi wami ubhekwe uDokototela Dr A.M. Dicker. Kufanele ngicwaninge ezigungwini lapho kufunda khona abantwana abancane ukuze ngifeze izidingo zaleziziqu. Lokhu kucwaninga kusebenzisa indlela yemibuzo (questionnaire). Isihloko sale thesis yi 'Ukufundiswa ngobuthishela kubalulekile ukuze abantwana bakhuliswe ngokusezingeni eliphezulu. Lezizifundo ziqondiswe ekubhekisiseni ikhwalithi egunjini lokufundela abantwana.

Ngingathokoza kakhulu uma ningaphendula lemibuzo. Ukhumbule ukuthi akudingeki ukuthi uzisho igama lakho kululocwaningo, futhi ngiyathembisa ukuthi igama lakho angeke livele nhlobo. Ukwethembeka kwakho ekuphenduleni lemibuzo. Ukuze loluhlaziyo kube yilonalona.

Ngiyabonga kakhulu ngokuzinikela kwakho nangesikhathi sakho.

Yimina ozithobayo

_____

Sharon Govindasamy

APPENDIX D – Questionnaire (Zulu)

IMIBUZO
Inombolo: [ ] [ ] [ ] **V1**

Ngicela ukakezele inombolo oyikhethayo noma ohambisana nayo.

Umbuzo **1**

Ulwazi lwakho lokufundisa	Kakezela		
Iminyaka emithathu nangaphansi	1		
Iminyaka engu 4 – 6	2		
Iminyaka engu 7 – 10	3	**V2**	[ ]
Iminyaka engu 11 – 15	4		
Iminyaka engu 16 – 25	5		
Ngaphezu kweminyaka engamashumi amabili nanhlanu	6		

Umbuzo 2

Ikhwalifikheshini ephakeme kwizifundo zokukhula kwabantwana	Kakezela		
I higher Education Diploma (ECD/Foundation Phase)	1		
Iziqu zebhatshela yeArts (BA) (ECD/Foundation Phase)	2	**V3**	[ ]
Iziqu zeMasters (ECD/Foundation Phase)	3		
Iziqu zobudokotela (ECD/Foundation Phase)	4		
Izinyanga eziyisithupha ukuya Kunyaka (NGO) njenge Basadi Pele	5		
Esinye sezitifiketi onazo (chaza):	6		
Angikufundelanga ukufundisa abantwana	7		

Umbuzo 3

Izindawo engifundele kuzo ukufundisa abantwana	Kakezela		
Ikolishi lokufundela ubutishela	1		
Enyuvesi (University)	2	**V4**	[ ]
(NGO)	3		
Ikolishi langasese (Intec, Access, Damelin, njalonjalo)	4		
Okunye (chaza)	5		
Angizange ngayofundela ndawo	6		

Umbuzo 4

Izifundo engimatasa ngazo njengamanje	Kakezela		
Izinto engizifundelayo njengamanje – (ECD)	1		
Enyuvesi – izifundo ezingaphansi kweziqu – (ECD)	2	**V5**	[ ]
Izitifiketi ze NGO	3		
Isitifiketi sasekolishi	4		
Angifundi njengamanje	5		

Umbuzo 5
Kakezela inombolo oyikhethayo njengokuba iscale siyibeka

Inombolo	Ivariyabuli (Variable)	Akwenzeki nakancane	Kwesinye isikhathi	Kwenzeka njalo	No. for Variables	
1.	Ngifundisa okudingwa noma okusezingeni labantwa	1	2	3	V6	
2.	Ngiyiqondisisa kahle indlela noma inqubo yokuhlela umsebebzi wezemfundo (educational planning)	1	2	3	V7	
3.	Ngiqondisisa kahle ukuthi kubalulekile ukwamukela abantwana abahlulekayo kanye nabakhubazekile nokunye	1	2	3	V8	
4.	Ngiyasebenzisana nabazali	1	2	3	V9	
5.	Nginolwazi olunzulu ngokukhula kwabantwana	1	2	3	V10	
6.	Ngisebenzisa ifenisha elungele abantwana	1	2	3	V11	
7.	Indawo yokudlala yamanzi inezitsha zokukala	1	2	3	V12	
8.	Umsebenzi wosuku uyakwazi ukunelisa zonke izidingo zabantwana (well-balanced)	1	2	3	V13	
9.	Zonke izinto ezisegunjini lokufundela zibhalwe amagama azo (labeled)	1	2	3	V14	
10.	Ngiyaqikelela ukuthi indawo yabantwana iphephile	1	2	3	V15	
11.	Ngiyahlela ukuthi izingane zifunde noma ngabe zingaphandle kwegumbi lokufundela (outdoor activities)	1	2	3	V16	
12.	Uma ngihlela engizokufundisa ngilungiselela bonke abantwana abaphuma kwizinhlanga ezahlukene	1	2	3	V17	
13.	Mina nabazali sisebenzisana ngokuhloniphana	1	2	3	V18	
14.	Uma ngifundisa njalo ngiqala ngalokhu umntwana akwaziyo	1	2	3	V19	
15.	Konke engikufundisayo ngifundisela isizathu esithile, angivele ngifundise kungenasizathu	1	2	3	V20	
16.	Ngiyaqonda ukuthi abantwana bakhula masinyane uma besebancane	1	2	3	V21	
17.	Enye indlela engihlola ngayo abantwana ukubukela abakwenzayo (observation)	1	2	3	V22	
18.	Ngiyaqonda ukuthi kusho ukuthini ukuthi umntwana ukhule ngokuphelele ('whole child development')	1	2	3	V23	
19.	Igumbi lokufundela linezithombe nemibhalo (charts, pictures) eyanele ukufundisa abantwana ngokwanele	1	2	3	V24	
20.	Indawo yokuvoca (physical education) inezinto zokudlala ezaneleyo zokukhulisa imisipha emikhulu	1	2	3	V25	
21.	Zonke izinhlelo zosuku zikwazi ukunelisa zonke izidingo zomntwana	1	2	3	V26	
22.	Nginezindlu ezincane (toilets) ezaneleyo	1	2	3	V27	
23.	Izingane ziphephile ngaphakathi	1	2	3	V28	
24.	Ngiyabazisa njalo abazali ngenqubekela phambili yabantwana babo	1	2	3	V29	
25.	Igumbi lokufundela linekhona lezincwadi (book corner)	1	2	3	V30	
26.	Igumbi lokufundela lihlanzekile	1	2	3	V31	

Inombolo	Ivariyabuli (Variable)	Akwenzeki nakancane	Kwesinye isikhathi	Kwenzeka njalo	No. for Variables	
27.	Uhlelo losuku luvumela abantwana badlale imidlalo eyahlukene ngokuthanda kwabo (free play)	1	2	3	V32	
28.	Isimo sezulu sibekwe obondeni	1	2	3	V33	
29.	Isikhathi sokulala, sokudla, sokuya endlini encane, njalo njalo zibekwe ngesikhathi esisodwa esingaguquki	1	2	3	V34	
30.	Nginamazinga ahlukene okuqalisa ukufunda kwabantwana	1	2	3	V35	
31.	Nginakekela bonke abantwana njengabakhubazekile nababuthatha kade ukubamba, njalonjalo	1	2	3	V36	
32.	Ngihlola ubukhoni (strengths) bomntwana nomntwana	1	2	3	V37	
33.	I-chart yezinsuku zokuzalwa (birthdays) zabantwana zibekwe obondeni	1	2	3	V38	
34.	Ngiyaqondisisa ukuthi isimo somntwana sasekhaya sinomthelela ekufundeni komntwana	1	2	3	V39	
35.	Ukuhlela (planning) kufaka izikhathi ezahlukene	1	2	3	V40	
36.	Ipotfolio (imvilophu egcina umsebenzi womntwana) ikhombisa ukuthi umntwana uqhuba kanjani	1	2	3	V41	
37.	Umsebenzi wabantwana ubekwe obala (displayed)	1	2	3	V42	
38.	Ngiyazi ukuthi abantwana kufanele bahlale bephephile ngaphandle kwegumbi lokufundela	1	2	3	V43	
39.	Onke amagama abantwana anezimpawu (symbols) eceleni kwawo	1	2	3	V44	
40.	Imidlalo yangaphandle isukela kwelula iye kwenzima	1	2	3	V45	
41.	Ikhona lezincwadi linezincwadi ezinhlobonhlobo	1	2	3	V46	
42.	Uma umntwana engazwisisanga uma ngifundisa ekuqaleni ngiyaphinda futhi ngimfundise ngenye indlela	1	2	3	V47	
43.	Umoya ungena ngokwanele egunjini lokufundela	1	2	3	V48	
44.	Indawo lapho abantwana bedlalela khona imidlalo yesiteji (fantasy area) inezinto zokudlala ezaneleyo	1	2	3	V49	
45.	Ukuhlola abantwana (assessment) kubhekisisa kahle yonke indlela yokukhula	1	2	3	V50	
46.	Indawo yama bhlokhi (block area) ikhona egunjini lokufundela	1	2	3	V51	
47.	Ngimukela bonke abantwana abavela kwizinhlanga ezahlukene	1	2	3	V52	
48.	Izifundo zokudweba (art) zisemazingeni ahlukahlukene obunzima (Kusuka kubulula kuye ebunzimeni)	1	2	3	V53	
49.	Indlela engihlola ngayo (assessment) ihambisana nezinto engizifundisayo	1	2	3	V54	
50.	Abantwana banendawo lapho befunda khona beboniswa ngumuntu omdala	1	2	3	V55	
51.	Uhlelo lwezinsuku zonke lubekwe obondeni	1	2	3	V56	
52.	Indawo yelife skill (ukufunda ngokuphila) inetafula lescience	1	2	3	V57	

Inombolo	Ivariyabuli (Variable)	Akwenzeki nakancane	Kwesinye isikhathi	Kwenzeka njalo	No. for Variables	
53.	Igumbi lokufundela livuleke ngokwanele	1	2	3	V58	
54.	Indawo eyisiteji (fantasy area) inakekela ukuhluka kobulili	1	2	3	V59	
55.	Ngingumfundisikazi onakekela abafundi bami	1	2	3	V60	
56.	Izindlu zangasese zilungele ukusetshenziswa ngabantwana	1	2	3	V61	
57.	Igumbi lokufundela linesicimamlilo	1	2	3	V62	
58.	Indawo yongaphandle yokudlalela ivumela imidlalo enhlobonhlobo ngobunzulu bayo	1	2	3	V63	
59.	Indawo yokudlala yamanzi inamafaneli okwenza imiboniso (experiments)	1	2	3	V64	
60.	Uhlelo lwezinsuku zonke lulawulwa abantu abadala	1	2	3	V65	
61.	Izinto zokufundela (apparatus) zangaphandle zibekwe endaweni eyodwa azishintshashitshwa	1	2	3	V66	
62.	Ngiba nemihlangano nabazali ukuze ngibazise ngenqubekela phambili yabantwana babo	1	2	3	V67	
63.	Izindlela zokuhlola zihambisana nemigomo yokufunda	1	2	3	V68	
64.	Ikhona lezincwadi linamamagazini	1	2	3	V69	
65.	Ngikhetha noma ngisebenzisa izifundo ezihambisana nezinga lokukhula komntwana	1	2	3	V70	
66.	Ngiyayazi injongo noma inhloso yokuhlela umsebenzi (educational planning)	1	2	3	V71	
67.	Nginozwela kubantwana mayelana nesimo semindeni yabo ekhaya	1	2	3	V72	
68.	Ngisebenza ngokubambisana nabazali	1	2	3	V73	
69.	Ngihlanganisa noma ngithintanisa izifundo ezahlukene uma ngifundisa	1	2	3	V74	
70.	Uma ngihlela izinto engizozifundisa ngibhekisisa nendaba yokuthi zikhuluma ulimi oluhlekene/olungafani	1	2	3	V75	
71.	Ngingumfundisikazi ozwisisayo (understanding)	1	2	3	V76	
72.	Igumbi lokufundisela linendawo abantwana abangaphuma ngayo babaleke uma kunengozi	1	2	3	V77	
73.	Egunjini lokufundela kunendawo yokwenza umsebenzi wezandla okhuthaza abantwana ukuba basebenzise umqondo e.g. ubumba	1	2	3	V78	
74.	Abantwana abangakwazanga ukwenza umsebenzi wabo kahle ngibasiza ngendlela eyakhayo	1	2	3	V79	
75.	Ngihlola izidingo zabantwana njalo njalo	1	2	3	V80	
76.	Ikhona lezincwadi linamaphephandaba (newspapers)	1	2	3	V81	
77.	Indawo eyisiteji inezinto abangazisebenzisa abantwana njengezigqoko, izimpahla zokugqoka nezinto abangazigibela abantwana	1	2	3	V82	
78.	Nginozwela ngokuthi abantwana banezinkolo ezehlukeneyo	1	2	3	V83	
79.	Ngiqikelela ukuthi izicubu (imisipha) zabantwana ezincane zikhule ngokufanele	1	2	3	V84	

Inombolo	Ivariyabuli (Variable)	Akwenzeki nakancane	Kwesinye isikhathi	Kwenzeka njalo	No. for Variables	
80.	Ngingumfundisikazi onozwela kakhulu (empathetic)	1	2	3	V85	
81.	Izindawo zama-activity egunjini lokufundela zihleleke kahle	1	2	3	V86	
82.	Kunama – puzzle ahlalele ukusetshenziswa ngabantwana	1	2	3	V87	
83.	Igumbi lokufundela linamashalofu (shelfs) okugcina izinto	1	2	3	V88	
84.	Usuku lonke ngiyababonisa ukuthi izinto zenziwa kanjani	1	2	3	V89	
85.	Igumbi lokufundela linokukhanya okwaneleyo	1	2	3	V90	
86.	Izingane zinendawo yokudlala engumhlabathi	1	2	3	V91	
87.	Imidlalo yangaphandle ifaka nemidlalo yokushishiliza	1	2	3	V92	
88.	Nginendawo yokugcina izinto zabantwana	1	2	3	V93	
89.	Indawo yamabhlokhi inezilwane zeplastiki ukukhuthaza abantwana ukuba bakwazi ukucabanga nzulu	1	2	3	V94	
90.	Abantwana bayacoca (clean up) uma beqeda ukufunda (activity)	1	2	3	V95	
91.	Indawo yemidlalo yesiteji inendlu nefenisha yonodoli	1	2	3	V96	
92.	Ikhona lezincwadi liyindawo ethulile engenamsindo egunjini lokufundela	1	2	3	V97	
93.	Igumbi lokufundela linamafasitela anelelyo okungenisa umoya ngaphakathi	1	2	3	V98	
94.	Indawo yokudlala yangaphandle inomthunzi owanele	1	2	3	V99	
95.	Indawo engaphandle inezitshalo eziningi eziphephile	1	2	3	V100	
96.	Izinto zokudlala zinakekelwa (maintained) ngezikhathi zonke	1	2	3	V101	
97.	Ngiyaqondisisa ukuthi abantwana bafunda kanjani	1	2	3	V102	
98.	Ama – theme ahlelelwa unyaka wonke noma ikota yonyaka	1	2	3	V103	
99.	Ngibona kubalulekile ukudlala kwabantwana ngoba bafunda ukwazi umhlaba ngokudlala	1	2	3	V104	
100.	Izinto zokudlala zangaphandle zisiza ukwakha ukusebenzisana komzimba kwabantwana	1	2	3	V105	
101.	I-art ipha abantwana amathuba okwazi ukuthi baveze okusenhlizweni yabo noma engqondweni yabo	1	2	3	V106	
102.	Ngisebenzisa izihloko ezithize (concepts) ukuze abantwana baqondisise ama- themes	1	2	3	V107	
103.	Ngiyaziqonda izigaba zokukhula kwizifundo ze-art zabantwana	1	2	3	V108	
104.	Ngiyaqonda ukubaluleka komculo ekukhuleni komntwana okupheleleyo	1	2	3	V109	
105.	Ngenzisa abantwana imidlalo eyanele yokunyakaza	1	2	3	V110	
106.	Ngisebenzisa isikhathi sokuxoxwa kwendaba ukusiza abantwana bakwazi ukuqonda ulimi (language development)	1	2	3	V111	
107.	Itheme yezinkondlo ihambisana nempilo yomntwana yansukuzonke	1	2	3	V112	

Inombolo	Ivariyabuli (Variable)	Akwenzeki nakancane	Kwesinye isikhathi	Kwenzeka njalo	No. for Variables	
108.	Ngifundisa abantwana ukuthi bageze izandla phambi kokuba badle	1	2	3	V113	
109.	I-first aid kit ihlala ikhona ilinde ingozi engaba khona	1	2	3	V114	
110.	Indawo iphephile kwizingozi ezingabakhona	1	2	3	V115	
111.	Ngisebenzisa izifundo noma imidlalo yokwakha ukusiza izingane ukuze zikwazi ukuzixazululela izinkinga ngokwazo	1	2	3	V116	
112.	Ngikhuthaza ukudlala ngamanzi ukuze kwakheke imizwa yabantwana	1	2	3	V117	
113.	Ngikhuthaza ukusebenza ngamaqembu ukuze kukhuthazeke ukuxoxisana phakathi kwabantwana	1	2	3	V118	
114.	Ngisebenzisa upende ophephile onganashevu	1	2	3	V119	
115.	Ama-toys aphukile ayakhishwa egunjini lokufundela	1	2	3	V120	
116.	Ngikhuthaza abantwana ukudlala imidlalo yesiteji kufantasy area	1	2	3	V121	
117.	Indawo yangaphandle ifaka imidlalo yokugibela izinto zokudlala	1	2	3	V122	
118.	Izincwadi eziku-book corner – zishintshwa njalonjalo	1	2	3	V123	
119.	Angilindelanga ukuthi indawo yokudlalela ihlale ithulile noma icocekile njalo	1	2	3	V124	
120.	Ngizizwela ukuthi ukufundisa abantwana kuwubizo lwami	1	2	3	V125	
121.	Ngixhumana nabazali ngama – newsletter	1	2	3	V126	
122.	Inqubekela phambili yabantwana ngiyibhala phansi nsuku zonke	1	2	3	V127	
123.	Ngiyazi ukuthi abantwana bakhula ngezindlela ezahlukene	1	2	3	V128	
124.	Ngiqikelela ukuthi bonke abantwana bagonyiwe	1	2	3	V129	
125.	Imigodi yomhlabathi ihlanzwa amagciwane ngezikhathi zonke	1	2	3	V130	
126.	Ngiyakujabulela ukusebenza ngabantwana	1	2	3	V131	
127.	Ngiqikelela ukuthi abantwana badle ukudla okunempilo	1	2	3	V132	
128.	Nginezindlela eziwuchwepheshe zokuphatha	1	2	3	V133	
129.	Ngihambisana nomntwana kuhlelo losuku lonke	1	2	3	V134	
130.	Ngiletha ukuphepha kwindawo enabantwana	1	2	3	V135	
131.	Uhlelo lokufunda lufaka nendlela yokuphila (life skills)	1	2	3	V136	
132.	Ngibheka umntwana nomntwana ngendlela yobunye bakhe (individuality)	1	2	3	V137	
133.	Ngihlolisisa abantwana ukuze ngibone ukuthi yibaphi abadinga usizo lochwepheshe	1	2	3	V138	
134.	Ngisiza abantwana ukuba bakwazi ukubhekana nazo zonke izimo zempilo	1	2	3	V139	
135.	Ngine mithetho engiyibekile ebonisa abantwana ukuthi kufanele bahambele kuphi	1	2	3	V140	
136.	Ngivumela abantwana ukuba bafunde ngokwesikhathi sabo (own pace), angibajahi	1	2	3	V141	
137.	Ngiyayincoma imizamo yomntwana	1	2	3	V142	

Inombolo	Ivariyabuli (Variable)	Akwenzeki nakancane	Kwesinye isikhathi	Kwenzeka njalo	No. for Variables	
138.	Ngiletha amathuba okuba abantwana bakwazi ukuzixazululela izinkinga zabo	1	2	3	V143	

APPENDIX E – Division of Statements into Categories

Questionnaire

No: | | | **V1**

Please circle the appropriate number.

Q 1

Teaching experience	Circle		
Three years or less	1		
4 – 6 years	2		
7 – 10 years	3	**V2**	
11 – 15 years	4		
16 – 25 year	5		
More than 25 years	6		

Q 2

Highest ECD Teaching Qualification	Circle		
Higher Education Diploma (ECD/Foundation Phase)	1		
Bachelor of Education (ECD/Foundation Phase)	2	**V3**	
Master of Education (ECD/Foundation Phase)	3		
Doctor of Education (ECD/Foundation Phase)	4		
6 months – 2 years certification in preprimary education (NGO)	5		
Other certification (please specify) :	6		
No qualifications in ECD/Foundation Phase	7		

Q 3

Institution of study for ECD Qualification	Circle		
Teacher Training College	1		
University	2	**V4**	
Non-governmental Organisations (NGO)	3		
Private College (e.g. Intec, Access, Damelin, etc.)	4		
Other (please specify) -	5		
Did not attend any institution	6		

Q 4

Current studies	Circle		
University - Undergraduate studies – ECD	1		
University - Postgraduate studies – ECD	2	**V5**	
Non-governmental Organisation (NGO) certification	3		
College certification	4		
Not studying at present	5		

Q 5

Please circle the appropriate number according to the scale provided

1.   Anti-bias Culture

No.	Variable	Never/No	Sometimes	Often/yes
3.	I understand the importance of inclusive education			
12.	In my planning I take the different cultures into account			
31.	I include children who experience barriers to learning			
34.	I take account of learning in various social contexts			
47.	I am sensitive to the different cultures			
54.	The fantasy area is gender sensitive			
67.	I am sensitive to different family backgrounds			
70.	I take into account the different languages when planning activities			
78.	I am sensitive to the young child's religious beliefs			

2.   Development of Higher Order Abilities (e.g. thinking, reasoning, problem solving, inquiry, exploration)

No.	Variable	Never/No	Sometimes	Often/yes
7.	The water play area has containers for measurement			
40.	The outdoor area has different levels of play			
46.	There is a block area in the classroom			
52.	The life skills area has a science table			
58.	The outdoor area has different complexities of play			
59.	The water play area has funnels for experimentation			
73.	There is a manipulative play area in the classroom			
89.	The block area has plastic animals to make play imaginative			
101.	The art activities provide opportunities for self-expression			
111.	I use construction activities to help children solve problems independently			
134.	I equip children with skills to cope with changing conditions			
138.	I provide opportunities to practice problem solving			

3. Knowledge of Child Development (understanding how the child learns)

No.	Variable	Never/No	Sometimes	Often/yes
1.	I make use of relevant content to match the needs of the child			
5.	I have an extensive knowledge of child development			
6.	I use appropriate indoor furniture			
14.	I build on what the child already knows			
16.	I understand that children develop rapidly during the early years			
18.	I understand the concept whole child development			
30.	I provide for different starting points from which children develop their learning			
48.	Art activities are set at various levels of complexity			
56.	Toilet facilities are child-appropriate			
65.	I make use of appropriate content to match the level the child is at			
69.	I integrate the different learning areas			
97.	I understand how children learn			
99.	I value play as children discover the world through play			
102.	I use concepts to help the child explore the themes			
103.	I understand the stages of development in child art			
104.	I understand the value of music for the child's total development			
107.	The theme of the poems/rhymes relate to the child's experiences			
119.	I do not expect the playroom to be quiet and orderly			
123.	I understand that children develop at varying rates			
132.	I acknowledge each child's individuality			
136.	I allow the child to learn at his own pace			

4.   Planning the daily programme

No.	Variable	Never/No	Sometimes	Often/yes
2.	I understand the process of educational planning			
8.	The daily programme is well-balanced			
10.	Safety precautions are well-planned			
11.	I plan activities that ensure learning opportunities outdoors			
15.	I plan activities with specific learning goals in mind			
21.	The daily programme is child-directed			
25.	The classroom has a book corner			
27.	The daily programme includes free-play			
29.	Routine activities are organised			
35.	Planning covers different periods of times			
44.	The fantasy area has a variety of equipment			
50.	The children have an area for adult-guided activities			
81.	The activity areas within the classroom are well organised			
83.	The classroom has shelving for storage			
86.	The children have a sand play area			
91.	The fantasy area is equipped with doll house furniture			
92.	The book corner is in a quiet corner of the classroom			
98.	Themes are planned for the term/year			
131.	I integrate life skills in the daily programme			

5.   Parental Involvement

No.	Variable	Never/No	Sometimes	Often/yes
4.	I form partnerships with parents			
13.	I work with parents in an atmosphere of mutual respect			
24.	I report the child's progress to the parents			
62.	I have parents evenings to report the child's progress			
68.	I work collaboratively with the parents			
121.	I maintain contact with parents via a newsletter			

6. Emergent Literacy Programme (Reading, Writing, Speaking)

No.	Variable	Never/No	Sometimes	Often/yes
9.	Objects in the classroom are labeled clearly			
19.	The classroom environment is print-rich			
28.	The weather chart is displayed			
33.	The birthday chart is displayed			
39.	Learner's name with a symbol is displayed			
41.	The book area has a variety of books			
51.	The daily programme is displayed			
64.	The book corner has magazines			
76.	The book area has newspapers			
77.	The fantasy area has accessories			
79.	The child's fine motor coordination is developed			
82.	There are puzzles available for the children			
106.	I use story time to promote language development			
118.	The material in the book area is changed regularly			

7. Psychological safety and belonging

No.	Variable	Never/No	Sometimes	Often/yes
37.	The learner's work is displayed			
55.	I am a caring educator			
60.	The daily programme is adult-guided			
71.	I am an understanding educator			
80.	I am an empathetic educator			
84.	I provide guidance throughout the day			
88.	Their is storage space for the child's personal belongings			
120.	I feel that teaching is my calling			
126.	I enjoy working with children			
128.	I have excellent management skills			
129.	I accompany the child throughout the daily programme			
130.	I provide a sense of security in the atmosphere I create for the child			
135.	I set rules to set limits within which the child can move			

8. **Physical safety**

No.	Variable	Never/No	Sometimes	Often/yes
23.	Safety is observed indoor			
38.	Outdoor safety is an important issue			
57.	The classroom has a fire extinguisher			
61.	The outdoor apparatus is fixed			
72.	An emergency exit plan is displayed in the classroom			
94.	The outdoor play area has sufficient shade			
95.	The outdoor play area has an abundance of safe plants			
96.	The play equipment are maintained regularly			
109.	A first-aid kit is available for emergency situations			
110.	The environment is free from potential activities			
114.	I use paint that is lead-free			
115.	Broken toys are removed from the classroom			

9. **Assessment**

No.	Variable	Never/No	Sometimes	Often/yes
17.	I include observation as a main element of assessment			
32.	I assess the learners strengths			
36.	Portfolio development shows evidence of learner's progression			
42.	Constructive feedback to learner's include reteaching			
45.	Assessment takes all aspects of development into account			
49.	Assessment methods are aligned with learning activities			
63.	Assessment methods are aligned with learning outcomes			
74.	Constructive feedback includes support			
75.	I assess the needs of the learners continually			
122.	I make notes of children's progress an a daily basis			
133.	I evaluate learner's to determine whether a referral for specialised treatment is required			

10.   Physiological needs

No.	Variable	Never/No	Sometimes	Often/yes
22.	The toilet facilities are sufficient			
26.	The classroom is clean			
43.	The ventilation in the classroom is adequate			
53.	The classroom is spacious			
85.	The lighting in the classroom is adequate			
90.	The children clean up after each activity			
93.	There is sufficient windows for natural light to enter the classroom			
108.	I teach the children to wash their hands before eating			
124.	I ensure that all children have had the required immunisation			
125.	Sand-pits are sterilised regularly			
127.	I promote good dietary habits			

11.   Gross Motor Development

No.	Variable	Never/No	Sometimes	Often/yes
20.	The movement area has various equipment to develop gross motor development			
87.	Outdoor opportunities for play include sliding			
100.	The outdoor equipment develops the child's coordination			
105.	I provide for balancing activities during movement			
117.	The outdoor area includes climbing apparatus			

12. Encouragement leading to acquisition of knowledge and skills

No.	Variable	Never/No	Sometimes	Often/yes
112.	I encourage playing with water to contribute to the child's sensory development			
113.	I encourage group work to facilitate interaction between children			
116.	I encourage children to act out roles in the fantasy area			
137.	I recognise the child's achievements			