

COURSE PROSPECTUS

© Caversham Education Institute (NPO)
Higher Certificate in ECD Course Content T & L Birth - Five

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(Babies, Toddlers, 3 – 4 Year Old And 4 -5 Year Old Children)

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ECD Will Enable Early Childhood Teachers To:

COURSE OUTLINE

PROGRAMME NAME: The Higher Certificate: Early Childhood Development (ECD) National Qualification Framework (NQF) Level 5

SAQA QUALIFICATION NUMBER: 23117

PROGRAMME DURATION: 2 years

TOTAL CREDITS: 134

PROGRAMME TYPE: Part–Time/Modules

BACKGROUND:

Caversham Education Institute (NPO) is an accredited Service Provider with the ETDP SETA and offers South African Qualification Authority (SAQA) registered early childhood development (ECD) qualifications. The Higher Certificate in ECD comprises the credits of 8 Unit Standards and is offered on a part-time, in-service basis over two years. The course is structured like an 'onion' in that each workshop/module builds on the knowledge and skills gained in the previous one. The types of learning, disciplinary, pedagogical, practical, fundamental and situational are integrated and evident in each workshop/module. There is an emphasis on personal development to ensure ECD teachers who are not only skilled but also inspired and passionate about their work.

PROGRAMME DESCRIPTION:

Year 1

The course begins with how young children learn - active learning and moves on to theories of child development and their application in the classroom. Setting up the learning environment then lays the foundation for how to structure an effective daily programme for young children and then knowledge of specific ECD curriculum requirements. This is followed by a series of workshop/modules in practical teaching providing theory and practice in conducting Greeting, Small Group Times, Rings and Stories and providing the skills to offer educational play based activities during free-play both indoors and out. Students are exposed to different forms of child management/discipline and then study children with barriers to learning offered in two sessions; the first emphasising intrinsic barriers and the second barriers posed by socio-economic and environment factors. The course is rounded off with modules on parental contact, team work and finally professionalism

Year 2

The course comprises 12 modules that complete the requirements for the elective components for the qualification. It is structured to provide in-depth specialized knowledge of the SA Policy for ECD and the South African National Curriculum Framework (NCF) for birth - four. The content covers the required knowledge and understanding of the aims and developmental outcomes for the Early Learning Developmental Areas; Well- Being, Identity & Belonging, Communication, Exploring Mathematics, Creativity and Knowledge and Understanding of the World. It also provides the skills to plan and present activities and asses children's progress.

An important element of the course focuses on the professionalism of ECD teachers including writing a CV and interview skills.

PROGRAMME CONTENT

THE HIGHER CERTIFICATE IN EARLY CHILDHOOD DEVELOPMENT (ECD) (Qualification 23117)
32 modules offered over 2 years includes the following Unit Standards at NQF level 5

THE SCOPE COURSE - FUNDAMENTAL UNIT STANDARDS:		
13925	Present Information in a Public setting	5 credits
8647	Apply Workplace Communication Skills	10 credits

CORE UNIT STANDARDS		
13855	Develop & Manage the ECD Learning Programme	24 credits
13853	Mediate Active Learning	36 credits
13854	Promote Healthy Development in ECD Programmes	12 credits

ELECTIVE UNIT STANDARDS – TEACHING & LEARNING BIRTH TO FIVE		
10289	Facilitate a Programme of Learning	24 credits
10295	Promote Lifelong Learning & Development	8 credits
115753	Conduct Outcomes-based Assessment	15 credits

Total Credits	134 credits

LEARNING OUTCOMES FOR THE SCOPE COURSE

Module 1 :	Introduction and ECD History in SA
Module 2 :	Promoting Healthy Development
Module 3 :	Understanding and Mediation Children's cognitive development
Module 4 :	Understanding and Mediation Children's Emotional and Social Development
Module 5 :	Creating an indoor Learning Environment
Module 6 :	Creating an outdoor Learning Environment
Module 7 :	The Daily Programme
Module 8 :	Assessments
Module 9 :	Plan ,DO ,Review
Module 10 :	Mediating Whole Class Activities -Rings
Module 11 :	The National Curriculum –Early Literacy ,Numeracy and Life skills
Module 12 :	Mediating Language (home and Second) Sand Story telling
Module 13 :	Child Management/Discipline
Module 14 :	Planning and Mediating Small Group Times
Module 15 :	Children with Special Needs
Module 16 :	Vulnerability and Resilience
Module 17 :	Establishing Meaningful Partnerships with Parents/Caregivers and communities
Module 18 :	Professionalism and Preparing for Assessments
Module 19 :	Team Teaching and Portfolio Submission
Module 20 :	Reflection and Advocacy

LEARNING OUTCOMES FOR TEACHING & LEARNING BIRTH-TO-FIVE

(Babies, Toddlers, 3 – 4 year old and 4 -5 year old children)

Module 1 :	Policy implications for ECD teachers, writing a CV & interviews
Module 2 :	The ECD Policy - A national vision for young children
Module 3 :	The Importance of Guiding Principles, Programmes & Practice
Module 4 :	Well Being – the Key Early Learning & Development Area
Module 5 :	Well Being – Continued – Developmental Guidelines, Activities & Assessment
Module 6 :	Identity & belonging – Aims, Developmental Guidelines, Activities & Assessment
Module 7 :	Communication - Aims, Developmental Guidelines, Activities & Assessment
Module 8 :	Exploring Mathematic - Aims, Developmental Guidelines, Activities & Assessment
Module 9 :	Creativity - Aims, Developmental Guidelines, Activities & Assessment
Module 10 :	Knowledge & Understanding of the World – Aims, Developmental Guidelines, Activities & Assessment
Module 11 :	Bringing it all together
Module 12 :	Reflection, Review and Evaluation

METHODOLOGY EMPLOYED

Caversham Education Institute's Higher Certificate is based on credits of 8 Unit Standards and is offered on a part-time, in-service basis over two years. Thus the model is one of contact sessions every two weeks with students returning to their workplace to implement the knowledge and skills acquired and complete a written assignment as evidence of this.

Students are required, on entry to have a matric or an NQF level 4 National Certificate in ECD or qualify for matric exemption and to be teaching in or have on-going access to an ECD or Grade R class. Contact sessions comprise a variety of adult learning strategies, techniques and tasks that are used to concretise learning including: reflection, dialogue, teaching, group work, case studies, interviews, presentations, videos, role plays, debates, & creative activities. Additional on-line support is offered via email, WhatsApp voice notes and groups and Google Classroom is being implemented.

REQUIREMENTS FOR ACCREDITATION

Because of the inter-active nature of the programme and the volume of knowledge gained during contact sessions, students are required to attend all workshop/module sessions. An attendance of 80% is mandatory.

Each module session is consolidated by a written assignment that is planned to assess the level of competence of the learner against the Specific Outcomes and Assessment Criteria being covered in that module session. A summary sheet of the Specific Outcomes and Assessment Standards is attached to each assignment and provides a record for both the assessor and the student and links the assessment task with the Specific Outcome being assessed.

A seven (7) point scale is used for scoring

1 = Not Achieved
2 = Elementary Achievement
3 = Moderate Achievement
4 = Adequate Achievement
5 = Substantial Achievement
6 = Meritorious Achievement
7 = Outstanding Achievement

Assignments are integral to the teaching and learning ensuring that the content of contact sessions is applied in the classroom/workplace setting. A variety of adult learning and assessment strategies are incorporated. These include

ITEM	EVIDENCE OF	SOMES EXAMPLES
Journal Entries	Personal & Professional Development	Reflection on education in SA from other perspectives Evaluating personal achievement of the Norms & standards for ECD teachers Planning - personal & professional Reflection on classroom practice Dealing with stress in self and children
Teacher Portfolio	Practical Application in Planning, Preparing and Implementing Teaching	Class and community profiles Planning for the year Daily programme/time table Parent information – letters and posters including curriculum requirements Stories and story aids Lesson plans
Student Portfolio	Evidence of Application With Children	Examples of children's work Ongoing assessment records of 3 children over two periods of three months in each course Reports.
Academic Questions	Evidence of Comprehension and Understanding	Assignment questions based on the content of the session, e.g. Theories of Learning – Constructivist, Experiential Understanding and applying knowledge of literacy, numeracy and life skills Research, essays & reports National curriculum & assessment Policy
Workplace Assessment	The ability to apply Knowledge, Skills, Values and Attitudes in Actual Teaching of Young Children	The student is required to plan, present and evaluate activities for a morning session in a preschool. The assessment includes the scrutiny of records of planning and evaluation, evidence of children's work, observations and assessment records

THE EXIT LEVEL OUTCOMES FOR THE HIGHER CERTIFICATE IN ECD WILL ENABLE EARLY CHILDHOOD TEACHERS TO:

1.Mediate active learning in an integrated and holistic learning programme.

2.Facilitate learning and development of children with barriers to learning and other special needs, including those coping with abuse and violence, within an inclusive anti-bias approach.

3.Promote the safety and healthy development of each child.

4. Work with colleagues, families and community systems to develop each child's potential as fully as possible.

5. Manage a well-planned and organised learning programme to meet the needs of individual children within the framework of the national school curriculum (where appropriate).

6. Select and use appropriate methods and procedures for assessing children's progress and reporting on this to parents.

7. Promote the development of high quality ECD programmes and services.