



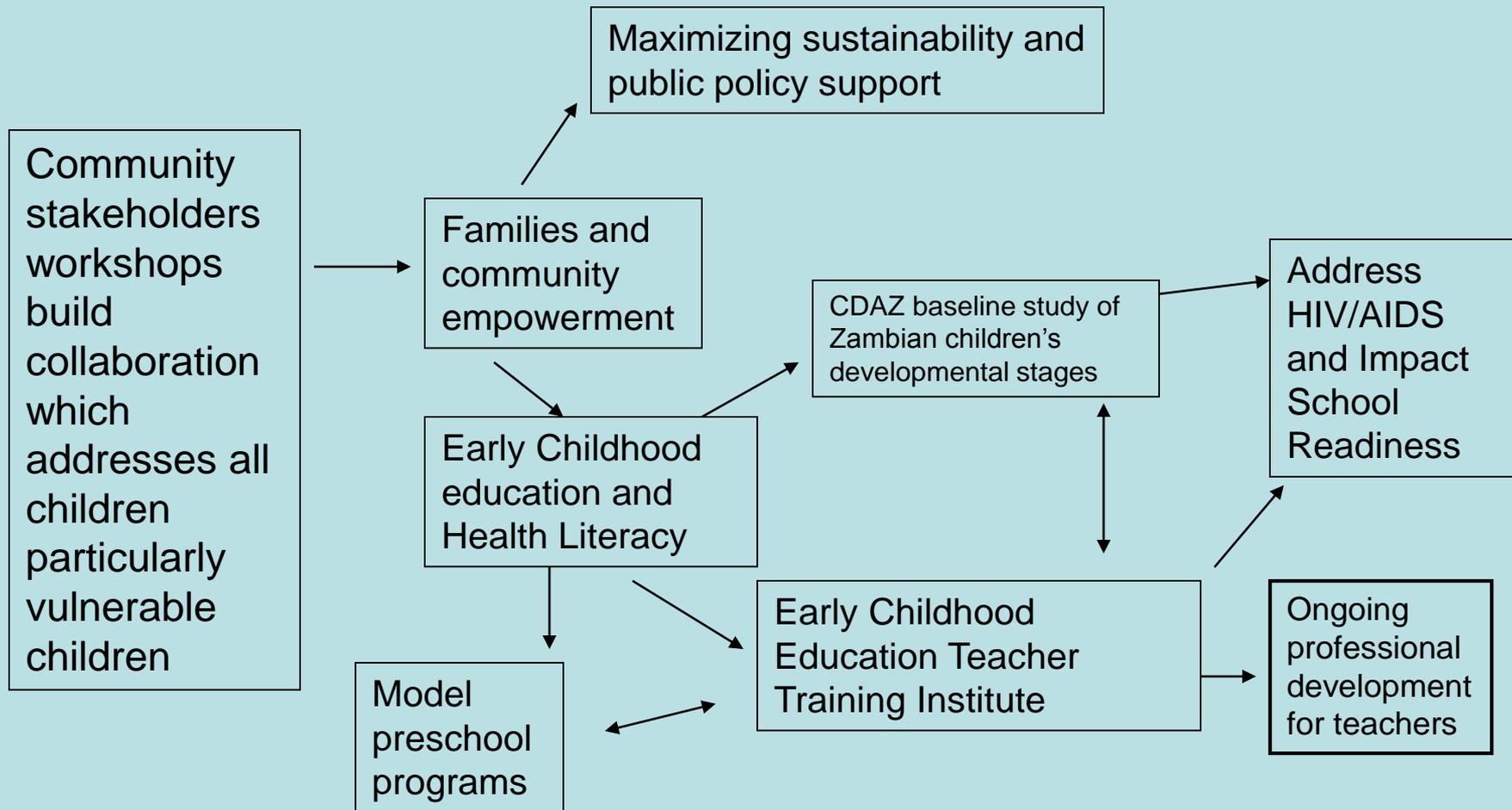
ECE Director's Workshop

Women's Global Connection
ECE Teacher Training Institute





WGC-Reach Out Africa Children under 7 project in Mongu





ECE Teacher Training Institute

- **Week 1-** Foundations of Early Childhood Education (January 2007)
- **Week 2-** Psychosocial Development: Working with children who are dealing with grief and stress (April 2007)
- **Week 3-** Creative Cognitive Development through Math, Science and Pre-Literacy Activities (June 2007)
- **Week 4-** To be announced (October 8-12)





Myths of Early Childhood Care for Development



Source: Judith Evans, Robert Myers with Ellen Ilfeld @2000 World Bank Institute/Consultative Group.





Myth #1: The brain is fully developed by birth.





The brain is not fully developed by birth.

- Most of the brain's development happens in the early years.
- Most of the development of intelligence occurs before the age of seven. Most of it occurs during the first two years of life.
- Development is affected by a child's nutritional and health status and the types of interaction a child develops with people and objects in the environment.
- During the early years, adequate nutrition, stimulation and care establish the key brain pathways for lifelong capabilities.





**Myth #2:
Early Childhood Care
and Development
programs are
synonymous with
“preschool”.**





ECED programs are comprehensive programs for children and their families.

- A program consists of all the essential supports a young child needs to survive and thrive in life, as well as the supports a family and community need to promote children's healthy development.
- This includes integrating health, nutrition, and intellectual stimulation, providing the opportunities for exploration and active learning, as well as providing the social and emotional care and nurturing a child's needs in order to realize her/his human potential.
- While one outcome of ECED programs is that they can help children to be more successful in school, the early years are a crucial phase of human development and NOT merely preparation for later years.





Myth #3:

There is a model of ECCD programming that can be applied in any setting.





There is not a model of ECCD programming that can be applied in every setting.

- ECCD is not just a package that can be delivered to people—it is a process of activating the talents, participation, and resources of parents, communities and nations on behalf of their young children.
- Healthy child development can be stimulated in a variety of ways, and is dependant in part on the local cultural, social, and economic conditions.
- Different models may be appropriate for different settings; however in all settings the care and education provided for young children and their caregivers needs to be tailored to the local situation and cultures.





**Myth #4:
Good parenting is
a natural
phenomenon and
cannot be taught**





Good parenting is not a natural phenomenon and it can be taught.

- Parenting and child-rearing practices differ from culture to culture, and are in fact taught from one generation to the next. This becomes problematic when cultural contexts have been disrupted and when, parents who used to learn from their extended family members no longer have access to those supports and “teachers”.
- There is no single “right way” to parent, but children do need to be parented skillfully, and all the child’s caregivers need to be supported in developing the skills necessary to support a child’s healthy and holistic development, in ways that are culturally respectful but also respectful of a child’s rights.





The focus of learning in Early Childhood Education is--- Play

Source: Module 3 Child Development Session 3.13 Importance of Play in Early Childhood
UNICEF





Why do we focus on play as a way of learning in the early years?

- **Play, in the context of secure attachments to adults, gives children the enrichment, stimulation, and physical activity they need to develop their brains for future learning. (Shore, 1997)**





Play is:

- A universal interdisciplinary process
- A self-expressive activity based on imagination.
- An expression of cultural themes --
nurturing, family relationships, roles
- A fundamental right of the child





Play is (continued):

- A way to understand reality
- Free of expectations
- Free from failure
- Different at different ages, requiring different objects and activities at each age.





Play involves development across domains

- Language and Literacy
- Social and Emotional Development
- Physical Health and Motor Development
- Logic and Reasoning
- Approaches toward Learning





ECE Teacher's Institute Goals

The goals establish a framework by which teachers plan and carry out activities in the classroom. The areas of comprehension describe the topics taught to teachers and caregivers to carry out the goals and correspond to the Zambian National curriculum for preschool.





ECCED TI Goals

Goal I.

To establish and maintain a safe, healthy learning environment

Areas of comprehension

1. Health and Safety
2. Learning environment

Goal II.

To advance physical and intellectual competence

Areas of comprehension

3. Physical development
4. Cognitive development

Goal III.

To support social and emotional development and to provide positive guidance

Areas of comprehension

5. Self
6. Psychosocial
7. Guidance

Goal IV.

To establish positive and productive relationships with families

Areas of comprehension

8. Families and Community

Goal V.

To ensure a well-run, purposeful program responsive to participant needs

Area of comprehension

9. ECCD Program management

Goal VI.

To maintain a commitment to professionalism

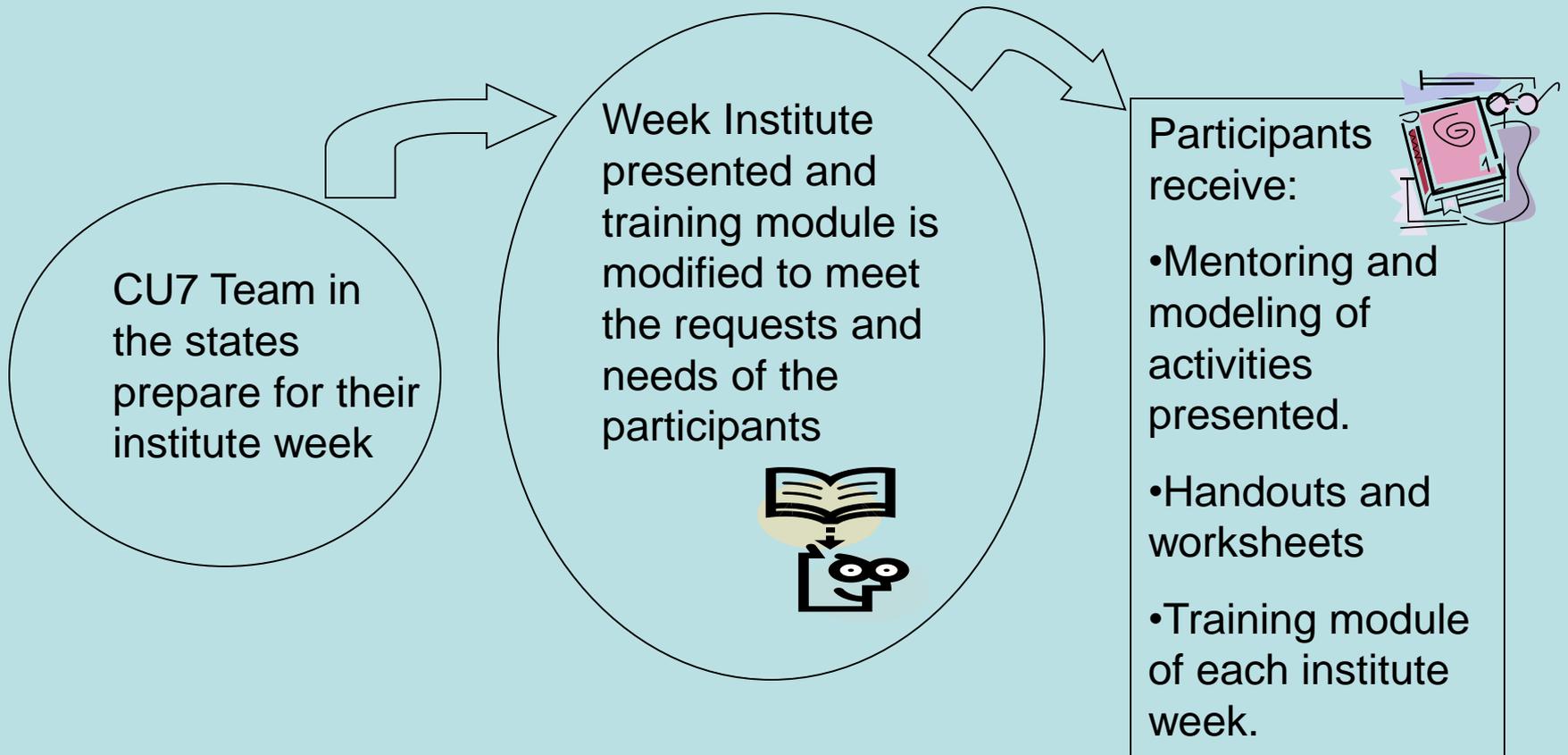
Area of comprehension

10. Professionalism





ECE TTI





Playful behaviour in childhood
is the foundation for creativity
and problem solving in
adulthood.

