Introduction to Early Childhood Care and Education (ECE101)

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Introduction to Early Childhood Care and Education

Course description

Introduction to the Early Childhood Care and Education provides an overview of early childhood care and education from birth to age eight including history of early childhood education, national early childhood education standards, guidance techniques, professionalism, developmentally appropriate practices and the role of the teacher in early childhood settings.

This course covers the full spectrum of early childhood education from birth through age eight. History, curriculum, program applications, current issues and trends will be examined. Course content is applicable to infants and toddler programs, preschool programs, kindergartens, and primary education.

Course objectives

- Analyze the evolution of the field of early childhood education from its historical and theoretical backgrounds to its current issues and trends.
- Evaluate programs and learning environments according to appropriate strategies and practices within each of the developmental domains.
- Explore strategies and practices that promote healthy and safe learning environments and foster children's development of self-regulating skills.
- Adopt and advocate for professionalism and ethical practices, for early childhood teaching
- Introduces the concept of young children's human rights and highlights respect of these inherent rights within professional practice

Topic 1:

Early Childhood Care & Education

Lesson Objectives

- Student will understand definition of Early Childhood Care & Education
- Student will identify the key concepts of ECCE

Early Childhood Care and Education

- Early Childhood Care & Education (ECCE also nursery education) is a branch of education which relates to the teaching of children (formally and informally) from birth up to the age of eight.

National Definition

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Early Childhood Care and Education (ECCE) is defined as both formal and informal as well as public or private day care, health, nutrition, or education services for children

ECCE is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens.

These early years of development are critical for providing a firm foundation in cognitive, language, and motor development, as well as social, emotional, regulatory, and moral development.

Topic 2: Key Concept

Early childhood care and education mainly focuses on guiding children to learn through play.

The place where early childhood care and education is provided can be different from one place to another or even one program to the next.

The age of children is crucial at this stage as they go through the most rapid phase of growth and development. Their brains develop faster than at any other point in their lives.

The foundations for their social skills, self-esteem, perception of the world and moral outlook are established during these years.

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Stimulating, nurturing, and stable relationships with parents and other caregivers are of prime importance to children's healthy development, and the absence of these factors can compromise children's development.

The individuals who comprise ECCE workforce are important providers of these early experiences. They form meaningful bonds with the children in their care, and their interactions, behaviors, and teaching practices all influence **children's** development, as well as their later school readiness.

Topic 3: History of

ECCE SLO

- Student will be familiar with the history of ECCE

History of ECCE

ECCE goes as far back as the 1500s and has a global scope, always been an integral part of human societies.

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During seventeenth century it was recognized for the first time by Europe that early years have a particular role in subsequent human development.

It continued to grow through the nineteenth century as universal primary education became a norm in the Western world.

Historically, such arrangements have largely been informal, involving family, household and community members.

Comenius (1592—1670)

John Amos Comenius (1592—1670) a Czech educator, wrote the first picture book for children called Orbis Pictus (the world of pictures).

It was a guide for teachers that included training of the senses and study of nature.

Comenius believed that in all the operations of nature, development is from within, so children should be allowed to learn at their own pace and learn by doing.

Teachers should work with children's own inclinations, for "what is natural take place without compulsion".

Locke (1632—1714)

Jhon Locke (1632—1714) is considered to be the founder of modern educational philosophy. scientific method and the study of mind and learning.

Locke proposed the concept of tabula rasa, the belief that the child is born neutral, rather than either good or evil. and is a clean slate on which experiences of parents, society, education and the world are written.Locke suggested that instructions should be pleasant, with playful activities as well as drills. He was the first educator to discuss the idea of individual differences gleaned from observing one child rather than simply teaching a group.

Rousseau (1712—1778)

Jean Jacques Rousseau believed that children are not inherently evil, but naturally good. known for his book Emile (1761), in which he raised a hypothetical child to adulthood.

Rousseau's ideas were revolutionary for the times. They include the following:

- Children really only learn from first-hand information.
- Children's view of the external world is quite different from that of adults.

Pestalozzi (1746—1827)

Johann Heinrich Pestalozzi -Swiss educator known for how to teach basic skills and the idea of "caring" "

educating" the child.

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Pestalozzi stressed the idea of integrated curriculum that would develop the whole child; Education was to be of the hand, the head and the heart.

He proposed teaching children in groups rather than using a tutor with an individual child.

Froebel (1782—1852)

Friedrich Wilhem

Froebel

known as the "father of kindergarten (children's garden).started his kindergarten in 1836 for children ages about 2 to 6 years.

Froebel wrote "Play is the highest phase of child development– the representation of the inner necessity and impulse.

His classroom included blocks, pets, and finger plays.

Froebel belief that a child's first educational experience should be garden.

Full of pleasant discoveries and delightful adventure, where the adult's role is to plant ideas and materials for children to use as they grow at their own pace.

Montessori (1870—1952)

Maria Montessori worked in the slums of Rome with poor children and with mentally retarded children.

Montessori is a **method** of education that is based on self-directed activity, hands-on learning and collaborative play. children make creative choices in their learning, while the classroom and highly trained **teacher** offer age-appropriate activities to guide the process.

Steiner was an Austrian educator whose method is known as Waldorf School of Education. Steiner theorized that childhood is important. Phase of life in its own right.

Steiner (1861—1925)

The Waldorf method of teaching is a unique educational strategy which aims to create well-rounded students through a broad curriculum, including academics, art and music education, physical education, and emotional and social education.

The McMillan Sisters

In 20th century, McMillan sisters **Margaret and Rachel McMillan** pioneered early childhood education in England. Margaret invented the name

"Open- Air Nursery School".

She paid attention to health, a daily inspection, the outdoor program, play, good food--- what she called nurture.

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Topic 4. Influence on ECCE from Abroad

SLO

- Student can explore the Influence from Abroad on ECCE

A society's definition of childhood influences how it educate its children.

The pioneers of ECCE gave voice to both the dominant ideas about children and new views for the time period.

Global view of ECCE

The 1990s opened a new page in the history of the development of ECCE catalyzed mainly by the rapid and successive ratification of the 1989 United Nations Convention on the Rights of the Child (CRC).

The child, meaning every human being under the age of eighteen or majority.

Education for All (EFA)

The second boost: development of ECCE was the adoption of the World Declaration on Education for All

(EFA) in March 1990 in Jomtien, Thailand.

The Declaration explicitly stated that 'learning begins at birth', and called for 'early childhood care and initial education'.

This novel recognition of ECCE as an integral part of basic education featured again in the major goals adopted at the 1990 UN World Summit for Children.

Ten years later, in 2000, this expanded vision of basic education was rearmed in the Dakar Framework for

Action on EFA, adopted at the World Education Forum as the first of the six EFA goals: Expanding and improving comprehensive ECCE especially for the most vulnerable and disadvantaged children.

Unlike other EFA goals, this was stated as a broad and aspirational goal without numerical targets or clear benchmarks.

Millennium Development Goals (MDGs)

ECCE was further reinforced by the Millennium Development Goals (MDGs), albeit only partially. Adopted at the UN Millennium Summit in 2000, two of the MDGs had direct relevance to early

childhood development:

(I) improving maternal health, with the targets of reducing the maternal mortality rates by three-quarters and providing universal access to reproductive health (MDG4), and

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(ii) reducing the under-five mortality rate by two-thirds between 1990 and 2015 (MDG5).

Thus, the child and maternal health aspects of ECCE became part and parcel of a global 'effort to meet the needs of the world's poorest' while childcare and early education aspects were left out.

SDGs for Education: "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education".

Research continues to document the multifaceted development benefits of ECCE for health, education, social and emotional wellbeing, social equity and cohesion, the economy, employment and earnings.

Topic 5. Need & Scope of Early Childhood Care & Education

SLO

Students will explore the need and scope of ECCE.

Need and Scope of ECCE

- The importance and value of education in early years of life has been acknowledged for more than 2000 years. Relatively recent factors have bought early childhood education to the forefront of public awareness.
- Fundamental changes in economy, family life, public awareness and public support have had a profound effect on ECE.
- Early childhood is a crucial stage of life in terms of child's physical, intellectual, emotional and social development
- **Secure Environment**

  It is fundamentally important that children need a secure and stimulating environment, one that allows them to approach learning via exploration and discussion using various senses autonomously and with peers and adult support.
- **First Three Years** Brain **development** is most rapid in the early **years of life**. When the quality of **stimulation**, support and nurturance is deficient, child **development** is seriously affected. The effects of early **disadvantage** on children can be reduced.

ECCE

- Term encompassing developmentally appropriate programs that serve children from birth through age eight; a field of study that trains students to work effectively with young children.

Developmentally Appropriate Practice (DAP)

- Teaching young children by matching practice with what we know about their development.

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- **Nuclear family**: The smallest family unit, made up of a couple or one or two parents with children
- **Extended family:** Family members beyond the immediate nuclear family; for instance, aunts and uncles, grandparents, and cousins
- **Child advocacy**: Political and legislative activism by professionals to urge change in social policies affecting children.
- **Family child care homes**: Care for a relatively small number of children in a family home that has been licensed or registered for that purpose.
- **Center-based programs**: for young children located in school settings; usually include larger groups of children than are found in home-based programs.
- **Integrated curriculum**: A program that focuses on all aspects of children's development, not just cognitive development.
- **Latchkey children :**(or self-care children) School-age children who, after school, return to an empty home because their families are at work.
- **Child-adult ratios:** The number of children for whom an adult is responsible, calculated by dividing the total number of adults into the total number of children.

It's a common misperception that ECCE is only about learning basic skills. It's a time when children learn critical social and emotional skills and a partnership is formed between the child, parents and the teacher. When this is done successfully, it lays the groundwork for it to continue throughout the child's education. Efforts to improve early child development are an investment, not a cost.

Topic 6. Learning through Play

Play

An essential strategy for learning

SLO

Student will identify the significance of learning through play in ECCE.

Learning through Play

Play is one of the most important ways in which young children gain essential knowledge and skills.

Environments that promote play, exploration and hands-on learning are at the core of effective pre-primary programs.

Play takes many forms socially interactive allows children to communicate ideas, to understand others, paving the way to build deeper understanding and powerful relationships.

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Children play to make sense of the world around them, and to find meaning in an experience by connecting it to something already known, express and expand their understanding of their experiences.

Look at children or adults playing, often smiling and laughing. overall feeling is one of enjoyment, motivation, thrill and pleasure.

Play is actively engaging

Watch children playing, and you will usually see that they become deeply involved, often combining physical, mental and verbal engagement.

Play is interactive

Play and learning are not static. Children play to practice skills, try out possibilities, discover new challenges, leading to deeper learning.

Development of critical skills. Play creates powerful learning opportunities across all areas of motor, cognitive, social and emotional skills development

Corner Play: Well-planned space, promotes child development and learning competencies more effectively than any other pre primary activity. By choosing to play with the things they like to do, children actually develop skills in all areas of development.

learning through play is bringing together the different spheres of children's life – home, school and community and wider world, such that there is continuity and connectivity of learning. The adults in these spheres have a critical role by recognizing, initiating, guiding and scaffolding playful experiences.

The role of teachers and other adults in the room/environment is to enable and scaffold playful experiences and learning.

This requires thoughtful planning (for example, setting out materials to stimulate children's curiosity) and spontaneous interactions building on natural curiosities and ideas (for example, following the children's lead in pretend play).

The home environment and the community are where young children spend the larger part of their early lives, interacting with parents, siblings, extended family members, and neighbors.

Lack of understanding of the value of play as a foundation for academic concepts.

Rote memorization and recall of information remain the norm in many settings. Education officials and staff, and principals, may not realize the critical role of play in building children's understanding of mathematical, scientific and literacy concepts.

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Many teachers are not adequately prepared to implement play-based learning in their classrooms. They may think of 'learning materials' only as workbooks or charts on the wall, rather than objects that children can explore and use in their learning.

Large class sizes: When more than 30 children are in a relatively small space, it is challenging to give children active experiences with materials or even have enough materials for all children. Large classes also make it difficult for teachers to support children's play through personal conversations and thought-provoking questions.

Topic 7.

Curriculum for Preschool

Preschool is a time of rapid growth and development. (1)

SLO

Student will be aware of elements to look for in Preschool curriculum

Curriculum for Preschool

Preschool Curriculum is designed to keeping in mind the physical and intellectual development of 2 –5-year-old, there are certain milestones that most preschoolers should achieve before they begin school. (social, emotional, physical, language, and cognitive)

A well-planned written curriculum provides a guide for teachers and administrators. It helps them work together and balance different activities and approaches to maximize children's learning and development.

The curriculum includes goals for the content that children are learning, planned activities linked to these goals, daily schedules and routines, and materials to be used.

It is important that when considering early education, caregivers and teachers have

1. knowledge of the cultural support for language and literacy learning of children.
2. Need to have sufficient skills in guiding small group of children.
3. Need to able to involve shy children while they help very talkative ones begin to listen to others as well as speak.
4. Need to arrange environment that is symbolic rich and interesting.

Curriculum Structure

Three strands

1.Provision for the different starting points from which children develop their learning

2.Building on what they can already do.

3.Relevant and appropriate content which matches the different levels of young children needs.

Caring Adults

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- Teachers help child feel secure and important every day.
- They listen to child and get to know him well.
- When children feel safe and cared for, they grow in all areas of development.

Active, hands-on, minds-on, play and learning

- As preschooler plays, experiments, and interacts with children and caring adults, a lot of learning happens.
- Child develops skills that will help to think, question, and explore the world.

Preschool is a time of rapid growth and development. (2)

- All of us learn best when we can link new information to what we already know.
- Teachers help preschoolers do this to build knowledge and connect learning to what interests your child, like bugs or machines.

Teacher-guided learning.

- Teachers plan small- and large-group experiences that stretch children's

learning**. By exploring and making sense of their world**

- As child explores materials, he comes up with ideas about why things happen and tests them out.
- Teachers help him make sense of his experiences by asking him to explain his thinking, encouraging him to try something different, and adding small challenges.

Good Classroom

- Children spend most of their playing and working with materials or other children. They do not wander aimlessly, and they are not expected to sit quietly for long periods of time. Children have access to various activities throughout the day.
- Assorted building blocks and other construction materials, props for pretend play, picture books, paints and other art materials, and table toys such as matching games, pegboards, and puzzles.
- Children should not all be doing the same thing at the same time.
- The classroom is decorated with children's original artwork, their own writing with invented spelling, and stories dictated by children to teachers.
- Children learn numbers and the alphabet in the context of their everyday experiences.
- The natural world of plants and animals and meaningful activities like cooking, or serving snack, taking attendance, provide the basis for learning activities.

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- Children and their parents look forward to school. Parents feel secure about sending their child to the program. Children are happy to attend; they do not cry regularly or complain of feeling sick
- Curriculum is adapted for those who are ahead as well as those who need additional help. Teachers recognize that children's different background and experiences mean that they do not learn the same things at the same time in the same way.

Topic 8:

Programs for ECCE

Infant/Toddler Program

The fastest growing segment of early childhood programming is the infant/toddler component (birth to 2 years of age). It's very important for this group of children and their families.

Infant/Toddler Program

Most infant/toddler programs operate in a home environment with small groups of children. In either home or centers, the major challenge for a teacher is to form a close relationship with each child in his or her care.

Preschool programs designed for children between the age 3-5 as a way to enhance social and emotional development. Many preschool programs today have also expanded their age range downward to include 2 years old.

With the increasing number of single parents and dual career families, however, partial day sessions are often combined with the chance for children to participate in full day child care as well.

Child care programs

designed to provide children with quality care and education for full day. These programs provide care for children from the beginning to the end of the parents work day.

Public and private schools are setting aside space in elementary school buildings for child care program under their directions.

Kindergarten

Traditionally kindergarten was a half day programs designed to help children develop social, emotional and cognitive skills through a play oriented experiences. Many programs today are more academic and present a curriculum that looks much like that of a first-grade classroom.

Kindergarten teachers spend more of their classroom time engaged in more academic subjects and have fewer opportunities for other valuable experiences. Many kindergartens are a full day programs that meet three to five days a week.

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Topic 9: Growth of ECCE among Societies

SLO: Student will describe growth of ECCE among society

Growth of ECCE among Societies

Over the past decade, an increasing awareness of the long-term benefits of early childhood education has led to growing enrollment in education-based programs.

While the traditional day care model aims primarily to meet the physical needs of the child.

Early childhood education is a comprehensive approach focused on meeting physical needs as well as providing social, emotional, and intellectual development for children.

Factors Contributing to Demand for ECCE

Parental preference fueled by greater awareness of ECCE benefits to children. Consensus on the benefits to society. Specialized & proprietary curriculum.

Parental Awareness Of ECCE Benefits

The demand for early childhood care and education programs continues to increase due to importance of educational experiences during the early years.

CONSENSUS ON THE BENEFITS TO SOCIETY

The science of early brain development can enlighten investments in early childhood.

These basic concepts help illustrate why child development, particular from birth to five years, is a foundation for a prosperous and sustainable society.

Development and learning are complex and holistic, and yet skills across all developmental domains can be encouraged through play, including motor, cognitive, social and emotional skills.

When parents choose to send their child to a particular early childhood education center, they are also choosing that school's approach to education and development via their curriculum.

Topic 10: Benefits of ECCE

SLO

Student will recognize the benefits of ECCE for community.

Benefits of ECCE

When children are young, they are learning sponges. Every new experience, every word they learn, every behavior they adopt, is an investment in a more fruitful future.

Early childhood education is about refining and molding the holistic child, which will eventually form the basis of their lifelong journey.

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Learning through Interaction

preschool children learn best when they interact with their peers, receive kind treatment from them parents and educators and don't feel pressured to learn.

Improved Social Skills

The preschool environment allows children to acquire vital skills that allow them to listen to others and express their own ideas, make friends, share, cooperate, and become accountable for their actions.

Better performance in grade school

Quality preschool programs help to build a strong foundation for the child's physical, mental, emotional, and social development that prepare them for a lifetime.

Improved attention spans

These programs maximize opportunities for the discovery of new experiences, while maintaining a balance with the ability to listen, participate in group tasks, follow directions, and work independently, all of which develop the vital life skill of concentration.

Enthusiasm for lifelong learning

Children who receive quality early childhood education are reportedly more confident and curious, which causes them to perform better in grade school.

Children learn how to manage challenges and build resilience in times of difficulty; settle easily at school to reap the benefits of education faster.

Topic11: Socialization

SLO

Student will enlist the benefits of ECCE for community.

Socialization with people other than the child's family in a safe environment is an essential foundational element.

Socialization with adults and children outside of the family forms the foundation upon which many other aspects of childhood development are established and grown over time.

Exposing children to others is beneficial from a very early age, helping them to gain self-confidence and overcome any feelings of shyness.

It is essential that educators encourage and watch over the social interactions of children and teach them productive ways to interact with their peers and adults.

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These skills must be developed over time through instruction, reinforcement and lots of practice. A child- care center offers a safe, supportive space for children to develop social skills with children of all ages as well as adults in the form of caregivers, volunteers and guests.

Topic 12: Concept of Cooperation

SLO

Student will comprehend the concept of cooperation.

Learning how to share, cooperate, take turns and persevere within a safe learning environment, guided by professionals.

Bonding, Support, and Playfulness

It is hard to maintain positive feelings about someone who is trying to make you lose.

Hurt feelings and arguments often result from competitive play. In cooperative play, challenge, discovery and success are shared.

Participation, Acceptance Emphasis is on participation, acceptance and the "joy of play." In the end, it's your relationship with each other that counts. Children gain stronger bonds with parents, siblings and playmates.

Teamwork and Shared Decision Making

Competition makes it difficult to share our skills, experiences and resources. In our school's students are often taught to regard each other not as potential collaborators, but rather as opponents and obstacles to their own success.

every person's role is important and valued. Individuality is respected, and concern for the needs of others are fostered. The challenge shifts from "striving to be number one" to working toward a mutual goal.

Openness, Trust and Safety

In work or play, children really want and need to feel safe and feel trusted. Cooperative situations help create that atmosphere, because participants give encouragement and support of one another.

Well-being

Cooperative activities are non-threatening and non-judgmental. As a result, this creates an atmosphere for relaxation and well-being, the foundation for more genuine, healthy and playful learning.

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Topic 13: Encouraging Holistic Development

SLO

Student will analyze the benefits of ECCE for community

The approach holistic development builds a strong foundation for a child's emotional, social, physical and mental development, which will prepare them for a lifetime.

Early childhood educators are trained in identifying areas where support is needed for each child and building programs and activities around these areas. Their peers are also extremely important in this regard, as preschoolers are usually helpful, cooperative and inclusive.

Early childhood educators use the holistic approach to connect children's development with their natural

environment and build strong relationships through active learning and social activities.

Ask open-ended questions

By asking open-ended questions, you are allowing children to think for themselves, and explore their thoughts with cognitive thinking rather than a simple 'yes' or 'no' answer. Let them explore their train of thought and see how their thinking develops.

Build Strong and Trusting Relationships

Children engage and communicate better when they can connect with people they trust. By building a strong relationship with a child, you are creating a strong and safe community and improving connections between children, parents and other educators.

Identify the Child's Interests

Understanding an individual children's interests and understanding what motivates them will help guide

children to discover their identity and purpose in life.

Create an engaging and inviting environment

for children to connect to each other. Supporting children as they learn at their own pace is important and educators should encourage and take every opportunity to explore their interests in a comfortable, natural environment.

Topic 14: Enthusiasm for Life Long Learning

SLO

Student will explore the Enthusiasm for long Life Learning.

Lessons should be given in a fun and exciting way that will encourage children to be effective learners.

Educators need to inspire a thirst for learning with eagerness and enthusiasm.

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Love of education, for reading, learning, discovery, nature, takes root in preschool. High-quality early childhood education helps develop a passion for lifelong learning in children.

In a preschool, lessons are presented in a fun and exciting manner. Young kids are given plenty of fun activities that help them discover and explore the world around them. This increases their thirst for knowledge and inspires them to love learning even more.

Lifelong learning can enhance our understanding of the world around us, provide us with more and better opportunities and improve our quality of life. There are two main reasons for learning throughout life: for personal development and for professional development. These reasons may not necessarily be distinct as personal development can improve your work opportunities and professional development can enable personal growth.

The teacher must sacrifice their time to make a huge impact as well as difference in the lives of the young children they teach. They have to be able to reveal the impediments that could make it hard for a child to progress and open doors for success.

Topic 15: Value of Education through Experience

SLO

Student will recognize the benefits of ECCE for community

Value of learning and education by setting an example as role models and by providing actual experiences.

While parents will always be the most important influence on a child's early life, introducing them to a preschool environment. It provides them with a new perspective on the importance of education that will remain with them throughout their schooling journey.

Students can better grasp concepts With experiential learning, They must given the opportunity to apply ideas in a real world situation where they play an active role. As the student interacts with the information, it becomes real to them.

Students have the opportunity to be more creative

Experiential learning is one of the best ways to teach creative problem-solving. With real-world content, children learn that there are multiple solutions to challenges, and they are encouraged to seek their unique solution to hands-on tasks.

Students have the opportunity to reflect By incorporating concrete experiences with abstract concepts, and then reflecting on the outcome, students engage more parts of their brain and make stronger connections with the material.

Teachers often observe improved attitudes toward learning

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Experiential learning is designed to engage students' emotions as well as enhancing their knowledge and skills.

Playing an active role in the learning process can lead to students experiencing greater gratification in learning.

Topic 16: Value of Respect

SLO

Student will recognize the benefits of ECCE for community.

Value of Respect

Teaching the value of respect for others.

This is not limited to people and belongings, but can also mean respect for their environment, both immediate and global.

There is no better place to learn this virtue than in a hectic preschool environment, where everything is shared and civility and manners are both taught and learned organically. Every child comes to school with a unique personality and learning style.

When we say respect, it does not only pertain to how children respect their elders and other people. They also need to learn how to respect their belongings and their environment. By putting little ones in an environment where good manners are shared and encouraged, reinforcing values like respect is no longer challenging.

In our global society, teachers must also be prepared for multicultural classrooms with many ethnicities, cultures and traditions represented. A classroom where these differences are not merely tolerated but are welcomed and embraced creates an open and exciting learning atmosphere.

Every child comes to school with a unique personality and learning style. To reach each child and teach each child effectively, teachers must respect these differences and work with each child's style, rather than try to force the child to adapt to another style.

Topic17: Teamwork

SLO

Student will justify the benefits of ECCE teamwork

Many preschool activities are centered around teamwork for this very reason; a person who learns how to work in a team at an early age will ultimately be more socially attuned and more employable. Teamwork requires children to work cooperatively with other children towards a purpose that they share. Every member of a team has to respect each other's opinions and abilities in order for the team to work effectively. Working as a team is very social, involving the exchanging of actions and ideas and a significant amount of interaction.

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When children learn to be part of a team, they learn more about interpersonal ways of thinking, improving their ability to communicate with others. Teamwork also helps children feel like a part of a community and can help in all areas of learning. Communication, social, and emotional skills are all strengthened when children learn to work as a team, which can help improve self-esteem and confidence in kids.

Teamwork Teaches Communication and Social Skills

The most important lesson kids can learn from working together as a team is how to effectively communicate with others.

How to Listen

Teamwork first teaches kids how to listen, which is the first step in effective communication. Without listening it is impossible to have a dialogue with others, communication becomes one-sided and any sense of teamwork is lost.

How to Speak

- Once kids have learned how to listen to others, they can begin to learn how to speak.
- The way in which people speak with others demonstrates their level of understanding and respect, which is a crucial part of working together as a team

Teamwork Improves Self-Confidence

- When kids understand that their voices are respected and valuable, they gain self-confidence.
- In this environment, even the quietest or shyest members of the team feel encouraged to participate, which can help encourage them.

Topic 18: Resilience

SLO

Student will identify the benefits of ECCE for resilience in community.

Resilience

Resilience is the capacity to recover from difficulties. By creating a consistent, secure and fair environment, with clear expectations and predictable consequences, children can develop skills in managing themselves and their emotions. It's a teacher's job to provide a challenging environment where children can learn through first hand experiences.

Why is resilience important?

Resilience is important mostly for our mental health. It's a life skill we take with us into adulthood. It is thought that the more resilient a person is, the less they experience stress as they are equipped to deal with life's pressures.

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Building resilience in children helps them to overcome obstacles more easily and reduces the chances of them suffering from anxiety or other stress-related disorders.

How to develop resilience in children? Resilience is shaped in part by a child's upbringing and culture but can also be taught through the development of social skills. Educators can help by role modelling coping skills, teaching problem-solving and assisting kids to solve their own problems when they arise. School staff and parents play an important role in building resilience in children. Kids are more likely to be resilient when there have supports around them from school, family or community. A close network is often built around children who attend before and after school care, giving them more opportunity to create relationships and build resilience too.

Topic 19: Concentration

SLO

Student will identify the benefits of ECCE for concentration.

Concentration

A child's ability (or inability) to concentrate is not a static, immutable quality; while it's true that some children are born with better concentration skills than others, all children can be taught strategies and techniques to effectively improve their ability to concentrate.

As early childhood educators there is a need to balance this zest with the ability to listen, follow directions, attend to tasks and participate in group activities to develop the critical life skill of concentration.

Mastering the art of concentration has far-reaching benefits for children; not only is proper concentration essential for success in schools, children who learn to be more attentive tend to be calmer, more confident, and have better relationships with their peers. They are also more able to engage in a range of enriching extracurricular activities.

There are many things that adults can do to help improve concentration levels within young children to keep them engaged and interested for longer.

Building Concentration Sleep

Having a well-established bedtime routine will improve concentration levels.

Healthy Diet

It promotes proper physical growth and development, and encourages resistance to infection

Physical Activity Children who are active enjoy long term health benefits, as well as improved mental health, concentration levels, motor skills and co-ordination.

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Removing Distractions Children can be easily distracted. You need to keep the place where they can study, learn, read or carry out certain tasks free from all the things which can grab their attention.

Regular Homework

- Setting a homework time for each day means that homework will just become a part of your everyday routine.

Multiple Small Tasks

- When it comes to setting tasks for children they all work differently. Some children prefer one big challenge to complete at once, whilst others prefer smaller bite size tasks that feel less daunting.

Make itFun

- If a task is boring and not engaging enough then concentration levels will drop and it's easy to get distracted. It's important to make things fun for children. If children are finding things fun and interesting, then there are far more likely to stay focused on the task and complete it to the best of their ability.

Topic 20: Patience

SLO

Student will explore the benefits of ECCE, patience.

Patience

Children need opportunities to be involved in an abundance of social experiences, where they can explore and practice the social skill of patience

By teaching through examples, role modeling and social experiences, children are able to develop their patience and learn to wait for their turn. Examples from the preschool setting include sharing a teacher's attention, a toy, the playground or waiting in line for a game.

A preschool teacher should have many qualities. patience will play an integral role in being a successful teacher. Preschool teachers have to be a combination of educator, parent, friend, and trusted adult. Patience is the key ingredient in all of these imperative roles.

Reasons to Exercise Patience

Be A Good Role Model

Children learn a lot by imitating the actions of adults around them. So, it is important that you present yourself in the best way possible so they imitate only the good things. If you repeatedly lose your temper for every small thing, then the children will think that that is a normal reaction, and respond in a similar manner to their own frustrations.

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Different Perception

Teachers should bear in mind that the perceptions of children is very different from that of an adult. Teachers cannot expect a child to grasp things or make logical decisions like you would. Teachers may need to repeat something multiple times for the child to grasp it, including finding the right words, using the toilet, buttoning a shirt, or anything else you consider as being basic. It is only with patience and endurance that you and your child can understand each other.

To Show Seriousness of Different Events

As a teacher, you will need to uphold your position. You should not lose your temper for small things because, eventually, you will get really angry over something very important, and the child may not necessarily understand the gravity of the situation.

Topic 21:

Confidence and Self Esteem

SLO

Student will describe the benefits of ECE, confidence and self-esteem.

A strong sense of wellbeing provides children with confidence, optimism and self-esteem which will encourage children to explore their talents, skills and interests

Positive interactions with other children and teachers will promote a positive, healthy and secure view of themselves that will allow them to approach situations and problems confidently throughout their lives. Self-esteem is feeling good about yourself. Good self-esteem helps children try new things, take healthy risks and solve problems.

Self-confidence is the feeling of confidence to accomplish a task, and it determines how we react when faced with new challenges and experiences. Someone who is self-confident knows they can perform at whatever it is that life throws at them. Kids with high self-confidence will tackle most skills or tasks without worry about failure.

Self-esteem on the other hand, is the overall feeling of self-worth that we all have of ourselves. It's how we appraise ourselves, and the value we offer the world.

For children, self-esteem comes from, knowing that they're loved and that they belong to a family and a community that values them. Spending quality time with their families, being encouraged to try new things, finding things they're good at and being praised for things that are important to them. Things that can damage children's self-esteem

Messages that say something negative about children. Messages that imply that life would be better without children. Ignoring children, treating them like a nuisance and not taking an interest in them. Negative comparisons with other children.

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Topic 22: Exposure to diversity

It is important that children understand that everyone is unique and special in their own way with their own culture, beliefs and ethnicity.

Diversity Gives Understanding

Children introduced to diversity at a young age acquire stronger social skills and are more receptive to those who speak a different language than their parents. According to research, these children are open to imitation regardless of language, which demonstrates their willingness to learn.

Success in Career

Exposing children to diversity early on can have an impact on how successful they are as adults. By learning to work with others regardless of status or race, children will incorporate those attitudes well into adulthood.

Diversity Promotes Creativity

Creativity is all about bringing together different ideas and transforming them to make something new, unique, and personal. The more ideas and experiences people are exposed to, the more creative they can be.

Create a Culturally Responsive Learning Environment. An educator who properly creates a culturally responsive environment will have fostered a classroom where children become respectful and understanding of cultures different from their own. Those children are typically more willing to listen respectfully to different viewpoints, rather than mock, scorn, or fear the unfamiliar.

Topic 23: Child Advocacy

An individual or organization engaging in advocacy typically seeks to protect children's right which may be abridged or abused in a number of areas.

What child advocates do?

A child advocate will try to prevent children from being harmed and may try to obtain justice for those who have already been injured in some way. Child advocacy can be done at the micro level (for one child or a few children), mezzo level (for group of children or at a community level) or macro level (for a category of children affected by a social issue).

A child advocate will try to prevent children from being harmed and may try to obtain justice for those A child's advocate may also seek to ensure that children have access to positive influences or services which will lives such as education, childcare and proper

parenting. An advocate can also help with:

- Talking to professionals
- Making sure that someone is fairly treated

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- Raising concerns or complaints
- Speaking up in a care setting
- Finding out rights and options
- Keeping someone at the center of decisions about their life
- Adult and child safeguarding

Topic 24: Sources of Support for ECCE

Many early childhood programs are privately owned, for profit business, whereas others are not for profit enterprises operated through public funds or sponsored by an agency. Ways of grouping early childhood programs is on the basis of support especially financial.

For profit Programs

About 60 %of all children programs are operated for profit, either as a single, independently owned business or as a part of regional and national chain.

For many years, local owners who operated one or two centers provided the majority of child care in communities.

The expansion of large childcare chains appears to have slowed down toward the end of 20th century.

In for-profit early childhood programs, what is left over after expenses are paid is considered profit, which goes back to the owner or stake holder. In not-for-profit programs such monies are incorporated back in the program and are returned to sponsoring agencies.

Not-for-profit centers gain that status through sponsorship from an entity that is itself not operated for profit.

Many religiously sponsored programs came into existence in 1970s and 1980s. Often religious buildings included nursery, preschool.

Topic 25: Sources of Support for ECCE

Employer supported programs

One of the fast-growing groups with a stake in early childhood programs are employers. Many companies have found that their interest in the needs and concerns of parent employees has resulted in more productive and stable work force.

There are many ways in which employers can support their workers' child care needs. Some large companies have created child care centers in or near the place of work. In some instances, several employers band together in supporting a child care center that meets the joint needs of their employees.

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Another way in which employer help their workers is through arrangements with community child care centers. Other employers provide referral services to help match the employees need with available resources in the community. Some companies have helped develop and train a community network of family childcare homes to meet their workers' needs.

An increasing number of companies is providing employer-sponsored child care for its workers. Facilitating this increase is one of the more recent trends, the rise of employer child care management organizations. Such organizations contract with business to provide child care services for their employees.

University and College Affiliated Programs

A sizable group of early childhood programs is linked to higher education. Some are specifically laboratory or training programs that support student practicum and provide subjects for research; others serve primarily as campus childcare centers for the young children of students, staff, and faculty.

Such programs are operated either as a campus wide venture or are affiliated with a specific department or unit such as early childhood education or child development. Because of the involvement of professional educators, campus program are generally high quality, incorporating what has been learned about young children and early childhood programs through research, theory and professional practice.

Publicly-Supported Programs

Another supporter of early childhood program is the public sector, whether it is federal government, state or local agencies. Head Start is the best-known supported program. Child care and development allow states to provide child care support for low-income working parents.

Head Start

The goal of head start was to help break the poverty cycle by providing children and their families with a comprehensive program that would help meet some of their needs

Head start is an education program aimed at providing a high quality early childhood experience for three to five years old. An important element is the provision of healthcare services for all children. This recognizes that children who are hungry or ill cannot learn.

Topic 26: Development in ECCE

The development is the series of changes that occur in humans from birth to death.

Development begins at conception. It refers to a child's ability to do more challenging things as they get older. These skills allow a child to become independent (e.g. physical development of large and

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small motor skills) and develop with age. Its focus is on the all-around development of children through the end of their adolescent years.

The focus of professionals is less on the evaluation of educational benchmarks and tools, and more on the ways in which students develop naturally, as well as on the offering of support services to help

individuals who are struggling in certain areas.

Early childhood is the most critical time for positive intervention. Children's development during this stage is strongly affected by their environment, and that effect continues to exert a strong influence on the rest of their lives.

Topic 27: Principles of Development

The process of development is very wide, complex and continuous.

Many principles refer to development as learning. The word development and learning can be used interchangeably.

- All areas of development and learning are important.
- Learning and development follow sequences.
- Development and learning proceed at varying rates.
- Development and learning result from an interaction of maturation and experience.
- Early experiences have profound effects on development and learning.
- Children develop best when they have secure relationships.
- Development and learning occur in and are influenced by multiple social and cultural contexts.
- Children learn in a variety of ways. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.
- Development and learning advance when children are challenged

Topic 28: Principles of Development

This principle is the foundation of any theory of development. Children have different genetic make-ups, they come from different home environments, they have different experiences, and they will grow and learn at different rates and in different ways.

Even though children raised by the same parents in the same home are vastly dissimilar.

Their dispositions are different and their development has been different.

Among many differences with which children present themselves to preschool teachers, the three dimensions of variation that require particular attention on the part of a responsive preschool teacher are highlighted.

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1.The child's level of development in the cognitive skills and knowledge of relevance to the preschool classroom.

2.The child's social skills and behavior in a classroom context and the familiar norms of interaction with peers and adults.

3.The child's level of physical and motor development.

Topic 29:

Principles of Development

Development occurs in a fairly predictable sequence. Some says that development moves from awareness to exploration to inquiry to utilization. Others describe the progression as moving from simple to complex, whether it be physical development or cognitive development.

The progression has also been described as general to specific. The word predictable does not mean that children do not move through the sequence in individual ways.

For example, Ali and Usman both liked to climb at a young age, but Asim is far more adventurous and creative in his climbing pursuits than either of his brothers ever were.

Fulfillment of Needs

A need can be described as something that is necessary or essential for a person to live a healthy and productive life. Needs differ from wants. Child learn and develop when their needs are met.

That needs include physical an emotional needs as well as social needs.

Maslow's hierarchy of needs remind us the basic needs of food and shelter as well as emotional safety and a sense of belongingness.

These needs must be met before humans can begin to attain other needs.

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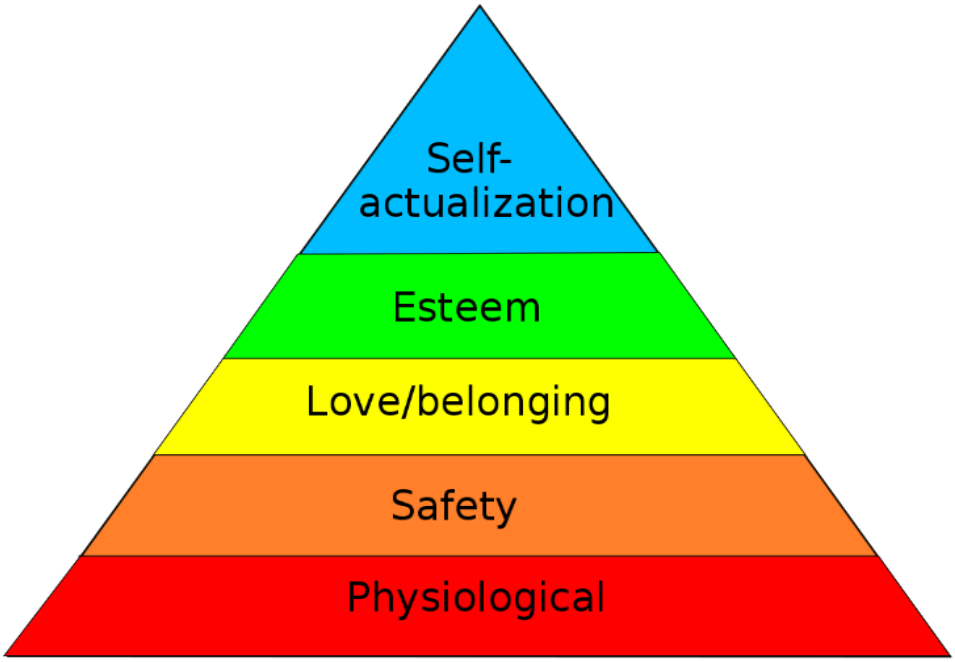

Children's needs would be met consistently at home and in schools or other programs, but we live in a society that does not assure that those basic needs are being met for all children.

The early childhood facilitator must take care of hunger, fears and loneliness in children before they begin to teach or facilitate development.

These changes do not take place at the same age and same rate for all children. Children's talents, environment, the level of support they receive, opportunities for creative and active involvement, as well as cultural expectations will all influence their capacities for decision-making and taking responsibility for their needs. Other factors, like gender or disability, can also have a significant effect on how children's needs must be met.

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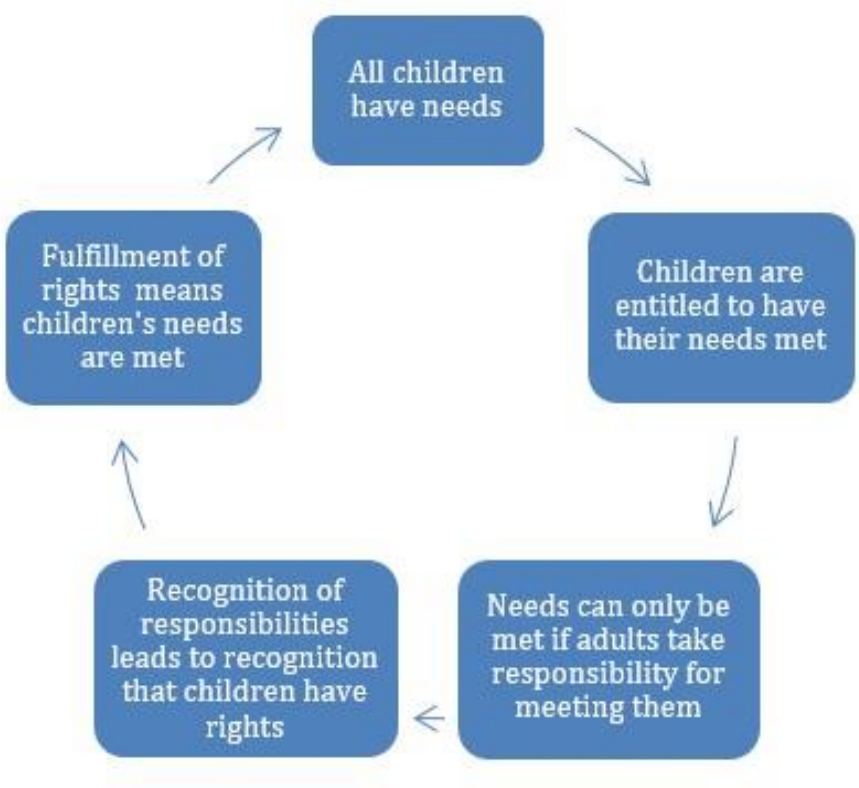

Topic 30: Principles of Development

Interaction with Environment Children learn from interaction with environment and with other children and adults.

The physical interactions children have as they touch, explore, manipulate and experiment with the physical world around them promotes their physical and cognitive development.

The social interaction children have as they watch, play and work with others and as they gradually cooperate with others promotes their cognitive, emotional and social development.

All the material and toys in preschool or child care center contribute to child's development. The adults and child's peer are major contributors to development.

Topic 31: Principles of Development

Child's play sometimes called by them as "work" promotes development in all aspects of growth. Play is the best context for children's learning and development in that it is open ended and free. Children have control over play, it can be done alone or with others, it can even occur without any materials or equipment, and it can take place in many settings. Play comes naturally to children, so it makes sense that they learn from it.

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Play develops children's content knowledge and provides children the opportunity to develop social skills, competences and disposition to learn

Play-based learning is based on a Vygotskian model of scaffolding, where the teacher pays attention on specific elements of the play activity and provides encouragement and feedback on children's learning.

When children engage in real life and imaginary activities, play can be challenging in children's thinking. To extend the learning process, sensitive intervention can be provided with adult support when necessary during play-based learning.

Topic 32: Principles of Development

Knowledge construction is a collaborative process which aims to produce new understanding or knowledge which exceeds something that anyone alone could not achieve. It is also essential that knowledge construction is based on each other's' ideas and thoughts.

Children construct their own knowledge in response to their experiences. Children learn many things on their own without the intervention of older children or adults. Children are intrinsically motivated to learn and do not need rewards from adults to motivate learning.

Children construct knowledge by building on their prior experiences. This process of thinking, reflecting and reasoning about their experiences helps them discover new connections and to the next level of progress understanding.

The process of causing students to critically think of the information they come across so as to questions it and engage in the process of finding answers rather than be passive receptors.

This is the process of accessing, understanding, evaluating, connecting and refining information in which children produce personal meaning.

Topic 33:

Development Areas in ECCE

Early childhood development refers to the many skills and milestones that children are expected to reach by the time they reach the age of five. These milestones include learning how to run, how to talk using simple sentences and how to play with others.

Early childhood Development refers to the many skills and milestones that children are expected to reach by the time they reach the age of five.

This type of development occurs naturally when parents and children spend time playing, preparing dinner or looking at books together. Preschools and Head Start programs provide activities based on ECD guidelines. You can also find toys and books for both children and parents that promote developmental goals.

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Child Development is a continuous process, which makes changes in physical, cognitive, language, emotional and social development. These developments are inter-connected and mostly depend on one another.

During this process a child progresses from dependency on their parents/guardians to increasing independence. Child development is strongly influenced by genetic factors (genes passed on from their parents) and events during prenatal life. It is also influenced by environmental facts and the child's learning capacity.

Child development Areas

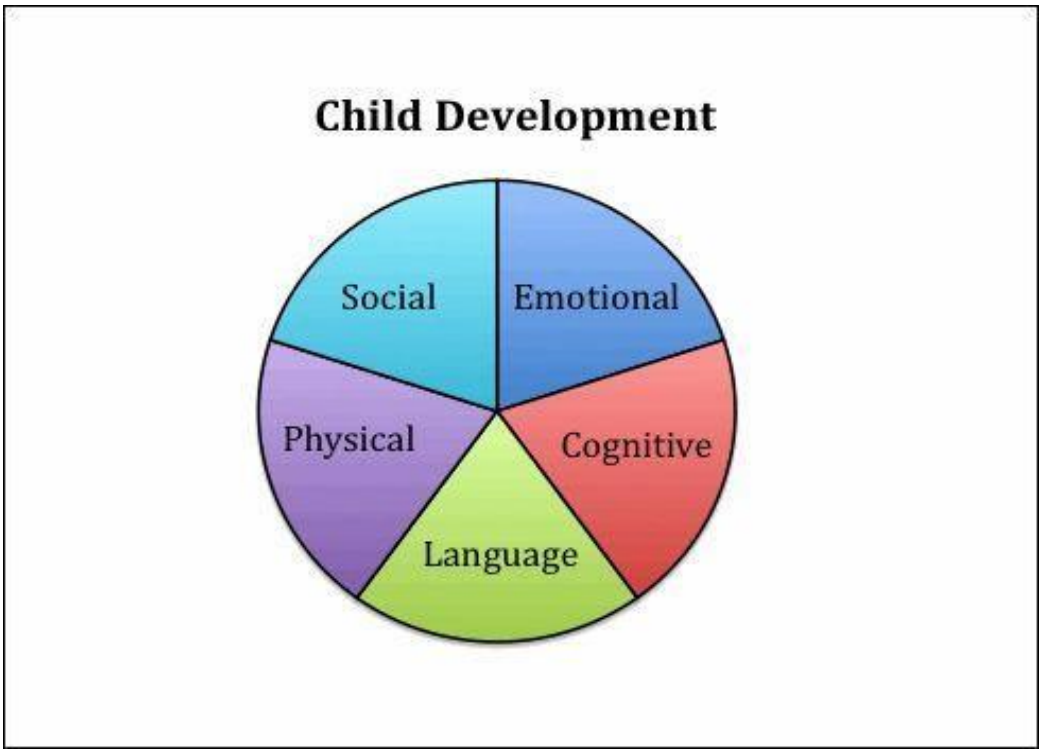
Cognition – the ability to learn and solve problems.

Social interaction and emotional regulation – interacting with others and mastering self-control.

Speech and Language – understanding and using language, reading and communicating.

Physical skills – fine motor (finger) skills and gross motor (whole body) skills.

Sensory awareness – the registration of sensory information for use.



Why is child development important?

Observing and monitoring child development is an important tool to ensure that children meet their developmental milestones. They act as a useful guideline of ideal development.

Problems in Child Development:

can arise due to: genetics, prenatal circumstances, the presence of a specific diagnosis or medical factors, and/or the lack of opportunity or exposure to helpful stimuli.

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Overcoming the developmental challenges is crucial to maximizing the ease and speed of development, minimizing the gap that occur between a child's ability and those of their same aged peers, the confidence of the child as well as the frustration that can be encountered by the child's parents and/or care-givers.

Topic 34: Physical Development

Physical development is the physical growth from birth to adulthood and the development of both gross

(Walking) and fine motor skills (Finger movement) control of the body.

Physical development means the progress of a child's control over his body. This includes control over muscles, physical coordination, ability to sit and stand.

Infants want to explore their world. While each child has his or her own schedule for development and mastering new skills. infants are often eager early on to move their mouths, eyes and bodies toward

people and objects that comfort or interest them. They continue to practice skills that let them move closer to desired objects.

Infants develop physically from the top down, starting with their heads and necks. At birth, an infant has a very difficult time holding up his or her head because the neck muscles are not strong enough to provide support.

As infants and toddlers grow, their determination to master movement, balance, and fine- and gross- motor skills remains strong. Rolling and crawling occur as infants develop skills in using large-muscle groups. Grasping and picking up objects with fingers are signs of small-muscle skill growth.

Influences on Physical Development

There is no exact age at which all infants should be able to grasp objects or hold up their heads without support. Physical development occurs at different times for all children depending on many factors, such as the child's unique characteristics, the family's values and culture, and the available resources.

Prenatal care and development, including genetic inheritance and family patterns. Prematurity and low birth weight may bring respiration difficulties, vision problems, feeding and digestive problems.

Temperament, or the ways an infant or toddler approaches his or her world. Family's composition, lifestyle, level of education and housing. Developmental delays or disabilities, including health concerns.

Topic 35: Gross Motor Skills

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The term "gross motor" development refers to physical skills that use large body movements, normally involving the entire body.

Gross motor involve the large (core stabilizing) muscles of the body to perform everyday functions, such as standing and walking, running and jumping, and sitting upright at the table. They also includes eye- hand coordination skills such as ball skills (throwing, catching, kicking) as well as riding a bike or a scooter and swimming.

These skills relate to body awareness, reaction speed, balance and strength. It promotes child confidence and self-esteem and allows body to perform multiple demands beyond simple muscle movements.

Participating in sports groups help develop gross motor skills as well as cognition.

Gross motor skills are important to enable children to perform every day functions. For example, a child's ability to maintain appropriate table top posture (upper body support) will affect their ability to participate in fine motor skills (e.g. writing, drawing and cutting) and sitting upright to attend to class instruction, which then impacts on their academic learning.

Children with gross motor difficulties commonly display:

- Avoidance or general disinterest in physical tasks.
- Rush task performance of physical tasks (to mask difficulty or fatigue).
- Silly task performance of physical task they find challenging.
- Bossiness in telling others how to do the physical task or play the game without actively engaging themselves.

Topic 36: Fine Motor Skills

Fine motor skill (or **dexterity**) is the coordination of small muscles, in movements usually involving the synchronization of hands and fingers with the eyes.

Fine motor activities require a child to learn to precisely control over the muscles in the hands. Things like coloring, cutting with scissors, tearing paper etc. all helps build fine motor skills.

Fine motor skill efficiency significantly influences the quality of the task outcome as well as the speed of task performance. Efficient fine motor skills require a number of independent skills to work together to appropriately manipulate the object or perform the task.

Academics skills including

- Pencil skills (scribbling, colouring, drawing, writing)
- Scissors skills (cutting)
- Play Construction skills using lego, duplo, puzzles, train tracks, Doll dressing and manipulation

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- IT use (e.g. mouse and stylus manipulation)
- Self care including dressing – tying shoelaces, doling up sandals, zips, buttons, belts .eating – using cutlery, opening lunch boxes and food bags

  hygiene – cleaning teeth, brushing hair, toileting.

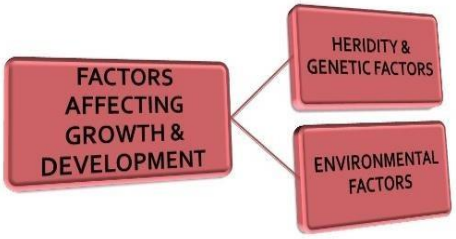
Child having fine motor skill difficulties

- Avoidance and/or disinterest of fiddly finger skills (and has tasks listed above)
- Preferring physical activity (again to avoid sit down tasks)
- No interest in pencil or scissors skills
- Being 'bossy' in play and asking others to "draw a cat for me"
- Not persisting in the face of a challenge (asking parents to fix a problem without physically trying to fix it themselves)
- Waiting for parents to dress them or clean their teeth rather than trying themselves

Topic 37: Factors Affecting Physical Development:

SLO

Student will categorize different factors that affect the physical development in ECCE



Heredity and Hormones (this is genetic one) is the transmission of physical characteristics from parents to children through their genes. It influences all aspects of physical appearance such as height, weight, body structure, the color of the eye, the texture of the hair, and even intelligence and aptitudes.

These are some Environmental factors listed below:

- Gender.
- Exercise and Health.
- Nutrition.

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- Familial Influence.
- Geographical Influences.
- Emotional well-being
- Childhood Injuries
- Sleep Habits
- Diseases

Children are exposed to multiple risks including poverty, malnutrition, poor health and un-stimulating home environment, which destructively affect their development. Health associated to poverty, nutrition and social factors hinders from attaining to their full developmental potential. In developing countries, more than 200 million children under five years fail to reach their potential in cognitive and social development due to poverty, poor health, nutrition, and deficit care.

Topic 38: Heredity and Hormones

The impact of heredity on physical growth is evident throughout the childhood.

Children's physical size and rate of growth are related to those of their parents. Genes influence growth by controlling the body's production of hormones. The pituitary gland, located at the base of the brain, plays a critical role by releasing two hormones that include growth.

Growth Hormone The first, growth hormone (GH peptide), is necessary from birth for development of all body tissues except the central nervous system and genital. Children who lack GH reach an average mature height of only 4 feet, 4 inches. When treated early with injections of GH, such children catch-up growth and then grow at a normal rate, becoming more taller than they would have without treatment.

The second, thyroid-stimulating hormone (TSH), prompts thyroid gland in the neck to release thyroxine, which is necessary for brain development and for GH to have its full impact on body size. Infants born with a deficiency of thyroxine must receive it once or they will be mentally retarded.

Once the most rapid period of brain development is completed, children with too little thyroxine grow at a below average rate, but the central nervous system is no longer affected. With prompt treatment, such children catch up in body growth and eventually reach normal size.

Topic 39: Emotional Well-Being

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Social and emotional wellbeing refers to the way a person thinks and feels about themselves and others. Emotional well-being includes being able to adapt and deal with daily challenges (resilience and coping
skills) while leading a fulfilling life. There is an emphasis on the behavioral and emotional strengths of children, as well as how they respond to adversity.

Socially and emotionally competent children are confident, have good relationships, can communicate well, do better at school, take on and persist with challenging tasks, have a sense of mastery and self- worth and develop the peer and adult relationships necessary to succeed in life. Social and emotional wellbeing provides the building block for healthy behaviors and educational attainment. It also helps prevent behavioral problems (including substance misuse) and mental illness.

A number of factors may contribute, to varying degrees, to making a child vulnerable to poor social and emotional wellbeing. In addition, a child's circumstances may vary with time. vulnerable children include those who are exposed to: parental drug and alcohol problems parental mental health problems, family relationship problems, domestic violence criminality. single parent family parents who have a low educational attainment

Topic 40: Sleep Habits

Sleep is especially important for children as it directly impacts mental and physical development. Sleep contributes to body growth, since growth hormone is released during the child's sleeping hours.

A well-rested child is better able to play, learn, and contribute positively to family functioning. Also children who sleep poorly disrupt their parent's sleep, which can contribute to significant family stress. Strategies for sound sleep

Establish a regular bedtime, early enough to ensure, on average, 10 to 11 hours of nightly sleep. Avoid watching television or playing computer games before bedtime. If the child resists going to bed, respond with kind but firm insistence.

It is vital that children have good sleep foundations so they can learn effectively. Sleep studies show that the brain needs a certain amount of sleep to learn tasks that you have completed throughout the day and to consolidate memories. This mean that the ability for children to learn can be determined by the quality of sleep that they acquire.

Sleep allows the body to recharge from the activities of the day. Children are constantly active, either it be physical or mentally, and is one of the main reasons why children need more sleep than adults

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because they are learning new things all the time. Lack of sleep can lead to a low immune system, which can be highly dangerous to children as they are at higher risk of illness and disease.

Topic 41: Value of Nutrition

Childhood is a critical time in growth and development of a child, and a key stage in the establishment of their physical and mental abilities. The nutritional needs of children and adolescents are different from those of adults.

Children need a wide range of nutritious food, with high intake of important vitamins and minerals, such as protein and calcium. because children are growing and developing.

Why is nutrition so important in children? Infants and children are more likely to suffer from poor nutrition than compared to adults. e.g. Low Nutritional Stores: infants have low stores of fat and protein. The smaller your child, the less reserves of energy they have. This means that they can only cope with starvation for shortened periods of time.

Rapid Development in the Nervous System:

Child's brain grows rapidly during the last four months of pregnancy and also during the first two years of life. The connections between the nerve cells in the brain are being formed during this time. Good nutrition is important to ensure that this occurs properly.

Suggestions for Good Nutrition Offer a varied, healthy diet. Offer predictable meals as well as several snacks each day. Offer small portions, and permit the child to serve him or herself. Avoid using food as a reward and forbidding access to certain foods.

Topic 42: Diseases

Children are more susceptible to diseases for a number of reasons. The major reason for children's increased susceptibility is that they have had limited exposure to diseases and therefore haven't yet built the immunologic defenses required to fend off certain diseases.

On average, a child-care infant becomes sick 9 to 10 times a year and a preschooler from 6 to 7 times. The disease that spread most rapidly are those most frequently suffered by young children—diarrhea and respiratory infections. Some other common diseases and their symptoms has been listed below:

Respiratory virus is an infection of the airways. It usually isn't serious, but if the child is under 2, or a weak immune system, it can inflame the lungs and cause pneumonia. **Symptoms:** Cold-like symptoms such as runny nose, nasal congestion and cough. Irritability and breathing problems in infants.

Hand, Foot, and Mouth Disease

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This contagious viral illness usually isn't serious. Children under age 5 are most likely to catch it, through

saliva, fluid from blisters and possibly viral shedding through stool.

Symptoms: Fever, Sore Throat, Poor appetite

Whooping Cough. Anyone can catch this bacterial infection of the lungs and breathing tubes, but infants are the most likely to get seriously ill from it. **Symptoms:** Cold-like symptoms.

Ear Infections

Ear infections are very common in children and are caused by a dysfunction of the tubes that connect the inner ears to the throat and serve as a drain for any fluid that may collect there. When fluid collects, it attracts bacteria and other germs, which may multiply and cause a symptomatic infection.

Symptoms fever, ear pain, tugging on the ear, or even drainage from the ear canal.

Croup is common in young children. A number of different viruses cause croup, and inflammation of the upper airways, including the larynx (voice box) and trachea (windpipe),

symptoms. barking cough and stridor, a wheeze on inspiration.

Topic 43: Childhood Injuries

The common view of childhood injuries as "accidental" suggests that they are due to chance and cannot

be prevented.

Injuries occur within a complex ecological system of individual, family, community and societal influences. Unintentional injuries such as those caused by burns, drowning, falls, poisoning and road traffic are the leading cause of morbidity and mortality among children

Due to higher activity level and sensation seeking, and their greater willingness to take risks, boys are 1.5 times more likely to be injured than girls, and their injuries are more severe.

Parents realize that they need to take more steps to protect their young sons than daughters from injury. Children with other temperamental characteristics—irritability, inattentiveness, and negative mood– are also at greater risk for injury.

Suggestions for Reducing Injuries

Provide age-appropriate supervision and safety instruction. Know the child's temperament.

Eliminate the most serious dangers from the home. Select safe playground equipment and sites. Be extra cautious around water. Practice safety around animals.

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Topic 44: Cognitive Development

Cognitive development is the emergence of the ability to think and understand. Jean Piaget was a major force in the establishment of this field, forming his theory of cognitive development. Piaget's description of young children's thinking dominated exploration of the preschooler's mental development. According to Piaget, children's language acquisition reflects their emerging capacity for representational thought.

Piaget proposed that 3, 4 and 5-year-old children make errors because they are still unable to engage in true mental operations. According to Piaget, the key feature of preschool thinking is that children can only focus their attention on one salient aspect at a time.

Ways to encourage Cognitive Development. Birth: Talk, read and sing to the child. Hold toys at arm's length and move them around for the baby to watch.

3 months old: Play peek-a-boo. Provide interesting things for the baby to see and reach for.

6 months old: Lay a blanket on the floor for the baby to lay on, to reach for toys and explore surroundings.

9 months old: Begin to teach cause and effect. Pick up dropped toys and hand them back to the baby, roll a ball back and forth, and move blocks into and out of containers.

12 months old: Give the child crayons and paper for drawing. Ask her to talk about what she sees while riding in the car. Sing songs with actions, like "Wheels on the Bus."

18 months old: Hide toys under pillows and blankets for the child to find. Encourage pretend play.

2 years old: Take turns building block towers and knocking them down. Help the child with simple shape, color or animal puzzles, and talk to him about each piece as he puts them in place.

3 years old: Play rhyming games, sing songs and recite rhymes. Make an activity box with paper, crayons and other art supplies. Draw lines and shapes.

4 years old: Reply to the child's "why" questions patiently and responsively. Offer simple choices, such as what to play or eat as a snack. Count items, such as steps or toys.

5 years old: Begin to teach time (morning, afternoon, today, tomorrow, etc.) and days of the week. Play with toys that encourage the child to put things together.

Topic 45: Factors affecting Cognitive Development

There are different factors that affect cognitive development i.e. biological and environmental.

Biological Factors

Heredity

Sense

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organs

Maturation

Environmental

Factors

Socioeconomic Status

Family and Society

Various Stimuli

Heredity

Cognitive development is influenced by the heredity traits one gets from his parents. Heredity is similar to their parents' cognitive development. Genetics with some disabilities may affect cognitive development because it may be passed down from parents to their children.

Sense Organs; A proper development of sense organs can help in receiving correct stimuli and the correct concepts. Defective sense organs collect defective stimuli and thus a wrong concept can be formed.

Maturation; As a child gets mature, he gets more interactive with his environment. For a good cognitive development interaction with the environment is necessary, which the child does with the help of his mental and motor maturation. These interactions help directly in the development of cognition.

Socio-Economic Status

Children from families of higher socio-economic status may get more opportunities and better training that helps in cognitive development.

Family and Society

They could provide different opportunities and create an encouraging atmosphere for children to learn. Children can observe and then imitate others' behavior.

Various Stimuli

Children get various stimuli from the environment and perceive meaning such as concepts and symbols. Parents help and assist children to get those meanings.

Topic 46: Development of Centration

Preschool cognition is becoming quite advanced, The first characteristic is Centration.

In Piaget's theory of cognitive development, the second stage is called preoperational thought. During this stage, which occurs from age 4-7, one of the processes that develops is that of Centration which refers to the tendency to focus only on one aspect of a situation, problem or object.

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The child tends to pay attention to one element of a problem at a time and cannot coordinate information from multiple sources. Centration is related to classification, seriation and other such tasks.

Piaget used a number of tasks to test children's scientific thinking and reasoning, many of which specifically tested conservation. Perhaps the most famous task indicative of e.g. child insists that lions and tigers are not "cats". A girl with a short haircut "must" be a boy. Or the "taller" child must be "older."

Centration is the conservation of liquids task. The child is asked if the two glasses contain the same amount of liquid, in which the child almost always agrees that they do.

Centration is demonstrated in the fact that the child pays attention to one aspect of the liquid, either the height or the width, and is unable to conserve because of it. It is found that children had difficulty thinking about successive changes in states and about the relationship of one state to another. e.g. Break a cookie in half, and a young child might think there are 2 cookies.

Topic 47: Development of Reasoning

One aspect of children's thinking that develops during pre-school age is reasoning. Reasoning is a critical skill for academic achievement. The reasoning begins with children making an explanations based on their observations-that is, by appearance.

Between approximately 2 and 3 years, children begin to understand the logical connection between ideas -

the "why" of things -- which is the reason they start to ask "Why?" about almost everything.

Logic & reasoning also becomes more established during after 5 years of age as a child becomes better able to make connections between ideas.

Ideas to Improve reasoning in children

- Provide opportunities for play.
- Don't intervene immediately.
- Ask open-ended questions.
- Help children develop hypotheses.
- Encourage critical thinking in new and different ways

As children develops more concepts and vocabulary, their reasoning becomes more advanced and they are able to offer reasonable cause-and-effect explanations. When you observe preschoolers, you will notice that when they don't know the reason for something, they will invent one.

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Topic 48: Language Development

Language development is the process by which children come to understand and communicate language during early childhood.

Language development in children is a process that starts early in human life, when a child begins to acquire language by learning is as it is spoken and by mimicry. Children go through a number of different stages as language develops from the earliest stage of producing cooing sounds through being able to produce complex multi- word sentences.

Babbling: 3-9 Months

Vocalization with intonation Responds to his name.

Responds to human voices without visual cues by turning his head and eyes.

Responds appropriately to friendly and angry tones.

Single words: 9-12 Months uses one or more words with meaning. Understand simple instructions Especially if vocal or physical cues are given. Practices inflection.

Two Words: 12-18 Months has vocabulary of approximately 5-20 words. Vocabulary made up chiefly of nouns some echolalia (reporting a words) or phrase over and over.

Multi- word sentences 24 Months can name a number of objects is able to use at least two prepositions in, on, under. Combines words into a short sentence rhythm and fluency often poor volume and pitch of voice not yet well controlled.

Children 3 years can use many descriptive words. Knows common opposites: big- little, hard-soft heavy- light.

Language development reflects the growth and maturation of the brain. Girls develop language at a faster rate than boys. As children grow, they continue to learn more new words every day. By the time they enter school around the age of five, children typically have a vocabulary of 10,000 words or more.

Topic 49: Elements of Language Development

Introduction to Language

Language is the ability to produce and comprehend spoken and written words; linguistics is the study of language

Phonetics and Phonology Phonetics means scientific or systematic study of human speech sounds. how they are produced, transmitted and received. Phonology is the study of the sound system of particulars human languages, include dialects and other language varieties.

Morphology: Morphology deals with structure of words, syntax of complex words,

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parts of words, also called morphemes, as well as with the semantics of their lexical meanings. Morpheme is a minimal unit of meaning or grammatical function.

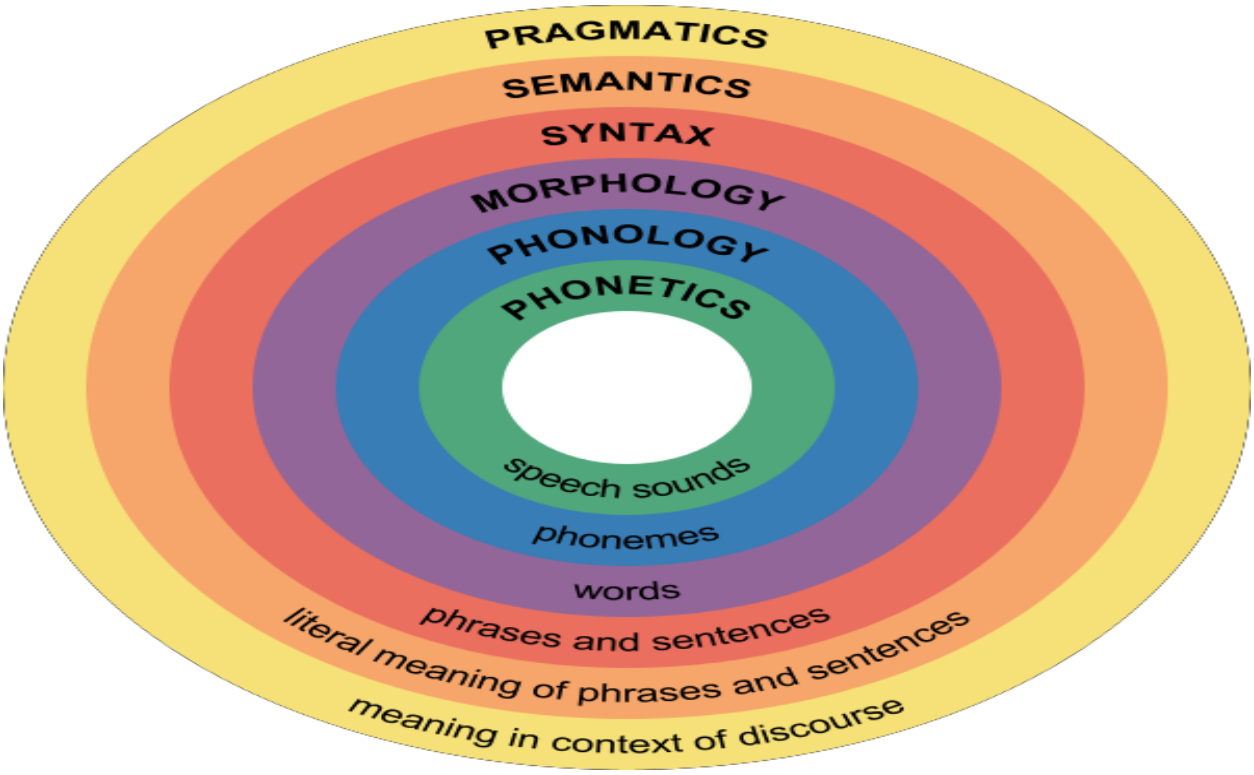
such as dog, or a word element, such as the -s at the end of dogs, that can't be divided into smaller meaningful parts.

Syntax: Syntax is the study of sentences and phrases, or how children put words into the right order so that they can communicate meaningfully. e.g. The boy jumped happily.

Semantics and Pragmatics: Semantics, most generally, is about the meaning of sentence. (meaning) Pragmatics is an even broader field that studies how the context of the sentence contributes to the

meaning. (use)

Major levels of understanding language



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Topic 50: Referential Language Development

Children tend to produce their first words around their first birthday but it can greatly vary from 8-18 months.

Referential Language Development

takes place when a child's vocabulary consists mainly of words that refer to objects. A style of language development in which a child first speaks single words and then joins words together into two- and three- word sentences.

Children that develop referential style thinks that words are used to label objects. Referential style toddlers grow faster vocabularies because language contains more object labels than social terms.

Referential children tend to be more explorers and take an active interest in objects. They use more single words, gradually building longer phrases and sentences from there. For example, if your little one sees a cat and says, "Cat!" you can respond with something like: "Yes, it's a cat! Me-ow! Look how fuzzy it is."

They may enjoy looking at books or pictures and labeling the objects and people they say.

Topic 51: Expressive Language Development

Like many areas of development, language tends to evolve in similar ways for most children. Some toddlers prefer Referential style, while others prefer an expressive style.

Expressive language development occurs when toddlers interact with peers and adults, often speaking in a way that is unintelligible.

Expressive language development occurs when children produces many more social formulas and pronouns. They just go for it, talking on and on, unconcerned about whether or not they can be understood.

Children with expressive language style use words to talk about people's feelings and needs.

Expressive children tend to be more sociable because their parents use verbal routines.

Another tendency of expressive language is to lump two word together into one. For example, "all gone" or "stop it". Toddlers learn language by gradually breaking longer phrases and sentences into single words.

Topic 52: Problems of Language Development

Language delay is the most common developmental delay in children. There are many causes of language delay, both environmental and physical.

Developmental speech and language disorders are a common reason for speech/language problems

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4in kids. These learning disorders are caused by the brain working differently. Child may have trouble producing speech sounds, using spoken language to communicate, or understanding what other people say.

Children at risk for Language Delay may be due to these reasons:

Intellectual disability

Hearing Loss Central Nervous System Impairment affecting the speech production mechanism

Autism Spectrum Disorders

Emotional Disturbance

Extreme Environmental Deprivation

Child may have some of the following language problems:

Difficulty breaking down language into its parts.

Difficulty with social rules of conversation.

Infrequently initiating conversation or topics.

Circumstances of language delay may be due to: Concentration on developing skills other than language. Siblings who are very close in age or older siblings who interpret for younger child.

Inadequate language stimulation and one-on-one attention.

Bilingualism, in which a child's combined comprehension of two languages usually is equivalent to other children's comprehension of one language.

Pyscho-social deprivation

Topic 53: Reasons of Language Delay

Language delay is when children have speaking and understanding difficulties that are unusual for their age. It is communication disorder.

Language delay is the most common developmental disorder in children aged 3 to 16 years, affecting approximately 3 to 10 percent of children. It is 3 to 4 times more common in boys than in girls.

Symptoms of language delay:

Here are symptoms of language delay:

Failure to meet the developmental milestones. Inability to follow directions.

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he/she will be unable to understand the

instructions.

Slow or incomprehensible speech after three years of age. Serious difficulties with syntax (placing words in a sentence in the correct order).

Serious difficulties with articulation, including the substitution, omission, or distortion of certain sounds. many sound that he/she wants to create but unable to do that, and unable to talk properly.

Physical Causes

In physical cause the mental retardation is included.

- Mental retardation
- Hearing impairment
- maturation delay
- Dyslexia
- Cerebral pals
- Autism
- Expressive Aphasia
- Receptive Aphasia or receptive language disorder

Environmental Causes

- The child is concentrating on some other skill, such as walking perfectly, rather than on language.
- The child has a twin or sibling very close in age and thus may not receive as much individual attention.
- The child has older siblings who interpret so well.

Environmental Causes

- The child is in a daycare situation with too few adults to provide individual attention.
- The child is bilingual or multilingual.
- The child suffers from psychosocial deprivation such as poverty , poor housing, neglect, inadequate linguistic stimulation, emotional stress.
- The child is abused.

Where To Get Help For Language Delay

- Teachers or educators at your child care center, preschool or school
- A speech pathologist
- A child and family health nurse
- A psychologist

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Topic 54:

Language Development in Infants

- The more words that adults speak to children, the larger children's vocabulary.
- Say sound like "ma," "da," and "ba." Try to get baby to say them back to you.
- Look at baby when he makes sounds.
- Talk back to him, and say what he says. Pretend to have a conversation.
- Respond when baby laughs or makes faces. Make the same faces back to her.
- Teach baby to do what you do, like clapping your hands and playing peek-a-boo
- Point out colors and shapes.
- Talk to baby as you give him a bath, feed him, and get him dressed. Talk about what you are doing and where you are going. Tell him who or what you will see.
- Count what you see.
- Use gestures, like waving and pointing.
- Talk about animal sounds. This helps your baby connect the sound and the animal. Use words like "The dog says woof-woof."
- Add on to what your baby says. When your baby says, "Mama," say, "Here is Mama. Mama loves you. Where is baby? Here is baby."
- Read to child. You don't have to read every word, but talk about the pictures. Choose books that are well-made and have large colorful pictures. Ask child, "What's this?" and try to get him to point to or name objects.

Topic 55: Language Development in Toddlers

Talking with your child

The child of age 12 – 36 month is called toddler.

Talk to toddler (12-36 months) and treat her as a talker, in her first year. When you finish talking, give her a turn and wait for her to respond and when your child starts babbling, copy your baby and babble back. This keeps the talking going and is great fun.

Responding to your child

As baby grows up and starts to use gestures, you can respond to his attempts to communicate. For example, if your child shakes his head, respond as if he's saying 'No, you can repeat and build on what child says. For example, if she says, 'Apple,' you can say, 'You want a red apple?'

- Get chatty engaging in conversations with children
- Be a commentator giving descriptions of objects, activities or events
- Mix it up using different types of words and grammar

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- Label it providing children with the names of objects or actions
- Tune in engaging in activities or objects that interest children
- Read interactively using books to engage children's participation
- Read it Again and Again Reading books multiple times
- Props, Please! Introducing objects that spark conversations
- Make Music Engaging in musical activities
- Sign it using gestures or simple signs with words
- Many of the practices can be used in combination with each other. For example, educators can practice focusing on children's interests
- (Practice, "Tune In) while providing a running commentary (Practice, "Be a Commentator") and labeling the names of objects (Practice "Label It").

Children develop at varying rates depending upon a number of factors, such as personality and age. Home language; exposure affect children's development of language and communication skills. By using these practices early childhood educators can provide all children with the rich language exposure and opportunities children need to enhance their language and communication skills.

Topic 56: Language Development in 2-3 years

Children who develop strong language and communication skills are more likely to arrive at school ready to learn. The children who speak frequently and talkative their language development has been developed well. They face fewer difficulties in schools. They also are less likely to have difficulties learning to read and are more likely to have higher levels of achievement in school.

Keep in mind that you have to Speak clearly to your child of 2 -3 age. Model good speech, show him things then will definitely he/she will remember the words. Repeat what your child says to show that you understand. Use words like, "Want juice? I have juice. I have apple juice. Do you want apple juice? "It's okay to use baby talk sometimes. you can ask the reasons of likeness and dislikes to your child. Be sure to use the adult word too. For example, "It is time for dinner. We will have dinner now."

Cut out pictures of favorite or familiar things. Put them into categories, like things to ride on, things to eat, and things to play with. Make silly pictures by mixing and matching pictures. Glue a picture of a dog behind the wheel of a car. Talk about what is wrong with the picture and ways to "fix" it. Help child understand and ask questions. Play the yes–no game. Ask questions such as, "Are you Ali?" and "Can a cat fly?" Have your child make up questions and try to fool you.

Ask questions that include a choice. "Do you want an apple or an orange?" "Do you want to wear your red shirt or your blue shirt?" Help the child learn new words. Name body parts, and talk about

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what you do with them. "This is my nose. I can smell flowers, cake, and soap." Sing simple songs, and say nursery rhymes. This helps your child learn the rhythm of speech.

Place familiar objects in a box. Have your child take one out and tell you its name and how to use it. "This is my ball. I bounce it. I play with it." Show pictures of familiar people and places. Talk about who they are and what happened. Try making up new stories.

Topic 57:

Language Development in 4-6 years

These are the recommendations when child talk to you that how you should respond

- Pay attention when child talks to you.
- Get child's attention before you talk.
- Praise child when he/she tells you something. This is the age where he/she wants praise. Show that you understand her words. Give importance to every world of your child.
- Pause after speaking. This gives child a chance to respond.

Keep helping a child learn new words. Say a new word, and tell him what it means, or use it in a way that helps him understand. For example, you can use the word "vehicle" instead of "car." You can say, "I think I will drive the vehicle to the store. I am too tired to walk." Talk about where things are, using

words like "first," "middle," and "last" or "right" and "left." up" and "down" or "on" and "off." Have child guess what you describe. Say, "We use it to sweep the floor," and have her find the broom. Say, "It is cold, sweet, and good for dessert. I like strawberry" so she can guess "ice cream." Work on groups of items, or categories. Find the thing that does not belong in a group. For example, shoe and apple.

- Help child follow two- and three-step directions. Use words like, "Go to your room, and bring me your book."
- Ask child to give directions. Follow his directions as he tells you how to build a tower of blocks.
- Play games with child such as "house." Let her be the parent, and you pretend to be the child. Talk about the different rooms and furniture in the house.

Talk about the foods on the menu and their color, texture, and taste when in the kitchen. Talk about where to put things. Ask her to put the napkin on the table, in your lap, or under the spoon. Talk about who the napkin belongs to. Say, "It is my napkin." "It is baba's. Talk about what you will buy, and what you will make. Talk about sizes, shapes, and weight.

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Topic 58: Emotional Development in ECCE

Emotional development refers to the ability to recognize, express, and manage feelings at different stages of life and to have empathy for the feelings of others. The development of these emotions, which include both positive and negative emotions, is largely affected by relationships with parents, siblings, and peers.

Emotions

- Young children display their emotions very clearly, through actions and words!
- For most children, emotional development goes in predictable cycles.
- During infancy, children had all their needs and desires met promptly.
- Toddlers (18 months) are Self-Centered! Toddlers think about their own needs and wants, not those of others.
- Parents are beginning to teach a toddler that some desires won't be met immediately (& some not at all.

Temper Tantrums

From age 18 months – age 3-4 years, some children have temper tantrums. Incidents in which children release their anger and frustration by screaming, crying, kicking, pounding and sometimes holding their breath, is normal.

Two Years

- Speech and motor skills have improved, relieving much frustration.
- Child understands more and can wait longer periods of time for needs to be met.
- Expresses love and affection freely.
- Actively seeks approval and praise.
- Outgoing, friendly and less self-centere

2 ½ Years

- At this age, children desire consistency. They want same routines carried out the same way day after day. Maintaining a consistent schedule helps child cope with a confusing world-building security and confidence.

18 Months 3 Years

- Anger, Fear, Sympathy, Temper tantrums are common. Anger last longer but less frequent. Tantrums may end. Uses verbal responses to anger. Fears high places, strangers & loud noises. Afraid of dark. Animals & storms, Sympathy, Little evidence of sympathy. Tries to comfort someone who is distressed.

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Topic 59:

Development of Emotional Competence

Emotional competence describes the ability a child has to express his or her own emotions with complete freedom, and it is derived from emotional intelligence, which is the ability to identify emotions. Competence is the level of skill with which someone interacts constructively with other people.

- Emotional competence can be described as having two sides:
- intrapersonal (inside, self) and interpersonal (relationships).

Caregivers who assist children in understanding and communicating their emotions can nurture an important protective factor. Social and emotional competence is a child's ability to interact in a positive way with others, communicate feelings positively and regulate behavior.

Five competencies of emotional intelligence.

- Self-Awareness.
- Self-Regulation.
- Self-Motivation.
- Empathy.
- Nurturing Relationships

Self-awareness will be developed at this stage and he/she will be managing things independently. The age range from 0 to 5 years old represents a critical window for both learning and teaching, which must involve the development of emotional competence. Young children need to develop emotional competence, the regulation of emotional expressiveness and experience, and knowledge of one's own and other's emotions.

Topic 60: Skills of Emotional Competence

Emotional Competence skills which refers to how a child deal with emotions. It is about how to recognize, understand, express and regulate one's own emotions and respond to the emotions and interaction of others.

Skills in Emotional competence

In these ways he/she will develop emotional competence:

- Displays self-control.
- Expresses feelings with words.
- Listens and pays attention.
- Pride in accomplishments.
- Has a positive self image.

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- Asks for help when needed.
- Shows affection to familiar people.
- Aware of other peoples feeling
- The 4 year old who is "tattling" on another child is saying, "We need your help."
- The 3 year old who is climbing up the slide is saying, "Help me learn to use this."
- The 4 year old who throws a ball over the fence is saying, "I'm

frustrated." The child running around the room is saying, "Help me find someone to play with.

The skills of emotional competence do not develop in isolation from each other and their progression is intimately tied to cognitive development.

Social and emotional competence also leads to more positive adult-child relationships and more positive peer relationships. It is through these positive relationships that children learn best.

Topic 61: Social Development

Social development involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community.

How to support social development?

- Model Appropriate Social Behavior
- Support Self-Esteem(it is necessary to build strong self-esteem to build a strong personality)
- Build Problem Solving Skills Encourage Exploration
- Play!
- Culture and self-concept.

Children learn

The language of children's feelings is behavior.

Non-verbal language - smile, look, approach.

Verbal language - greeting, joining, talking, questions,

Listening - taking turns.

Sensitivity - how their approach affects others.

- Children who do well

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- Are friendly and optimistic
- Have group joining skills
- Make relevant contributions
- Are interested in others
- Have a predictive understanding of others" reaction to them
- Positive non-verbal interaction

Principles for child social development

- Ask questions that encourage children to put themselves in someone else's shoes.
- Supervise and support children's social activities without taking over.
- Show you are willing to listen and take children's feelings into consideration.

Topic 62: Influences of Social Development

Develop language skills

An ability to interact with other children allows for more opportunities to practice and learn speech and language skills. This is a positive cycle, because as communication skills improve, a child is better able to relate to and react to the people around him.

Build self esteem

Other children provide a child with some of her most exciting and fun experiences. When a young child is unable to make friends, it can be frustrating or even painful. A healthy circle of friends reinforces a child's comfort level with her own individuality.

Strengthen learning skills

Having healthy relationships with peers (from preschool on up) allows for adjustment to different school settings and challenges. children who have a hard time getting along with classmates as early as preschool are more likely to experience later academic difficulties.

Resolve conflicts

Stronger self-esteem and better language skills can ultimately lead to a better ability to resolve differences with peers.

Establish positive attitude

A positive attitude ultimately leads to better relationships with others and higher levels of self- confidence.

Everyday experiences with parents are fundamental to a child's developing social skill-set. Parents provide a child with their very first opportunities to develop a relationship, communicate and interact.

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Topic 63: Learning Social Values

Values are the beliefs that each person considers are important for himself and possibly for humanity as a whole. Values are very important in parenting since they deeply influence all behaviors and attitudes and effect our decisions and relationships

Core Values

Recognize that children are best understood and supported in the context of family, culture, community, and society. Respect the dignity, worth, and uniqueness of each individual (child, family member). Respect diversity in children, families, and peers.

7 Core Values Every Child

Needs Interdependence

Resiliency. Respect for Self.

A relationship with

God. Integrity.

Strong Work Ethic.

Dreaming and Imagining Possibilities.

Resolve conflicts

Stronger self-esteem and better language skills can ultimately lead to a better ability to resolve differences with peers.

Establish positive attitude

A positive attitude ultimately leads to better relationships with others and higher levels of self-confidence.

Generally speaking, the term "family values" usually refers to positive character traits such as honesty, forgiveness, respect, responsibility, patience, empathy, and generosity.

How To Develop Moral Values in Your Child

1. Teach your child the morals you would like them to live by from a very young age.
2. Use moral missteps as an opportunity for learning and reinforcing values.
3. Be a model of moral behavior in everything you do.
4. Remember that morals are taught over time, and reinforced throughout a lifetime.

Some tips to help teach manners to your children:

1. Model manners. If you want your child to have good manners, you must make sure you do as well. ...
2. Practice at home. ...
3. Take them out in public. ...

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4. Give him or her the words. ...
5. Give your youngster positive reinforcement. ...
6. Be patient. ...
7. Learn to coach. ...
8. Teach table manners.

Topic 64: Support of children social development

Promoting Social Development in Your Child

Love child and show your affection for them. To show your emotion to your child you should Hug, cuddle, read, and talk with them throughout the day. Encourage child to try new things. Give your child opportunities to play with other children their age.

Show your feelings. Establish daily routines. Acknowledge your child's feelings.

Teachers and caregivers promote children's social health by establishing trusting relationships, created when teachers' express warmth, affection, and respect. Teachers can intentionally teach and enhance these skills using evidence-based strategies to teach, model, and reinforce positive behaviors.

Ways to Help Children Identify and Express their Emotions

1. Name the feeling. The different feelings that your children go through daily may be foreign to them at first, but you can help them out by naming those feelings appropriately.
2. Talk about how feelings can be expressed.
3. Offer a deep nurturing connection.
4. Resist the urge to punish.
5. Praise and practice – often!

Topic 65: Infants and Toddlers

A baby is a human until about age 1 or 2 years old. e.g. infant may be used until the baby can walk, while some use "infant" until the baby is one-year-old. From 0 to 3 months of age, a baby can be called a newborn.

The term "infant" is typically applied to young children under one year of age; however, definitions may include children up to two years of age. When a human child learns to walk, the term "toddler" may be used instead. As a legal term, "infancy" continues from birth until age 18.

A toddler is a child 12 to 36 months old. The toddler years are a time of great cognitive, emotional and social development. The word is derived from "to toddle", which means to walk unsteadily, like a child of this age.

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Babies learn largely through their senses: Their eyes, ears, nose, hands, and mouth are their tools. As babies grow, they learn to use their bodies to make discoveries. They begin to reach and grasp (watch out for long hair), which allow them to explore toys in new ways.

Topic 66: Physical Development of Infants and Toddler

Motor development: along this aspect of motor development, infants and toddlers begin from reflexes, to gross motor skills and the fine motor skills.

Reflexes: The newborn has some basic reflexes which are of course automatic, and serve as survival mechanism before they have the opportunity to learn. Many reflexes which are present at birth with generally subscribe within a few months at the baby grows and matures.

Common reflexes:

- **Sucking reflex:** (the sucking reflexes is initiated when sometimes touch the roof of an infant's mouth. Infants have a strong sucking reflex which helps to ensure they can latch unto bottle or breast. The sucking reflex is very strong in some infants and they may need to suck on a pacifier for comfort.
- **Rooting reflex:** the rooting reflex is most evident where an infants' cheek is stroked. the baby respond by turning his/her head in the direction of the touch and opening their mouth or feeding.

Topic 67: Physical Development of Infants and Toddler

Gripping Reflex : Babies will grasp anything that is placed in their palm. The strength of this grip is strong, and most babies can support their entire weight in their grip.

Curling Reflex : When the inner sole of a baby's foot is stroked the infant respond by curling his or her toes. When the outer sole of a baby's foot is stroked, the infant will respond by spreading out their toes.

Startle/Moro Reflex: Infants will respond to sudden sounds or movements by throwing their arms and legs out, and throwing their heads back. Most infants will usually cry when startled and proceed to pull their limbs back into their bodies.

Galant Reflex :The galant reflex is shown when an infant's middle or lower back is stroked next to the spinal cord. The baby will respond by curving his or her body toward the side which is being stroked.

Tonic Neck Reflex :The tonic neck reflex is demonstrated in infants who are placed on their abdomens. Whenever side the child's head is facing, the limbs on that side will straighten, while the opposite limbs will curl.

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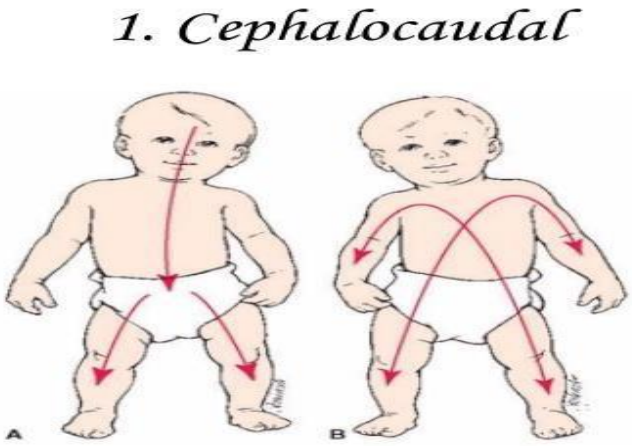
Topic 68: Cephalo caudal Development

Cephalo caudal Development

Motor development occurs from the Cephalo to Caudal from head to foot. Our development starts from head and grow towards foot. It refers to growth and development that occurs from the head down. An infant will gain control over their neck muscles first, which allows them to hold their head steady.



Cephalo caudal Principle

The cephalo caudal principle refers to the general pattern of physical and motoric development followed from infancy into toddlerhood and even early childhood whereby development follows a head-to-toe progression.

The arrangement of early growth occurring from the top of the head and physical growth in height, weight, and feature differentiation to the bottom. An example of this would be the faster development of the eyes and the brain.

Topic 69: Proximodorsal Development

Proximodistal Development

A pattern of growth observed in very young children where parts of the body closest to the trunk develop motor skills before parts of the body further away. Gross motor skills like waving an arm develop before fine motor skills like writing legibly. Infants first learn to move their trunk and then their arms and legs.

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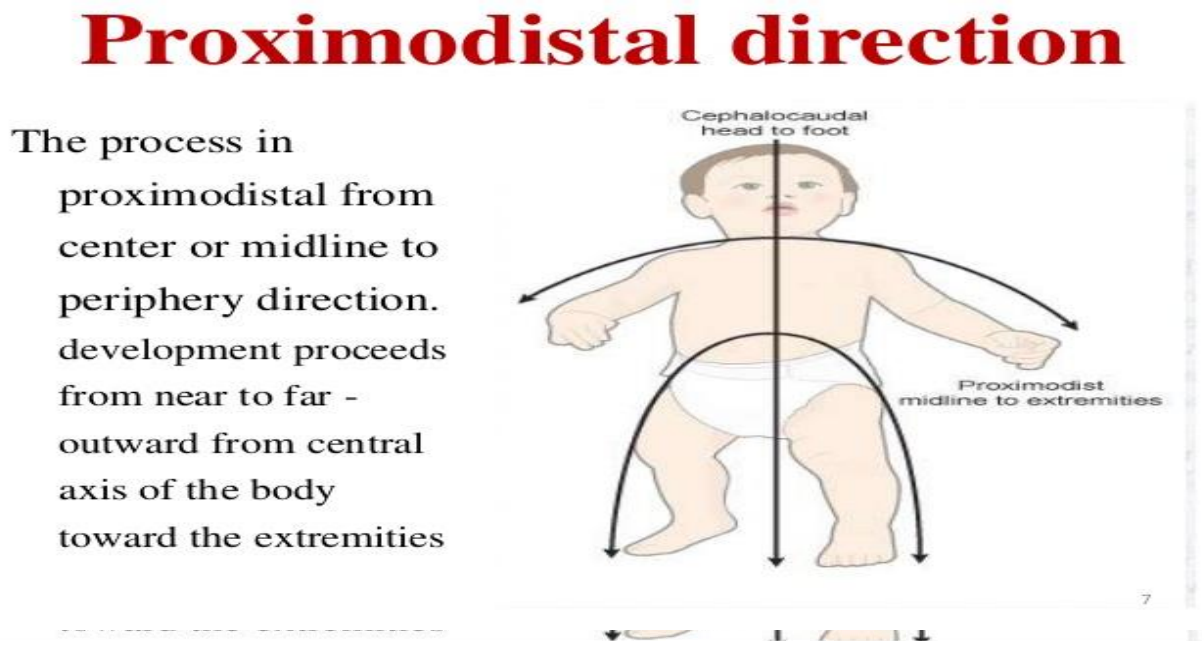

Proximodistal Principle

Development proceeds from the center of the body outward. Think of a fertilized egg. This one tiny cell divides and expands outward to become an embryo. The spinal cord forms first, and development progresses outward to become a fetus.

An example of such a pattern is the early development of muscular control of the trunk and arms relative to the hands and fingers.

Topic 70: Infants and toddlers Motor Milestones

Motor development refers to changes in children's ability to control their body's movements, from infants' first spontaneous waving and kicking movements to the adaptive control of reaching, locomotion, and complex sport skills. (Adolph, Weise, and Marin 2003),

Typically, they are categorized into two groups:

- gross motor skills and
- fine motor skills.

Gross motor skills are involved in movement and coordination of the arms, legs, and other large body parts. They involve actions such as running, crawling and swimming. Factors that influence the development of gross and fine motor skills include growth of the child, environment, genetics, muscle tone, and gender. children enhance their skills and develop at an appropriate rate.

Motor Milestones

The major developmental tasks of a period that depend on movement by the muscles.

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Stages of Motor Milestones

- Sit up, unsupported, by 6 months
- Crawl on hands and knees by 8 and a half months
- Stand, unassisted, by 10 and a half months, and
- walk, unassisted, by 12 months

Topic 71: Cognitive Development of Infants and Toddlers

Jean piaget was the first persn who recognized the different levels and different cognitive process.

Jean Piaget (1952) viewed intellectual growth as a process of:

Schema

Adaptation

Assimilation

Accommodation

Schema is a term used to represent the building blocks of knowledge. For example we put different pages in a file and it shows connectivity between them so in schemas we can different knowledge blocks and make connectivity between them. You may think of schemas as different index cards inside the brain. Each one informs the individual on how to react to new information or situations.

Adaptation involves the child's changing to meet situational demands (assimilation and accommodation), through these processes, people are able to take in new information, form new ideas or change existing ones, and adopt new behaviors that make them better prepared to deal with the world around them.

Assimilation is using an existing schema to deal with a new object or situation. The process of taking in new information into our already existing schemas is known as assimilation. The process is somewhat subjective because we tend to modify experiences and information slightly to fit in with our preexisting beliefs. seeing a dog and labeling it "dog" is a case of assimilating the animal into the child's dog schema.

Accommodation

It involves modifying existing schemas, or ideas, as a result of new information or new experiences. New schemas may also be developed during this process. for example, how small children learn about different types of animals. A young child may have an existing schema for dogs.

Equilibration: Piaget suggested that humans naturally strive to achieve a cognitive balance; there must be a balance between applying prior knowledge (assimilation) and changing schemata to account for new information (accommodation).

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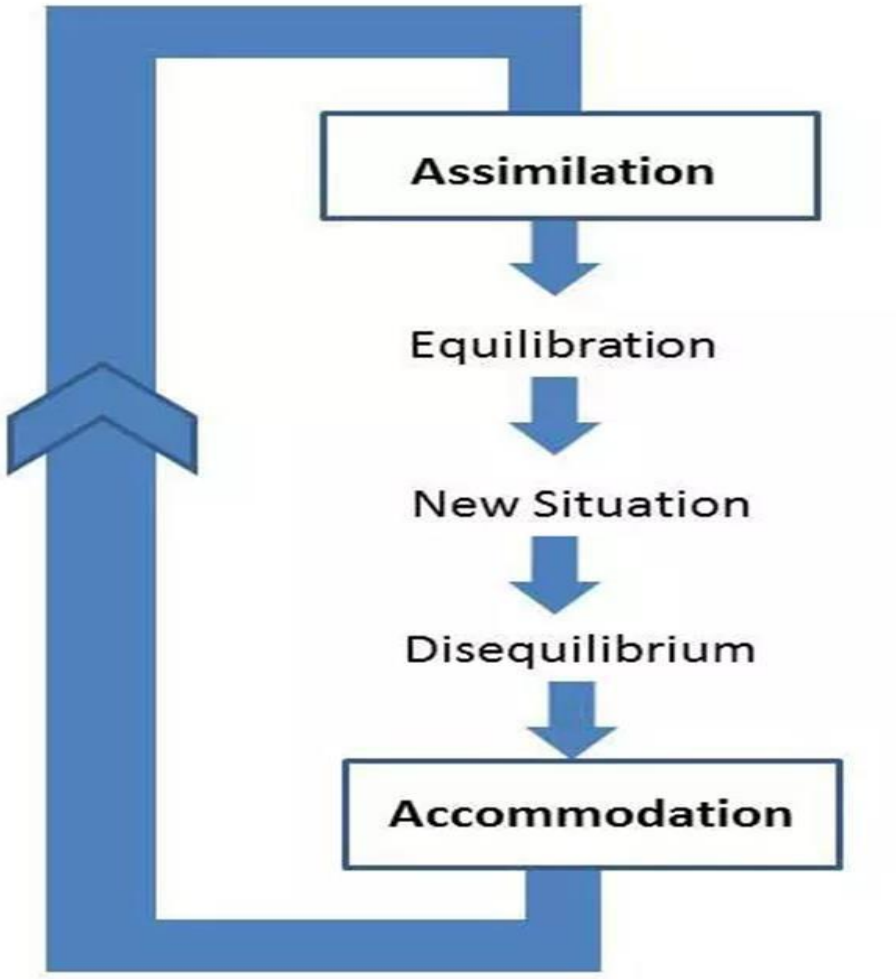
Piaget suggested that when a child has a schema which doesn't fit reality, there is tension in the mind. By balancing the use of assimilation and accommodation, this tension is reduced and we can proceed to higher levels of thought and learning (equilibration).



The main difference between assimilation and accommodation is that, in assimilation, the learner, usually a child, discovers something new that. However, in accommodation, the new piece of information challenges the whole framework of that child's knowledge and the way he thinks.

Topic 72: Stages of Cognitive Development

There are different stages here we will discuss sensorimotor stage

There are six sub-stages

1. Reflexive Action.
2. Primary Circular Reactions
3. Secondary Circular Reactions
4. Coordination of Secondary Schemes
5. Experimentation/ Tertiary Circular Reactions

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6. Representation Intelligence

1. Reflexive Action:(0-6)weeks

- 3 primary reflexes
- 1.sucking of objects in the mouth,
- 2.following moving or interesting objects with the eyes,
- 3.closing of the hand when an object makes contact with the palm (palmar grasp).

Over the first six weeks of life, these reflexes begin to become voluntary actions. Voluntary means to the start to work by their self to help out children. For example, the palmar reflex becomes intentional grasping.

2.Primary circular reactions phase

(6 weeks-4 months) Coordination of sensation and two types of schema: habits (reflex) and primary circular reactions (reproduction of an event that initially occurred by chance). The main focus is still on the infant's body.

3. Secondary circular reactions

(4–8 months) Development of habits. Infants become more object-oriented, moving beyond self- preoccupation; repeat actions that bring interesting or pleasurable results. This stage is associated primarily with the development of coordination between vision and comprehension.

4. Coordination of secondary circular reactions stages

(8–12 months) "Coordination of vision and touch hand-eye coordination; coordination of schemas and intentionality. associated with the development of logic, holding Piaget calls the "first proper intelligence". This is the beginning of goal orientation, the deliberate planning of steps to meet an objective.

5. Tertiary circular reactions

(12–18 months) Infants become attracted by the many properties of objects, they experiment with new behavior. Piaget describes the child at this juncture as the "young scientist," conducting pseudo- experiments to discover new methods of meeting challenges.

6. Internalization of Schemas

(18–24 months) Infants develop the ability to use primitive symbols and form enduring mental representations. This stage is associated primarily with the beginnings of insight, or true creativity. This marks the passage into the preoperational stage.

Topic 73: Language Development of Infants and Toddlers

Theories of Language Acquisition

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1. Behaviorism
2. Cognitive
3. Nativist: Noam Chomsky
4. Neurobiological Research and Neural Maturation
5. Social Interaction Theory
6. Vygotsky's Sociocultural
7. Information-Processing
8. Systems/Ecological Approach

Behaviorism: B.F Skinner (1957) language learning is a process of habit formation that involves a period of trial and error where the child tries and fails to use correct language until it succeeds.

Cognitive Theory: Piaget (1936) describes the mental structures or "schemas" of children as they develop from infants to adults. Theory purports that children's language reflects the development of their logical thinking and reasoning skills in "periods" or stages, with each period having a specific name and age reference.

Nativist: Noam Chomsky (1960) Infants have an innate ability to learn language, able to understand the appropriate order of words from a young age. Able to do this even before they have developed much of a vocabulary, understand the structure and rules even before they know many words. Language Acquisition Device (LAD).

Neurobiological Research & Neural Maturation

Brain development facilitates language performance and child's learning changes the brain. Brain plasticity decreases with age. It highlights the need for very early intervention for children with developmental delays and sensory impairment.

Social Interaction Theory

Communication interaction plays a central role in children's acquisition of language. e.g. Infant-directed talk (motherese) Coordinating attention (pointing). Parent-child communication routines.

Vygotsky's Sociocultural Theory. A child's interactions with others influences cognitive understandings. Language plays a critical role in shaping learning and thought. Private speech plays a role in cognitive development. Private speech occurs when children speak aloud as they are engaged in play.

Information-Processing Theories (Connectionism)

An individual's cognitive ability to process information is completed by a large number of very simple processing elements similar to computer software. Cognitive processing components

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attention, memory, and transfer of information affect the communication skills of individuals with intellectual disability.

Systems/Ecological Approach

An individual's family, community, and culture shape functioning throughout the life span. Human behavior and development must be viewed as occurring within complex systems. Functional or life-skill goals linking aspects of language use, form, and function and are particularly useful for older students or adults with cognitive impairments.

Four Stages of Language Development

Stage Name	Years of Life
1.) Pre-Speech Stage	0 – 6 months
2.) Babbling Stage	6 – 8 months
3.) One-Word (Holophrastic) Stage	9 – 18 months
4.) Combining Words (Telegraphic) Stage	18 – 36 months

Topic74: Heredity & Environmental Factors

A Child's development represents the interaction of Heredity and Environment. Heredity determines the potential of child, while the Environment influences the extent to which that potential is achieved.

Heredity is the passing on of traits from parents to their offspring Like,

Eye Colour • Hair Colour • Height • Body Structure • Facial Features • Skin Colour

Language, however, may be based on genetics. Noam Chomsky, claimed that: certain linguistic structures already have been encoded in the child's brain.

Genetic factors are influential since parents with reading and writing problems often get children with the same type of difficulties. Naturally it also works the other way around so that parents who are excellent readers and writers both genetically transfer this and show their children all the joys of being part of the world of letters and books.

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Environment is nothing but the sum total of the surroundings in which an individual has to live. Psychologically an individual's environment is related to all those stimuli which he faces from the moment of fertilization till death. It is generally divided into two categories- natural and social.

Favorable and stimulating environmental conditions improve the development of early speech and unfavorable environment retards it. By increasing the stimulation of the environment of a young child in lower class background will lead to heightened interest in language and would lead to improvement in speech.

The left frontal area is equally affected by environmental and genetic factors. They also demonstrated that verbal memory is related to language-related brain activity.

If genetic influences account for between 40 and 80 percent of the variation in intelligence, then environmental influences account for between 20 and 60 percent of the total variation.

Topic 75: Sequence of Language Development

Sequence of language Development

Language development signaled by the emergence of words and symbolic communication. Linguistic language development can be divided into six categories: early one word, later one word, two word, three word, four words and complex utterance. They learn word in sequence and it started by one word and later on they start speaking a sentence.

Two important skills in describing the development of language in children are:

1. Receptive skill
2. Expressive skill the pre linguistic period

The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are also known as passive skills. They can be contrasted with the productive or active skills of speaking and writing.

Expressive skills (Pre-language) are the ways in which we communicate without using words and include things such as gestures, facial expressions, imitation, joint attention and eye-contact. These are the skills that set children up to be ready to talk and communicate.

Developmental aspects related to speech would include the development of gestures, making adequate eye contact, sound repartee between infant and caregiver, cooing, babbling and crying.

Topic 76: Stages of Language Development

You will get to know about different stages and per linguistic stage is 1st stage:

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Pre-Linguistic Stage (Pre speech): Developmental aspects related to speech would include the development of gestures, making adequate eye contact, sound repartee between infant and caregiver, cooing, babbling and crying. E.g. dadada, Mamama, waaaah

Babbling a state in language acquisition during which an infant appears to be experimenting with uttering articulate sounds, but does not yet produce any recognizable words..

Singing to infants strengthens the bond between parent and child, and helps regulate the baby's arousal level its sense of awareness and attention.

The child usually produces a syllable consisting of a consonant plus a vowel which often called Reduplication.

Reduplication- is the frequent repetition of syllabic sounds such as /adadadadada/ or /mamamamama/ in which the baby engages.

Topic 77: Stages of Language Development

Holophrastic Stage

It includes the children of age (11 months to 1.5 years). This stage is also called one word stage.

One word stage, occurs between approximately of age. At this stage children can produce a small number of isolated, single words and many sounds. This is now more language specific rather than universal babbling.

One word stage, **(symbolic Representation**) to the ways in which children make visible, or represent, their ideas. Naming objects, events, and people in the child's immediate surrounding. Simple in pronunciation, Concrete in meaning EXAMPLES: milk, mommy, doggie

Two-Word Stage (Vocabulary Development)18 months person learns more words. He or she begins to combine words to make phrases.

Without grammatical modifications EXAMPLES: **That doggie**, **Mommy milk**

Two-words utterances express the following: EXAMPLES **to ask for more**-- More milk, **say no to something** --no milk**, Notice something** --hi doggie**, Notice something disappeared** – no cookie.

Topic 78: Telegraphic speech

The third stage is telegraphic stage.

This stage is characterized by short simple sentences made up primarily of content words. No function words, tense endings on verbs and plural endings on nouns, **Examples**. Doggie bark, Birdie fly, Baby sleep. This shoe wet. Child uses language to request, warn, name, and etc.

To end, utterances involve such semantic relations and concepts as agents, action, experiencer, and etc.

Low incidence of function words

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Children's utterances at this stage appear to have the character of a telegram message. They are short and mainly composed of content words. This is also known as telegraphic stage.

The child tends to say 'my cup' rather than cup my', and 'daddy come' rather than 'come daddy'

2 words utterances, child shows some learning of the word order of the language. which later enable the child to comprehend and produce appropriate utterance.

Topic 79: Stages of cognitive development

This stages of language development is called Grammatical Morphemes Stage.

Grammatical Morphemes Stage:

THE COMPLEX PERIOD

(3 years – 5 years)

Grammatical or functional structures emerge.

Morphological development is analyzed by computing a child's Mean Length of Utterance (MLU).

Each word a child produces is broken down into morphemes

Once 2-3 word utterances have been acquired, children have something on to elaborate. They start to add function words & inflections to their utterances.

Function words: preposition, articles, auxiliary.

Inflections: plural and tense marking.

For example, the word "cat" has just one morpheme but the word "**cats**" has 2, as the -s denotes plurality.

Acquisition becomes slow but vocabulary continues to grow. **Developing morphology**: start using functional words. **Overgeneralization of rules:** the child applies –s to the words like 'foots' or 'mans'. **Developing syntax:** start forming complex sentences

Forming with- questions like what, where, who, when etc.

Forming negative sentences. e.g. I was not eating Pizza.

Developing semantics: overextend the meaning of a word on the basis of shape and size. Example, use ball to refer all round things like an apple, an egg or a grape.

Milestone	Nelson 1973 (18	Fenson 1993 (1,789
10 words	15 months (range 13-19)	13 months (range 8-16)
50 words	20 months (range 14-24)	17 months (range 10-24)

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Vocabulary at 24	186 words (range 28-	310 words (range 41-668)

Topic 80:

Emotional, Psycho social and Mental Health

Socio-emotional development:

It person's ability to master one's emotions and the ability to relate to others. It necessarily includes temperament, attachments and social skills

Infants show emotions through facial expressions and experience only two general emotions: pleasure and distress.

By 8 or 9 months: infants are thought to express all basic emotions (joy, anger, fear)

At 18-24 months Complex emotions (pride, guilt, shame) emerge.

15-18 months They depend some understanding of the self.

Infant mental health" refers to how well a child develops socially and emotionally from birth to three. Understanding infant mental health is the key to preventing and treating the mental health problems of very young children and their families

Topic 81: Emotional, Psycho Social and Mental Health

Mental health of infants and toddler and their social behavior will be discussed. Social behavior

Babies are born social creatures. An infant is born with wide variety of behaviors. These are developed depending upon a complex of factors, especially interaction with others.

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The child learns to compromise and to adapt the characteristics and values of the people in a particular social environment. The term behavior includes all motor activities, cognitive activities and affective activities.

From their earliest days, they begin to connect to and collect information from their caregivers. In fact, even newborns are capable of imitating facial expressions, demonstrating an understanding of how another's actions relate to their own.

Social Behavior: By 2 to 3 months, infants are able to participate in simple social interaction with others, they can coordinate their gestures and facial expressions with others. The baby starts smiling, paying attention to other people, and grabbing

Topic 82: Crying and imitation

Here we will discuss the infant's behaviors of crying and imitation

Crying

It is very simple term, just a way of shouting. Newborn's main way of communicating, of telling you what they needs. It's a sound that can spur you into action, even when you're asleep. Crying peaks at about six weeks. This period of intense newborn crying will pass.

Babies have at least three types of cries:

- The hunger cry.
- The anger cry.
- The pain cry

Imitation

- Ability to learn behaviors by
- observing other people's actions. children make a connection with their social partners. They learn that others are "like them." Imitation is a key part of early interactions because it allows children to coordinate

Imitation (6 o 8 month)

- At around 6 to 8 months of age, children imitate simple actions and expressions of others during interactions.

Imitation is an essential for every child's learning process. It also enables socializing. Imitating behaviors of parents and reactions of parents towards them are infants' first social experiences. Closely related to infants' emotional development is their social development; it's through relationships with caregivers and other people that children learn how to apply and use their emotions, expressions.

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Topic 83

Attachment and Relationships

Attachment: Emotional bond the infant needs to establish an enduring emotional bond characterized by a tendency to seek and maintain closeness to a specific figure, particularly during stressful situations. According to Dr. John Bowly (Father of Attachment Theory), the beginnings of attachment occur within the first six months of a baby's life.

The central theme of attachment theory is that mothers who are available and responsive to their infant's needs establish a sense of security in their children. There are many mothers who have to go t to their work but this time is very important for attachment, a sense of security is developed in the children b attachment with the mother. The infant knows that the caregiver is dependable, which creates a secure base for the child to then explore the world.

Four Stages of Attachment

1) Pre-attachment (0 - 2 months): infants do not discriminate one person from another – no fear of strangers.
2) Attachment-in-the-making (2 - 6 months): Infant prefers a particular person. Recognizes their parents but do not protest when separated.
3) Clear-cut attachment (6 months – 3 years): Separation anxiety: Cry when separated from caregiver. Can be attached to several persons.
4) Goal-corrected partnership (4 years onwards): Understand caregiver's schedule. Separation protests decline

Topic 84: Attachment and Relationships

Infants differ in quality or style of their attachment to their caregivers. Most show one of four distinct patterns of attachment:

1) Secure attachment
2) Insecure-Avoidant attachment
3) Insecure-Ambivalent attachment
4) Disorganized attachment

1.Secure Attachment

Most infants (70% of 1 year olds) Freely explore their environment, touching base with caregiver periodically for security. May or may not cry when separated, but when caregiver returns, crying ceases quickly.

2.Insecure-Avoidant Attachment

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15% Don't cry when separated Reacts to strangers similar to his/her caregiver When returned, avoids caregiver or is slow to greet her/him. (**suspect child abuse**)

A pattern of attachment in which infant avoids connection with the caregiver.

3.Insecure-Resistant/Ambivalent

10% Seeks contact with their caregiver before separation After caregiver returns, they first seek her/him, then the child resists or rejects offers of comfort. A pattern in which anxiety and uncertainty are evident, as when an infant becomes very upset at separation from the caregiver.

4.Disorganized Attachment

5-10% Elements of both avoidant and ambivalent (confused). The child's reactions to caregiver's return vary, but they are never secure. A type that is marked by an infant's inconsistent reactions to the caregiver's departure and return.

Topic 85: Temperament and Personality Development

Temperament

What is temperament?

You must have to understand this term.

Early patterns of observable behavior that are presumed to be biologically based and that distinguish one child from another. The "how" versus the "why" or "what" of behavior. Child's personal "style" of behavior.

There are three basic types, or clusters, of temperament: **easy, difficult,** and **slow** to **warm up**.

The Easy Child is generally in a positive mood, quickly establishing regular routines in infancy and adapts easily to new experiences

Each infant is different and unique in how they react to their environment, and this pattern of reacting is innate, unlearned, and present from birth. As well, every parent is unique in his or her own personality.

Personality development is the development of the organized pattern of behaviors and attitudes that makes a person distinctive. Personality development occurs by the ongoing interaction of temperament, character, and environment.

The Important Personality Trait Kids develop by Age 5. Hint: It has to do with confidence. By the time kids head off to school—kindergarten even—their self-esteem might already be fully developed and like that of an adult.

Freud's structural model personality consists of three interworking parts: the id, the ego, and the superego. The five stages of Freud's psychosexual theory of development include the oral, anal, phallic, latency, and genital stages

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Here are four personality types average, reserved, role model self-centered and these findings might change the thinking about personality in general.

Topic 86:

Mental Health of Infants and Toddlers

Infant Mental Health refers to how well a child develops socially and emotionally from birth to three. Understanding infant mental health is the key to preventing and treating the mental health problems of very young children and their families.

The goals of the Infant Mental Health field are to promote emotional well-being in young children and their families, to reduce risk factors, and to prevent and/or ameliorate emotional problems. Research, advocacy, public education and improved policy are also important goals.

Infant mental health specialists work with parents and infants together to help the parent learn more about his or her baby's development, to refer the family to other helpful community resources, and to help parents improve their ability for self-observation and reflection.

Warning signs

- Mood changes.
- Intense feelings.
- Behavior changes.
- Difficulty concentrating.
- Unexplained weight loss.
- Physical symptoms.
- Physical harm.
- Substance abuse.

Growth of Mental Health

- Surround children with nurturing relationships.
- Smile and laugh with young children.
- Create a trusting environment.
- Provide stable and consistent caregivers at home and in child care.
- Understand and respond to children's cues.

Growth of Mental Health

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- Spend unhurried time together.

• Comfort and reassure children when they are scared, angry, or hurt.

• Develop daily routines to promote infants' feelings of security and to help them learn what you expect.

Growth of Mental Health

- Learn developmental stages and have appropriate expectations
- Model good relationships and healthy ways to manage conflict.
- Consider that whatever you're doing or going through may affect your child.
- Recognize early signs of social and emotional distress.

Topic 87

Preschoolers

The time before going to school is called preschoolers. Early childhood program in which children combine learning with play in a program run by professionally trained adults. Children are most commonly enrolled in preschool between the ages of 3 and 5.

The preschool includes cognitive, emotional, social, and physical development. it is important to understand and promote positive growth through multiple domains.

Preschoolers learn "pre-skills," which lay the groundwork for the future. Through their playing, singing and learning, preschoolers gain skills that ultimately help them learn to read, write, build their math and science skills, and become successful students.

Pre- Schooler Independence crafted during toddler times becomes the basis for exploring the world, expanding the awareness of the world around.

Activities and learning experiences are set up to support ways in which young children seem to learn best: learning by doing, hands-on, trial and error, play, sensory exploration, and having positive role models to watch and imitate.

Top ten skills preschooler should be developing

- Attention Span.
- Early Reading Skills.
- Early Writing Skills.
- Early Math Skills.
- Listening Skills.
- Problem-solving Skills.
- Communication Skills.
- Creativity.

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Topic 88: Physical Development of Preschoolers

While considering the physical development of preschool age children we will discuss these factors:

WEIGHT :

At the age of six, children seven times as much as they did at birth. Girl- 48.5 pounds Boy- 49 pounds. Body Grow more slowly than toddlers. Instead of growing much larger, their body proportions change and organ systems mature.

The child of about this age has its center of gravity at the lower level, right at the belly button, which makes it easier for them to balance themselves. This is the best time to learn skills which requires balance such as biking and skating.

Gross Motor Development refers to acquiring skills that involve the large muscles. It is divided into Three category:

Locomotor

Non-Locomotor

Manipulative Skills

Locomotor : These are skills which involve going from one place to another like walking, running, climbing, skipping, hopping, creeping, galloping and dodging.

Non-Locomotor These are the skills wherein the child stays in place like bending, stretching, turning and swaying.

Manipulative Skills: These skills involve projecting and receiving objects like throwing, bouncing, catching and dribbling.

Preschoolers' Nutrition and Sleep

Nutritional status is the result of what nutrients he or she actually takes in checked against the nutritional requirement for his or her age. It is important for preschoolers to get sufficient amount of rest and sleep. They benefit from about 10- 12 hours of sleep each day.

Topic 89: Social & Emotional Development of Preschoolers

Social-emotional development involves more than just expressing emotions. It entails taking turns, becoming independent in following routines, interacting more with peers, engaging in meaningful relationships with others, controlling emotions, and developing a positive self-image.

Relationships with others

Preschool children engage in pretend play with friends and use words and sentences to express their feelings and thoughts.

Self-awareness

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Preschool children during different activities use their own names and the names of others, and self- evaluate and know when they made appropriate or inappropriate choices.

Emotional Regulation

Preschool children display a variety of emotions in different ways. For example, they may say, "I'm upset," they may match facial expressions to happy, mad or sad, or they may laugh when excited.

Independence: Preschoolers with healthy independence will follow predictable daily routines and activities at school and at home, complete many self-care tasks, such as getting dressed, going to the bathroom, eating snacks, or getting ready for bed. Independent preschoolers will also tell caregivers about their day and learn and use new vocabulary daily.

Topic 90: Implementation of Social Emotional Development

Social and Emotional Learning

(SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Between the ages of 3 and 5, children's imaginative and social play blossoms. Preschool spaces should provide many opportunities for children to explore their new

interests. Freedom to Explore

Children are given opportunities to test their ideas, themselves, their relationships and materials. Children are given opportunities to explore their fears and anxieties in their play. During play children's concepts, skills, attitudes and achievements are extended.

1. Provide interesting materials to explore.
2. Add surprise to a routine activity.
3. Take field trips.
4. Stimulate all the senses.
5. Tap into children's multiple intelligences.
6. Provide a well-rounded library.
7. Use questions to promote inquisitiveness.
8. Record meaningful findings.

Providing a variety of experiences can help children develop social and emotional competence. When children have opportunities to work with others, they learn the necessary skills for effective group work, such as taking turns, problem solving, compromising, and sharing.

Discover and Experiment

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Discovery learning assumes that children learn best through experimentation and discovery of facts and relationships on their own. Rather than being asked to memorize facts or learn by listening, children are asking to manipulate materials, experiment, make assumptions and discover by themselves.

Children are learning about insects in the preschool classroom and they have become interested in worms and compost.

Large group activity: The children brainstorm what they want to learn about worms. The teacher writes down each child's idea on chart paper and asks children questions to spark conversation.

Provide interesting materials to explore. Place a magnifying glass in the science center.

Add surprise to a routine activity. To stimulate curiosity and develop problem-solving skills, change something in a familiar activity area. For example, hide the dolls' clothes so that children must search for them.

Children's curiosity is the place from which thinking and understanding emerge. The children playing in the sandbox can be curious about something they discovered in the sunlight.

Topic 91: Plan, Make Things and Get Involved

Plaining is necessary to manage all those learning materials to help child to face those new challenges. Planning ahead can help manage situations that are challenging for child. you need to identify situations that are challenging for child.

Choose culturally relevant materials

One key way to involve students in their learning is to make sure the material speaks to them. Students who don't find representations of their own cultures in texts are likely to lose interest in school-based literacies.

Use specific everyday examples.

Students must feel personally connected. Talk about how they can apply the material in real life.

Link routines to learning.

Promote learning through classroom routines. e.g, wash hands. science concepts, reading, hot/cold, left/right and counting.

Use students' interests and fascinations: as natural motivators to increase engagement. Find out.

Literacy: Allow a child to integrate their most-loved characters and possessions into classroom reading time.

Mathematics

Ask student to write a problem, diagram, or pattern that relates to her particular area of interest.

Give students choices

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Involvement increases whenever students are empowered to make their own choices about how they learn?

Group students

Breaking the class up in groups increases the likelihood that everyone will contribute to class discussion and problem solving. Poll your students about their working preference, or experiment with breaking them up in different ways.

Allow them to set the pace

Let your students choose their own starting point on an assignment, and they'll stay comfortable an challenged. e.g. try giving your students tiered problems, with increasing levels of difficulty.

Try homework menus

Instead of having all of your students complete the same homework, why not offer a menu of options that tie in with your lesson plan?

Topic 92: Self-Regulation

Self-Regulation

Ability to manage emotions and behavior in accordance with the demands of the situation. It is a set of skills that enables children, as they mature, to direct their own behavior towards a goal.

Self-regulation In preschool-aged children: Recognizing a growing array of feelings in self and others. Identifying solutions to simple problems. With support, using strategies like deep breaths and self-talk to calm down. Focusing attention and persisting on difficult tasks for increased lengths of time. Perspective- taking and early empathy.

Provide a warm, responsive relationship. children feel respected as individuals, comforted and supported in times of stress, and confident that they will be cared for no matter what.

Structure the environment to make self-regulation Manageable, providing a buffer against environmental stressors. This means creating an environment that is physically and emotionally safe for children to explore and learn at their level of development without serious risk to their wellbeing.

Teach and coach self-regulation skills: through modeling, instruction, opportunities for practice, prompts for skill enactment, and reinforcement of successive approximations. Like a coach on a sports team, caregivers should first instruct children in skills, and then provide needed supports, or scaffolding, for self-regulation enactment in the moment.

Key considerations for promoting early childhood self-regulation

a. Interacting in warm, responsive ways

b. Recognizing and responding to child cues.

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c. Providing physical and emotional comfort when child is distressed.

d. Modifying the child's environment to decrease demands and stress.

e. Providing consistent routines and structure

f. Modeling self-calming strategies

g. Teaching rules, redirecting, and using effective, positive behavior management strategies that are age- appropriate.

h. intentional modeling, monitoring, and coaching of specific, targeted self-regulation skills such as identifying and expressing emotion, calming down, waiting, and solving problems.

Topic 93: Variety of Learning Experiences

Visual

Students with a visual style of learning will remember information best when presented with pictures or graphics. Visual learners will often recognize numbers and letters better than peers with another type of learning style.

Auditory

learners are best able to understand when they hear information. In early education, auditory learners are more likely to prefer listening to stories or telling stories as a way to understand information.

Kinesthetic: Students with a kinesthetic learning style learn best by manipulating objects and engaging in physical activities to learn the material.

Verbal

verbal learners and auditory learners have similarities because they learn best from stories. verbal learners prefer learning through reading, writing, and listening to information.

Logical or mathematical

These students understand math and science better than other students, and focus on finding a pattern. As a teacher, you could use reasoning to provide answers that help these types of students learn information.

Social

Interaction with classmates is also a contributing factor in learning. Some students learn better in group settings. On the flip side, others are solitary learners. They understand information best when allowed to work out the problems without classmates offering input. These children prefer playing alone rather than spending time with peers.

Topic 94: Know Each Other

Establish relationship with parents and support children's strength as well as their needs. As teachers get to know each child, they can begin to tailor activities to each child's specific needs.

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The relationship building activities help prevent bullying from occurring, teach kids the social skills that are needed for their development, help them work effectively in teams and pairs, and promote a culture of trust and scaffolding.

Beyond these benefits, these activities will motivate your students to use language related to their real world experiences. In this way, they personalize their learning.

Pass the Ball Activity. Students sit in a circle. Each student says his/her name.

Introduce ball to the circle

Give students the ball & instruct them to roll it to another student.

They have to say the student's name & ask a question

Teachers tailor activities for the students' needs by being sensitive to their various learning styles.

Teachers accommodates mathematical-logical intelligence by using hands on material and rhythmic patterning activities.

Teachers attend to children's musical rhythmic intelligence by composing songs about the concepts class is learning.

Teachers address children often to recognize bodily kinesthetic intelligence of students by incorporating dance and movement into learning strategies.

Topic 95: Guideline and Rules

When it comes to preschool classroom rules, it's always best to keep them short and simple. The more rules you have, the more difficult they'll be for young children to remember. Use simple words for each rule so kids can easily understand the meaning of the rules.

Adding visuals (pictures) to the rules in preschool classroom will help young children better understand the meaning of the rules. Add hand motions to provide physical prompts.

Verbal/Auditory Cues

Children will hear you say the rule aloud see the picture (visual cue), and make the motion with their hands (physical cue) – all of which increases their rate of retention. It's a win-win for everybody.

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Positive Rules

Vague or abstract classroom rules don't hold any meaning for young children. Abstract rules might include words that young children don't understand or know the meaning of, like "respect," "obey," or "responsible.

Post the easy to understand rules chart on the wall in several locations throughout the classroom. Remember to post it at the children's eye level so you can refer to it whenever necessary. The images used include diverse skin tones and eye colors.

Topic 96: Verbally Express Feelings

An emotion is a person's inner feeling. Some examples of emotions are anger, fear, joy and guilt. Kids experience complex feelings just like adults. They get frustrated, excited, nervous, sad, jealous, frightened, worried, angry and embarrassed. However young kids usually don't have the vocabulary to talk about how they are feeling. Instead they communicate their feelings in other ways.

Kids can express their feelings through facial expressions, body, behavior and play. Sometimes they may act out their feelings in physical, inappropriate or problematic ways.

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Ways to help child learn about and express their feelings

Tune into cues - Sometimes feelings can be hard to identify. Tune into your child's feelings by looking at their body language, listening to what they're saying and observing their behavior. Figuring out what they feel and why means you can help them identify, express and manage those feelings better.

Behind every behavior is a feeling - Try to understand the meaning and feeling behind your child's behavior. You can help your child find other ways to express that feeling once you know what is driving the behavior.

Name the feeling - Help your child name their feelings by giving them a label. Naming feelings is the first step in helping kids learn to identify them. It allows your child to develop an emotional vocabulary so they can talk about their feelings.

Listen to child's feelings - Stay present and resist the urge to make child's bad feelings go away. Support child to identify and express their feelings so they are heard. When feelings are minimized or dismissed, they will often be expressed in unhealthy ways.

Identify feelings in others – Provide lots of opportunities to identify feelings in others. You might ask child to reflect on what someone else may be feeling. Cartoons or picture books are a great way discuss feelings and helps kids learn how to recognize other people's feelings through facial expressions.

Be a role model - Kids learn about feelings and how to express them appropriately by watching others. Show your child how you're feeling about different situations and how you deal with those feelings.

Encourage with praise - Praise: when children talk about their feelings or express them in an appropriate way. Not only does it show that feelings are normal and it's ok to talk about them, it reinforces the behavior so they are likely to repeat it.

Topic 97: Model Self-Control by using Self-Talk

Self-control: Ability to override a desire or impulsive behavior to achieve a bigger goal (Mischel, 2014). Self-control is a significant component of self-regulation.

Self-control depending on different situation

In class: Children wait to be called on instead of blurting out answers. They take time to think about what the teacher said.

In social groups: Children handle gentle teasing without bursting into tears. They come up with better ways of reacting.

In stores: Children keep from grabbing something they want off the shelf. They ask if they can see it or touch it.

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At recess: Children wait their turn to use the slide instead of cutting in line. They might decide to use the swings instead.

At home: Children don't interrupt conversations even when they're dying to say something. They wait until the other person is done talking.

Positive self-talk is a way students can encourage themselves. Tell your students that lots of professionals use it to keep themselves motivated, confident, and focused on their goals and what they want to achieve. It helps them succeed.

Use Everyday Scenarios to Inspire Self-Control

Helping child to develop a stronger sense of self-control doesn't have to be complex or planned into your day through additional exercises and activities. You can use everyday scenarios as a learning tool.

Positive self-talk

Teach child to recognize negative self-talk.

Listen for when you hear child say things about himself that are negative, things that begin with "I can't", "I never" or "I always". Talk with him about how he feels when he hears himself say that he can't or will never be able to do something.

Help child turn things around

If child is afraid she will not be able to speak in front of her class, for example, ask her why she feels that way. Ask her to think of some positive things about herself that she can say when she is nervous or upset, like "I practiced this. I will do my best.

Give child positive phrases to say

Sometimes it helps to have a positive phrase to use when child is feeling nervous or afraid or is doubting himself. "I am, I can, I will.

Topic 98:

Cognitive Development of Preschooler

The preschool period is a time of rapid growth along a number of developmental measures, not the least of which is children's thinking abilities, or cognition.

Children of this age show centration of thought, their focus is limited to one aspect of a situation or object. Children show their own ways of categorizing, reasoning, and problem solving. Preoperational stage of Intellectual Development Characteristics of the preoperational stage are as follows:

1) Children grow in their ability to use symbols, including language
2) Children are not capable of operational thinking (an operation is a reversible mental action).

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3) Children center on one thought or idea, often to the exclusion of other thoughts
4) Children are unable to conserve
5) Children are egocentric

COGNITIVE DEVELOPMENTAL SKILLS IN PRESCHOOLERS

Cognitive development pertains to skills regarding learning and thinking. It is not remembering facts and trivia. Cognitive skills include:

- Asking questions
- Developing an increased attention span
- Problem Solving

COGNITIVE DEVELOPMENTAL SKILLS IN PRESCHOOLERS

- Visual discrimination, matching, comparing, sorting, and organizing
- Understanding fact and fiction (or the difference between a truth and a lie)
- Understanding cause and effect
- Simple reasoning

Topic 99: Experience Concepts and Processes

Concrete-to Representational-to-Abstract: sequence of instruction is to ensure students truly have a thorough understanding of the concepts/skills they are learning. who have learning problems are allowed to first develop a concrete understanding of the concept/skill, then they are much more likely to perform that skill and truly understand concepts at the abstract level.

Provide concrete materials to help children see and experience concepts and processes. Children learn from touching and experimenting with actual objects as well s from pictures, stories and media.

When a teacher read stories about foods and nutrition, bring in a collection of apples for children to touch, feel, smell, taste, classify, manipulate and explore.

Collections also offer children an ideal way to learn the names of things, classify, count and describes.

Topic 100: Hands on Activities for Active Involvement

Active learning is related to other instructional methods that closely involve students in the knowledge construction process.

Student-Centered learning where the diverse learning needs of students, are at the center of the learning process.

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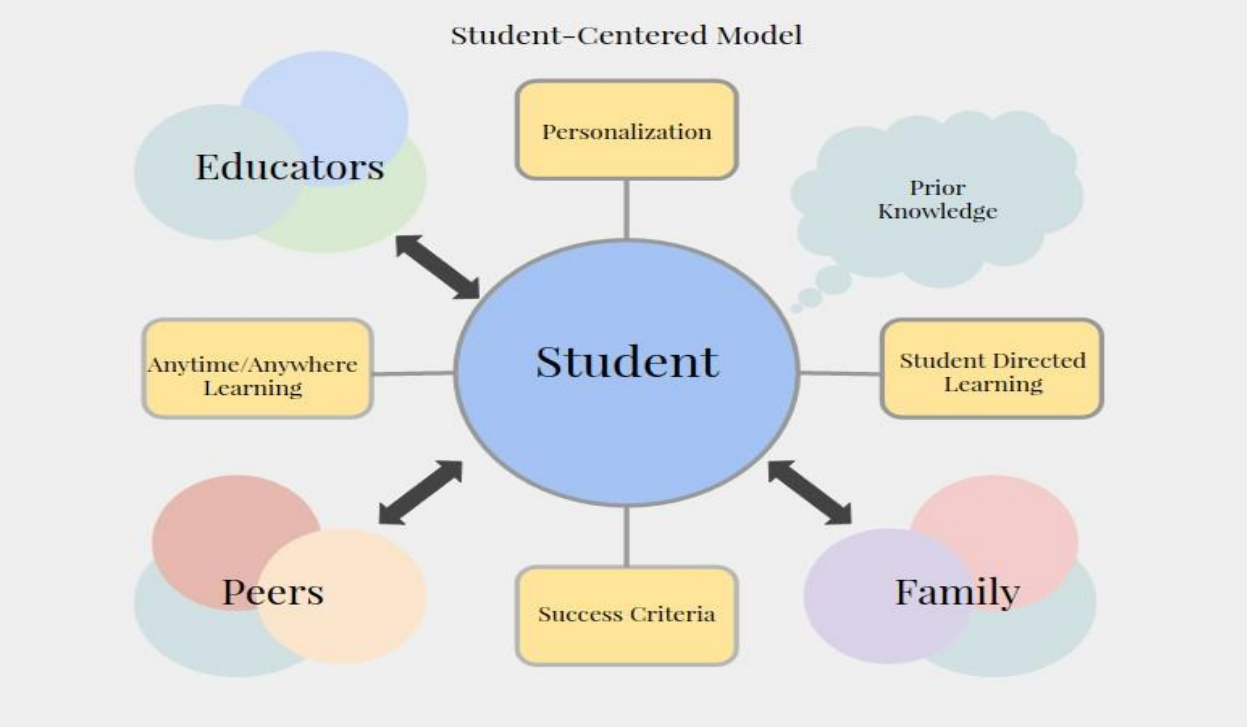

Problem-based learning, where students are given a problem or scenario that requires students to formulate questions, analyze evidence, connect evidence to pre-existing theories, derive conclusions, and reflect on their learning.

Experiential learning, where students learn by engaging in authentic learning activities, that is, ones that replicate situations or problems they might encounter in real life or in a work situation.

Teachers use hands on activities that give children active involvement in their learning. Encourage children to manipulate and interact with the world around them so they can construct concepts about relationships, attributes, and processes.

Exploration: preoperational children begin to collect and organize data about the objects the manipulate. when children engage in water play with funnels and cups, they learn about concepts such as measurement, volume, sink/float, bubbles and prism, exploration and saturation.

Topic 101: Varied Experience

Preschool-age children are likely to have different learning experiences when involved in different types of activities. To help preschool children develop all of the diverse skills, they should be exposed to different settings and activities throughout the school day.

Effective Experiences

Free-Choice Time

Children need many opportunities to engage in play and to follow their interests. An easy and effective way to provide these opportunities in the preschool classroom is to give children free-choice time.

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Free-choice time is time during the school day in which children make their own choices about what activities they engage in. interest areas in the classroom.

Outdoor Time

Like indoor free-choice time, outdoor time is also an important part of the preschool day.

Outdoor time is similar to free-choice time as it often allows children to direct their own play and learning and to follow their interests.

Large-Group Activities

Preschool children also benefit from large-group activities that are initiated by a teacher. These activities involve instruction or discussion focused on building children's academic and social skills. This time provides an opportunity to read stories to the group, sing songs, discuss the daily schedule or calendar, and encourage children to share special events, welcome a guest visitor or new child and build classroom community.

Small-Group Activities

These types of activities are ideal for promoting children's active engagement. Small-group activities also allow children to interact with their peers combined with one-on-one attention from the teacher.

Transitions

Transitions are unavoidable in preschool classrooms. There are times during the day when children must stop one activity and start another, e.g. cleaning up interest areas and lining up to go outside. Transitions are often a difficult part of the preschool day, and child engagement can be low during this time.

Routines

Routines in preschool classrooms include things such as arrival time, bathroom time, cleanup time, and naptime and departure time. For preschool children, this means that routines should support children's developing abilities to do things on their own but should not be too complicated for preschoolers to learn and remember.

Topic 102: Scaffold Appropriate Tasks and Behavior

Preoperational children learn to great extent through modeling . For example children can see teachers or other adults reading and writing daily.

Provide opportunities for children to view brief demonstration by peers or professionals on possible ways to use materials.

Scaffolding works best when educators employ the method in different ways.

Making suggestions

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If a child is having trouble completing a project, an educator could offer hints or partial solutions that might help solve the problem, while still encouraging the child to problem solve on their own.

Asking probing questions: This encourages a child to come up with an answer independently. In the block tower example, a teacher could ask, "What do you think would happen if we didn't build the tower quite so tall?"

Introducing a Prop

The teacher could encourage the child to use different resources, and think out of the box by coming up with a creative solution.

Posing limited-answer questions:

If a child is having trouble coming up with an answer to a question on their own, a teacher who's scaffolding can provide multiple answers to choose from in order to help the child come up with a correct response independently.

Providing support:

When a task is proving tough, the teacher could help a child think through alternatives. Or get a child off on the right foot by discussing the steps needed to complete a task.

Offering encouragement

Praising a child for attempting or completing a task, with even a simple "Good job!" increases a child's confidence and sense of self-competence.

Topic 103: Literacy Rich Environment

The literacy-rich environment emphasizes the importance of

- **speaking,**
- **reading,**
- **and writing**

in the learning of all students.

This involves the selection of materials that will facilitate language and literacy opportunities; reflection and thought regarding classroom design; and intentional instruction and facilitation by teachers and staff.

The benefits of a literacy-rich environment

A literacy-rich environment provides opportunities for engaging in emergent literacy behaviors in a meaningful and authentic way. The set-up of the environment allows educators to facilitate development of key oral language and emergent literacy skills.

The set-up of the environment itself is important however the use of instructional support to develop children's literacy knowledge is essential.

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Setting up the Environment

Furniture placement and experiences that support small group experiences, allowing children to converse and collaborate.

Socio-dramatic play areas where children are encouraged to take on different roles within the experience.

Reading Areas

where children can enjoy books independently or with others, both indoors and outdoors. The presence of books within other experiences to be used as a reference material. Environmental print that is functional, authentic and informative.

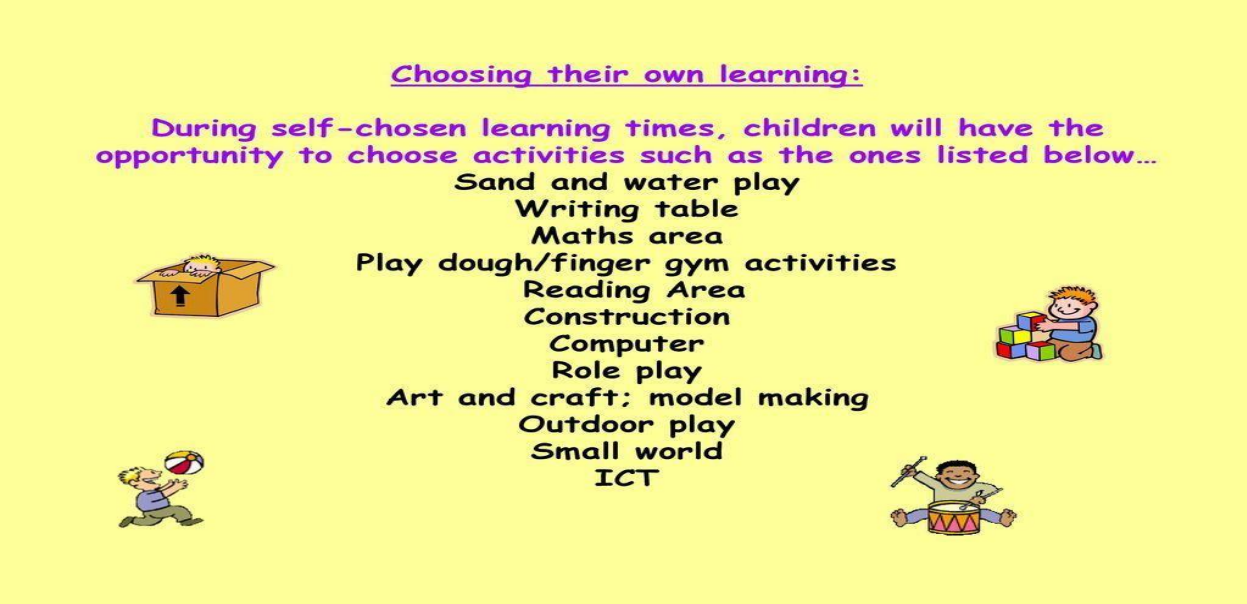
Providing opportunities to model book reading to individuals, small groups and large groups.

Experiences that support book reading, including seeking information or opportunities to listen to stories.

Experiences that support writing and drawing through dramatic play, science technology, engineering, arts and technology experiences and the provision of interesting materials and implements.

Topic 104: Self-Chosen Projects

Intellectual search is most powerful during the early years. Young children's brains are primed to make sense of their experiences and the thinking part of their brains simply expands through use. Allow children period of uninterrupted time to engage in self-chosen projects.



Children benefit more from a few extended blocks of time that provide for in-depth involvement in meaningful projects than they do from frequent, brief periods of time.

Topic 105: Development of Preschoolers

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Development of Preschoolers

Different types of development we have to see in students, it could be best in the environment where they can perform different types of activities. An environment that can enhance the phases of development.

Preschool children's language skills grow and develop rapidly. Vocabulary and sentence length increase as children continue to master syntax and grammar.

During early classes, children add helping verbs and negatives to their vocabulary. For example "Not Touch" or "I don't want milk." Sentences become longer and more complex.

Children use noun or subject clauses, conjunctions, and prepositions to complete their sentences.

"No" is a common part of preschool children's language. This is a sign of children's desire for independence and autonomy. Preschoolers want to do things for themselves.

Children's language development is diverse and comprehensive and constitutes a truly impressive range of learning. Even more impressive is the fact that children learn intuitively, without a great deal of instruction.

Please watch video of topic 105 to understand the environment of a resource center.

Topic 106: Kindergarten

SLO

Students will discover what kindergartens are like and what they are able to do?

The concept of kindergarten has been given by Fredrick Frobel in 18th century. The meaning of kindergarten is a garden of children. It's a garden in which children pass through the different phases of development. The place shown in the video is resembles the garden of children. In this kindergarten situation the young learners get through the physical development, cognitive development, language development and social-psycho development. For all this environment is needed in which children utilize their energy. Appropriate material is required to done all the activities to channelize the energy of students. The gross motor skills and fine motor skills are being sharpened with activities.

Please watch the video of topic 106 to understand all activities visually that are being done in a kindergarten school.

Topic107: Language Development of Preschoolers

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Children's language development is diverse and comprehensive and constitutes a truly impressive range of learning. Even more impressive is the fact that children learn intuitively, without a great deal of instruction.

Topic 108: play and preschool children:

SLO: Students will discuss the role of play in learning of preschool children.

A video package will be show to you to understand the importance of play.

Play is the foundation for every sort of learning for preschoolers. And today you will just know about the different kinds of play that affect the students' learning. And they just help them to adjust in their environment. To learn through play that is very important component of ECCE, how it will be effect on cognitive, social and emotional learning. Which kind of material should be used and which activities should be arranged for the holistic development of the students**.** In kindergarten learning is done through play. The language development is done through play by different small projects or by taking letters to develop language in the students. The cognitive activities also done through play by different activities. We also develop curiosity in children by different activities and through play. And different things leant by children through environment. We could not describe the kinds of play as different authors have given too many kinds. But we can say there are different stages of play. For example puzzles could be used to enhance cognitive play of students. Different shapes in string can be used to give them concept of mathematics. Ribbons can be used to differentiate colors. Fine motor skills development can be done through different games e.g there are nails on the table and then different

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ribbons are used to make a pattern. This activity will enhance their mathematical skill and patterns will developed in the mind of children.

Watch video of topic 108 to understand visually which kinds of activities teacher used for the development of children.

Topic 109 Primary Graders:

SLO:

Primary graders students will describe the social, emotional cognitive and physical development in primary classrooms settings.

After kindergarten the primary grades are very important in one young learner's life. It's a phase after kindergarten which is also called prep class. Appropriate age for this class is 5-7 years. The students of age 6 to 8 years are called primary graders.to understand it in better manner we will move towards a video package in which you will see real life situations of young learners and how different phases of development they are being done with their teachers.in real classroom we will see the situations and what a teacher can done, so you will be learn it for the future.

Students will discover the primary graders stages here is primary classroom.

This is very typical and formal stage of formal schooling. Class one is very much important and it is transitional phase of primary graders. This class is belonging to elementary school and part of primary school. The age is being seen here is 5 to 7 years old. The learning activities here enhance the different type of development among children. The children come here from preschool and they have brought a lot of understandings with them. Physical, cognitive and language development has been started in preschool and in preschools the speed of development is quite progressive but the concept here is very different. We will see the slow and steady progress now in this age. Learning stages and approaches are being changes here. You can see the maturity in the students. Different approaches towards learning can be observed here. You should know about the different teaching methodologies to deal with this new phase of learning of students. We have to deal with children of different ages (5 to 7) and there will be difference in student's height, background and physical differences. Just like physical devolvement there will be different phases of cognitive development of children. Students have independence in learning phases in this age. We can see the reflection of previous milestones clear here. If we will see what are the responsibilities of teachers here? There are different methodologies teacher should adopt. This is the first milestone of formal schooling. You will see the moodiness and residences of children will be changed here. The age bracket for primary school in Pakistan is 5 to 7 years. And here in the class one is also called "kachi" class in Pakistan. We will concept of this class here practically. And how teacher deals with the changes here in the students. In Pakistan the primary

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classes are from grade 1 to grade 3. And the time period between grades 1 to grade 8 is included at elementary level. this is very important phase of one's young child life. We will see here the development of cognitive, physical, language, social development of students.

Watch the full video of topic 109 to see and understand the different activities at grade 1 in real life situation.

Topic 110:

Topic 110: Theories Applied to Education

A theory is a set of accepted beliefs or organized principles that explain guide and analyze. one of the ways that theory is defined is that it is different from practice, when certain principles are tested.

A theory is a contemplative and rational type of abstract or generalizing thinking about a phenomenon, or the results of such thinking.

Theories may either be scientific or other than scientific (or scientific to less extent). Depending on the context, the results might, for example, include generalized explanations of how nature works. The word has its roots in ancient Greek, but in modern use it has taken on several related meanings.

A theory is a statement of principles and ideas used to explain how things happen. In ECCE case, theories explain how children learn and develop.

Theories explain how children grow and change physically, socially, emotionally, and intellectually over time. it's about Understanding and learning. Developmental theories are an important part of practice due to reasons:

Guidance

Evaluation

Decision Making

Communication

Topic 111: Guidance

Theories help you understand how, where, why and when learning occurs. As a result, they guide you in developing programs for children that support and enhance their learning.

For example, knowledge about how children learning directly influenced by classroom arrangements and the early childhood curriculum? What you teach and how you teach?

Developmentally Appropriate Practices (DAP) and other teaching approaches stress the importance of matching children's developmental stages with instructional practices. Developing programs and curriculum is an important part of professional practice.

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Topic 112:

Evaluation

Definitions of Evaluation

According to Hanna "The process of gathering and interpreted evidence changes in the behavior of all students as they progress through school is called evaluation".

Muffat says "Evaluation is a continuous process and is concerned with the formal academic achievement of pupils. It is interpreted in the development of the individual in terms of desirable behavioral change relation of his feeling, thinking, and actions".

Goods define "Evaluation is a process of judging the value or something by certain appraisal."

Evaluation of children's development and learning is another important job of all teachers. Theories describe behaviors and identify what children are able to do at certain ages. Teachers can use this information to evaluate children's learning and plan for teaching. Evaluation in education has great importance in teaching-learning process, following the common purpose of evaluation.

Diagnostic:-Evaluation is a continuous and comprehensive process helps the teacher in finding out the problems, it helps a teacher in cutting the problem of his students.

Remedial:- Remedial work mean, the proper solution after identifying the problems a teacher can give proper solution for a desirable change in learners behavior and to develop a personality.

To clarify the objectives of education:- The objective of education is to change in learner's behavior. By evaluation, a teacher can have the prove of change to learner's behavior.

Helpful in classification:- Evaluation is a source by which a teacher know the various levels of his students as intelligence, ability, and interest on this basis he can classify his students and provide them guidance.

Helpful in Improvement of Teaching and Learning process:- By evaluation, teacher could not only improve the personality of the learner, but he is also able to know the level of his teaching and can improve it. Thus it is helpful in the improvement of the teaching and learning process.

Topic 113: Decision Making

Decision making is very essential step to develop a theory. Decision making is the selection of a belief or a course of action among several alternative possibilities. Decision making is the process of identifying and choosing alternatives based on the values, preferences and beliefs of the decision maker.

Characteristics of Decision Making

- Objectives must first be established

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- Objectives must be classified and placed in order of importance
- Alternative actions must be developed
- The alternatives must be evaluated against all the objectives
- The alternative that can achieve all the objectives is the tentative decision
- The tentative decision is evaluated for more possible consequences
- The decisive actions are taken, and additional actions are taken to prevent any adverse consequences from becoming problems and starting both systems (problem analysis and decision-making) all over again.
- Early childhood teachers make decisions every day about their instructional practices. Many ongoing decisions involve matching what and how you teach to each child's unique developmental characteristics.

Topic 114: Communication

Theories enable you to explain to others, especially, parents and families, the complex process of learning and what you and they can expect of children.

Communicating with parents and others with clarity and understanding about how children learn is one of the most important jobs for all early childhood professionals.

Teaching is all about communication: listening, speaking, reading, presenting and writing.

Teachers who refine their communication skills are prepared to instruct, advise and mentor students entrusted in their care.

Additionally, teachers must communicate well to effectively collaborate with colleagues and update administrators on student progress. Frequently, parents call, visit or email, so teachers must be expert at answering questions verbally and in writing.

Topic 115: Piaget's Learning Theory

Piaget's (1896-1980) theory of constructivist learning has had wide-ranging impact on learning theories and teaching methods in education and is an underlying theme of education reform movements.

Jean Piaget's learning theory is about cognitive development; it explains how children think, understand, and learn. His theory is basically a logico-mathematical theory.

In logico-mathematical theory, cognitive development is perceived as consisting primarily of logical and mathematical abilities, such as numeration, seriation, classification, and temporal (time) relationships.

Three Basic Components To Piaget's Cognitive Theory:

Schemas (building blocks of knowledge).

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Adaptation processes that enable the transition from one stage to another

(assimilation, accommodation and equilibrium).

Stages of Cognitive Development

Stages of Cognitive Development:

Sensorimotor,

preoperational,

concrete operational,

formal operational.

Topic 116: **Constructivism**

SLO

Students will explore Piaget's theory of cognitive development

Constructivism is a cognitive process by which children organize, structure, and restructure their experiences. This is an ongoing lifelong process in which existing scheme of thought are modified and enriched through interaction with the physical and social world.

Constructivism is a theory in education that recognizes the learners' understanding and knowledge based on their own experiences prior to entering school.

Guiding principles

Knowledge is constructed, not transmitted.

Prior knowledge impacts the learning process.

Initial understanding is local, not global.

Building useful knowledge structures requires effortful and purposeful activity.

In addition constructivist teachers build on their children's past knowledge and experiences to guide their teaching.

Topic 117: Active Learning

Active Learning is an essential part of constructivism. Active learning means that children construct knowledge through physical and mental activity and that they are actively involved in problem-setting and problem-solving activities.

Children are naturally curious and wants to seek out information that helps them make sense of it. Very young children do this by experimenting with everything in their environment. Therefore, providing an enriched environment of learning materials is so important at home and in classroom. Active involvement comes naturally for all children and is an essential part of how they learn.

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Topic 118: Schema

A schema describes a pattern of thought or behavior that organizes categories of information and the relationships among them

Think of schemes as children's thoughts and actions that result from their experiences. A Child mentally organize his experiences beginning at the birth. Schemes change as a child develop and have new experiences.

At birth, children's schemes are reflexive schemes. They are sensorimotor based schemes, such as sucking, grasping and gross motor activities. Schemes drive development and learning.

A child interprets or understands new experiences with the schema he or she has.

Piaget stressed that physical activity plays an important role in children's development of schemes. Physical activity leads to mental stimulus, which in turn leads to mental activity.

Topic 119: Adaptation

Adaptation is a term referring to the ability to adjust to new information and experiences. Learning is essentially adapting to our constantly changing environment. Through adaptation, we can adopt new behaviors that allow us to cope with change.

The adaptive process operates at the cognitive level much as it does at the physical level. A newborn's intelligence is expressed through reflexive motor actions such as sucking, grasping, head turning and swallowing.

Children develop their intelligence through this process of adaptation to the environment through reflexive actions. Children develop and learn (adapt) in response to their environments.

Through interactions with their environment, children organize sensations and experiences. The quality of the environment and the nature of children's experiences play a major role in the development of their intelligence.

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Adaptation involves the child's changing to meet situational demands. The adaptation process itself can occur in two ways: through assimilation and accommodation.

Topic 120:

Assimilation

Assimilation is taking in of sensory data through experiences and impressions, and then incorporating this information into existing knowledge (schema).

Assimilation then is using an existing scheme to deal with the new object or situation. Through assimilation children use old methods or experiences to understand and make sense of new information and experiences.

In assimilation, children take in information from the outside world and convert it to fit in with their existing ideas and concepts. Children possess mental categories for information, known as schemas, that are used to understand the world around them.

When encountering new information, it can sometimes be readily assimilated into an existing schema. Think of this as much as having a mental database. When information fits easily into an existing category, it can be quickly and easily assimilated into the database.

However, this process doesn't always work perfectly, especially during early childhood. One classic example: imagine a very small child is seeing a dog for the first time. The child already knows what a cat is, so when she sees the dog, she immediately assumes it is a cat. After all, it fits into her existing schema for cats, since they are both small, furry, and have four legs.

Topic 121

Accommodation:

Accommodation is the process by which children change their way of thinking, behaving or believing to come into accordance with reality. Accommodation involves changing old methods to adjust to new situations children also accommodate new information by changing their mental representations to fit the new information. When children encounter information that is completely new or that challenges their existing ideas, they often form a new schema to accommodate the information or alter their existing mental categories.

It is much like trying to add information to a computer database, only to find that there is not a pre-existing category that will fit the data. In order to incorporate it into the database, you will have to create a brand-new field or change an existing one.

For the child in the previous example that initially thought that a dog was a cat, she might notice key differences between the two animals. One barks while the other meows. One likes to play while the other wants to sleep all day.

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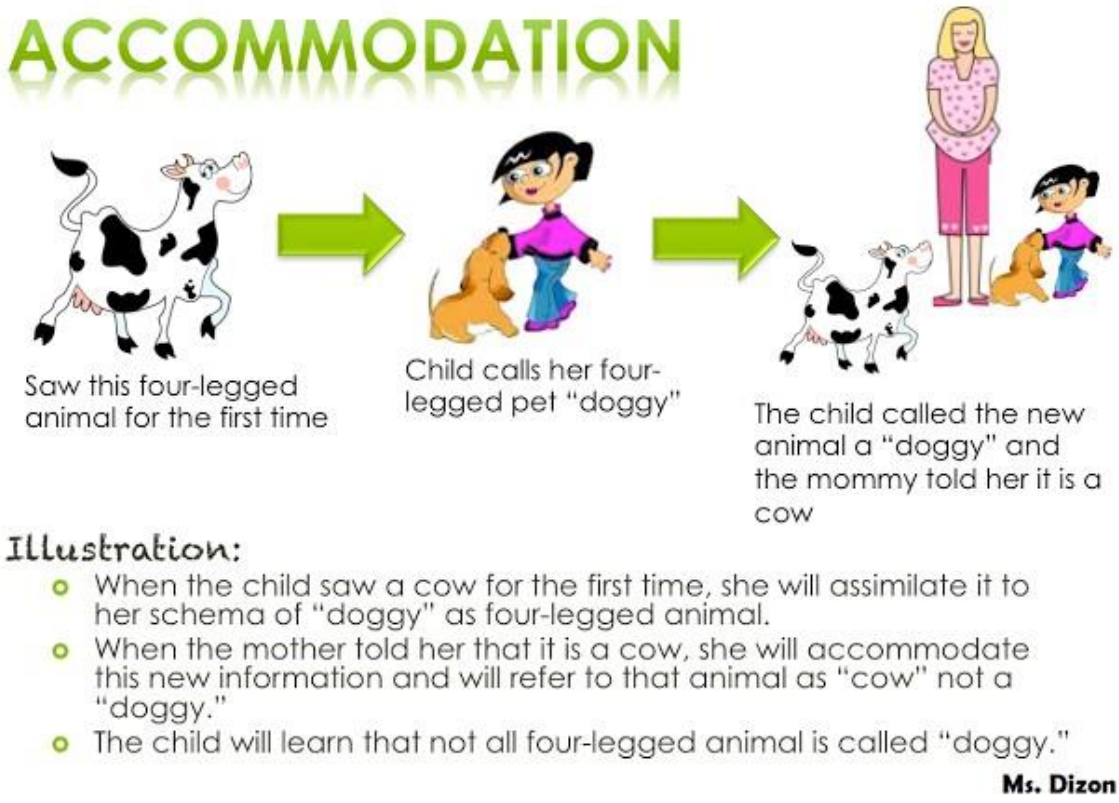
After a while, she will accommodate the new information by creating a new schema for dogs while at the same time altering her existing schema for cats.



Topic 122

Equilibrium:

SLO

Students will explore Piaget's theory of cognitive development

Equilibrium

Equilibrium is the balance between assimilation and accommodation. Children assimilate or fit new data into their already existing knowledge (i.e. scheme) of reality and the world. If the new data can be immediately assimilated, then equilibrium occur.

However, if children are unable to assimilate the new data easily, they try to accommodate their way of thinking, acting, or perceiving to account for the new data and restore equilibrium to their intellectual system.

Assimilation and accommodation work together creating a balance between the child's existing schemes and advancing his or her adaptation or learning through new experiences.

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When the child schemes are appropriate (at that moment) for dealing with experiences, then equilibrium occurs. However, when the child cannot fit new experience into his or her existing schemes (assimilation), the child will try to restore equilibrium by incorporating the new experience and modifying existing schemes (accommodation).

Topic 123

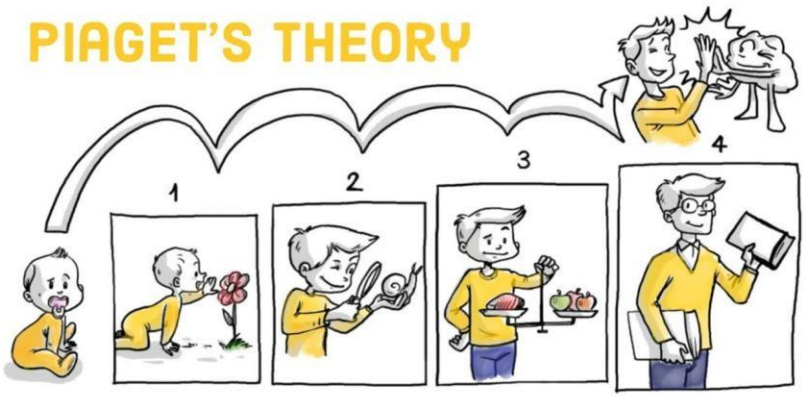
Piaget's stages of Intellectual Development

Piaget was very interested in knowledge and how children come to know their world. He developed his cognitive theory by observing children. Using a standard question or set of questions as a starting point, he followed the child's train of thought and allowed the questioning to be flexible.

Piaget believed that children's spontaneous comments provided valuable clues to understanding their thinking. He was not interested in a right or wrong answer, but rather what forms of logic and reasoning the child used.

Piaget concluded that intellectual development is the result of the interaction of hereditary and environmental factors. As the child develops and constantly interacts with the world around him, knowledge is invented and reinvented.

He argued that intellectual development controlled every other aspect of development - emotional, social, and moral.



The process of development from stage to stage is gradual and continual and occur over a period as result of maturation and experience. No simple sets of exercises will cause children to move up the development ladder. Rather, ongoing developmentally appropriate activities lead to conceptual understanding.

Topic 124

Sensorimotor Stage

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Piaget's first stage (0-2) The sensorimotor stage, begins at birth and lasts about two years. During this period, children use their senses and motor reflexes seeing, sucking, grasping to build their knowledge of the world and to develop intellectually.

The sensorimotor stage can be divided into six separate sub-stages that are characterized by the development of a new skill:

Reflexes (0-2 month)

During this substage, the child understands the environment purely through inborn reflexes such as sucking and looking.

Primary Circular Reactions (1-4 months)

This substage involves coordinating sensation and new schemas. For example, a child may suck his or her thumb by accident and then later intentionally repeat the action. These actions are repeated because the infant finds them pleasurable.

Secondary Circular Reactions (4-8 months)

During this substage, the child becomes more focused on the world and begins to intentionally repeat an action in order to trigger a response in the environment. For example, a child will purposefully pick up a toy in order to put it in his or her mouth.

Coordination of Reactions (8-12 months)

During this substage, the child starts to show clearly intentional actions. The child may also combine schemas in order to achieve a desired effect. For example, a child might realize that a rattle will make a sound when shaken.

Tertiary Circular Reactions (12-18 months)

Children begin a period of trial-and-error experimentation during the fifth substage. For example, a child may try out different sounds or actions as a way of getting attention from a caregiver.

Early Representational Thought (18-24 months)

Children begin to develop symbols to represent events or objects in the world in the final sensorimotor substage. During this time, children begin to move towards understanding the world through mental operations rather than purely through actions.

Topic 125

Preoperational Stage

Preoperational stage (2-7) begins at the age of two and ends at approximately seven years. These years are center stage of early childhood education.

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Major Characteristics and Developmental Changes:

- Children begin to think symbolically and learn to use words and pictures to represent objects.
- Children at this stage tend to be egocentric and struggle to see things from the perspective of others.
- While they are getting better with language and thinking, they still tend to think about things in very concrete terms.

The foundations of language development may have been laid during the previous stage, but it is the emergence of language that is one of the major hallmarks of the preoperational stage of development. At this stage, kids learn through pretend play but still struggle with logic and taking the point of view of other people. They also often struggle with understanding the idea of constancy.

Topic 126:

Representation

Piaget was interested in knowledge development and how children come to know their world. He developed his cognitive theory by observing children. Using a standard question or set of questions

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as a starting point, he followed the child's train of thought and allowed the questioning to be flexible.

Piaget believed that children's spontaneous comments provided valuable clues to understanding of their thinking. He was not interested in a right or wrong answer, but rather what forms of logic and reasoning the child used.

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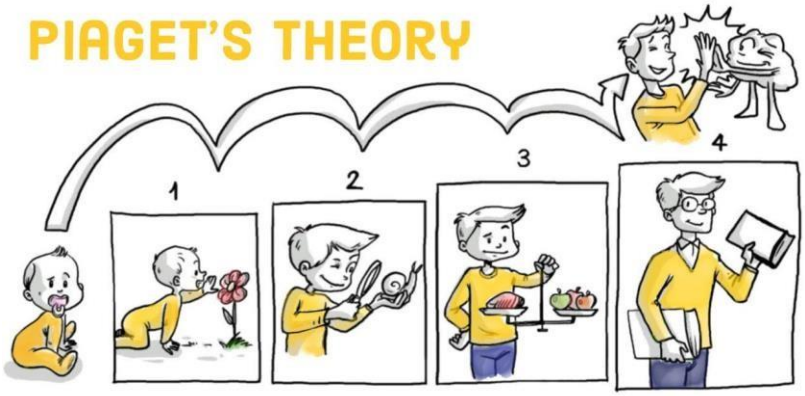

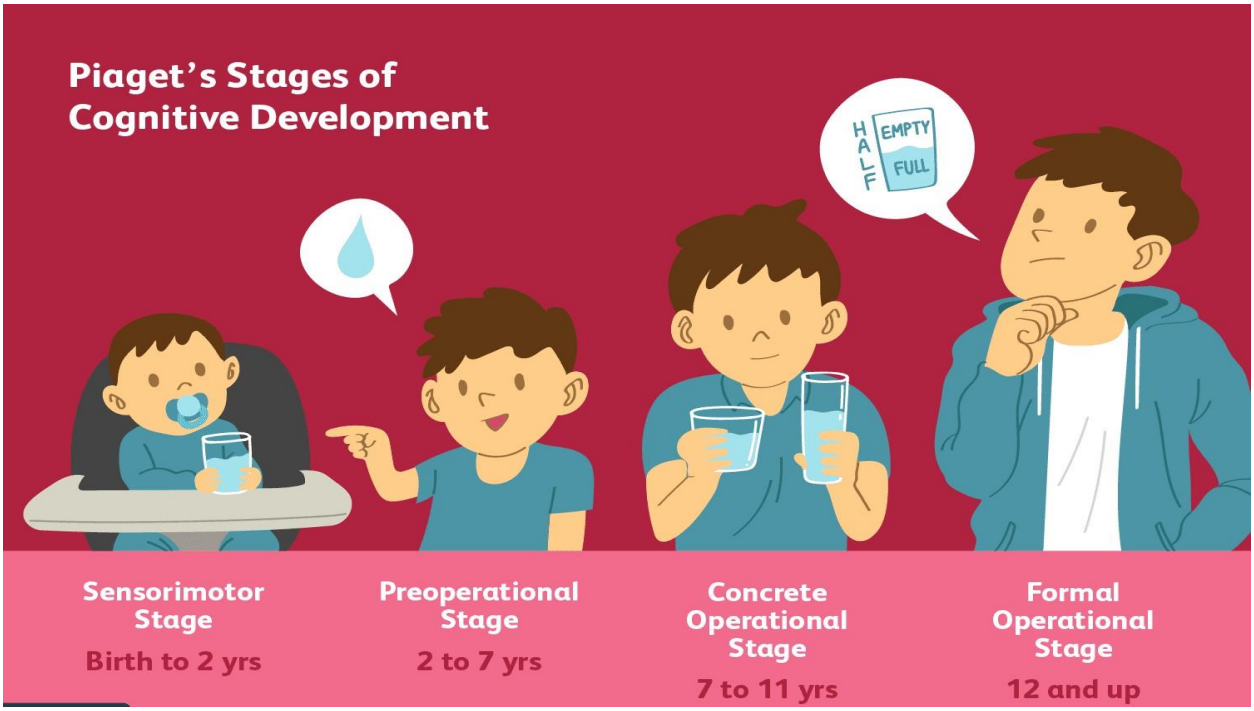

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Topic 127:

Conservation

Conservation refers to a logical thinking ability that allows a person to determine that a certain quantity will remain the same despite adjustment of the container, shape, or apparent size, according to the psychologist Jean Piaget.

The absence of operations makes it impossible for preoperational children to conserve, or to determine that the quantity of an object does not simply change because a transformation occurs in its physical appearance.

For example, if you show preoperational children two identical rows of coins and ask whether each row has same number of coins, the children will answer "Yes".

If you then space out the coins in one row and ask whether the two rows still have the same number of coins, they will reply that more coins are in one row because its longer.

These children are basing their judgement on what they see namely the spatial extension of one row beyond the other row. This example shows that the preoperational children are not able to reverse thought or action, which requires mentally putting the row back to its original length.

Topic 128:

Egocentrism

Preoperational children thoughts and communications are typically egocentric (about themselves). Egocentrism refers to the child's inability to see a situation from another person's point of view. According to Piaget, the **egocentric** child assumes that other people see, hear, and feel the same as the child does.

The main achievement of this stage is being able to attach meaning to objects with language.

Self Talk. Young children egocentrism also helps explain why they tend to talk at each other rather than with each other and why they talk to themselves.

It is observed a four year busily engrossed in putting a puzzle together and saying to herself, "which piece comes next?". Children use this self-talk, which Piaget called egocentric speech, to guide their thinking and actions.

The Three Mountains Task

Jean Piaget used the three mountains task (see picture next) to test whether children were egocentric. Egocentric children assume that other people will see the same view of the three mountains as they do.

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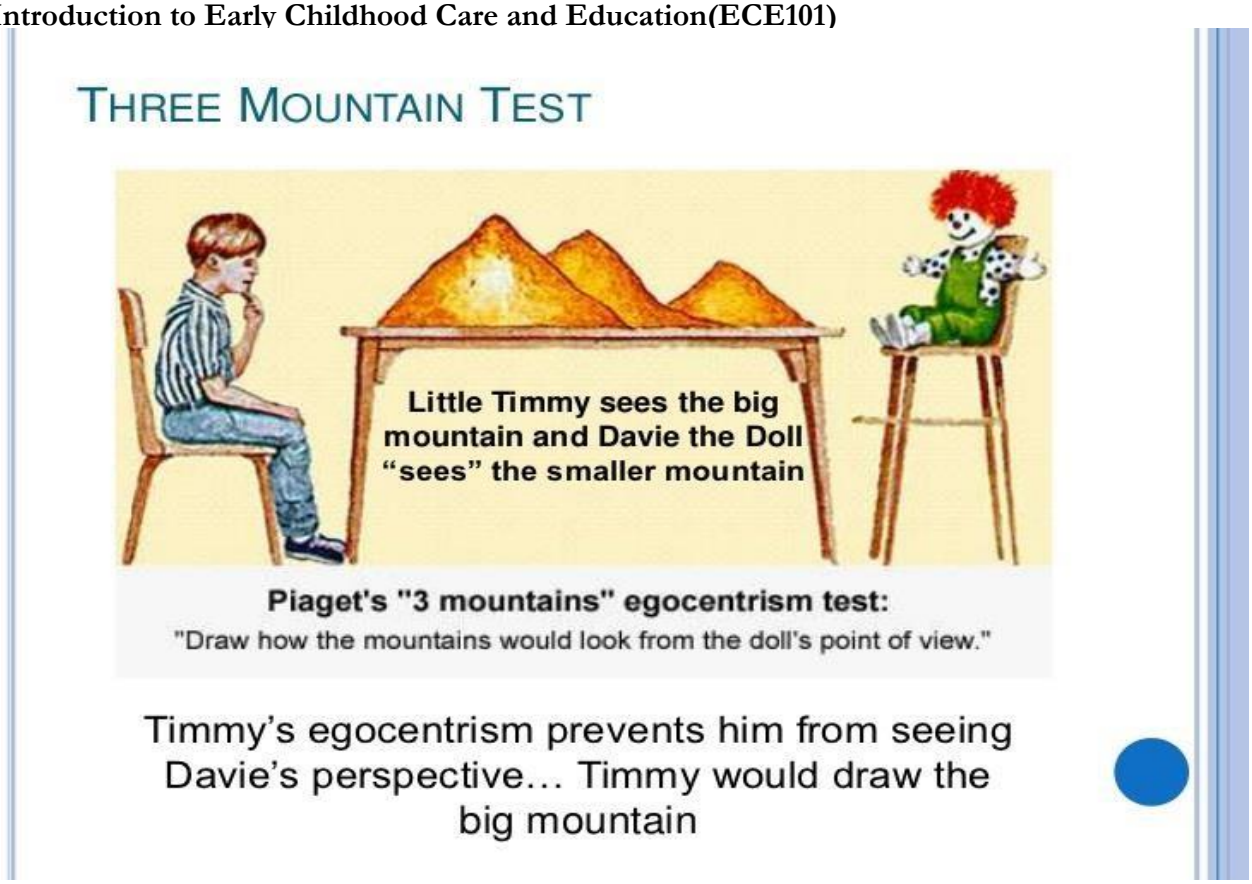

Topic 129:

Concrete Operational Stage

Piaget's 3 stage (**7-11**) of cognitive development is the concrete operational stage. This period spans the time of middle childhood. Children at this stage, begin to use logical thought, mental images and symbols during their thinking they can reverse the operations.

Children in the concrete operational stage begin to understand that change in physical appearance does not necessarily change quantity or quality. They also begins to reverse thought processes, going back and undoing a mental action just accomplished.

Piaget determined that children in the concrete operational stage were good at the use of inductive logic (inductive reasoning). Inductive logic involves going from a specific experience to a general principle.

An example of inductive logic would be noticing that every time you are around a cat, you have itchy eyes, a runny nose, and a swollen throat. You might then reason from that experience that you are allergic to cats.

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On the other hand, children at this age have difficulty using deductive logic, which involves using a general principle to determine the outcome of a specific event. For example, a child might learn that A=B, and B=C, but might still struggle to understand that A=C.

Topic 130:

Reversibility

One of the important processes that develops is that of Reversibility, which refers to the ability to recognize that numbers or objects can be changed and returned to their original condition.

For example, during this stage, a child understands that a favorite ball that deflates is not gone but can be filled with air again and put back into play.

Reversibility is found in the logic that what is done with objects can also be undone or reversed. Reversibility can be represented with beginning addition.

A 7-year-old child who understands reversibility would be able to show the relationship between 2+4 and 4+2 with blocks and discuss how they add up to the same amount. This same concept would also be introduced in subtraction, where child find that the 6-4 uses the same number of blocks as 4+2 and that one equation "undoes" the other.

Topic 131

Classification

Classification is simply grouping properties as it relates to other types. This is an important concept for kids to comprehend, especially to solve problems. An example of classification would be a child's ability to group specific objects based on color, shape, size, amount, and/or similarities.

It is very important children understand classification because it is a concept of knowing what is different and what is the same.

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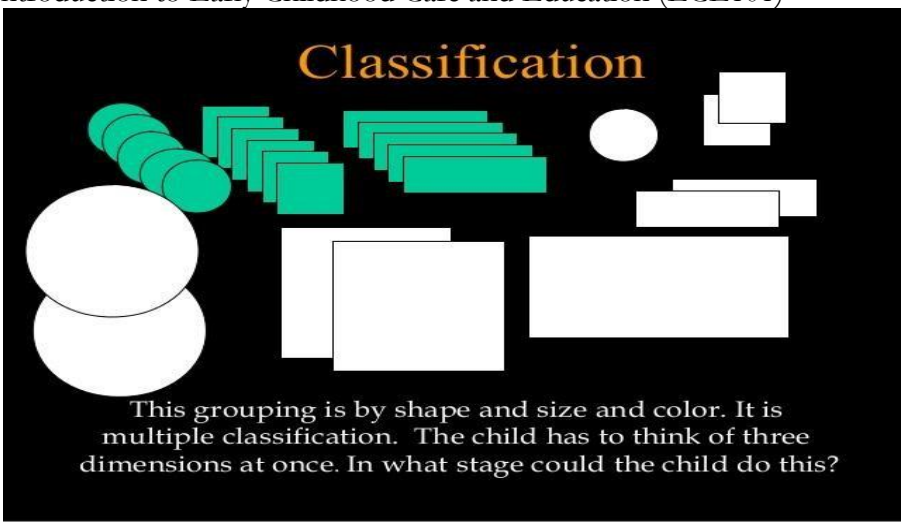
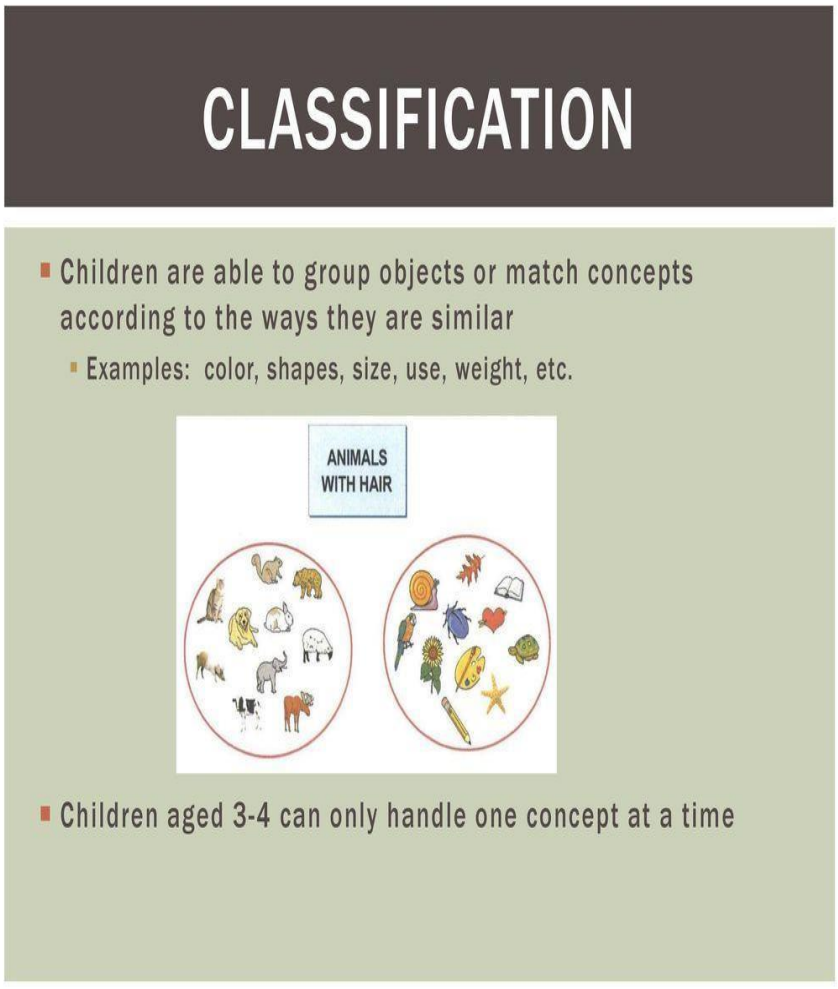


Children initially classify objects on what they see, hear, and feel and it takes time to understand other elements beyond this. As children's cognitive development progresses, they will learn how some objects belong together as well as the purpose of each.



One component of classification skills is the ability to group objects according to some dimension that they share. The other ability is order subgroups hierarchically, so that each new grouping will include all previous subgroups.

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Piaget stated that the child focuses on one aspect, either class or sub-class (i.e. called this class inclusion). It is not until he can decenter that he can simultaneously compare both the whole and the parts, which make up the whole. The child can then understand the relationship between class and sub-class.

Topic 132:

Seriation

7-12 years old, child shows increased use of logic or reasoning. The cognitive operation of seriation (logical order) involves the ability to mentally arrange items along a quantifiable dimension, such as height or weight.

Piaget tested children's seriation by showing that they could arrange sticks of different lengths into order from the smallest to the largest.

Seriation, which is the ability to group objects based on height, weight, and/or importance. An example of a seriation exercise would be children putting objects in order from short to tall, thin to big, small to large, or of importance, and so forth.

An example of a seriation exercise would be children putting objects in order from short to tall, thin to big, small to large, or of importance, and so forth.

Because seriation deals with size, weight, or magnitude, this is a very important concept to master for children to learn in school, especially in math and science.

Topic 133

Formal operation stage

The formal operational stage is the fourth and final stage of Piaget's theory of cognitive development. It begins at approximately age 12 and lasts into adulthood.

As adolescents enter this stage, they gain the ability to think in an abstract manner by manipulating ideas in their head, without any dependence on concrete manipulation.

They use logic to produce creative solutions to problems. Skills such as logical thought, deductive reasoning, and systematic planning also emerge during this stage.

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Distinction between concrete and formal operational stages is the answer to the question "If Sara is taller than Ali and Ali is taller than Iman , who is tallest?"

This is an example of inferential reasoning, which is the ability to think about things which the child has not actually experienced and to draw conclusions from its thinking.

Abstraction of Ideas

In another experiment on formal operational thought, Piaget asked children to imagine where they would want to place a third eye if they had one. Younger children said that they would put the imagined third eye in the middle of their forehead.

Older children, however, were able to produce a variety of creative ideas about where to place this hypothetical eye and various ways the eye could be used.

Abstract Thought

While children tend to think very concretely and specifically in earlier stages, the ability to think about abstract concepts emerges during the formal operational stage.

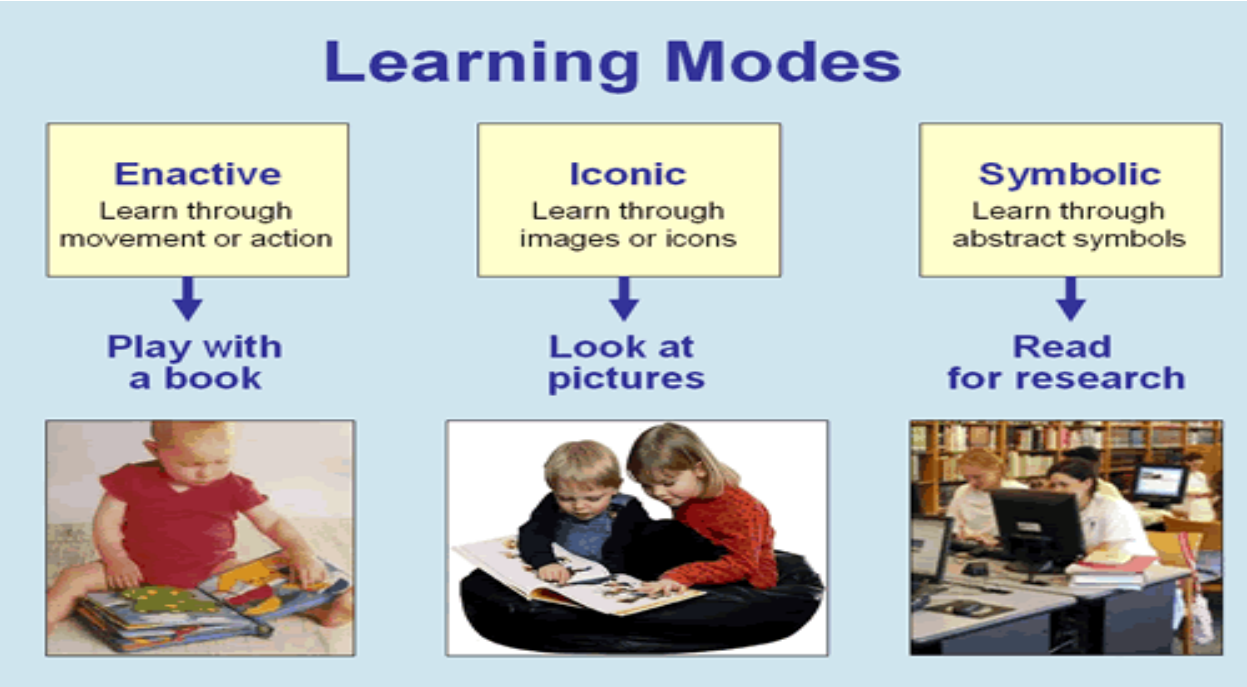
Instead of relying solely on previous experiences, children begin to consider possible outcomes and consequences of actions. This type of thinking is important in long-term planning.

Topic 134

Burner's theory of cognitive development

Bruner (1966) was concerned with how knowledge is represented and organized through different modes of thinking (or representation).

Bruner's constructivist theory suggests it is effective when faced with new material to follow a progression from enactive to iconic to symbolic representation; this holds true even for adult learners.



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Cognitive psychologist Jerome Bruner felt the goal of education should be intellectual development, as opposed to rote memorization of facts.

Bruner held the following beliefs regarding learning and education:

He believed curriculum should foster the development of problem-solving skills through the processes of inquiry and discovery.

He believed that subject matter should be represented in terms of the child's way of viewing the world. That curriculum should be designed in spiral manner so that the student continually builds upon what they have already learned.

He also advocated teaching by organizing concepts and learning by discovery. Finally, he believed culture should shape notions through which people organize their views of themselves and others and the world in which they live.

Topic 135

Enactive stage

Enactive stage the stage is based on 0-1-year child.

The first kind of memory appears first. This stage involves the encoding and storage of information. There is a direct manipulation of objects without any internal representation of the objects.

This mode is used within the first year of life (corresponding with Piaget's sensorimotor stage).

Thinking is based entirely on physical actions, and infants learn by doing, rather than by internal representation (or thinking).

For example, a baby shakes a rattle and hears a noise. The baby has directly manipulated the rattle and the outcome was a pleasurable sound. In the future, the baby may shake his hand, even if there is no rattle, expecting his hand to produce the rattling sounds.

The baby does not have an internal representation of the rattle and, therefore, does not understand that it needs the rattle in order to produce the sound.

This mode continues later in many physical activities, such as learning to ride a bicycle.

Enactive Learning

is learning by doing and experiencing the consequences of your actions, which provide information. Many adults can perform a variety of motor tasks (typing, sewing a shirt).

Topic 136

Iconic stage

Sometimes this stage is also called a pictorial stage. Information is stored as sensory images (icons), usually visual ones, like pictures in the mind. The way we receive things its stored in the same form.

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This may explain why, when we are learning a new subject, it is often helpful to have diagrams or illustrations to accompany the verbal information. Thinking is also based on the use of other mental images (icons), such as hearing, smell or touch.

This stage involves an internal representation of external objects visually in the form of a mental image or icon. For example, a child drawing an image of a tree or thinking of an image of a tree would be representative of this stage.

When the child move in the iconic stage, he now views the world in concrete images. Whatever he sees must be true and real. A scary puppet looks real to a child in this stage

Topic 137:
Symbolic Stage

This is where information is stored in the form of a code or symbol, such as language. This mode is acquired around six to seven years-old (corresponding to Piaget's concrete operational stage).

In the symbolic stage, knowledge is stored primarily as words, mathematical symbols, or in other symbol systems, such as music.

Symbols are flexible in that they can be manipulated, ordered, classified, etc. so the user isn't constrained by actions or images (which have a fixed relation to that which they represent).

Each symbol has a fixed relation to something it represents. For example, the word 'dog' is a symbolic representation for a single class of animal. Symbols, unlike mental images or memorized actions, can be classified and organized.

In this stage, most information is stored as words, mathematical symbols, or in other symbol systems.

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It may be noticed in primary level classroom, where children begin to read, write and tell stories and remind each other what is real and what is "make believe". In their own imaginations, they can relate abstract ideas and share them with others.

Topic 138:

Discovery Learning and Inductive Reasoning

Bruner (1961) proposes that learners construct their own knowledge and do this by organizing and categorizing information using a coding system. Bruner believed that the most effective way to develop a coding system is to discover it rather than being told by the teacher.

The concept of discovery learning implies that students construct their own knowledge for themselves (also known as a constructivist approach).

The role of the teacher should not be to teach information by rote learning, but instead to facilitate the learning process. This means that a good teacher will design lessons that help students discover the relationship between bits of information.

Discovery Learning encompasses the **scientific model**. Students **identify problems, generate hypotheses, test each hypothesis** against collected data, and **apply conclusions** to new situations. The purpose of this type of instruction is to teach students thinking skills.

In Discovery Learning, the teacher must carefully plan the questions that should be asked in order to help students to attain the principle or abstraction being taught, order the examples in the lesson, and be certain that the reference materials and equipment are readily available. Otherwise valuable classroom time will be wasted.

Discovery Learning encourages students to actively use their intuition, imagination, and creativity. The approach starts with the SPECIFIC and moves to the GENERAL. The teacher presents examples, and the students work with the examples until they discover the interrelationships.

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Bruner believes that classroom learning should take place through INDUCTIVE REASONING, that is, by using specific examples to formulate a general principle. For instance, if students are presented with enough examples of triangles and non-triangles, they will eventually discover what the basic properties of triangles must be.

The students could check their guesses through systematic research. Unfortunately, educational practices often discourage intuitive thinking by punishing wrong guesses and rewarding safe, but uncreative answers.

Topic 139: Vygotsky Sociocultural Theory

Lev Vygotsky (1896-1934) was a Russian psychologist. His time period was 1896-1934, who argued that culture has a major impact on a child's cognitive development. Vygotsky believed that children's cognitive, linguistic and social development is supported by and enhanced through social interaction.

Piaget and Gesell believed development stemmed directly from the child, and although Vygotsky acknowledged intrinsic development, he argued that it is the language, writings, and concepts arising from the culture that elicit the highest level of cognitive thinking.

He believed that the social interactions with adults and more learned peers can facilitate a child's potential for learning. Elders and other children surrounding the child can help to deal with the different stages, Without this interpersonal instruction, he believed children's minds would not advance very far as their knowledge would be based only on their own discoveries.

This view is opposite of Piagetian perspective, which sees children as much more solitary developers of their own intelligence and language.

Learning occurs best in children when they interact with peers and teachers in an environment that is collaborative.

Vygotsky further believed that beginning at birth, children seek out adults for social interaction and that development occurs through these ongoing interactions with caregivers and teachers.

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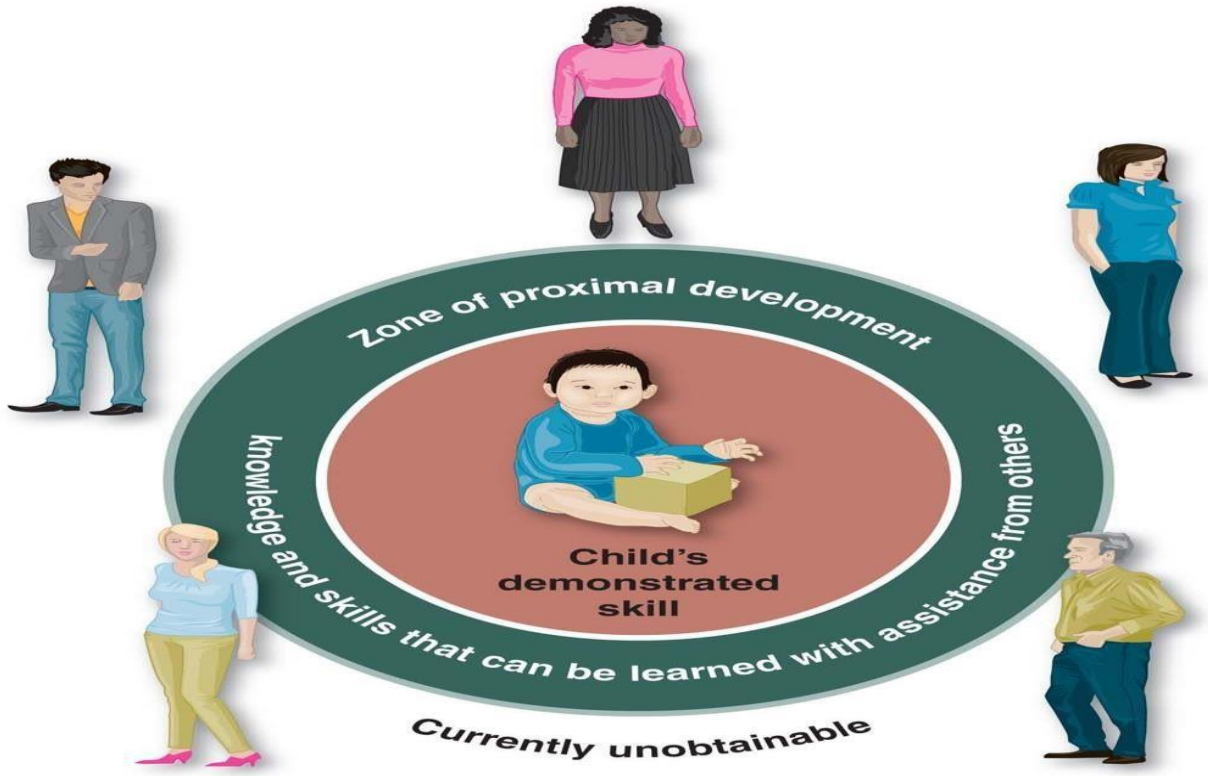
The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition.

Topic 140: Zone of Proximal Development

One of the most important concepts of Vygotsky's zone of proximal development ZPD. It is the zone where Vygotsky explained that child learn with the help of guidelines. He said that ZPD is an area of development into which each child can be led as a result of interactions with a more knowledgeable other, either adult or peer.

The ZPD is the difference between what a child can accomplish independently and what he or she can achieve in collaboration with another, more competent person? Consequently, for Vygotsky, social interaction results in learning.

Here is a picture elaborating the concept of ZPD:



Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help or assistance.

Here is another picture to illustrate the concept of ZPD:

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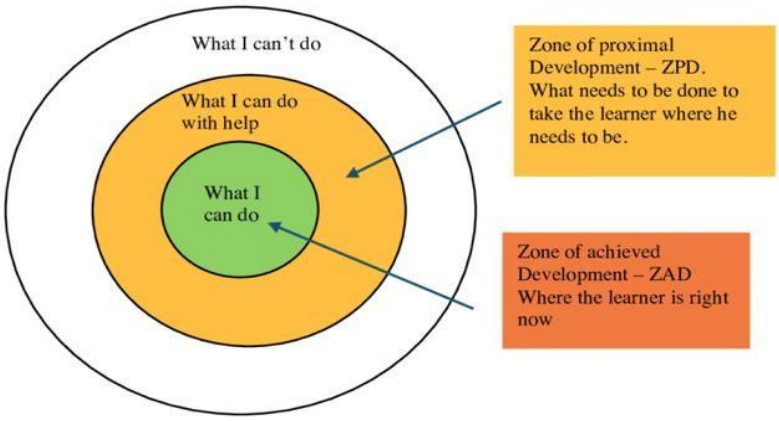

Social Interaction

This more knowledgeable other is often a parent, teacher, or another adult, but this is not always the case. In many instances, peers provide valuable assistance and instruction.

Topic 141-Scaffolding

Vygotsky believe that communication or dialogue between teachers and children is very important, it plays a vital role in the development of different cognitive, linguistic and social interactions, it becomes a mean of helping children develop new concepts and think their way to higher-level concepts.

Assistance in ZPD is called scaffolding and is a major component of teaching; it enables children to complete tasks they could not complete independently.

When adults assist toddlers in learning to walk, they are scaffolding them from not being able to walk to walking.

Teachers guide and support children's language learning by building on what those children are already able to do and moving them to a higher level of language use.

Different Levels of Support

Scaffolding is a gradual process of providing different levels of support during an activity. At the beginning of a new task, scaffolding should be concrete and visible.

Vygotskian theory maintains that learning begins with the concrete and moves to the abstract.

As the child masters the task, the teacher slowly withdraws her scaffolding support. Thus, scaffolding builds on children's strength and enables them to grow cognitively and become independent learners.

Teacher Child Dialogue

Communication and dialogue between teachers and children is very important. Teachers can use dialogues to scaffold children's learning and to promote self-talk as a mean of helping children scaffold their own learning.

Purpose of the Scaffolding

Scaffolding is widely considered to be an essential element of effective teaching as all teachers

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almost certainly use various forms of instructional scaffolding in their teaching.

In addition, scaffolding is often used to bridge learning gaps which is the difference between what students have learned and what they are expected to know and be able to do at a certain point in their education.

Topic 142-Guided participation

Guided Participation

Guided participation is a learning process by which children learn through engaging in activities and experience alongside a parent, teacher, etc. The idea is that students should be led through the experience while actively participating in the process.

In other words, instead of telling or showing the child, the child learns by doing with help along the way if needed. As the learner masters increasing numbers of the component skills the master reduces his or her participation, providing fewer hints and less feedback to the learner.

Examples of guided participation include:

- Add with the assistance of a number line or a similar calculating.
- Read by sounding out words.
- Helps children improve their thinking skills.
- Encourages children to refer to their focus, attention, memory, and problem-solving skills to attend to a question or issue.
- Improves tasks such as following rules and sharing.
- build social skills.

Topic: 143-

Apprenticeship

Apprenticeship

Vygotskian another structured method consists of apprenticeship, a one-on-one relationship in which a less capable person, or "apprentice" is paired with a more experienced person, also called the mentor or tutor.

This method has been used in most traditional societies to teach their young specific skills and trades of their culture such as fishing, hunting and weaving

The ancient Greeks and Romans used apprenticeship as a tool for transferring knowledge and skills, since most people, received no formal education.

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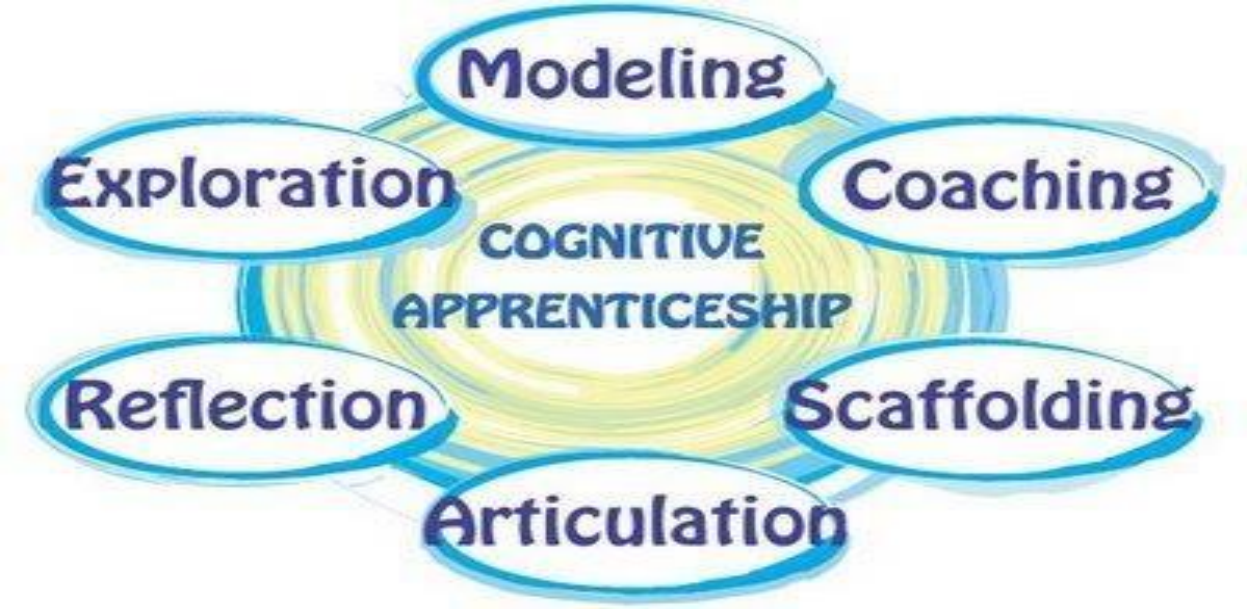

Apprenticeship allow learners not only to learn how to perform task like their mentors but also to learn how to think like their mentors. \Therefore, this method is also called Cognitive Apprenticeship.

Topic 144-Behaviorism & behavioral theories

Behaviorism and Behavioral Theories

Behaviorism is a learning theory that only focuses on objectively observable behaviors and discounts any independent activities of the mind. Behavior theorists define learning as nothing more than the acquisition of new behavior based on environmental conditions.

A learning theory based on the idea that behaviors are learned through rewards and punishment. All teachers use rewards and punishment as a mean of encouraging children to follow rules, pay attention and do their best work with the goal of learning the skills and knowledge expected for their grade level.

Teachers use reward and punishment to guide hard-to-manage children with behaviors such as lack of motivation, aggression, bullying and not staying on task.

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Behavioral Learning Theories

Theories that explain how children learn cognitively, socially and behaviorally. They stress on experiences that children have and the role of the environment in determining these experiences.

The rewards/punishments teachers and parents use to support and encourage children's behavior. For behaviorists, change in behavior is a function of learning, not age or mental schemes or psychological stages.

Topic 145-Classical Conditioning

Ivan Pavlov (1849– 1936) was interested in how biological events such as digestion relate to changes in the environment. The application of this interest to learning was revolutionary. Pavlov knew that a hungry dog salivates when presented with food. This food is unconditioned stimulus and salivation is the unconditioned response.

Pavlov conditioned (trained) a dog's salivary response by providing food simultaneously with the ringing of a bell.

After several repetitions, Pavlov could merely ring the bell and the dog salivated. This process of conditioning a response is called Classical Conditioning.

J.B Watson (1878-1958) is considered the founder of behaviorism. Important concepts for Watson were "**stimulus",** an event that activates behavior, and "**response",** an act that is an observable reaction to a stimulus. Stimulus Response pairs or connections resulting in new behaviors are at the heart of behavioral theory.

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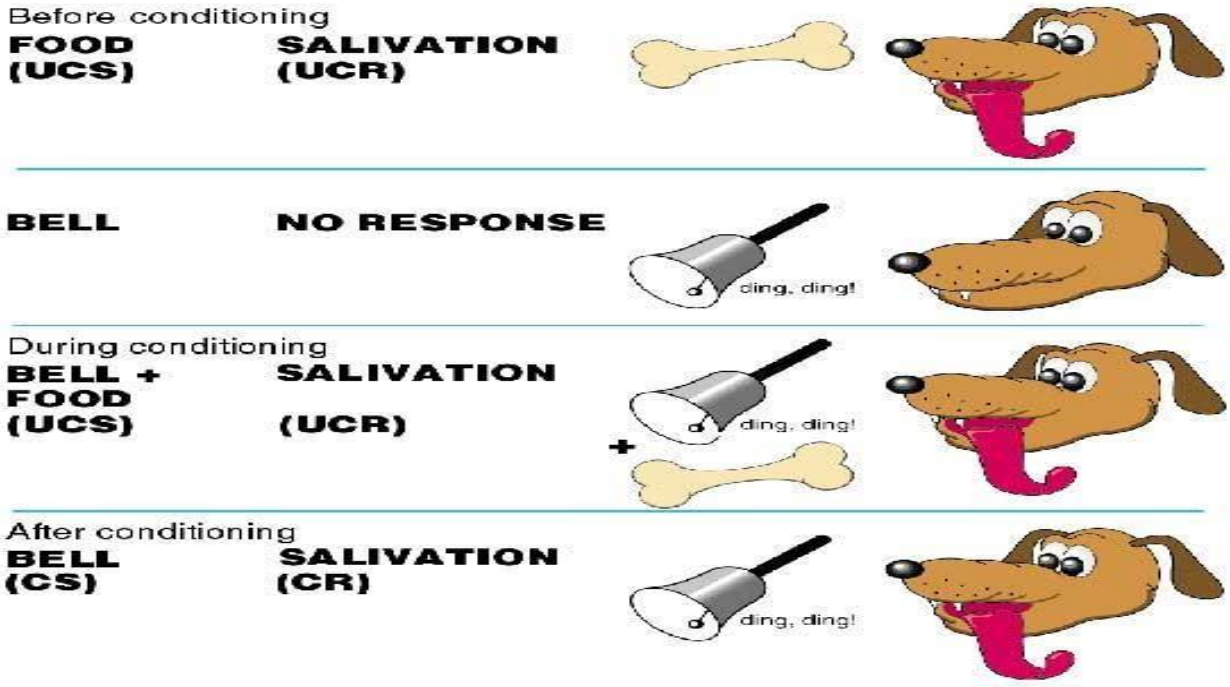

Edward Thorndike (1874– 1949) popularized reinforcement theory, the belief that consequences strengthen behavior.

Thorndike believed people do things that bring them pleasure and avoid doing things that give them pain. Thorndike stated that the consequences of a particular response will be continued and therefore learned.

Topic 146: Operant Conditioning

B.F. Skinner (1904-1990) is the modern-day popularizer of behaviorism. He did more than any other individual to spread the behaviorist theory by applying behaviorist ideas to educational practices.

Skinner's major contributions is the process of operant conditioning, an association is made between a behavior and a consequence (whether negative or positive)

The core concept of operant conditioning is simple. when a certain deliberate behavior is reinforced, that behavior will become more common. Psychology divides reinforcement into four main categories:

- Positive reinforcement
- Negative reinforcement
- Punishment
- Extinction

Positive Reinforcement

Positive reinforcement describes the best-known examples of operant conditioning:

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receiving a reward for acting in a certain way. When a child receives praise for performing a chore without complaint, like cleaning their room, they are more likely to continue to perform that chore in the future.

Negative Reinforcement

Negative Reinforcement is different but equally straightforward form of operant conditioning. Negative reinforcement rewards a behavior by removing an unpleasant stimulus, rather than adding a pleasant one.

Punishment

In psychology, punishment doesn't necessarily mean what it means in casual usage. Psychology defines punishment as something done after a given deliberate action that lowers the chance of that action taking place in the future.

Extinction

Psychology defines extinction as the loss of conditioning over time when the conditioning stimuli are no longer present. An animal (or person) will become less conditioned unless the stimuli that conditioned them in the first place is re-applied.

Topic 147-Bandura's social learning theory

The social learning theory of Bandura- 1977 emphasizes that people learn from one another, via observation, imitation, and modeling. They learn behaviors, attitudes, and emotional reactions of others

It states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement.

Learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement.

When a particular behavior is rewarded regularly, it will most likely persist; conversely, if a particular behavior is constantly punished, it will most likely discontinue.

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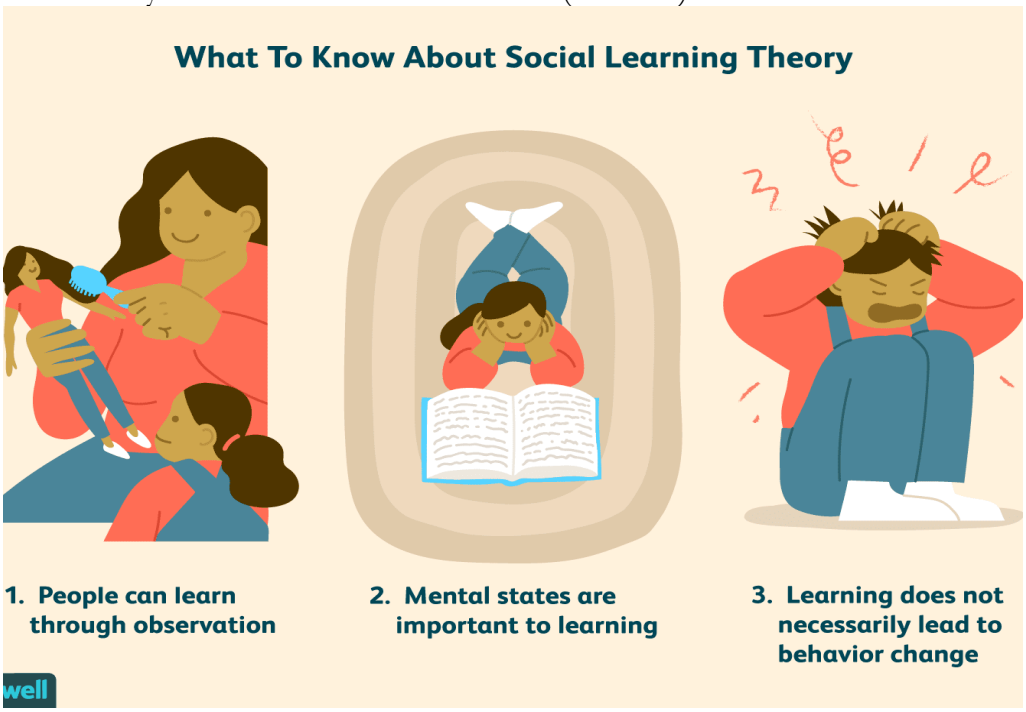

Social Learning Theory integrated behavioral and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world.

Key benefits of Social Learning Theory are as follows:

- Learning is not purely behavioral; rather, it is a cognitive process that takes place in a social context.
- Learning can occur by observing a behavior and by observing the consequences of the behavior (vicarious reinforcement).
- Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behavior (observational learning or modeling).
- Reinforcement plays a role in learning but is not entirely responsible for learning.
- The learner is not a passive recipient of information. Cognition, environment, and behavior all mutually influence each other (reciprocal determinism).

Topic 148-Attention & retention

Here we will discuss the concept of attention and retention by Bandura's:

Attention

Social Learning Theory by Bandura is often described as the 'bridge' between traditional learning theory (behaviorism) and the cognitive approach. This is because it focuses on how mental (cognitive) factors are involved in learning.

There are four mediational processes proposed by Bandura:

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Attention: The extent to which we are exposed/notice the behavior. For a behavior to be imitated, it must grab our attention

We observe many behaviors daily, and many of these are not noteworthy. Attention is therefore extremely important in whether a behavior influences others imitating it.

We cannot learn if we are not focused on the task. If we see something as being novel or different in some way, we are more likely to make it the focus of their attention. Social contexts help to reinforce these perceptions.

Retention

How well the behavior is remembered? The behavior may be noticed but is it not always remembered which obviously prevents imitation.

It is important therefore that a memory of the behavior is formed to be performed later by the observer.

Much of social learning is not immediate, so this process is especially vital in those cases. Even if the behavior is reproduced shortly after seeing it, there needs to be a memory to refer to.

We learn by internalizing information in our memories. We recall that information later when we are required to respond to a situation that is similar the situation within which we first learned the information.

Topic 149-Reproduction & motivation

Here we will discuss the reproduction and motivation stages by Bandura's theory:

Reproduction is the stage of the ability to perform the behavior that the model has just demonstrated. We see much behavior daily that we would like to be able to imitate but that this not always possible.

Reproduction can be difficult because in the case of behaviors that are reinforced through self- observation, it can be difficult to observe behavior well.

This can require the input of others to provide self-correcting feedback. Newer studies on feedback support this idea by suggesting effective feedback, which would help with observation and correction improves the performance on participants on tasks.

We are limited by our physical ability and for that reason, even if we wish to reproduce the behavior, we cannot.

Motivation

The decision to reproduce (or refrain from reproducing) an observed behavior is dependent on the motivations and expectations of the observer, including anticipated consequences and internal standards.

Bandura's description of motivation is also fundamentally based on environmental and thus

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social factors, since motivational factors are driven by the functional value of different behaviors in a given environment.

The will to perform the behavior. The rewards and punishment that follow a behavior will be considered by the observer. If the perceived rewards outweigh the perceived costs (if there are any), then the behavior will be more likely to be imitated by the observer.

If the vicarious reinforcement is not seen to be important enough to the observer, then they will not imitate the behavior.

Topic 150-

Erikson psychosocial development

Erik H. Erikson (1902-1994) developed his psychosocial development theory based on the principle that cognitive and social development occurs hand in hand and cannot be separated.

According to Erikson, children's personalities and social skills grow and develop within the context of society and in response to its demands, expectations, values, and social institutions such as families, schools and childcare programs.

Parents and teachers are key parts of these environment and therefore play a powerful role in helping or hindering children in their personality and cognitive development.

Erikson's 'psychosocial' term is derived from the two source words - namely psychological (or the root, 'psycho' relating to the mind, brain, personality, etc.) and **social** (external relationships and environment), both at the heart of Erikson's theory.

Erikson eight stages involves a crisis of two opposing emotional forces. Each crisis stage relates to a corresponding life stage and its inherent challenges. He connected them with the word 'versus', which he abbreviated to 'v'. (Versus is Latin, meaning turned towards or against.) At each stage there is a crisis or task that we need to resolve. Successful completion of each developmental task results in a sense of competence and a healthy personality. Failure to master these tasks leads to feelings of inadequacy.

Topic 151-Trust VS. Mistrust

We will discuss the stages of trust vs mistrust:

First stage of Erikson's theory of psychosocial development occurs between birth and one year of age and is the most fundamental stage in life. Because an infant is entirely dependent, developing trust is based on the dependability and quality of the child's caregivers.

The child needs to survive including food, love, warmth, safety, and nurturing. If a caregiver fails to provide adequate care and love, the child will come to feel that he or she cannot trust or depend upon the adults in his or her life.

If a child successfully develops trust, he or she will feel safe and secure in the world.

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Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to feelings of mistrust in the children under their care. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable.

Implications for Teaching

Teachers meet children's needs when they do the following

- Meet children's needs with consistency and continuity.
- Identify and take care of basic needs such as feeding.
- Hold babies when feeding them to promote attachment and develop trust.
- Be attentive and respond to infant cues and comfort infants when they are in distress.

Topic: 152-Automomy VS. Shame

The second stage of Erikson's theory of psychosocial development takes place during early (1-3) childhood and is focused on children developing a greater sense of personal control.

At this point in development, children are just starting to gain a little independence. They are starting to perform basic actions on their own and making simple decisions about what they prefer.

By allowing kids to make choices and gain control, parents and caregivers can help children develop a sense of autonomy.

Erikson believed that learning to control one's bodily functions leads to a feeling of control and a sense of independence. Other important events include gaining more control over food choices, toy preferences, and clothing selection.

Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt.

Erikson believed that achieving a balance between autonomy, shame, and doubt would lead to "will", which is the belief that children can act with intention, within reason and limits.

Implications for Teaching

Teachers should do the following:

- Encourage children to do what they can do.
- Do not shame children for any behavior.
- Do not use harsh punishment or discipline.
- Provide for safe exploration of classrooms and outdoor areas.

Topic 153: Initiative vs Guilt

The third stage of psychosocial development takes place during the (3-6) preschool years. At this point in psychosocial development, children begin to assert their power and control over the world through directing play and other social interactions.

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Children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt, and lack of initiative.

When an ideal balance of individual initiative and a willingness to work with others is achieved, the ego quality known as purpose emerges.

Initiative, a sense of ambition and responsibility, occurs when parents allow a child to explore within limits and then support the child's choice.

These children will develop self-confidence and feel a sense of purpose. Those who are unsuccessful at this stage with their initiative misfiring or stifled by over-controlling parents may develop feelings of guilt.

Implications for Teaching

Teachers should do the following:

- Observe children and follow their interest.
- Encourage children to engage in many activities.
- Provide environment in which children can explore.
- Promote language development.
- Provide each child with the opportunity to succeed.

Topic :153-Industry vs Inferiority

The fourth psychosocial involving industry (competence) vs. Inferiority occurs during childhood between the ages of 6-12 Children are at the stage where they will be learning to read and write, to do sums, to do things on their own. This is very independent stage.

Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their abilities to be successful.

Successfully finding a balance at this stage of psychosocial development leads to the strength known as competence, in which children develop a belief about their abilities to handle the tasks set before them.

Children begin to compare themselves with their peers to see how they measure up.

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They either develop a sense of pride and accomplishment in their schoolwork, sports, social activities, and family life, or they feel inferior and inadequate because they feel that they don't measure up.

If children do not learn to have a good relationship with others or have negative experiences at home or with peers, an inferiority complex might develop into adolescence and adulthood.

Implications for Teaching

Teachers should do the following:

- Help children win recognition and learn confidence by making things.
- Help ensure that children are successful in literacy skills and learning to read.
- Provide support for students who seems confused or discouraged.

Topic 155-Maslows self-actualization theory

Abraham Maslow (1890-1970) developed a theory of human motivation is called self-actualization.

His theory is based on the satisfaction of human needs, and he identified self-actualization, or self-fulfillment, as the highest human need.

Maslow said that children and adults cannot achieve self-fulfillment until other basic needs are satisfied.

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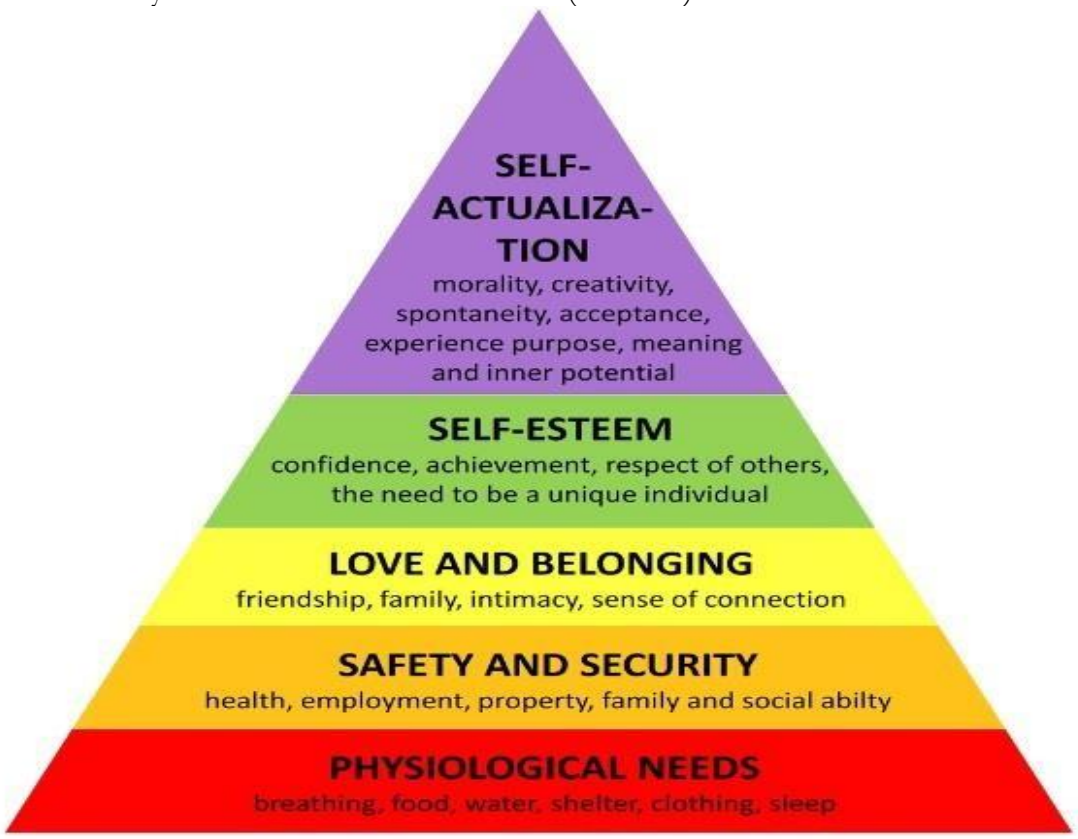

Maslow maintained that everyone has three basic needs, regardless of race, gender, sexual orientation, socio-economic status or age.

Life Essentials

Maslow (1943-1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others.

Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on.

Physiological needs

These are biological requirements for human survival, e.g. air, food, drink, shelter, clothing, warmth, sleep.

If these needs are not satisfied the human body cannot function optimally.

Maslow considered physiological needs the most important as all the other needs become secondary until these needs are met.

Safety and Security

Safety needs are the most fundamental needs for the humankind, which include personal security, financial security, and health and well-being. Safety is the major reason for mental disorders, such as anxiety, phobia and depression.

Once an individual's physiological needs are satisfied, the needs for security and safety become salient. People want to experience order, predictability and control in their lives.

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These needs can be fulfilled by the family and society (e.g. police, schools, business and medical care).

For example, emotional security, financial security (e.g. employment, social welfare), law and order, freedom from fear, social stability, property, health and wellbeing (e.g. safety against accidents and injury).

Belonging and Love

Friendship, intimacy, trust and acceptance, receiving and giving affection and love.

According to Maslow, feeling loved and accepted is very important. this need includes both romantic relationship as well as ties to friends and family.

These needs encompass both feeling loved and feeling love towards others. the family and society.

The most important benefit s of belongingness may be that you can avoid or diminish a mental illness, because you have strong connections with others, meeting your other needs will likely become easier as well.

Achievement and Prestige

Achievement and prestige is the fourth level in Maslow's hierarchy - which Maslow classified into two categories:

i. Esteem for oneself (dignity, achievement, mastery, independence) and
ii. The desire for reputation or respect from others (e.g., status, prestige).

Maslow indicated that the need for respect or reputation is most important for children and adolescents and precedes real self-esteem or dignity.

Achievement motivated people love the thrill of reaching challenging goals. They need a sense of accomplishment and need feedback on their progress towards their goals.

Authority motivated people love being in control, influential leading and personal status/ prestige. They need to feed their egos on their progress towards their goals.

Aesthetic Needs

It is stated in the hierarchy that humans need beautiful imagery or something new and aesthetically pleasing to continue up towards Appreciation and search for beauty, balance, form, etc.

Aesthetic means the pleasant, positive or artful appearance of a person or a thing. An example of the word is aesthetic is to say that a particular flower is beautiful.

Children learn and appreciate beauty. They like to be in classrooms and homes that are physically attractive and pleasant.

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Teachers can help satisfy children's aesthetic needs by being well-dressed and providing a classroom that is pleasant to be in, one that includes plants and flower art and music.
When teachers and parents support children to meet their basic needs, they promote aesthetic needs.

Self-Actualization

Self-actualization is the complete realization of one's potential, and the full development of one's abilities and appreciation for life. This concept is at the top of the Maslow hierarchy of needs, so not every human being reaches it.
Realizing personal potential, self-fulfillment, seeking personal growth and peak experiences. A desire "to become everything one is capable of becoming".
The growth of self-actualization refers to the need for personal growth and discovery that is present throughout a person's life.
For Maslow, a person is always 'becoming' and never remains static in these terms. In self- actualization, a person comes to find a meaning to life that is important to them.
Maslow believed self-actualization could be measured through the concept of peak experiences. This occurs when a person experiences the world totally for what it is, and there are feelings of joy, and wonder.
It is important to note that self-actualization is a continual process of becoming rather than a perfect state one reaches of a 'happy ever after'.

Topic 156:

Bronfenbrenner Ecological Theory

Bronfenbrenner's theory focuses on the quality and context of the child's environment. He states that as a child develops, the interaction within these environments becomes more complete.

Bronfenbrenner's theory focuses on the quality and context of the child's environment. He states that as a child develops, the interaction within these environments becomes more complex.

Children typically find themselves enmeshed in various ecosystems, from the most intimate home ecological system to the larger school system, and then to the most expansive system which includes society and culture.

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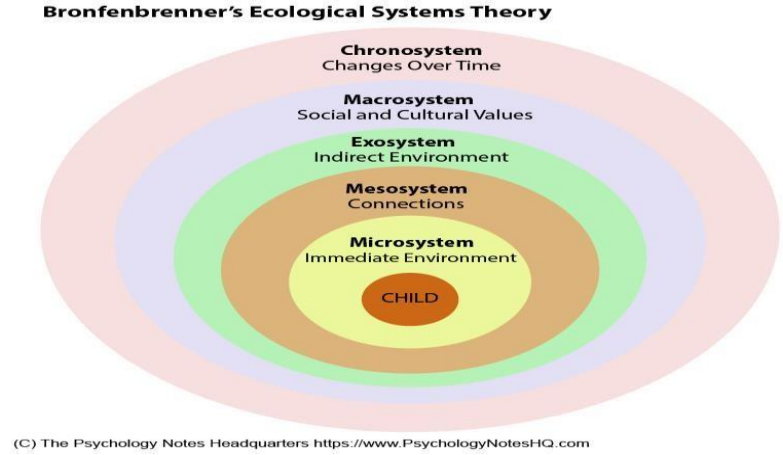
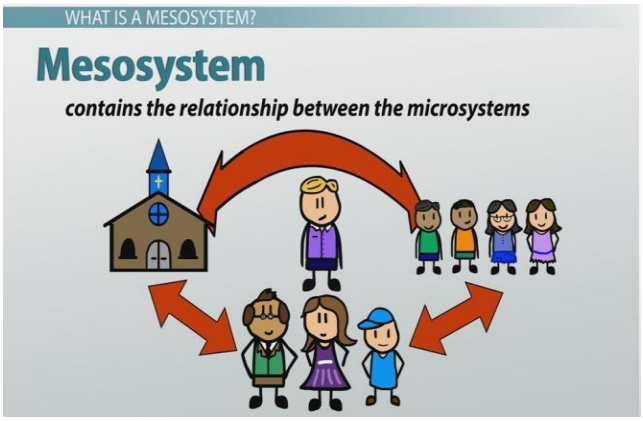
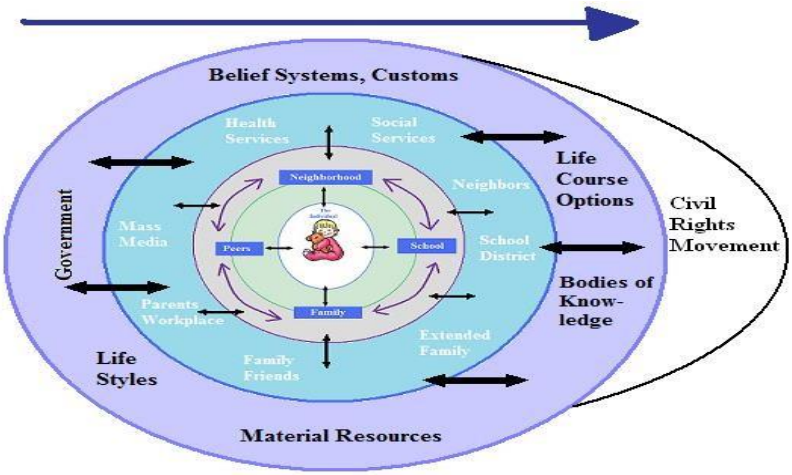


Microsystem is the smallest and most immediate environment in which children live. As such, the microsystem comprises the daily home, school or daycare, peer group and community environment of the children.



The Exo-system pertains to the linkages that may exist between two or more settings, one of which may not contain the developing children but affect them indirectly, nonetheless.

Chronosystem



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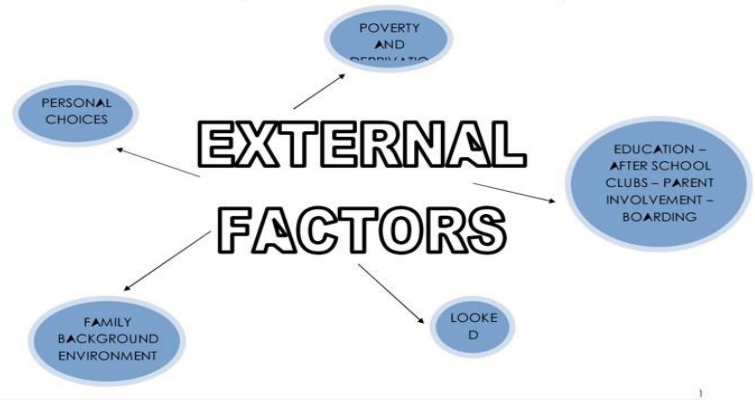
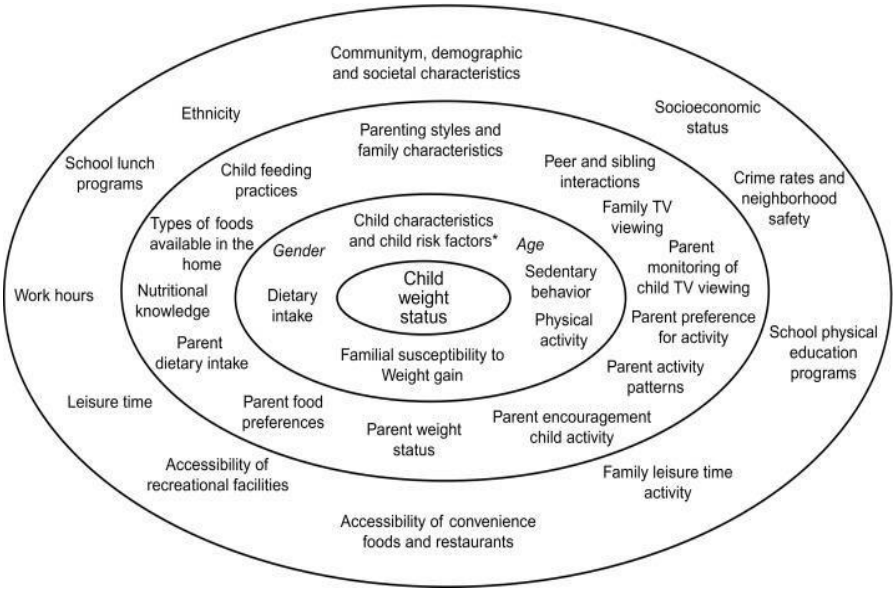
Topic 157: Factors influencing Children Health

Health is a complex state determined by ongoing interactions between an individual's genetic makeup and everyday environmental factors.



A baby's immediate and long-term health is affected by the mother's personal health and daily practices during pregnancy: her diet; certain medications; routine prenatal care; and exposure to communicable illnesses.

A child who is born healthy, grows up in a nurturing family, consumes a nutritious diet, lives in a safe environment, and has numerous opportunities for learning and recreation is more likely to enjoy a healthy life.



Factors influencing Children Health

- Heredity
- Environment
- Gender
- Hormone
- Familial Influences

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- Geographical Influences
- Socio Economic Status
- Learning and Reinforcement

Topic 158: Heredity

Heredity Characteristics transmitted from biological parents to their children at the time of conception determine all the genetic traits of a new, unique individual.

Heredity sets the limits for growth, development, and health potential. It explains, in part, why children in one family are short while those from another family are tall or why some individuals have allergies or require glasses while others do not.

Predict an inherited tendency, or predisposition, to certain health problems, such as heart disease, deafness, cancer, diabetes, allergies, or mental health disorders.

Lifestyle factors e.g. physical activity, diet, sleep, and stress levels, interact with genetic material (genes) to determine whether a child will ultimately develop heart disease or any number of other chronic health conditions.

Topic 159: Environment

Environment encompasses a combination of physical, psychological, social, economic, and cultural factors that collectively influence the way individuals perceive and respond to their surroundings.

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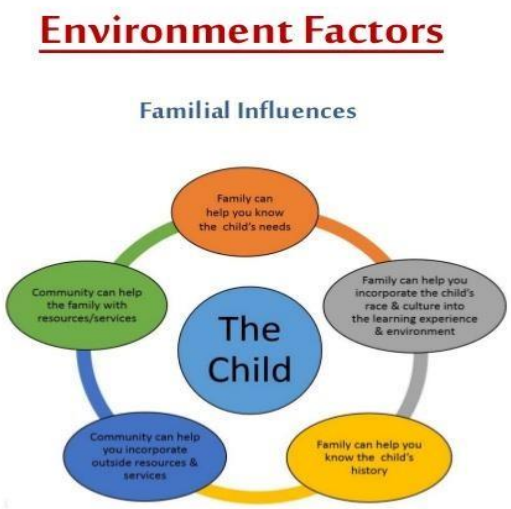

Examples of environmental factors:

- following a nutritious diet
- participating in daily physical and recreational activities
- getting adequate rest having access to medical and dental care
- reducing stress
- residing in homes, childcare facilities, schools, and workplaces that are clean and safe
- having opportunities to form stable and respectful relationships

There are also many environmental factors that have a negative effect on health. For example, exposure to chemicals and pollution, abuse, illness, obesity, prenatal issues. Sedentary lifestyles, poverty, stress, food insecurity, violence, or unhealthy dietary choices can interfere with children's optimal growth and development.

Topic 160: Teachers' Role in Children Health

Teachers need to establish and maintain a healthy environment

- Using a holistic approach
- Being aware of organizations that help promote well-being and prevent harm.
- National Health and Safety Performance Standards for Child Care
- National Association for the Education of Young Children
- Early Childhood Environmental Rating Scales

Teachers need to use:

- Health promotion
- Safety protection
- Nutrition education

Topic 161-Teacher role in children health

Quality Early Childhood Education Environment

Teachers:

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1.have adequate training in child development, health and safety, provide sensitive, responsive care

2.have skills to communicate with parents and promote nurturing

3.are competent with diverse cultural and language background of children

An environment that:

1.Allows for good health and safety

2. Provides good working conditions for caregivers

3. Has adequate child to caregiver ratio

4. Has toys and equipment that are age and developmentally appropriate

5. Provides adequate nutrition and food safety if providing meals and snacks

Teachers' Role in Children Health

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- Safety protection
- Nutrition education

Topic 162: Children Safety

Safety refers to the behaviors and practices that protect children and adults from unnecessary harm.

unintentional injuries are the leading cause of death among children from birth to 14 years, many of these instances are avoidable.

Every adult who works with, or cares for, young children, has a significant responsibility to maintain the highest standards of supervision and environmental safety.

The characteristics of a safe child care environment are:

•Potential hazards are kept at a minimum, or are completely avoided

•The surroundings are neat and orderly

•The children are constantly supervised

•Caregivers have knowledge of, and practice, safety policies and procedures

•A safety hazard is anything in the environment that can be dangerous to a child's health or welfare.

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Factors Affecting Children's Safety

Protecting children's safety requires a keen awareness of their skills and abilities at each developmental stage (Allen & Marotz, 2010).

For example, knowing that an infant enjoys hand-to-mouth activities should alert teachers to continuously monitor the environment for small objects or poisonous substances that could be ingested.

Children who have developmental disabilities or sensory disorders are also at increased risk of sustaining unintentional injury and must be monitored continuously.

Topic 163: Children Nutrition and its Effects

Nutrition refers to the science of food, its chemical components (nutrients), and their relationship to health and disease. It includes from the ingestion and digestion of food to the absorption, transportation, and utilization of nutrients, and finally the excretion of unused end products.

Nutrients have a direct effect on a child's nutritional status, behavior, health, and development. They play critical roles in a variety of vital body functions.

Environmental and family factors such as financial resources, transportation, geographical location, cultural preferences, convenience, and nutrition knowledge can also influence a child's dietary quality.

Children's nutritional status has a significant effect on behavior and cognitive development. Well-nourished children are typically more alert, attentive, physically active and better able to benefit from learning experiences

Teachers' knowledge of children's development, health, safety, and nutritional needs can be applied when planning learning activities, classroom environments, meals and snacks, and supervision.

Teachers can implement sanitation and early identification practices to reduce children's unnecessary exposure to illness and infection.

Teachers can support the concept of preventive health by serving as positive role models and providing children with learning experiences that encourage a healthy lifestyle.

Topic 164: Strategies to create indoor safe setting

Whether indoors or outdoors, children love to play and socialize in open environments, so it is necessary to create safe spaces for them to do this.

Keeping the environment as safe as possible is a consideration that designers, homeowners and caregivers should think about when setting up a play areas for children.

INDOOR PLAY AREAS

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A floor area of about nine meters square is just about right, but the bigger the space, the better, because when the space is small, the children will get tired and want to venture outdoors.

FLOORING

Kids will always run around, no matter the environment. To avoid accidents, getting the right kind of flooring is essential. Avoid slippery floors which might lead to falls. One should use friction- resistant floors.

FURNITURE

Furniture in play zones should not be high because children will always climb onto things. If use high furniture, should expect accidents. Furniture with sharp or metal edges should not be use. Instead, use furniture with curved edges. plastic seats and tables are ideal, especially for kids below 10.

MOVEMENT

Play areas should have sufficient pathways to enable children to move around freely. Children love to play with their toys, so they need space to be able to move as they wish.

STORING TOYS

It is important to have a place for children to store their toys after play. You can put rails on the walls for the kids to store their toys. These rails can be placed high on the walls where the children cannot reach them on their own.

LIGHTING

Indoor play areas should be well lit to avoid dark areas and to enable children to reach their toys easily, Children fear dark places and will feel more comfortable when there is sufficient lighting. The sockets should be off most of the time. The sockets should be high, where the kids cannot reach them.

Topic 165: Strategies to create safe outdoor setting

OUTDOOR PLAY AREAS

Outdoor play is a big part of healthy development.

One should consider outdoor play areas as they give children an opportunity to take risks and explore new environments.

safety measures

Fencing

- It is important to monitor and manage designated play areas. A fence ensures that the kids remain restricted in a safe area.

Surfacing

- To reduce the risk of injuries from falls, play equipment should have soft lining.

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- Materials such as sand, rubber mulch, and wood chips are soft enough to absorb falls, unlike grass and the ground.

Whether you are setting up a play area in a garden or your own backyard, ensure that the equipment you get is right for your kid's age. Younger children should not play with equipment designed for older kids and vice versa.

MAINTENANCE AND INSPECTION

- Playground equipment should be well maintained.
- Home playground should be well maintained. Broken equipment should be repaired or replaced.
- All bolts and nuts should be well oiled and tightened to ensure that there are no accidents.
- Metal equipment should also be repainted to ensure that it does not rust.
- The grass should be kept short to ensure that it does not harbor harmful creatures.

DESIGN

- Like any other structure, design is crucial in a play area.
- Besides installations, it is important to have an area where care givers can take a break from the children while still being able to watch over them activities.
- Bathrooms, eating areas, storage and administrative areas are also important.
- Security and provision constant supervision are also important aspects to consider

Topic 166: EFA Goal

Education for All (EFA) is an international initiative first launched in 1990 to bring the benefits of education to "every citizen in every society."

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Six Education Goals

1. Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality.
3. Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs
4. Achieve a 50% improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Topic 167: MDGs & SDGs

September 25th, 2015, the United Nations took the historic step to adopt the 2030 Agenda for Sustainable Development an action plan for people, 1 planet and prosperity. The SDGs or Global Goals are part of this new universal Agenda and demonstrate its scale and ambition.

For the first time in the history of global development ECD is part of the UN's global development goals. This recognizes the crucial importance of early childhood as part of a transformative global agenda.

In developing countries, where 92% of the world's children live,1 in 20 children does not survive beyond the first 5 years. 200 million children around the world do not reach their developmental potential due to poverty, malnutrition and deprivation in their earliest years.

The SDGs replace the MDGs, which started a global effort in 2000 to tackle the indignity of poverty. The SDGs are universal set of goals, targets and indicators. There are 17 goals and

169 targets that aim to tackle poverty, inequality and climate change**.**

The SDGs were officially adopted at a UN summit in New York in September and become applicable from January 2016. The deadline for the SDGs is 2030.

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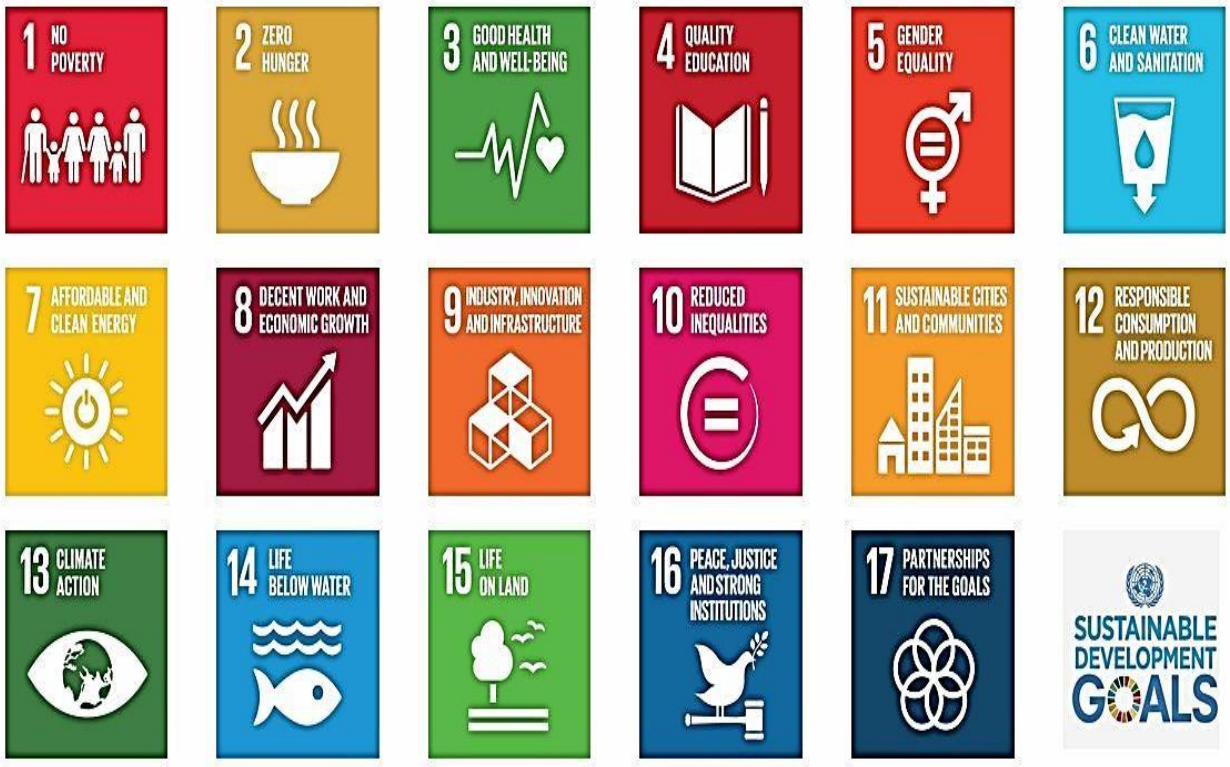

Early childhood development is directly addressed in Goal 4: "Ensure inclusive and equitable education and promote life-long learning opportunities for all."

ECD has a strong multiplier effect which can transform individuals, communities and societies. Equally, achieving the SDGs is essential to creating the environment in which all children can thrive:

Topic 168:

The MDGs and SDGs six goals

Goal 1:

ECD is one of the most cost-effective strategies for poverty alleviation. Early brain development sets children up for the future and enables them to learn skills to flourish in a 21stcentury economy.

Goal 2:

Children who receive early stimulation with nutrition supplements have better outcomes than children who only receive nutrition supplements. ECD interventions buffer the negative effect of stress thereby improving absorption of nutritional intake.

Goal 3:

ECD interventions early in life set a trajectory for good lifelong health. It can lead to lower incidence of cardiovascular and non-communicable diseases and can increase well-being.

Goal 4:

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Learning begins at birth. ECD interventions have proved to be the foundation for later learning, academic success and productivity.

Goal 5:

The link between ECD and women's economic empowerment is clear. Greater investment in high-quality and affordable childcare is linked to greater opportunities for women's economic advancement and empowerment.

Goal 6:

A physical environment where a child can live, grow and interact, includes also water, sanitation and hygiene in the family, community and learning environments.

Goal 8:

Adequate childcare is a critical element of the decent work agenda. Investments in professionalization of the early childhood workforce contribute to full and productive employment, especially for women.

Goal 10:

Inequality often begins before birth. ECD is a powerful equalizer. The first few years of a child's life offers a window of opportunity to provide interventions that can close the inequality gap between children born into disadvantage and those born with many advantages

Goal 11:

ECD requires safe spaces that have sustainable, natural, and biophilic features.

Goal 12:

ECD programs set in place patterns of consumption, attitudes towards conservation and behavioral practices that will preserve the environment.

Goal 16:

Early childhood interventions have the potential to instill values and behaviors that can reduce violence and promote peace. ECD interventions have been shown to lead to lower rates of violence in the home and greater social cohesion in communities.

Goal 17:

Measurement of ECD at global, regional and national levels can serve as a powerful tool to revitalize global partnerships.

Topic 169: ECCE in Pakistan

Students will be able to describe ECCE in Pakistan.

A discussion was made with guest speaker about the programs of ECCE, background and history of ECCE and what are the challenges we are facing here in this field.

The guest name is Huma Mir who is consultant in this field and she has worked vastly in this field.

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She said ECCE is the backbone of education system, just like the economic system of a country even the economy started from the education system. As there is development in ECCE internationally, it is also being develop in Pakistan after the formation of Pakistan in 1947. The ECCE has been start considering by the policies from 1947. But with the passage of time, ECCE has been developed internationally, at the time Pakistan was working on the other fields so the proper work on ECCE was stated in 1970s. before this there was no such progress recorded. After 1970 the work has been started on ECCE properly. As we all know that when government changes there was break in all sectors. Different government has different priorities, secondary and higher secondary education has been focused majorly. If we look back at that era there was 10% enrollment in the ECCE. there were different factors of this slow progress like parent were not well aware, low budgets etc. the implantation of the plans has been started in 2000s properly. From 2002 to 2003 and then in the national action plan of 2003, the ECCE has been prioritize properly. Material development has been started and the progress has been started visibly. The main challenge in those days was teachers were less than the enrollment of students. If we see the policy implantation further, the last decade after 2010 when we were signed international treaties (like EFA) and we have to meet the targets, and just like in 2015 there were many agreements for those the government were answerable. Properly the work has been stared on books and implementation of the policy. The enrolment was also getting increased and properly we started to meet the international targets. And we were start getting results, the international NGOs and donners helped us in this manner. But again, if we will see our private sector like NGOs they can gave us support but involve of the public sector was very necessary. But obviously the rate of children who were out of the school their ratio was too much. There were 8 million plus children of school going age (5 to 8^{th} standards) in 2000. And now in the last decade the statistical figure was showing that 19 million students were school going age and from them only 6 million were going to schools. It means that population of school going age children was too much but enrollment was very less. So, governments have to take this issue seriously because there were international organizations who were giving us donations for education and to meet the target of education for all according to our policy. In our policy according to article 25-A it is obligatory for us to provide education for all. Every child has the right to quality of education. So, keeping all these challenges, all these obligation and agreements in mind, government has started working to implement all the polices in this sector. And gradually the implantation of the policies has been started in whole country. And ECCE has also been started considered seriously by our policy makers and education sector. And we have

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policy and we have all recommendation then what was the problem, the problem was implementation. We were facing many challenges in implantation of the policy. In every policy ECCE has been included, it was there in paper but we were lacking in the execution. There were many problems regarding budget and training. Another major issue was related to awareness, parents were not well aware. We have to make understand parents that the small kid who is playing and wasting time because the age of early childhood is birth to 3 years. We have to work on the child development in this age regarding physically, mentally, cognitively and emotionally, but usually in this time children are with their parents. And then the age 3 to 8 year we have to work on skills and different areas of development, and for this we have to involve parents and teachers should be trained in this manner. teachers of ECCE should know that how to focus on child cognitive development along with physical development. And how to identify every skills of child and how to sharp these skills. Teacher should now how to involve students through playful methods. the Montessori system was internationally introduced. It was also adapted in our country but only in private sector due to available resources and parents who understand the need of ECCE and can afford the expenses of ECCE as well. There was a very good progress regarding ECCE in private sector. People stared invested in ECCE and many large school systems get progress only by working in ECCE. and many things that were just written but private sector has started implanted this thing practically. So, it become a challenge for public sector. There were many recommendations given and reforms was occurred to make progress in public sector. The biggest challenge was trained teachers, when we have started implanted ECCE in public sector, we consider those teachers who have already teaching at primary level. As we have to launch ECCE program in all the public schools so it was a big challenge to recruit new teachers for all schools and to arrange rooms for children, government had to face many financial issues regarding this. We have got some donations from donor organizations but that directed us only in pilot programing.

I would like to talk Punjab education foundation, Sindh education foundation and in all other provinces just like this public private partnership foundations have started different experiments and the work on ECCE has been started. And we got very good results. And there are very good figures we can mention and if work further on the same grounds we will get more enrolment. The challenge regarding teachers was there as it is not possible to recruit large number of teachers. We have to revise budget to recruit teachers by proper strategy but we have not sufficient budget in education sector to recruit teachers. So this duty was given to primary school teachers and they were getting burdened and as they were not trained so they start teaching like blackboard method. If we look back into that era the

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play was not included in learning method for children. The base of ECCE is through play way method. The teachers also need to train to give maximum good result. Obviously in this age the children can sharpen their gross motor and fine motor skills with play way method. The teachers were not trained regarding this but we have to understand this child of early childhood should involve and will remain them active we will get positive results. With passage of time we have directed our teachers and at we incorporated ECCE at university level. I also have started my teaching at ECCE level, and the learning for me as teacher that I learn with practically doing work with children, that learning is still supporting me to work on ECCE. As our teacher get degrees and start teaching but teachers should train well. Teaching is a field where development of the teacher is very necessary as teachers have to develop future of the students. The teachers should be updated just like a very simple example we change our mobiles to get the updated applications.one of the reason is budget. Then we not upgrade our teachers as the world has been upgraded. And it is the duty of government.no doubt government worked on it but we have less resources so we lack behind.

A progress has started in the last decade after 2010 where government has taken ECCE properly and seriously. The work on the curriculum was started, the training of the teachers was started. And we started to develop our books. And we have accepted it that we need to develop, we need to create ECCE in our education system and it need to work on this properly. Teachers and parents need to work on this more, because there is a triangle between teachers' parent and students. There are three ends in this triangle, and we are working on two ends: teachers and students and if the work is not being done on the parents there will be a deficiency. This deficiency will be visible in the personality of student. Because this is developmental age of the students. 3 t 8 years of the age where we have to work on the skills of the children, on the physical development of children, mental development and emotional development, habits and behaviors are also being developed. if one end is missed then there will be a gap in education and personality of the student. It has been recognized that every child has different personality and this is the fact that we have to develop every child at different level. This need to be understands by our ECCE teachers. Teachers of ECCE should be trained on this that he/she have to work on every child for monitoring of language skills, the teachers need to understand the individuality of the students and should work accordingly.

Numeracy and language are two main basic area of learning because in language whatever you are learning obviously t became art of other subject as well like science, social study and people around us.

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It is up to the teachers that how interactive he/she is. Interactive teaching is a must at ECCE level and we have to train teachers on it. In our policies and curriculum developmental areas of the children has been focused. It has been described there that how teachers will be trained to focus on the developmental areas of the children. There are guide books for the teachers to train them. In service teachers were asked to get involved because we had enrollment in ECCE but there was dropout rate. The reasons of drop out were; there were no proper feedback and they did not get proper attention. If we talk specifically about low profile area and students are not engaged then child will say the parents I get bore at school and I don't want to go next day to school. We have to train teachers of rural area because there are too much population of children of ECCE. And we face problem to take enrollment from there because parents are not well aware and teachers are not trained. Classrooms have not enough space. For this we have to train teachers and to train their heads. Because in low cost or no cost we have to engage children. We can identify some areas to engage children and teaches should be trained accordingly. Culture matters a lot, any child of age of ECCE takes a lot inspiration from their culture. Teachers in urban areas are restricted to teach in the small class rooms but the teachers in rural area we can overcome this challenge, if teacher could merge students with the environment. Teacher can create attachment; activities can be developed for students. In all this period of policy development and policy implementation we have face many problems and then collect observations and evaluations. The learning of all this is parents' awareness is most needed, parents should aware how to bring their children to school and how to connect their children with studies. We have to develop strong relationship between teachers and parents. It has been written in policies. And the outcome of the curriculum is also based on this. Because assessment of the students is very difficult at this stage. And till now we could not make proper assessment at ECCE level. The reason is teacher cannot understand the stages of learning of children (like what kind of problems they are facing numeracy etc) because it needs continuous assessment. Internationally teachers are doing this and even in our private school's teachers have to prepare daily progress report and attached it in the portfolios. This system should be in our public schools. We need separate delicate teachers in ECCE program who have to stay with the children whole day, who should not have to go take classes at any other level (primary, middle etc). Although in our universities we are preparing teachers for ECCE but those teachers are not in large number to cover all seats. We need teachers of ECCE in whole country and for this we need to promote ECCE programs at national level. All the teachers could not teach at ECCE level we have to see either teachers have aptitude or not. We have not accreditation n our

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universities properly yet. If we talk about internationally the accreditation of pilots, doctors and teachers is most difficult. Because pilots have lives of others in their hands, and doctors have health and lives of human beings. And what is in the hand of teachers? The teachers have future of the nation in their hands. And sorry to say in our country most of the teachers from private sectors who do not get any other profession and have difficulties to manage budget join schools as teachers and the problems started from here. Because the base of any school is based on ECCE. As an educationist whenever I talk to head of any school, I suggest them to work on the ECCE because this is like the crop of the school. The foundations of literacy, numeracy and the personality development should be started from this level. As we are n 21st children and we are dealing with alpha generation. Those children are included in alpha who have been born or will born in 2010 to 2025. All the children who will born in this era are called alpha children this generation is also called I generation. These children are called I generation because they are being developed with smart phones and iPhone. This is the reason children are being familiar and picking the technology of smart phones quickly. We have this challenge to deal with the alpha children and I generation, these children are picking things quickly so the teachers and government should have awareness to meet the needs of current era. If will give our children trained teachers at ECCE level then we can overcome the many challenges at this level

Topic 170

ECCE in Pakistan

In this topic the phases of curriculum development have been discusses, the curriculum has been revised in 2002, 2007, 2009 and then 2017 and now we are on the stage of single national curriculum.

We will talk about the curriculum of early childhood education and now we have a proper curriculum. It was started to develop in 2002, somethings have been revised in 2007 and the curriculum we get in 2017 it was almost fully developed. Now if we will follow the curriculum by a trained teacher, we will not face any problem to implement it. The child will train by this curriculum will meet the need 21st century.

The teacher we should choose for the ECCE, the teacher attitude is the most important thing. The teacher should be innovative and imaginative, if a teacher is imaginative he/she will be more innovative because creativity matter most in our skills (4'Cs).if a teacher joins the field of education he/she already completed his basic education but if one wants to cater on specific area he/she should must check his/her aptitude on criteria of ECCE. There should be compatibility among ECCE and teacher's aptitude. Because some teachers have capability to teach senior children as their subjective knowledge is good only. Allah has blessed everyone with different

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skills, teachers are also God gifted. Some teachers can teach young children nicely and some teachers have ability to work and teach with senior children.

We have described the role of teacher before Curriculum, as curriculum has been developed by focusing on four domains if a teacher will be capable to understand these domains then he/she will be able to work on the competences of students. Because every learning domain is ended on the competences of child, if teacher understand the physical development of that children so he/she will be able to work on the competences related to that domain like gross motor and fine motor skills. If teacher will understand cognitive development so he/she will be able to plan better to involve children to get expected outcomes. So, that why the aptitude of the teacher is very necessary. If anyone of you wants to opt education as a profession you must develop yourself. To groom child according to 21st century we must have to update ourselves as teachers. being educationist, we need to develop ourselves most, if we will not develop ourselves how we will develop the next generation, how you will make them able to cope the challenges of new age. If someone wants to go in the field ECCE he/she must check the focus and aptitude to work with young children. You can check your interest by working on lesson planning; if you found yourself creative then you will be able to work in this field. Curriculum is like an outline; these are some tips and hints while working on curriculum and starting understand it you have to understand the domains and then you have to develop lessons. As we do not have comprehensive books for ECCE in Pakistan. Just like Cambridge examination, they just provide an outline internationally for students and teacher develop students based on that outline. It has been also observed that in private schools they usually go for activities and work sheets to develop students instead of books. And then they make progress report on daily, weekly or monthly basis and them instead of their written work their activities, gross motor skills and cognitive development has been gauged. Gauged means you have to see that how much that child is being creative and doing work differently. This is what we need to develop in our kids, to make innovative our next generation. If a teacher is not creative or imaginative, he/she could not be able to make children innovative. The curriculum is not only for students it is also a guide for teachers. the curriculum should be followed as it is very good. The indicator should be followed as well, match the objective and indicator. When you will meet the indicator, you will be able to know that how much you have learned and how you can train children. Teacher's observation must be good because in ECCE you don't have to assess children you have to observe them. You can learn too much from children of this age, even you can't learn this much from your teacher. As you are dealing every child with different psychology if you are giving individual attention to ever child. And at this age every child required individual attention. If you are not giving individual attention you cannot assess or observe them. In this case you will not be able to know about the stage of learning

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competences, in which area he/she is doing better than other students (speaking, writing, numeracy etc).

Every subject has different area. So, ECCE is very interesting sector, it is that sector of education that can make you successful professional, to be successful you have to understand the curriculum and you have to work on that and to work on yourself.

Topic 171

ECCE in Pakistan

ECCE teacher training

We have discussed aspect of teacher training in the last videos we will further discussed with the Ms huma regarding this. As she is a teacher training and teacher training evaluator, what challenges she have faced in all this duration and how teacher training is important in ECCE. because if we send a teacher without training just by sending a degree as it had been practice in education sector that on teacher had to teach classes of different classes at same time.

Now we will discuss a very important component that is teacher training and lesson planning teacher training plays very important role in the field of education, as soon as teacher will train, he/she will get grip on the field. So, when we train teachers, as there are no such books for children but we have a very comprehensive guide books for teachers. These books have been developed by senior and well-rounded teachers. These books have been seen by me and I also evaluated them. If you understand these guides well it's just like a gift for you, as previously when we are students, we have no such guides, there were no such frequent use of computers and internet. But now you are blessed. As I have too much interest in ECCE so I enjoyed it too much, as if you make your lesson joyful and will give your students joyful environment, they will involve with you and your lesson planning. If you will the guide book and make Leeson planning accordingly you student and you will learn more in this way. Suppose if there is a topic related to numeracy you will take lessons from the guide but try next lessons by your own. Because now you have get a pattern and that is very practical and it is in practice internationally. If you will make lesson plans by your own after taking too or three lessons from the guide I will give you surety and you will be surprised with the passage of time of you are creative and if you wanted to stay imaginative and will use that guide as a guide only you will be an amazing ECCE teacher. There is a condition you have to use brain and will try to make your students understanding, you have to make your students imaginative and creative by asking different questions like why, where, when? Ask questions to children what is this? why it is? You don't have to stuck on questions using 'what' and like "this is a chair". You don't have to teach like this that to take a sentence from anywhere and teach children. If you will ask from children that what is this, they will not give you complete answer they will only tell you 'table' or 'chair'. You have to try to make students able to

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communicate. You have to work on the communication skills of the students with a proper pattern and structure. Structured communication should be teaching, students should able to speak and write structured communication. If you will ask from the students what is this?(by holding an apple) students will tell you 'apple' and some will say 'saib' and then you have to develop their speaking skills and you have to add this in your lesson planning as well. Yu have to develop language skills of the students; students will learn gradually. Tell students how to answer in the sentences. Students can even learn the very difficult concept of geography. I have made students learn 7 continents and they gave presentation on it. If you will work on younger children with play way method. If you will do lesson planning lively students will learn more by this method. To make students involves it is very compulsory you should enjoy by yourself first. If you will remain serious in the class or if you are feeling headache then there is a chance student will also feel same. Because the class planning has been started when teacher entered in the class or greet them, so if you will be happy and imaginative and will questions frequently to students, your lesson planning will be remaining good and you will get a idea for betterment of next class. Make observation in the class room that how students are learning so then it will be remain easy for you to make them learning and you will learn how students are giving response. Please include story telling in your lesson planning. When sit in the circle time add story of 1 minute and then add story telling in lesson planning of every subject. Every subject means you can add story telling in even subject of numeracy. Interactive teaching is to give students concepts in storical way so their communication skills can be developed. Structure of the talk has been developed in the mind of students, when you make students able for structured learning and add things for practice of children. The teacher should be trained like this then there will be no difficulty for teachers. You have to evaluate yourself also and set different target for yourself to make progress. And take training guides as continuous guides and make improvement in your lesson planning.

Topic 172

ECCE in Pakistan

Implementation of Quality ECCE programs

Quality of ecce programs will be discussed, how ECCE is being implanted in Pakistan. What is the feature and what re the ground realities and how early childhood program is being running efficiently? Is public and private sector is working on the same level? In rural and urban schools are working on the same lines? Are our teachers are trained well? Are we rejected poverty? All of our questions will be answered by MS Huma Mir.

Suggestions have been asked to improve ECCE. Here are some recommendations:

We have to follow policy of ECCE for implementations. The main issues we are getting the teachers are not trained well. The ECCE trained teachers will be focused at the time of

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recruitment. The teachers who are trained according to ECCE programs, who have degrees and understanding that what is ECCE. If we have a good and trained ECCE teacher in a school as head that is like a diamond. The teacher who is getting trained for ECCE, every teacher should get that training because the teacher is learning foundational skills and how to work on foundation of a school and children. I will suggest to heads to recruit ECCE trained teachers in your schools. And utilize that teacher. The teachers trained on ECCE are assets of the schools as they work on the base of the schools. If the base and foundation of the school is good then the system will be good.

The challenges we are facing other than teacher training is poverty and parent awareness. If the parents remain busy in the problems related to poverty then they will not be able to focus on the education of their children. They will like to take some work from their child or keep at home with other children. The other problem is single parenting and those children whose parents are not giving attention to them if they are coming to schools even but nobody is looking their home works. Poverty and awareness of parents are much needed.

What incentives are being giving to teachers? Special teachers of rural areas who are being traveling from one to another village? What incentives are being giving to them? You know that how much it it's difficult to teach students of ECCE. The maximum number of students are 30-40. But in schools where enrollment has been happened there are more than 60 children in each class so it is very difficult to handle such big number of students. There should be incentives and certifications for ECCE teachers as they have to work really hard. After every term they should be awarded with the letter of appreciation and at the end of the year there should be prize to motivate the teachers. Teachers who get work hard for the school they must get incentives.

Other than this a problem we faced is teacher transfer problem, when a school trained a teacher but then he/she get transferred in another school. We have to look this issue minutely; a teacher must serve a school at least years.

The next suggestion is: the implementation in the government sector should get better as there are many NGOS who support and helped us to implement the policy specifically the UNICEF, they really helped us not only by donations but also helped us for implementation. They identify the real problems of the field and then think against the problems for the solutions. The government should adopt the same way to help support the school system, involve private sector and give them incentive to help ECCE in public sector or make partnership with them. There are hundreds of things on which people give donations then why can't we worked on this sector. The schools of Punjab education foundation were getting too successful because the private sector was investing on that. Punjab education foundation has done a lot of work to make significant difference, government should work on the same policy to motivate people, to take their

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maximum to make result-oriented work. The private sector should involve making improvement in ECCE programs of public sector.

These recommendations should be think realistically and should be implemented in the ECCE to create better environment in public sector schools. The problems should be monitored properly for execution.

The monitoring should not be threating it should be for the evaluation and then suggestions to bring a positive change. The gaps should be recorded and then fulfilled to bring change.

Topic 173

Current trends in implementation of quality ECCE programs

The most question and challenge is this what are the trends in ECCE programs? And the challenges to implement the quality program. Are we meeting international trends?

The two major points on which government is working are:

- Accreditation
- Licensing

Accreditation

Accreditation is very important, accreditation of any institution in which you are going to take degree either for intermediate, bachelors or masters. The very common practice is in our country is that parents gave too much fees yearly to institution but they don't even know either the institution is accredited or not except then some big public sector. Many universities of private sector are not accredited. The invested a lot of without knowing either the institutions are approved but HEC or not. And there are standards of approving. Here we will discuss some of the standards of accreditation:

The university get accredited when they give prove they have highly qualified faculty. And the students they are getting trained and teach, those students who are getting degree in any field (science, medicine) it will be accepted in the long run and it will be valued. Valued means it has approval of HEC. It is a suggestion that to please check before taking admission in any private institution that the institution is accredited or not. So, when you join an institution your job would be secured and the knowledge you are sharing their either it is correct. And the students of that school are in safe hands. Accreditation of 1 institution belongs to future of many people. If a student gets degree from a non-accredited institution, he/she would have defiantly many favors from the university and would not get tough training. Accreditation of the institution is very important and it is also very important to take degree from accredited university. If a university is not meeting the standards to means the students of the university don't get through from that tough cycle and process.

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Institution for the Accreditation has been developed and the proper accreditation is being done through that organizations. And the accreditation institution are being properly monitored to match the international standards.

Licensing

The licensing of the teachers is very necessary. All over the world a licensed teacher is preferred and good school don't hire teachers without license. And teachers have to works for years to get license specifically in public sector. But in Pakistan there is no such practice and there are many teachers in Pakistan who are not properly trained. In private sector the teacher with less qualification gave the classes of ECCE because he/she will demand less salary, the major misconception is here is that he/she just has to teach A,B,C,…… but in actually they have to work on the base of children, they have to develop phonics od children. Phonics means sounds of letters. If a teacher doesn't know well about the phonics, he/she could not train the children. Reading is the base of any subject, if reading skills and phonics of the children is not good then the one could not get interest in reading. If we will go in the private sector many teachers would definitely don't know about the phonics. For this a licensed teacher especially at ECCE level is very necessary, in Pakistan there is awareness regarding this a t government sector and policy level. The process has been started on this; we have start working on the licensing and you will see the future of the nation now will be in safe hands. The teachers who will get evaluated or criticized; they will feel bad that you are not certified. But in future we will move towards it. I hope Government would take it very seriously specially for ECCE programs.

These both aspects are very important for the education as well as for your career and you will focus both of these points in future.

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