

PRE-SCHOOL FACILITATOR (Early childhood development) - (National Diploma in Early Childhood Development (SAQA ID: 23118 – Level 5)

This course is aimed at people who wish to plan and implement a learning programme which is based on their knowledge of child development from birth to nine years and which helps children in a specific phase work towards achieving the learning outcomes of the national school curriculum (where appropriate).

How long will it take to complete the course?

2 years

What do you need to be able to register?

Grade 12 with 3 years' experience in pre-school environment or National Certificate in Early Childhood Development NQF level 4

Type of learning:

- **Distance learning.**
- ECD support sessions to be held every quarter in Polokwane, Pretoria, Johannesburg, Durban and Cape Town

Course outcomes:

The ECD Diploma Level 5 is designed to provide access to higher education for many experienced and skilled ECD practitioners and trainers who do not have recognised qualifications. The purpose of this qualification is to:

- Develop ECD ETD practitioners (e.g. home-based, centre and school-based practitioners including Grade R, family and community ECD motivators, fieldworkers, facilitators, trainers and managers) to provide appropriate education, training and development services in the ECD subfield.

This qualification provides the opportunity for

- Practitioners with a Level 4 certificate or equivalent in ECD to further their professional development in ECD by providing access to higher education and training qualifications and/ or to specialise in aspects of ECD practice (e.g. Grade R) or specific roles (e.g. managers, trainers etc.)
 - Practitioners with a Primary Teachers certificate (PTC), Primary Teachers Diploma (PTD), or and equivalent of 120 credits to obtain an ECD certificate, either in the preschool phase and/or specialising in reception year teaching.
-

Practical component:

Throughout the course, it is compulsory that you perform the practical tasks within an ECD Centre/Pre School

Assessment:

Assessment of your competency is based on the evidence you will submit in a Portfolio of Evidence (PoE) as well as a practical observation towards the end of your training.

Your PoE will include theoretical tasks and evidence of the practical tasks done at an ECD Centre/Pre-primary School. It is therefore important that you know and understand that you must identify and arrange access to an ECD Centre or Pre-primary School at the start of your studies, in order to complete the practical tasks required, without which you will not be able to complete your studies.

Fees

R19 610 (once-off payment) – VAT included

R20 620 (installments) – VAT included

Includes a tablet preloaded with all your course material or printed learning material.

**PROGRAMME LAYOUT**

MODULE 1

DEVELOP & MANAGE THE ECD PROGRAMME (13855)

- Work with colleagues, family and community systems in a joint effort to develop each child`s full potential through building upon the child`s socio-cultural background and experience (relates to anti-bias strategies);
- Plan and implement a learning programme that facilitates the learning and development of each child according to his/her individual needs, interests, style and pace of learning (includes children with special needs) within the national school curriculum;
- Select and use appropriate methods and procedures for assessing children`s progress on a systematic basis, and establish a regular process for communicating with family members about their children,
- Set up and maintain appropriate administrative systems efficiently;
- Analyse the context of ECD provision in South Africa in all its facets;
- Advocate for children and promote community recognition of the rights of women and children, and community involvement in providing better quality ECD services;
- Understand and demonstrate professional accountability in practice.

ORGANISE A PROGRAMME OF LEARNING (10288)

- Motivate for, plan and organise a well-structured programme of learning events and activities;
- Identify the human, material and information resources to be required; and
- Calculate and monitor costs of a programme of learning.

APPLY WORKPLACE COMMUNICATION SKILLS (8647)

- Produce and respond to accessible written and oral communication in the workplace.

DEVELOP & APPLY ACADEMIC LITERACY SKILLS (14582)

- Learn more effectively, by using skills to deal successfully with the demands of academic contexts and assignments.

MODULE 2

FACILITATE A PROGRAMME OF LEARNING (10289)

- Facilitate a well-structured and varied programme of learning,
 - Implement the principles of CAPS,
 - Use a range of teaching methods and techniques and
 - Encourage learners to participate actively and confidently in the learning process.
-

MEDIATE ACTIVE LEARNING IN ECD (13853)

- Explain and apply consistent theories of child development within the national curriculum framework;
- Systematically observe the development of individual learners to inform own practice and planning on an individual basis.

MODULE 3

FACILITATE LIFE SKILLS IN RECEPTION YEAR (7408)

- Plan a developmentally appropriate life skills learning programme to help children achieve the specific outcomes of the national curriculum for the Reception Year;
- Use a range of educational skills to facilitate the acquisition of life skills and empower the learners;
- Select activities and resources that are appropriate to the developmental needs, interests, culture, languages, gender and religion of the children;
- Plan individualised learning experiences to support and challenge each child based on continuous observation and assessment;
- Evaluate the effectiveness of the life skills learning programme to improve implementation.

FACILITATE LITERACY IN RECEPTION (7409)

- Plan a developmentally appropriate literacy learning programme to help children achieve the specific outcomes of the national curriculum for the Reception Year;
- Use a range of educational skills to facilitate the acquisition of literacy and empower the learners;
- Select activities and resources that are culture-fair and appropriate to the developmental needs, interests and languages of the children;
- Plan individualised learning experiences to support and challenge each child based on continuous observation and assessment;
- Evaluate the effectiveness of the literacy learning programme to improve implementation.

FACILITATE NUMERACY IN RECEPTION (7410)

- Plan a developmentally appropriate numeracy learning programme to help children achieve the specific outcomes of the national curriculum for the Reception Year;
 - Use a range of educational skills to facilitate the development of mathematical concepts and numeracy skills and empower the learners;
-

- Select activities and resources that are culture-fair and appropriate to the developmental needs, interests, and languages of the children;
- Plan individualised learning experiences to support and challenge each child based on continuous observation and assessment;
- Evaluate the effectiveness of the numeracy learning programme to improve implementation.

PLAN & CONDUCT ASSESSMENT (7978)

- Plan and prepare for assessment
- Prepare candidates for assessment
- Conduct assessment
- Evaluate and record evidence and make assessment judgements
- Provide feedback to relevant parties
- Review assessment

PROMOTE HEALTHY DEVELOPMENT IN ECD (13854)

- Prepare a detailed and comprehensive health and safety policies adapted to the specific setting and age group based on a thorough understanding of the health and safety needs of children from 0 - 9 years in different settings,
- Plan and implement developmentally-appropriate activities that help children understand and explore health and safety issues;
- Establish partnerships with families, community members and other organisations to promote the safety and healthy development of children, including those with special needs;
- Identify the implications for practice of relevant theories and research findings relating to children`s learning and healthy development,
- Plan and provide specific activities and use appropriate strategies to support the learning and development of children with special needs;
- Plan and implement a range of strategies for facilitating the social and emotional development of children according to their individual needs.

IDENTIFY & RESPOND TO LEARNERS WITH SPECIAL NEEDS AND BARRIERS TO LEARNING (10294)

- Identify learners who have special learning, counselling or health needs, refer these learners to relevant services and take appropriate action within the learning situation.
 - Identify barriers to learning and take appropriate action within or outside of the learning situation, which includes dealing with problems of absenteeism and dropout.
-

MODULE 4

FACILITATE AN INCLUSIVE EDUCATIONAL ENVIRONMENT IN ECD (13856)

- Examine and challenge attitudes, biases and behaviours that create and maintain barriers to learning and development;
- Critically explain the nature, causes and effects of significant barriers to learning and development in the ECD programme and community,
- Create and maintain supportive networks with family, service providers and community organisations working with children experiencing barriers to learning and development;
- Develop effective strategies to address barriers to learning and development in different ECD settings through a process of reflective practice.

MANAGE DIVERSITY IN ECD (12842)

- Interact with colleagues in ways that are fair and non-discriminatory,
- Critically analyse, evaluate and discuss their own practice at all levels within the workplace,
- Implement anti-bias practice and inclusiveness relating to race, class, ethnicity, language, culture, gender, religion, age and ability;
- Use a range of culture-fair facilitative and mediation skills providing leadership that role models fair and non-discriminatory practices.
- Reflect upon and relate theory to practice.

MANAGE A MEDIUM-SCALE ECD SERVICE (7407)

- Analyse child, family and community needs and plan an effective service to meet specific needs within a transformative framework;
- Manage the service effectively with limited external assistance or supervision;
- Provide leadership that motivates staff to maintain high standards in their work;
- Assess resource needs and plan ahead financially to meet needs;
- Set up and maintain efficient administrative systems appropriate to the needs of the service.

Award:

Upon successful completion of your studies, you will receive the NATIONAL DIPLOMA: EARLY CHILDHOOD DEVELOPMENT (SAQA US 23118 NQF LEVEL 5) which is awarded by the ETDP SETA.

ACCREDITATION:

The ETDP SETA granted CAL (Compass Academy of Learning) full accreditation for the National Diploma: Early Childhood Development NQF 5 SAQAS ID 23118. Your learner details are uploaded to the ETDP SETA database upon enrolment. An ETDP SETA verification site visit concludes and confirms your successful achievement of the unit standards linked to the qualification. This achievement record will then be uploaded to the NLRD (National Learner Record Database) via the ETDP database.