THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

MODULE 1

CHILD GROWTH, LEARNING AND DEVELOPMENT

Certificate Programme

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unicef

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FOREWORD

The government of Uganda and Ministry of Education in particular is very committed to ensuring quality teachers and caregivers for ECD. For some time now, Early Childhood Development programmes offered in different institutions at certificate level have been having a challenge of resource materials that students can use to supplement what the tutors give them. This challenge was affecting the quality of the trainees prepared in these institutions as some of them did not have adequate ECD teacher training reference materials.

Production of this module and others in the subsequent series will go a long way in ensuring quality of ECD teacher trainees, who will in turn go out and provide quality ECD services. Use of this module will ensure that ECD students get uniform and balanced content for certificate level in different ECD teacher training institutions. The tutors can also use this module as a guide in consultation with the training framework guide for each programme on what depth of content should be given to trainees pursuing different ECD certificate programmes.

As government, we are proud to have been part of the process of producing this module and hope that it will be part of the solution to the challenge of producing quality ECD teachers at certificate level in Uganda.

Mrs. Margaret Nsereko

Commissioner

Teacher Instructor, Education & Training – MoES

ACKNOWLEDGMENT

I would like to acknowledge the moral and material support offered by Kyambogo University management which made it possible for this module to be produced.

Kyambogo University is indebted to all specialists who dedicated their time in writing this module. This would not have been possible without the inputs from the authors. I would also like to acknowledge different publishers and authors whose work has been cited in this module.

To all our partners who have been supporting us from the start especially UNICEF for the financial and technical support. I also acknowledge contributions from MoES, DES, NCDC, and ECDTIA for their input in this module.

Finally, I thank the secretarial team especially Rose Nyakaisiki and Godfrey Ejuu who were able to put up this work.

Mrs. Monica Muheirwe

Coordinator, ECD – Kyambogo University

SYMBOLS USED IN THIS MODULE

Key issues covered in the course unit

Study requirements

so as to be careful not to confuse with other similar things.

Exercise that you should attempt before moving to the next sub-topic

Suggested further reading to widen your scope in subject area

Learning Outcome

Activity that you must do to consolidate your learning

Unit Summary

Learning Competence

End of Unit, Congraculations.

TABLE OF CONTENTS

INTRODUCTION

Dear ECD student,

You are welcome to this module. This module is the first in a series of four modules that cover all the work and activities for certificate programmes in ECD. The main focus of this module is on child growth, learning and development. The module has been designed for you to use it as part of your study material. It introduces you to different concepts that are related to ECD, asks you some questions to help you reflect on what you are reading and later cautions you with some points to note. At the end of each unit, you will find an activity and a suggested reading list for your additional reading.

This module is arranged in six units. The units are obtained from the agreed syllabus course units for the certificate programme in ECD. Unit 1introduces you to basics of ECD and all the related concepts needed at the certificate level. Unit 2 introduces you to basics of child growth and development, stages and different aspects of child development. Unit 3 introduces you to child care and different child care practices needed for children's proper growth and development. Unit 4 introduces you to educational psychology and how you can use it to promote children's learning.

Please note that this module is not the only reading material that you have. Try to find other materials and reference books that have information that is related to the suggested content in this module.

You should also note that you may not be required to learn every information in this module. Ask your tutor or facilitator for course outline so that you can only select that sections or topics that have been suggested for you in your course outline.

We wish you good luck and good reading as you use this module. Remember to keep the good image of ECD and the teaching profession when you go out there in public. Be a good advocate for all children especially those under your care.

Good luck

UNIT ONE

INTRODUCTION TO EARLY CHILDHOOD DEVELOPMENT (ECD)

This unit introduces you to concepts of ECD as they are used in Uganda. It also explains children's rights and responsibilities. This unit has the following objectives:

- Introduce learners to the concept of ECD
- Explain the importance of ECD
- Explain the benefits of ECD to the child, family, community and nation
- Introduce learners to the objectives of ECD in Uganda
- Describe the history of ECD in Uganda
- Explain Children's rights and responsibilities
- Clarify concepts of Child abuse, labour, and neglect
- Explain issues on children in difficult circumstances

LEARNING OUTCOME:

It is expected that after carefully studying this unit and doing all the exercises and activities as expected, you will be a teacher who "*utilizes the knowledge and concepts of early childhood development to enhance and promote children's learning, growth and holistic development*"

Study requirements

In order to be able to successfully cover work in this unit, you need a noise free room to avoid interruptions, a note book, a pencil, a rubber, other related books on early childhood developmet.

Enjoy studying this unit.

1.1   CONCEPT OF EARLY CHILDHOOD DEVELOPMENT (ECD)

ECD can be considered as a process, stage or set of programmes. As a process, ECD is a process through which young children grow and thrive physically, mentally, socially, emotionally and morally (MoES, 2005). The process begins from conception and extends up to 8 years of age. As a set of programmes, ECD involves a set of actions and behaviours that support the child's development in a holistic manner. Some of these actions include: feeding, clothing, shelter and supervision it also involves prevention and attending to illnesses, engaging a child in meaningful interaction, provision of stimulating and safe environment for play and exploration. It also involves providing affection, love and security and enabling the development of self-esteem and self confidence. As a stage, ECD can be referred to as the initial stage of the child's life from conception to age eight (0-8years). There are two reasons for including this age range within a definition of ECD.

This time frame is consistent with the understanding within the developmental psychology of the ways in which children learn. Children below the age of eight learn best through play. They learn best with objects they can manipulate when given opportunity to explore and discover the world around them, and when they can experiment and learn by try and error with in safe and stimulating environment. This advocates for developmental activities to be given to the children of 0-8yrs and through play way method as recommended in the learni9ng framework and the government white paper. At about the age of 7 or eight children enter the 'age of reason' and they begin to view the world differently. They can manipulate ideas, can learn concepts mentally and are less dependent on objects. So the parents, caregivers and other adults are tasked with providing a rich environment and to give the opportunity of allowing children to select materials depending on their own choice; in terms of learning theory the birth through age 8 time period provides time in life by doing predominate although children also learn through observation and listening

The international definition of Early childhood includes prenatal and, cognitive development and continues through the early primary school years ages (6-8). It should be noted that the most rapid period of brain development takes place in the first two years of life laying the pay ways for significant intellectual emotional physical and social functions. Therefore the children 0-8 years should be prepared well under this unit to lay a good foundation for the next stage.

1.2   OBJECTIVES OF ECD

The objectives of ECD as outlined in the Uganda Government White Paper on Education (1992) are:

1. To develop capabilities and healthy physical growth of the child through play/health activities.
2. To help the child develop good social habits as an individual and as a member of the society.
3. To develop moral values of the child
4. To enrich the child's experiences by developing imagination, self-reliance and thinking power
5. To help the child towards appreciating his/her national cultural background and customs and developing a feeling of love and care for other people and for Uganda and a sense of unity leading to a national stance.
6. To develop language and communication skills in the mother tongue.

1.3   MILLENNIUM DEVELOPMENT GOALS (MDGs) AND EDUCATION FOR ALL (EFA) GOALS FOR ECD

The first of the EFA goals in the 2000 Dakar Framework for Action is "expanding andimproving comprehensive early childhood care and education, especially for the most vulnerableand disadvantaged children" (UNESCO, 2000, p. 8).

From these international commitments anddeclarations, Early Childhood programmes all over the world now have to be implemented to promote an integratedapproach to Early Childhood Development.

1.4 BENEFITS OF EARLY CHILDHOOD DEVELOPMENT

It is important for us to focus more resources and attention towards ECD because of the following reasons:

- Proper ECD lays a good foundation for physical, social, emotional, moral spiritual, intellectual and aesthetic development of the child.

- Diseases that affect children before birth and up to the age of 8 years may retard many aspects of their development in later years.
- Children in early childhood tend to be more prone to illnesses and accidents than adults.
- We now know that a child's environment and experiences begin in the uterus and does not only affect brain development, but also physical and mental health, learning, and behavior for a lifetime.
- Scientists have shown definitively that brain development is experience-based and has long-lasting effects (Young & Mustard, 2009). These experiences are best provided at ECD stage.
- ECD programs tap into critical and sensitive windows of opportunity and periods of brain development.

To be competitive in the world marketplace, now and in the future, nations must develop, adopt, and support local, regional, and national policies that provide ECD programs. Countries that have recognized the importance of investing in ECD to improve the competence, health, and well-being of their populations include Cuba, the Scandinavian countries, and several Asian countries (such as Japan, Singapore, and South Korea). The following are the benefits that have been found for different category of people:

Child

- Improved nutrition and health. ECD programs help to ensure that children receive health care and nutrition that enhances children's health.
- Higher intelligence. ECD programs encourage young children to explore the environment. They also facilitate social interactions that promote children's mental development.
- Fewer dropouts. Children attending ECD programmes are less likely to drop out of school than those not participating in these programs.
- Research show that attendance in ECD programs matches with increased enrollment, children's readiness for school and retention in primary and secondary school, improved behavior, and better academic performance (Myers 1995).

Family

For families, ECD programs involving parents can;

- Improve parent child relationships,
- "Free up" older siblings from caregiving responsibilities to attend school,
- Enable mothers to participate in the paid workforce and increase the family's income.
- If girls are retained in school longer, it delays early pregnancy for young girls
- With children in school, mothers will be empowered thus improving family situations and reduced instances of domestic violence.

Community

- Decreased gaps between the rich and poor, the privileged children and underprivileged in society
- Children in ECD are taught to behave well and be creative as job makers. This leads to reduced criminal behaviour while they are adults in their community
- ECD programmes empower parents to reduced morbidity and mortality among children
- ECD ensures fewer cases of malnutrition and stunting. Health programmes promotes improved personal hygiene and health care in the community.
- With increased parental awareness of the importance of early childhood development in influencing later life of a child, there will be fewer cases of child abuse and neglect in the community
- ECD programmes free parents from some stressful parenting roles thus improving physical and mental health of adults in the community.

Nation

- Early interventions in ECD leads to increased earnings as many more people will be job creators

- ECD produces healthy citizens who have a longer life span for productivity that benefits the nation.
- Funds that are usually used to cater for retraining or remedial activities will be saved by nations that embrace comprehensive ECD programmes (Heckman 1999).
- Improving human development in the early years is the surest way out of poverty because it has a very high economic rate of return. ECD is the first step in this process, as reflected in the priorities that emerged from the Dakar EFA meetings (UNESCO 2000).
- ECD is an employment sector which caters for a number of professionals
- ECD is an income generating sector that produces revenue for nations.

1.5 TYPES OF EARLY CHILDHOOD DEVELOPMENT PROGRAMME PROVISIONS

According to the ECD policy in Uganda the following are the ECD programmesprovisions:

Day care centres

These institutions will provide fully institutionalised care for half or a full day for children bellow 3 years. They may or may not be for profit. They will provide an environment that will not only offer care and protection but also infant stimulation based on positive adult /child interaction

Home based ECD Centres

Home based ECD centres will operate in a home of an individual who volunteers his or her home to be used as a centre. Such centres will provide full institutionalised care for half day or full day. They will provide an environment that is safe and stimulating based on positive adult /child interaction.

Community based ECD Centres

These centres will have a structure which will be permanent or temporary but safe. The community will be involved in selecting the site for the centre and in the construction of the centre. The centre may be in a church or mosque.

Nursery schools/ Kindergarten

These are schools providing pre-primary education to children between 3-6 years of age. Such schools may be established and managed by an individual person, NGOs, groups of people, community or religious body.

Lower Primary classes (P1-3)

Primary schools provide formal basic education or primary education to children of school going age 6+ years. The official entry age to this cycle of education is 6 years as spelt out in the government policy. Curriculum emphasis is on literacy, numeracy and life skills as the priority.

1.6   HISTORY OF EARLY CHILDHOOD DEVELOPMENT IN UGANDA

In the traditional Ugandan society, education of the child was governed by family and community traditions and by social structures. Each community had its own education system to socialize children into its culture, values, and traditions. The child's education began at birth and continued through various stages and age groups, with a system of education defined for every stage. Early education transmitted important aspects of culture and values, such as sharing, social responsibility, belonging, mutual dependence, mutual respect, continuity, obedience, respect for elders, cooperation, fear of God, and ability to relate with other people (Dembele 1999; Kenyatta and Kariuki 1984; Kilbride and Kilbride 1990; Mwamwenda 1996).

Beginning in infancy, children were taught through lullabies, songs, and games, mainly by their mothers, although other caregivers such as grandparents, aunts, and older siblings assisted. Stories and legends were used to instill morals and to teach the community's history and traditions (Mbithi 1982). Fathers, elders, and neighbors participated in the education and socialization of older children. Grandparents played a special role of teaching children

sensitive topics (such as sexuality) and of passing on morals, values, history, and traditions through stories, legends, and conversations.

In Uganda, Nursery education (ECD) was brought by the British colonialists. The beginning of pre-primary education in Uganda can be traced back to the 1930s when it was initiated by the Europeans Missionaries, Goans and Asians. The pre-schools were private, established exclusively for the use of private communities. Obua-Otoa (1996) noted that the objectives of establishment of the Pre primary school then among the colonialists were to assist the European working mothers who wanted their children taken care of but did not want them to be left at home with the Ugandans and to prepare European children in basic skills that they would later use to fit in European schools when they went back home.

By the 1950s, the learned Ugandans and the Goans (Indians) had learnt and copied the new practices that the Europeans had introduced and set up their own pre-schools to cater for their children. Among the first nursery school was Nakasero nursery established in 1948. The private individuals persisted in their effort to provide pre-school education to the African children amidst challenges that ranged from negative publicity by the white missionaries, poor working conditions and lack of government support.

The private sector continued providing ECD services with limited government support till government declared her commitment to support ECD in the ECD policy (2008). The ECD policy proposes that the initiation and implementation of ECD programmes in Uganda shall remain the responsibility of the private sector. Government of Uganda took upon itself the development and dissemination of policy guidelines, curriculum for ECD centres and ECD teacher education. It also pledges to fund assessment and qualification framework, advocacy, community mobilization, monitoring, evaluation and research for quality assurance.

1.7   EARLY ADVOCATES OF EARLY CHILDHOOD DEVELOPMENT

Maria Montessori

Maria Montessori was born in Italy in 1870. She was the first woman to graduate from medical school in Italy. After her studies, she got interested

infeebleminded children. These children were unable to fit in schools or families and had no other kind of public support. It was through interaction with these children that she developed her educational methods which became so successful that even children with special needs began to pass examinations for normal children.

Maria contributed the following to ECD;

- Designed classrooms to suite children's needs and level
- She designed children's learning materials suitable for different ability levels. She ensured that all the materials she gave to the children were graded and arranged according to different levels of difficulty.
- Designed teaching procedures for children with special needs such that the children taught her how to teach them.
- Montessori also created the 'game of silence,' somewhat like meditation, where each child was able to start the day with a sense of peace and focus.
- She had tactile equipment that enhanced senses and the mind.
- Montessori felt that a teacher should never be an obstacle between the child and the learning experience.
- She designed children sized furniture and materials used in classrooms.
- She believed that children can learn easily if sequential steps were used to present activities.
- Montessori emphasized training of children in self help skills where each child would learn how to take care of the self and live an independent life.

Friedrich Froebel

Froebel was a German educator. In 1840 he created the word kindergarten which means a garden for children. In the kindergarten, he designed educational materials known as gifts.

Froebel contributed the following to ECD;

- He suggested that education should develop the good morals and spiritual wellbeing of man.

- He encouraged the creation of educational environments that involved practical work and the direct use of materials. This was to be done through allowing children to engage with the world, which promoted understanding as it unfolds.

- He developed special materials called gifts that comprised of shaped wooden bricks and balls.

- He emphasized the importance of play in teaching and that children should be provided with toys.

- He encouraged children to do manual work of the right level for children to help them in their physical development.

- He trained the first batch of ECD teachers to handle children in his kindergarten. This was done to emphasize that children have to be taught by trained teachers.

1.8   CHILDREN'S RIGHTS AND RESPONSIBILITIES

A right is a basic need that a person is entitled to by virtue of being a human being. It is not merely freedom to do what one wants. With regards to children because of their special needs, they are entitled to special rights that are separate from the rights of adults. Children are entitled to enjoy their rights but are also required to exercise their rights responsibly. So they should not misbehave or act in a wrong manner.

Categories of children's rights

Children's rights are in four categories that include:

- Survival rights are the rights that a child needs to survive. This includes food, medical care, clothing, shelter and parental care

- Protection rights are the rights that a child needs in order to be safe and secure. This includes the right to life and liberty, freedom from child abuse, discrimination, child labour, sexual abuse and exploitation. They also have a right to a name and nationality.

- Developmental rights are the rights that a child needs to develop physically, mentally, socially and culturally. They include rights to education, right to access information, rest and play.
- Participation rights are the rights that a child needs to participate in the national and social activities so as to realize their rights. They include freedom of opinion, freedom of association, freedom of worship, expression, rights to engage in cultural activities that are not harmful.

Activity

1. List some of the children's rights you know

   _____

   _____

2. Describe what you can do to promote children's rights in your community

   _____

   _____

Importance of promoting children's rights

If a child's rights are observed and protected,

- children will grow up happy,
- Children will develop knowledge and skills in their day to day activities.
- Children will have healthy bodies and well developed minds
- Children develop confidence to face future challenges
- Promotes equality amongst children

Roles of different stakeholders in promoting children's rights and responsibilities

Child

- Report any abuse to caregiver or parents

- Participate in activities provided to them

- Take up any learning opportunity given to them

- Politely ask for anything they feel they need or deserve

- Keep near caregiver, parent or adult supervisor when playing or out on field visit

Parents

- Provide for the needs of the children

- Protect and care for the children at all times

- Guide the children on appropriate behavior in different situations

- Provide opportunity for the children to enjoy their rights

- Provide developmental activities for the children to do

- Cater for medical and health care for the children

- Protect the children from all forms of abuse and harassment

- Provide variety of play materials for children

Caregivers

- Develop developmental activities for children to do

- Provide variety of play materials for children

- Guide and counsel children in their time of difficulty

- Be a role model to children

- Defend children at all times to ensure their rights are protected

- Listen to children's ideas and act accordingly

- Report all cases of child abuse to relevant authorities

ECD Centre Heads

- Sensitize parents on the children's rights and responsibilities

- Encourage parents and other community members to report violation of children's rights to relevant authorities

- Sensitize parents on their roles in protecting children during wars, natural calamities or disasters.
- Supervise caregivers to ensure that children's rights are upheld
- Sensitize caregivers on the best practices that can be used to promote children's rights and responsibilities at the centre.

Local Council Officials

- Be a watchdog in their communities to ensure that children's rights and responsibilities are promoted and protected.
- Have activities that promote children's rights and responsibilities in their community work plans
- Sensitize parents on the children's rights and responsibilities
- Encourage parents and other community members to report violation of children's rights to relevant authorities
- Forward all cases on violation of children's rights to relevant authorities for action

Other children

- Respect other children and know that they are all equal and have the same rights and responsibilities
- Report all cases of violation of their friends rights to relevant authorities
- Ensure that their friends perform their responsibilities to promote their rights
- Behave appropriately in different situations so as to avoid tempting others to violate their rights
- Carry out their responsibilities as expected of them so as to avoid tempting others to abuse their rights

Child Welfare and Probation Officers

- Advocate for the promotion of children's rights in the community
- Be children's advocate or lawyer in courts of law handling cases on violation of children's rights
- Mediate between different parties on behalf children to promote their rights

Activity

1. Explain the roles of religious leaders and the police in promoting children's rights and responsibilities

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2. Discuss the factors that have led to violation of children's rights in your community.

 _____

 _____

3. Suppose you were appointed an ECD officer in your area. Explain strategies that you would put in place to promote children's rights in your community.

 _____

 _____

1.9   GENDER RESPONSIVENESS IN EARLY CHILDHOOD DEVELOPMENT

Gender responsiveness refers to a situation where caregivers are sensitive to the gender of different categories of children while offering services. Boys and girls have equal abilities to learn. They should be given equal opportunity to access and complete the education cycle. We can promote gender responsiveness by doing the following in ECD centres or homes:

- Assign all responsibilities equally to both boys and girls without showing preferences to any gender
- Promote cultural practices that encourage equality for all children
- Provide opportunity for both boys and girls to participate in leadership roles at different levels.

- Provide a safe and protective environment that ensures that children are not abused. For example avoiding situations that leave young girls with older men alone who may defile them.
- Putting in place appropriate sanitation rules and regulations as well as separate latrines, washrooms and wash facilities.
- Provide regular guidance and counseling to both boys and girls to cater for their growth and development needs and questions. You should be sensitive while providing answers to children's questions
- Sensitize parents on the need to provide equal opportunity for children of both sexes. For example school opportunity, being heard, providing for needs and care.
- In ECD institutions, try to have both male and female staff who will act as role models to children of different gender.
- While using instructional materials or reading materials, try to use those that positively portray children of both sexes
- While making work plans in the ECD centres, try to include activities and equipment for both boys and girls.

1.10   CHILD ABUSE, CHILD NEGLECT AND CHILD LABOR

Child abuse occurs in three different forms. These include sexual abuse, physical abuse and emotional abuse.

Child sexual Abuse

This abuse occurs when children are forced or persuaded into sexual acts or situations by others. These may involve penetrative sex including anal or oral sex. It can also be in form of sexual suggestions, indecent assault, touch of a child's sexual organs, showing childrenpictures of naked persons, child prostitution, early marriage, forcing a child to touch an adult's sexual organs, defilement or rape of a child, exposing a child to sexual affairs.

Physical child Abuse

Child physical abuse occurs when children are hurt or injured by parents or other people. Physical child abuse refers to all violent attacks made on a child. Physical abuse may take the form of hitting hard,

battering, corporal punishment, cutting a child violently, burning, starving, female genital mutilation, and child labour.

Emotional Abuse

Emotional abuse occurs when children are not given love, approval or acceptance. It occurs when a child is constantly criticized, abused, blamed, shouted at and rejected by those he/she looks up to for acceptance. Emotional abuse usually breaks down the confidence of a child and leads to low self-esteem and sometimes self resentment.

Activity

1. Describe some forms of child abuse that you have ever witnessed in your community.

   _____

   _____

2. In your experience, how do you tell that a child is being abused?

   _____

   _____

3. Explain some of the factors that have led to continued child abuse in your community

   _____

   _____

4. Suggest some strategies that should be use to reduce child abuse in your community

   _____

   _____

Child Neglect

Child neglect means not caring for a child in a way that he/she deserves to be cared for. It is a stubborn, willful and deliberate refusal to fulfill the needs of the child. The common forms of child neglect include: isolating a child, abandonment, denial of food, clothing, warmth, care and love.

1.   Discuss factors that have contributed to increased child neglect in Uganda.

_____

_____

Children in difficult circumstances

These are the category of children who find themselves in situations that is very challenging for their age. It includes children who are orphans, children living in war situations, children affected by natural disasters, children affected or infected with HIV/AIDS, street children.

These children suffer different challenges that include: Loss of parents, guidance, parental love and care, Sexual abuse, Child labour, Dropping out of school, Child trafficking, Child sacrifice, Malnutrition, Exposure to diseases, Lack or low self-esteem, Harsh and violent environment, Living in absolute poverty, Limited education services, Limited health services, Death, homelessness.

END OF UNIT ASSIGNMENT

1.   Discuss some of the challenges children of 0-8 years face in war situations.

_____

_____

_____

2.   Discuss how challenging situations in difficult areas affect young children

_____

_____

_____

3.   Suggest different ways of helping children in difficult situations cope with their

challenges
4. Explain how children in ECD in your area have been affected by HIV/AIDS

UNIT SUMMARY

In this unit, you have looked at the meaning and importance of early childhood development to the child, family and nation. You have also looked at different early childhood provisions for children in Uganda, the roles and responsibilities of different stakeholders in the provision of ECD services in Uganda. You have also looked at different early advocates of ECD and their implication for ECD in Uganda, children's rights and responsibilities and the role of different stakeholders. You have also looked at child abuse and neglect and gender responsiveness in ECD.

Suggested Further Reading

Kenyatta, J., and J. Kariuki. 1984. *Facing Mount Kenya*. Nairobi: Heinemann.

Kilbride, P. L., and Kilbride.J.C. (1990).*Changing Family Life in East Africa*. Nairobi:
    Gideon S. Were Press.

Mbithi, P. M. (1982). *Early Childhood and Society: An Overview*. Paper presented at the Kenya Institute
    of Education national seminar "Pre-school Education and Its Development in Kenya," Nairobi.

Mwamwenda, T. S. (1996). *Educational Psychology: An African Perspective*. Durban:
    Heinemann.

Myers, R. (1995). *The Twelve Who Survive: Strengthening Programmes of Early Childhood Development in the Third World*. 2nd ed. London: Routledge.

Van der Gaag, J., & Tan, J. P. (1998).*The Benefits of Early Child Development Programs: An Economic Analysis*. Washington, DC: World Bank.

Young, M. E. (1996). *Early Child Development: Investing in the Future*. Directions in Development. Washington, DC: World Bank.

LEARNING COMPETENCE

You have now completed this unit. The learning competences are listed below. Tick the column that reflects how much you have learnt in each competence.

Learning Competence	Not Sure	Satisfactory
Explain importance of ECD to the child, family and nation		
Explain different ECD provisions in Uganda		
Explain the roles of different stakeholders in ECD		
Explain the contributions of early educators to ECD in Uganda		
Explain the role of different stakeholders in the promotion of children's rights		
Develop strategies to control child abuse and neglect		

In case you find that you are not sure whether you really have any of the above competences, go back and review the specific sub-topic and do the activities therein. Also, find a friend or one of your facilitators/tutor and discuss with him/her some of your challenges in that topic. You will make it. If in case you feel confident, then I would like to take the pleasure of congratulating you for this achievement. Well done! Move on to the next unit.

Congratulations

UNIT TWO

CHILD GROWTH AND DEVELOPMENT

This unit introduces you to concepts of child growth and development in relation to the Ugandan child care practices. This unit has the following objectives:

- Meaning of child growth and development
- General characteristics of young children
- Developmental needs of young children
- Stages of child growth and development
- Factors affecting children during post natal stage
- Developmental milestones for children in ECD
- Development of attachment and bonding
- Early learning and stimulation
- Growth promotion and monitoring (GPM)

LEARNING OUTCOME:

It is expected that after carefully studying this unit and doing all the exercises and activities as expected, you will be a teacher who "*utilizes the knowledge and concepts of child growth and development to develop a conducive environment that enhances and promote children's learning, growth and holistic development*"

Study requirements

In order to be able to successfully cover work in this unit, you need a noise free room to avoid interruptions, a note book, a pencil, a rubber, the learning framework for ECD (3-6years) and caregivers' guide to the learning framework (3-6years) and any other ECD related book.

Enjoy studying this unit.

2.1   MEANING OF CHILD GROWTH AND DEVELOPMENT

Growth and development in this unit is considered basing on nature of children. It should be noted that a child in the Ugandan context is a person below eighteen years. However, for the purpose of ECD, when we talk about a child, we shall be referring to children in the age bracket of birth to 8 years. With this in mind, we shall now consider child growth and development as:

- Growth refers to physical changes in the child's structure. It involves changes in weight, height and size. This can be observed right from birth on wards.
- Development is a process of change in which the child masters more and more complex levels of moving, thinking, feeling and interacting with people and objects in the environment. It involves physical, mental, social, moral, spiritual and emotional changes.

2.2   GENERAL CHARACTERISTICS OF YOUNG CHILDREN

Young children have characteristics that they show in different situations and age level. A child will show a combination or many characteristics depending on freedom and nature of the environment he/she is placed in. some of these characteristics include:

- Young children are active and work on their own development
- They are curious, imaginative and inquisitive about things and what happens around them.
- They learn through 'real' experiences and while using all their senses of touch, smell, taste, sight and hearing.
- They are self centred/ego centric
- They hate blames
- They collect anything they come across
- They see all things as living. That is they do not realize the differences between living and non-living things. For example, if a child knocks him/herself on a chair he/she may beat the chair for knocking it and expect the chair to feel pain or say sorry.
- They have a short attention span. This means that they do not engage in a single activity for along time. Depending on the activity, developmental interest and maturation of the child, the attention span is limited to less than 15 minutes for a single activity.

- Children have different abilities and learning needs.
- Children are interested in play and respond spontaneously to opportunities for play. They enjoy repetition of stories, songs, and play activities for example rhymes, actionsandmovements that attract their attention.
- Children learn through doing things. They are always eager to handle and manipulate objects in their environment.
- They have difficulty in abstract thinking for example; they cannot understand the idea of democracy or justice because they have not yet developed the ability for abstract thinking.
- Children naturally develop likes and dislikes spontaneously and are keen to demonstrate to others.

Activity

1. Explain how growth is different from development

   _____

   _____

   _____

2. How is a child of three years different from that of one year?

   _____

   _____

   _____

3. Discuss why it is important for us to understand the characteristics of children.

   _____

   _____

   _____

2.3 GENERAL DEVELOPMENTAL NEEDS OF YOUNG CHILDREN

As children develop, they have some needs that caregivers must provide to help each achieve his/her potentials. A developmental need is an internal argue or drive that a child desires to

achieve or be given to help him/her change towards something good, better, complex or purposeful. These needs can be physical, social, emotional, intellectual or spiritual as explained below:

1. **Physical needs include:**

- Need for proper feeding
- Need for a healthy environment
- Need for exercise and play to develop gross and fine motor skills
- Need for sleep and rest
- Need for adequate clothing and shelter
- Need for care and attention/protection from diseases.

2. **Social and moral needs include:**

- Need to live with and relate with others
- Need to belong to a group
- Need to lead and follow
- Need to understand right and wrong
- Need to become independent

3. **Emotional needs include:**

- Need for love and security
- Need for success and self-worth
- Need for opportunities to express anger, fear, tenderness and happiness

4. **Spiritual needs include:**

- Need to understand the creator and creation
- Need to understand God as a loving father who cares for them and others.

5. **Intellectual needs include:**

- Need for stimulation

- Need for opportunities to explore, experiment and discover

- Need for opportunities to use language

- Need for purposeful play

Activity

1. Identify and list some of the developmental needs of children.

   _____

   _____

2. For each of the different categories of needs, explain what you can do in order to provide for children's needs

   _____

   _____

3. As an advocate for children, show how you can make your community provide for the needs of children.

   _____

   _____

Provision needed for Physical needs include:

- Provide children with space, time for exercise and play

- Give opportunities to develop fine motor skills

- Provide children protection from danger

- There is need to give children adequate immunization

- Give children proper feeding and health care.

Provision needed for social and moral needs include:

- Give opportunities to learn to care for themselves

- Give opportunities to live and relate with others

- Give opportunities for taking responsibilities and making choices

Provision needed for emotional needs include:

- Expression of anger, fear, tenderness and happiness

- Encourage children to develop self-control, cooperation and persistence in completing projects

Provision needed for Spiritual needs include:

- Encourage children to listen to songs, stories about God

- Let children to retell stories

- Let children act play about God's creation

Provision needed for Intellectual needs include:

- Entertainment, reading readiness and writing readiness skills

- Encourage a lot of recitation, songs, being read to.

- Give activities that will develop a sense of mastery of a variety of skills and concepts

2.4   STAGES OF CHILD GROWTH AND DEVELOPMENT

Child growth and development occur in progressive stages. The major categories are pre-natal and post-natal.

a)   The Pre-natal stage:

This is a period before birth.

It starts from conception till birth. It lasts for 9 months on average, but it may go beyond or less than 9 months.The child's physical growth and development starts from at conception. By the seventh month the pre-natal development of the child is almost complete.The last two months in the womb

enablesthe child to grow larger and stronger. The length of the unborn baby doubles and the weight triples. A mother at this stage needs to be very careful because different factor can influence the wellbeing of the unborn baby.

Factors that affect prenatal stage

- Nutrition
- Exercise
- Miss use of drugs / alcohol / smoking
- Stress / violence Accidents
- Over working
- Lack of proper ante- natal care
- Maternal emotional state
- Physical exercise
- Mothers age
- Maternal diseases

b) Postnatal stage

It is the stage after birth. It consists of infant stage, toddler stage, early childhood (pre-school age), late childhood and adolescent.

Infant stage (Birth -1 year)

It is the stage when the child is in the first twelve months of life. The foundation years of life determine the overall direction and characteristics of life. No period in one's life is as important as the first two years of life. Psychologists and educators agree that never again in life will a person learn as fast or as much as he/she does during the first two years.

Toddler stage (1-3 years)

It is the stage when the child is in the first three years of life. It is between infancy and childhood. A toddler is a young child who is at the age of learning to walk. Toddling usually begins between the ages

of 12 to 18 months. During the toddler stage, the child also learns a great deal about social roles, develops motor skills and starts to use language.

The childhood stage/pre-school

This stage is from 3-6 years. It is divided into 3-4 years, 5 years, 6 years.

Three – Four years: This is the age when most children start pre-school education. Children at this stage are like live wires from the time they wake up until they go to sleep. They are busy discovering the big world around them.   Children are never dull although it may sometimes be frustrating for those who may have limited understanding of their development.

Five years: At this stage children are influenced by their immediate environment. Children grow rapidly in their motor control. Experiences at this stage contribute a lot to the formation of the children's personality.

Six years: This is the stage when children are in transition from pre- school to primary school. The child begins to experience and enjoy expanded social interactions/contacts as he/she goes to meet friends, playmates both at home and school. They also start to follow rules and morality.

Seven to eight years: At this stage the child is systematic in thinking and language use. The child engages in peer activity and obeys group rules.

☞ **Note:**

As a teacher, you should know that children's development overlap the stages. It is not true
that characteristics shown at one stage is fixed and only for that stage. A child can show
characteristics of the earlier stage and that of the later stage while still in one stage.

Factors affecting children during post natal stage

Children in early childhood can be affected by many factors that make their growth and development challenging. Some of these factors include:

- Domestic violence
- Poor medical attention/ diseases
- Poor feeding

- Divorce exercises

- Child neglect

- Alcoholism, Drug abuse

- Peer pressure

- Abandonment

- Death of parents

- HIV / aids

- Insecurity

- Culture

- Accidents

- Ignorance

- Poor birth attendant methods

Activity

1. Explain different stages of post natal development.

   _____

   _____

2. Explain different factors that can influence child growth and development in the pre-natal stage

   _____

   _____

3. Discuss what caregivers should do to ensure that children in early childhood achieve their required growth and development

   _____

   _____

2.5   DEVELOPMENTAL MILESTONES FOR CHILDREN IN ECD

As children grow and develop through different stages, they are supposed to show certain characteristics that unique to particular stages of development. It is these characteristics that children show at different stages that we have to observe and use them to note children's level and progress in growth and development. Those observable characteristics of children seen at particular stages of development are called developmental milestones. The milestones that we look for are according physical, social and emotional and intellectual aspects. A caregiver is supposed to observe these milestones from children and use them to assess children's progress in different stages. The caregiver can also use suggested activities to give to children to do to promote better development at a given stage in a particular aspect.

Note:

The developmental milestones for children overlap the stages. A child can show milestones of the earlier stage and that of the later stage while still in one stage.

Developmental milestone for children at different stages of development are given according to the aspects of development. These include physical, social, emotional, moral and intellectual.

Physical aspect of development: refers to the child's increase in height, size and maturation. It is also concerned with the growth rate of the child, energy level, functioning of senses, motor skills, health, handedness and teething.

Social aspect of development: refers to social relationships, the acquiring of social skills for successful functioning in society, the development of social attitudes and values, and in general, how the individual adjusts and relates to society. The child's social development is brought about by two major social processes that include socialization and acculturation.**Socialization** is the formal process in which a child picks the social skills, ideas and acceptable values of the society in which he/she lives. These are acquired through interaction with peers, parents, teachers and significant others. **Acculturation**on

the other hand is a process where a child learns the acceptable socio-cultural beliefs, values and traditions of his/her society as passed on from generation to generation.

Mental aspect of development: is concerned primarily with the brain abilities and functions or mental process like thinking, reasoning and formation of ideas (concepts). It deals with how children grasp ideas; understand concepts, how the thinking process operates, the meaning of intelligence and how it is enhanced.Knowledge of mental development or how the brain processes work and intellectual characteristics of children will help teachers to design proper syllabi, conduct assessment in proper ways, choose appropriate methods and make relevant instructional materials.

☞ **Note:**

The intellectual characteristics of children influence their development in other aspects i.e their interaction and emotional ability/control/moral judgment and reasoning. It also influences their sense of right and wrong. Intellectual abilities determine the children's view of the world in which they live.

Moral aspect of development: is concerned with the process by which children learn principles of right and wrong, or good and bad behavior, moral reasoning and moral conduct.Moral reasoning involves how the child learns and adopts rules and standards by which moral decisions and actions are made. Moral conduct refers to actual behavior shown in situations, demanding some moral or ethical action.An important part of moral behavior is a sense of moral judgment, which results from accepting responsibility for oneself and others, viewing individual rights in clear perspective with rights of others, and seeing the relationship of one's own present behavior to one's own future being.

In Early childhood, morality refers to their concept of what is right and wrong, which behavior is good and which is bad, the development of conscience, and scale of values which basically tells them what is correct and is not worthwhile.

Children from the age of o-5 have no morals. They do not understand the concept of morals. This is because moral development starts at the age of about 6 years. Therefore, do not expect young children to show appropriate moral behaviour and judgment.

Emotional aspect of development: Deals with the effective component of the child's "feelings" towards certain objects, persons or situations. Emotional development influences one's personality. Personality is the sum total of individuals psychological makeup (Farant, 1990).It is the project of oneself as seen by others.The child is guided primarily by his/her feelings towards teachers, peers, parents, siblings, significant others in his interpersonal relationships with them.The child's emotions are important as they determine the direction and quality of his interpersonal relationships and therefore, his/her behavior patterns. A child who loves his mother will do all he can to remain in her favor. Hatred for a person results in negative, hateful behavior.Emotions are both positive and negative in nature. Positive emotions like love, adoration, compassion, happiness, joy etc result in positive consequences. Negative emotions like anger, jealousy, hatred, sorrow result in unpleasant harmful behaviour.

☞ **Note:**

- Emotions can be positive or negative.
- General patterns of children's emotions change in emotional behaviour take place most rapidly during the early years of a child's life.
- Emotions and feelings start getting established by late childhood.
- Every child has primary emotional behaviour patterns based on inborn factors and universal (general) emotional behaviour observed by all members of the society/culture to which he/she belongs.
- Learning experiences at school or environment experiences may cause positive changes in children's' primary emotional behaviour.

- One of the most important emotional needs of all children (irrespective of cultural or religious background) is a feeling of confidence.
- Confidence increases as one has successful experiences
- Emotional learning is influenced largely by the emotional climate in the home, especially a negative self image.
- Children need help in learning how to express their emotions in ways that are acceptable to others.
- Set up a social environment to help children attain enough maturity to use emotions effectively and establish healthy inter personal relationships.
- Social development directly affects emotional development and vice versa.
- A child's emotional state directly affects performance in school. Children, who are emotionally stable, perform well academically.
- It is teachers' responsibility to provide emotional stability in school. Teachers should serve as role models in managing emotions

Characteristics of young children's emotions

- ✓ Children's emotions are short lived (last a short duration like only a few minutes and they end abruptly). This is because children act out whatever and how they feel, without observing self control hindrances. As a result, they overcome their feelings very easily.
- ✓ Children's emotions are intense. This means that they feel anger, joy, hatred, sorrow in extreme degrees which they bring out in their own language and behaviour.
- ✓ Children's emotions are transitory. They shift from one extreme to another easily for example from laughter to tears, from anger to smiles or from jealousy to affection.
- ✓ Children's emotions appear frequently. This is because children are in the habit of acting out instantly without reason, on everything they feel.
- ✓ Children's emotional responses differ from child to child due to differences in social background, age, sex etc.

- ✓ Children's emotions can be detected by symptoms of behaviour. Even if they do not show their emotions directly, it can be seen or detected by their restlessness, tension, inactiveness, anxiety, day dreaming or lack of interest.
- ✓ Children experience a range of emotions. The number of emotions experienced by children is large and commonly includes fear, worry, anger, jealousy, love, joy, pleasure, delight or happiness, curiosity, sorrow/grief, hatred etc.

Activity

1. Identify some positive emotions children can show

   _____

   _____

2. Discuss some factors that lead children to develop negative emotions

   _____

   _____

3. As an advocate for children, show how you can help children develop positive emotions

   _____

   _____

The developmental milestones of children according to different aspects are summarized in the following tables.

2.6 Developmental milestones for 3-4 year olds

Age Range	Aspect	Milestones	Developmental/ learning needs	Provision needed
0-3 years	**Emotional development**	▪ Cries easily ▪ Often unable to control impulses ▪ Begins to express affection ▪ Begins to perceive emotions of others ▪ Expresses self, sometimes empathetically ▪ Wants to be independent.	▪ Love and security ▪ Opportunities to express fear, anger, excitement and tenderness ▪ Routines and security ▪ Success and self-worth	▪ Provide love and security ▪ Let children express anger, fear, tenderness and happiness
0-3 years	**Physical Development**	▪ sits and crawls ▪ Walks and begins to run ▪ Fine moor skills develop eg can pick up small objects ▪ Feeds self with a spoon. ▪ Climbs on to furniture ▪ Likes to dress and undress ▪ Follows commands	▪ Proper feeding and health environment ▪ Development of gross and fine motor skills	▪ Provide nutritious food ▪ Organize the environment free that is from harm and spacious for children to play ▪ Provide materials that promotes gross and fine moor skills
0-3 years	**Social Development**	▪ Responds to others ▪ Enjoys company of other children for a short time ▪ Is unable to share without coaxing ▪ Imitates actions of others ▪ Begins to engage I parallel play	▪ Live with and relate with others ▪ To have an atmosphere for imitation of actions of others ▪ To belong to a group	▪ Encourage them to make friends ▪ Let children imitate actions of others
0-3 years	**Mental Development**	▪ Development of concept is rapid ▪ Can follow a simple command with an associated gesture. ▪ Sorts toys ▪ Searches for hidden objects. ▪ Address others with greetings ▪ Develop a sense of object permanence.	▪ Stimulation ▪ Opportunities to use language. ▪ Purposeful play	▪ Encourage a lot of recitation; songs rhymes ▪ Provide materials for children to sort , match

2.7.1 Developmental milestones for 3-4 year olds

Age Range	Aspect	Milestones	Developmental/ learning needs	Provision needed
3-4	Emotional	▪ Can tolerate some frustration	▪ Opportunities to play	▪ Board and indoor games

years	development	- Develops some self-control - Begins to show some sense of humor - Fears darkness, being abandoned and strange situations - Shows preferences such as clothes and entertainment - Knows how to play different games considers teachers/adults as figures of authority to be listened to ie child thinks adults know best. - Analyze behavior objectively and does not consider the motives of situations of an action. - Moral judgment confined to the amount of danger done.	- Group activities - Rules and regulations - Opportunities to express feelings - Positive rewards - Assurance of no harm - Praise and encouragement - Emotional security - Stories told and their moral lessons explained - Leadership opportunities	- Let them have the opportunity to show preferences - Let there be space and time for them to play - Provide play materials - Guidance - Explain reason for desired good behavior. - Maintain links between values at home and those in school. - Involve children in setting conflicts and decision making regarding punishment.
3-4 years	Physical Development	- Fine motor skills develop eg can pick up objects - Feeds self with a spoon. - Climbs on to furniture - Likes to dress and undress - Follows commands	- Proper feeding and health environment - Development of gross and fine motor skills	- Provide nutritious food - Organize the environment free that is from harm and spacious for children to play - Provide materials that promotes gross and fine moor skills
3-4 years	Social Development	- Enjoys company of other children for a short time - Shares play materials with others - imitates actions of others - Engages in group activities	- Live with and relate with others - To have an atmosphere for imitation of actions of others - To belong to a group - variety of play materials	- Encourage them to make friends - Let children imitate actions of others
3-4 years	Mental Development	- Development of concept is rapid - Can follow commands - Sorts toys - Searches for hidden objects. - Address others with greetings Develop a sense of object permanence.	- Stimulation - Opportunities to use language. - Purposeful play	- Encourage a lot of recitation; songs rhymes - Provide materials for children to sort , match

2.8 Developmental milestones for 5-6 year olds

Age Range	Aspect	Milestones	Developmental/ learning needs	Provision needed
5-6 years	Physical Development	▪ Develops physical skills. ▪ Walks up and down stairs alternating feet. ▪ Jumps with both feet. ▪ Climbs on play ground equipment. ▪ Turns somersault. ▪ Fine muscle control increases ▪ Cuts on lines. ▪ Pastes and glues ▪ Handedness is well established.	▪ Feeding and health environment. ▪ Support and guidance ▪ Approval from adults.	▪ Provide a good environment for children to play. ▪ Protect them from physical danger. ▪ Provide materials and encourage them to play. ▪ Provide jump ropes and hula hoops for experimenting with movement and control
5-6 years	Social Development	▪ Responds to others. ▪ Enjoys company of others. ▪ Can maintain involvement with other children ▪ Has a strong feeling towards home and family. ▪ Shows a growing sense of self reliance ▪ Expresses rigid ideas about sex roles. ▪ Has best friend for short periods of time. ▪ Parallel play is common/cooperative play begins ▪ Able to take direction and follow rules. ▪ Aware of sex differences. ▪ Quarrels often but anger is short lived. ▪ Able to share and take turns. ▪ Eager to participate in school experiences.	▪ Opportunities to develop social skills. ▪ Love and security. ▪ Sleep and rest. ▪ Opportunity for choice ▪ Positive co-existence ▪ Being independent. ▪ Belonging to a group or family/community.	▪ Schedules play activities. ▪ Mediate in case of disagreements ▪ Provide opportunities to develop positive attitudes towards opposite sex. ▪ Provide a relaxed learning environment. ▪ Encourage group games. ▪ Teach skills for conflict resolution ▪ Provide opportunity to participate in home/schoolactivities ▪ Provide empathy for fears

5-6 years	Mental Development	- Shows a growing attention span. - Able to put objects in order. - More accurate in judgments. - Differentiates between imaginations and reality. - Uses language extensively - Interested in numbers and letters - Knows names of colors, shapes.	- Opportunities to use language to communicate. - Opportunities to experiment, explore and discover. - Listening and retelling stories, rhymes - Being listened to.	- Provide group activities for children to talk about. - Give children support to choose as many of their own activities as possible. - Provide materials that children can dismantle and explore. - Provide open ended materials to challenge the child. - Encourage children to follow their interests.
5-6 years	Moral/Spiritual Development	- Learns right and wrong. - Develops conscience. - Influenced by other people's behavior - Develops moral values eg. Respect, honesty and trust	- Resist temptations - Knows God as a Creator, provider and protector. - Understands God as a loving father. - Being trusted.	- Encourages children to listen to songs, stories and poems/rhymes about God. - Let children act plays about God's creation. - Opportunities to make choice - Include spiritual formation activities in the school routine, Sunday school, prayer time.

2.9 Developmental milestones for 7-8 year old children

Age Range	Aspect	Milestones	Developmental/ learning needs	Provision needed
7-8 years	**Physical Development**	▪ Physical skills increase. ▪ Walks up and down stairs, alternating feet, Runs. ▪ Jumps with both feet ▪ Climbs on play ground equipment. ▪ Undresses and dresses self. ▪ Catches ball with arms extended. ▪ Walks backward and on tip toe ▪ Holds crayon with fingers ▪ Fairs grip of writing tools. ▪ Less motor control ▪ Large muscles(of legs and trunk) are more developed than finer muscles (of fingers)	▪ Body balance ▪ Motor control ▪ Development	▪ Provide climbers. ▪ Let children walk up and down stairs ▪ Involve children in many activities that keep them on their feet or that require them to use their trunk and limbs. ▪ Provide relevant materials eg. Soft rubber balls. ▪ Provide many moving experiences ▪ Give manipulative activities.
7-8 years	**Social Development**	▪ Becomes aware of self. ▪ Becomes aware of racial and sexual differences. ▪ Is able to take direction, follow some rules. ▪ Have strong feelings towards home and family. ▪ Shows a growing sense of self reliance. ▪ Parallel play is common. ▪ Cooperative play begins ▪ Imaginary playmates are fairly common. ▪ Sometimes play with imaginary playmates.	▪ Self awareness and self esteem. ▪ Positive co-existence with children of different sex and color. ▪ Ability to make choice. ▪ Self directive ▪ Belonging to and identifying with family /class ▪ Independence.	▪ Promote co-existence. ▪ Provide opportunities for direction and choice. ▪ Give plenty of group activities.
7-8 years	Emotional Development	▪ Can tolerate some frustration ▪ Develop some self control. ▪ Appreciate surprises and new things. ▪ Begin to show sense of humor. ▪ Want to be shown love. ▪ Fear darkness, being abandoned and strange situations like accident sites, fierce films, death and mourning gathering.	▪ Emotional stability. ▪ Freedom to express feelings. ▪ Explanation and assurance on things and situations he/she fears.	▪ Frequently remind children that you love them. ▪ Show love using possible means. ▪ Explain and re-assure children about things they fear. ▪ Allow children to express their fears.

Age	Area	Characteristics	Needs	Implications/Support
7-8 years	Mental Development	• Follows instructions of two commands. • Makes quick judgments without reasons. • Makes frequent mistakes. • Develops vocabulary rapidly. • Uses number without understanding their value. • Has difficulty in differentiating imagination and reality • Begins to classify things mainly by function • Begins to use some functional abstract words. • "Why" questions are constant. • Thinking is very egocentric (thinks from own point of view).	• Proper concept development. • Mental stimulation • Use of language • Tolerance from parents. • Incidental learning opportunities. • Challenging mental activities. • Listening adults to respond patiently to their questions	• Provide mental puzzles and other forms of stimulation. • Provide time to respond to questions, listen to children's experiences. • Set up a rich environment and encourage new discoveries through questions. • Record pupils' progress. • Exhibit patience with children's questioning habits.
7-8 years	Moral/Spiritual Development	• Follows moral standards of parents. • Follows rules blindly ie without reason. • Fairly knows the expectations of adults in different situations and understands when in wrong. • Has difficulty understanding God in abstract nature. • Recites some prayers without much meaning but with child like trust and language. • Views punishment as necessary and feels that it should amount to the damage done not in terms of the prevailing conditions. • Authority is seen as absolute (complete/final) • Actions are judged by their consequences	• Learning accepted behaviour of society eg respect, honesty, love, trust. • Understanding God as a loving father and provider of needs; protector. • Feeling confident and self-worth. • Respect for individuality	• Nurture confidence and feeling of self-worth. • Respect children's uniqueness and individuality. • Assess holistic child development and give timely feedback. • Accept emotionally disturbed children for their weaknesses and strengths. • Use more praise than blames.

Activity

1. Identify some social milestones for children of 0-3 years that you have seen in your area

   _____

   _____

2. As an advocate for children, show how you can help children develop their milestones

   _____

   _____

3. Explain the difference in moral milestones between children of 3-4 years and those of 7-8 years

   _____

   _____

2.10 DEVELOPMENT OF ATTACHMENT AND BONDING

Bonding refers to the unconditional love between parents and their child. It is the development of strong ties of attachment between an adult and a child. It is a process of establishing a strong and close relationship between a parent or guardian and the child. This relationship should develop through close skin and eye contact from the early weeks of life. It is a process which continues through the first eight years of life.

Bonding can be done by showing love and security through a series of actions that may include: Holding the baby close to the chest, putting the child's head close to your chick, Pecking the chick, Patting the child, and Hugging the child. It can also be through eye contact with the child, constant interaction, breastfeeding (for mothers), Cuddling, Soothing, and soft touches. We can also develop bonding by expressing feelings like smiling, saying 'I love you' with feelings

attached, providing for basic necessities, and giving surprises in form of gifts to celebrate key days in the child's life e.g birth day, baptism day, or saints day.

2.11   EARLY LEARNING AND STIMULATION

Early learning and stimulation begins as early as when the child is still in the womb. A child can be talked to, sang to or listened to by mother and father when still in the womb.   Therefore, it is important that parents have this knowledge. The following are some of the ways children can learn early in their life time when stimulated:

Singing: It is one of the ways in which children learn. Children in the womb can be sung to, by their mothers. Young children love songs and therefore, parents should sing to their children and encourage them to sing too.

Telling stories: Children should be told stories often. The stories for young children should be short, precise and interesting as they love listening to them and asking questions. Even those who are still in the womb can listen to stories.

Reading pictures/picture talk: The adult/parent should collect different pictures according to themes, and help children to talk about them individually or in groups.

Play: The teacher/adult should organize variety of play materials for children and grade them according to children's interest.   There should be enough play materials, free and safe environment/space and time for children to play and rest.

Puzzles: Provide children with jig-saws, dominoes to fit. This helps enables children to grow mentally upright.

Construction: Adult should provide children with building blocks of different colors, sizes, length, and shape for children to use in a number of play activities. You can do this together with them. To children, blocks, shakers can be hanging up on their beds so that when they wake up, they straight away start playing with them. For children who are learning to walk, ankle bells can be tied on their legs or shoes that make noise to fasten their growth.

It is also important for you the caregiver to understand that children learn what they live, because:

- *If a child lives with criticism, he learns to condemn.*
- *If a child lives with hostility, he learns to fight.*
- *If a child lives with ridicule, he learns to be shy.*
- *If a child lives with shame, he learns to feel guilty.*
- *If a child lives with tolerance, he learns to be patient.*
- *If a child lives with encouragement, he learns confidence.*
- *If a child lives with praise, he learns to appreciate.*
- *If a child lives with fairness, he learns justice.*
- *If a child lives with security, he learns to have faith.*
- *If a child lives with approval, he learns to like himself.*
- *If a child lives with acceptance and friendship, he learns to find love in the world.*

2.12 GROWTH PROMOTION AND MONITORING (GPM)

Children's growth and development has to be monitored in order to ensure that they are following the expected pattern. If we notice that it is not going as expected, then immediate action should be taken to address it. This monitoring is done through an activity called child growth promotion and monitoring (GPM). Growth promotion and monitoring is the process of regulatory measuring the weight and health condition of the child using different measures and instruments to find out how the child is growing. Therefore, growth promotion and monitoring is a means of keeping track of a child's health. This is usually done because children in the 2-3 years of life are very delicate and vulnerable to different childhood illnesses that greatly retard their growth and development. It is also at this stage that a child needs great attention, care and feeding to be able to adequately meet the demands of growing which if missed will never be achieved in life again.

Growth promotion and monitoring for children less than3 years is supposed to be done monthly. This is because children in this category grow rapidly and it is easy to notice any

slowdown in growth and take action quickly. Children in the age range of 3-6 years are monitored on a quarterly basis because they grow less rapidly.

During growth promotion and monitoring, the following activities among others may be done: weighing of children, measuring heights of children, de-worming, giving of vitamin A supplements, check ups for malaria, malnutrition and general health conditions. Growth promotion and monitoring is not an activity for mothers only. All persons who have a stake in the life of children are supposed to attend so as to be able to take appropriate decisions in case something is discovered from the child. The stakeholders may include: Children, parents, caregivers, community, local leaders, and growth promotion health workers.

In the absence of growth promotion health workers, caregivers can also carry out a small growth promotion exercise for the children under their care. They can later report their findings to either parents or health care workers to take appropriate action. If you as a caregiver need to perform growth monitoring, you may need the following materials:

Materials required

- Weighing pants
- Weighing scale (hanging/flat)
- Child health care copies
- A rope for hanging the weighing scale
- Children for weighing
- Identify a place where to put a rope and hung the weighing scale
- CCF child development guide copies to guide you on what to do
- Metre ruler

Responsibilities of a growth promoter
- Understanding the community
- Mobilizing the community
- Conducting monthly GPM sessions

- Home visits and follow up on agreements with the caregivers during GPM sessions

- Conducting monthly meetings with the community to discuss the health issues of the children in the community

- Link the community with health workers to provide health services

- Referrals- what activities are carried out during GPM

- Informing local leaders

- Identifying the venue

- mobilizing the community

- Preparing materials and equipment required during GPM

- Weighing and recording the child's particulars

- Filling child's health cards

- Counseling the caregivers and referrals

Steps of filling the health cards

- Fill in the blanks on the front of the card (Name, child's number, date of birth)

- Write the child's month of birth in the box at the bottom of growth chart

- Write the preceding month in the child's second year in boxes for the second year

- Repeat this step for the third year

☞ **Note:**

Filling of boxes should be done only for bracket year of the child (eg 1 year period)

END OF UNIT ASSIGNMENT

1. Explain the meaning of child growth promotion and monitoring

   _____

   _____

2. Describe the importance of GPM

   _____

   _____

3. Explain different activities that are expected to be carried out in growth promotion and monitoring

   _____

   _____

4. Discuss the role of the caregiver in ensuring proper child growth promotion and monitoring.

   _____

   _____

5. Discuss challenges that caregivers face in the process of carrying out GPM

   _____

   _____

6. Suggest some strategies that caregivers can use to overcome challenges of effective GPM.

   _____

   _____

UNIT SUMMARY

In this unit, you have looked at the meaning and importance of child growth and develop, stages of child growth and development, factors that influence children's growth and development and strategies that can be used to enhance children's growth and development. You have also looked at aspects of child growth and development and the developmental milestones in the aspects of development. You also looked at child stimulation, growth promotion and monitoring, health check, and development of attachment and bonding.

Suggested Reading List

Crain, W. C. (1985). *Theories of Development.*Prentice-Hall. pp. 118-136.

Dare, A & O'Donovan, M. (2002). *Good practice in caring for young children with special needs.* Cheltenham: Stanley Thornes Ltd.

Durojaiye M.O.E. (1976) *A new introduction to Educational Psychology.*Evans Brothers; London.

Evans, J. L. (1997). *Breaking down the barriers: creating integrated early childhood programmes.* Keynote address at the Conference on the Holistic/Integrative concept in Early Childhood Education and Development, Cyprus, Feb. 15-18, 1997.

Evans, J. L., Myers, R.G., Ilfeld, E.M. (2000). *Early Childhood counts: a programming guide on early childhood care and development.* WBI Learning Resource series: World Bank. Washington D.C.

Farant J. S. (2000). *Principles and Practices of education*; Longman group U.K Ltd

Harding, J. & Meldon-Smith, L. (2003).*Helping young children to develop*.2nd Edition. London: Hodder &Stoughton.

Ingule et al (1996) *Introduction to Educational Psychology.*East African Educational Publishers; Nairobi

Mussen P.H. et al (1974) *Child Development and Personality.* 4th Edition; Harper and Row Publishers; New York

Young, M. (2000).*From early childhood development to human development.*Proceedings of the World Bank conference.Investing in Our Children's Future, Washington, DC.

Internet

LEARNING COMPETENCE

You have now completed this unit. The learning competences are listed below. Tick the column that reflects how much you have learnt in each competence.

Learning Competence	Not Sure	Satisfactory
Explain importance of child growth and development		
Explain the stages of child growth and development		
Develop activities to enhance children's developmental milestones		
Develop activities that promotes child stimulation		
Develop activities to promote bonding and attachment		
Carry out growth promotion and monitoring		

In case you find that you are not sure whether you really have any of the above competences, go back and review the specific sub-topic and do the activities therein. Also, find a friend or one of your facilitators/tutor and discuss with him/her some of your challenges in that topic. You

will make it. If in case you feel confident, then I would like to take the pleasure of congratulating you for this achievement. Well done! Move on to the next unit.

Congratulations

UNIT THREE

CHILD CARE

This unit introduces you to concepts of child care and child care practices that are being done in Uganda. This unit has the following objectives:

- Meaning of Childcare
- Child care programmes and activities
- Breast feeding
- Supplementary feeding
- Toilet training
- Sanitation
- Care for sick children
- Parenting
- Child safety and protection

LEARNING OUTCOME:

It is expected that after carefully studying this unit and doing all the exercises and activities as expected, you will be a teacher who "*utilizes the knowledge and concepts of child care to care for children appropriately and promote their health, growth and development*"

Study requirements

In order to be able to successfully cover work in this unit, you need a noise free room to avoid interruptions, a note book, a pencil, a rubber, the learning framework for ECD (3-6years) and caregivers' guide to the learning framework (3-6years) and any other child care related book.

Enjoy studying this unit.

3.1   MEANING OF CHILDCARE

It is very important that all children receive tender care from any person who intends to take care of them during their early childhood stages. This is because all children are driven by the natural laws to seek developmental activities. Once children miss that tender care which is supposed to help them achieve their full potential for positive development, then their process of development will be hindered. We should start noticing children and care for them as Jeffrey and Pattiejean Brown noted from children:

"…the world goes on and no one sees me. No one takes care to notice me. I do drugs, I loot houses and no one cares. I have no love for the world or for myself. I have lost my way to the world, somebody help me before it's too late. Somebody, love me for who I am as an outcome…"

Childcarerefers to all the support necessary for every child to realize his/her rights to survival, protection and to care that will ensure optional development from birth to age eight.Childcare is what parents, Teachers/ caregivers or any adult is able to provide for a purpose of development. This may take the forms healthy and safe environment, support and affectionate interaction, appropriate nurturing, modeling, stimulation, protection, and time which are all components of respect for the child rights. **Care** refers to actions of behaviors that promote child growth and development. Caring for children ensures that the children's needs are satisfied. These actions and behaviors may include; breastfeeding, supplementary feeding, affection and love, interaction and stimulation, providing protection and security, safety, safe environment for play exploration and discovery.

In summary, child care is about meeting the child's multiple needs by taking into account; Health, Nutrition and psycho- social stimulation, while at the same time strengthening the environment in which children live. In addition to addressing the specific needs of children includes; working with parents skills strengthen parenting skills. We should also work with siblings and other family members to recognize and address the specific development needs of young children.

3.2 CHILD CARE PROGRAMMES AND ACTIVITIES

Child care programmes and activities include: Feeding; breastfeeding, weaning practice, supplementary feeding, care for children recovering from childhood disease.

Feeding children

Feeding refers to giving a child food for survival.It can also mean supply a child with nutritious food. Children need to be fed on the best foods for growing. These includes all those foods that are rich in nutrients like proteins, carbohydrates, vitamin's, minerals, sugars, water and fats. Giving children a balanced diet ensures their proper growth and development, since young children of 0-8 years are at a rapid stage of growth and development. Feed children on nutritious foods such as liver, the heart and kidney, proteins green's peas, soya beans, cabbage, brown bread, brown rice, fish, chicken, Irish, milk, banana's etc.

The foods that are rich in the above nutrients have to be prepared while ensuring cleanliness and proper hygiene. The food should not be over cooked to avoid destroying all the food nutrients. After cooking, the food should be covered in clean utensils and kept in a clean safe place.

Children should be served food on clean plates, cups or any utensils. They should also be served in an interesting and appetizing way. Young children should be given their food each separately and not mixed together. The food should also be served in small amounts. Children should be fed at relatively close intervals. It is appropriate that they be fed five meals in a day.

How adults can help children during feeding
Children should be guided to follow good eating habits and table manners. Caregivers can help children by training them to:
- Train children to wash hands before and after every meal.

- Give toddlers foods they can hold and eat using their fingers such as raw carrots and watch for chocking.

- Give children opportunity to use spoons and cups as soon as they are ready.

- Hold and sit close to the younger ones (0-3years) as they eat.

- Talk to the children about the foods their eating.

- Serve food on bright and attractive colors of plates and other utensils.

- Avoid serving too much food but rather encourage the child to come for more food if he/she wishes.

- Discourage eating sweets between meals.

- Involve children in set the table and clean up after meals.

- Create a happy and relaxed atmosphere during meals.

- Do not rash the children while eating, as it may interfere with their digestive system.

- Closely supervise younger children and those with low weight while eating.

Reasons why some children may not want to eat

Sometimes a child may have no interest in eating. If you try to force him/her, she may cry or vomit. There are many reasons for such behaviour. Some of them may include:

- When a child is teething,

- While sick or developing an infection,

- When a child is emotionally upset, for example if he/she is missing the mother or a play material

- Need for independence, which is very strong between children at the age of one and a half to three years.

- When a child is distracted

- Do not overcook the children's food.

- Serve food immediately after cooking.

- Children with sickle cells are not recommended to foods with iron.

- Encourage children to drink plenty of water and eat roughage for proper digestion to avoid constipations.

- Encourage children to eat fruits and vegetables.

Activity

1. Describe the diet you prepare for a young child

_____

_____

2. Explain different activities that you include in a child care programme

_____

_____

3. Discuss various ways you would use to handle a child who may not enjoy eating

_____

_____

4. Discuss challenges that a caregiver can face during child care

_____

_____

5. Suggest some strategies that caregivers can use to overcome challenges during child

care.

3.3   BREAST FEEDING

Breast feeding refers to feeding the baby on its mother breast milk. Breast feeding is the best option for infants. It is encouraged to start from childbirth.

Advantages of breast feeding;

- Breast milk is nutritious
- Breast milk is rich in colostrums(colostrums mean's the first milk from the mother breast shortly after birth)
- Breast feeding creates bonding and love between the mother and the child
- The breast milk is readily available,
- It is clean and at room temperature ready to be taken.
- It is Cheap
- It act as an antibiotic for the child
- It gives immunity to the child
- It is a means of family planning.

We have to encourage all breast feeding mothers to continue breast feeding their children exclusively for the first 6 months and continue while giving the child other foods up the age of two years. The more the child at infant age breast feeds, the more breast milk the mother will produce. There are however, some conditions that may not allow the mother to continue breast feeding as required. Some of these reasons may include:

- Age of the mother

- Death of a mother

- Domestic violence

- Health state of a mother

- Stressful and fatigued mothers may lack milk.

- HIV &AIDS infected mother may infect their babies

- Nervousness, shameful, negative cultural norms.

- Inverted nipples , swollen nipples & cracked nipples

3.4　SUPPLEMENTARY FEEDING

These are additional foods introduced to a child usually at six months.Commons Supplementary foods given to children include: Mashed foods, porridge mixed with milk, eggs, groundnuts, beans, fish, and sardines, animal proteins, green's. We give children supplementary foods when we have started the process of weaning.

Weaning

Weaning mean's introducing a child to other foods besides its mother's breast milk. Weaning is a gradual process that should not be rushed. As the child grows older, and becomes comfortable with the weaning foods, the mother can now completely stop the child from breast feeding. It is important for mothers to wean their children at the right time because:

- Breast milk will not be enough to meet the feeding needs of the child
- The mother has to be freed so as to be able to continue with her normal life routines like work or business activity
- Sometimes the mother can be sick and not afford to infect the child through breast milk.
- Weaning also helps the mother to recover and gain her former health condition before pregnancy.

1. Explain the two common types of weaning?

   _____

   _____

2. Give their advantages and disadvantages?

   _____

   _____

3. Steps to follow when weaning a child

   _____

   _____

3.5   TOILET TRAINING

Toilet training does not only mean training the child how to use the toilet/latrines, but also taking care of him/her, keeping the urinals and toilets clean and teaching the child how to use the potty.

Toilet training should begin early in a child's life when the child is very young before three months of age. The mother or caregiver helps the child to sit in an upright position whenever it wants to urinate or defecate so that it does not get used to doing it while sleeping. At the sleeping time you should help the child get used to releasing his/ her bowels before getting to bed. You should also wake him up in the middle of the night and in the morning to use the potty. This will help him/ her to get used to those times and begin to wake up to go to the wash room while grown.

When the children go to school, they are introduced to a new and strange environment that may promote or regress the toilet training they had learnt at home. As a teacher/

caregiver you should not only provide conducive toilet training environment for indoor but also for outdoor activities.

There are different opinions about when we should start training children on how to use the potty. Most people agree that it is best to wait until the baby is ready for toilet training and it happens most easily at the age of one and a half years to two years. However the babies are ready when;

- They can sit properly by themselves on a potty
- Their muscles are able to control their urine and bowel movements
- They want to please adults and copy from bigger children
- They are able to tell or show when they need to use the potty.

Potty training happens in steps. Some of the steps take place earlier than we can realize.As children take steps on the path to learn toileting, we should always be there when the child call's for attention to empty it bowels. It is also important that we do the following:

- Help the toddler become aware of what they are doing and the vocabulary to use.
- Let children watch others using potties or toilet and understand what is happening
- Put the child on a potty for less than ten minutes. If you make him stay longer, he/she will lose interest in using it.

☞ **Note:**

Toilet training takes time and needs patience, so you should never show disgust if the child does not use the potty as expected and wets the nappy. He/ she is not naughty but too young and with more practice, will learn to use it later.

Children can use potties if there are not enough toilets/ latrines in the school and these should be emptied often and cleaned regularly.It is important to get parents' cooperation, discuss with them when planning to train their children on how to use the potty.Ensure that you use the same words and methods with the parents to train the child on toileting.

We encourage children to wipe themselves by placing toilet rolls, paper, leaves or whatever is used at home next to the toilet within children's reach.To prevent infection, we need to advise children to use different pieces of paper for the front and back. Train the children also to flush toilet in case it is new to some children.

Important points to remember

- All toilets should be at a height children can reach. If they are high, steps should be built to help children reach the toilet or latrine.

- If there pit latrines, ensure that the opening is small enough so that children do not fall down the hole.

- Children need to be able to open and close the door

- Keep the latrine / toilet floor clean, dry and disinfected.

- The latrines should be regularly swept, smoked to avoid flies and bad smell.

- There should be latrine/ toilet covers

- Always escort children to the toilets to ensure order and discipline

- Train children to wash their hands after using the latrine/ toilet.

- Demonstrate squatting to the children and how to use the toilet/ latrines

- Create songs, rhythms, poems and stories about proper use of toilets/latrines for the children.

☞ **Note:**

In all children centres, gender sensitivity should be observed in such a way that girls have separate toilets/ latrines from boys.

3.6   SANITATION

Sanitation in the care of the child is keeping the environment clean, this environment includes the play learning area changing area, child area, child personal hygiene, and the hygiene of the materials used for play. You have to make sure that the following is done:

- Child's beddings are dry

- Regularly wash the child's beddings

- Always change the child's dippers when made wet

- Check for nappy rash on the child and ensure you use the right powder to reduce it.

- Bathe the child regularly

- In case the child has a wound or infection, make sure you use the right soaps to clean them and keep the infected part dry.

- Keep the child's play area always dry and clean to allow the child to play in it freely without falling or sliding.

- Keep the child's environment free from rubbish, feaces, animal droppings or dangerous objects that a child may pick and eat.

Activity

1. Who is responsible for sanitation practices in childcare?

   _____

   _____

2. Identify ways through which sanitation can be maintained in all those areas

   _____

   _____

3. How can you as a caregiver ensure that the community you are in observes proper hygiene?

   _____

   _____

3.7   CARE FOR SICK CHILDREN

Children require maximum care and support while sick, a child who is sick and not hospitalized should stay at home under safe and secure environment. The child will prefer the usually caregiver present around him/her. The parents/caregivers of the child might require additional information and advice on how to care for the child. The caregiver may need to observe the following:

- Get more information about the illness of the child and what to do in case of attack from either the parent or health worker
- Get to understand how to administer the medication that you may be given by the parent to give to the child at the required time.
- Do not mix medication of different children
- Always keep all medicines out of the reach of children

- In case of high fevers and temperature on a child, put a cold wet cloth on the fore head of the child to reduce the temperature.

- Take note of children's allergy to different foods and medication.

- Have parents' telephone numbers or way of contacting them in case the condition of the child worsens.

- Always monitor the conditions of a sick child so as to be able to determine what to do next in case of emergency.

- Encourage parents of sick children to take their children with them for better medical attention.

- Try to reassure a sick child and give plenty of fluids to drink if it can manage to avoid dehydration.

- If the infection is contagious, keep the child in a sick bay and keep other children out of it to avoid infecting them.

3.8   PARENTING

Parenting is a very interesting but challenging venture. It is for us all as responsible citizens but not a responsibility of biological parents only. Caregivers/ teachers, we spend most of the time with the children 0-8years.Therefore, it is important that we critically analyze the importance of parenting and develop knowledge to enable us practice acceptable parenting/ nurturing of children.

In ECD centers and communities you will find different categories of people playing the roles of child parenting. Therefore parenting is not done by one or two parents alone but rather the entire family or all the foster parents involved. Parenting involves showing a child love and warmth. Expressing love to children is the foundation of good parenting. We teach our children love and warmth, protection, bonding, feeding sick children, sleep and rest, play and exercise.

How is love shown to the children;

We can show children love and warmth through;

- Listening and communicating to them effectively. The disadvantage of not listening or communicating effectively is that the child will feel left out and not loved enough by the parents or responsible care giver.

3.9   CHILD SAFETY AND PROTECTION

It is important for parents for parents/ caregivers to ensure the safety of the child as they love to explore and experiment. Children need protection from adults to avoid accidents. To ensure that children receive adequate safety and protection, caregivers need to;

- Keep poisonous substances and medicines out of reach from children.
- Train children on safe and proper use of household equipment like knives, forks, hoes, and pangas,
- Keep dangerous objects away from children.
- Keep matchboxes, fires and cigarette lighters away from children
- Avoid poisons plants in the school compound.
- Encourage children to avoid dangerous places,
- Avoid dangerous people
- Keep plastic bags and balloons away from children
- Young children should have a separate compound from the older primary children
- Learning centres should be secured with a fence to keep away from strangers
- The children's play area should be clean and regularly checked
- Small or tiny objects should not be left to the children without supervision since they may be harmful if the child swallows or inserts it in the nose.
- The teacher/ caregiver should supervise children while playing with any materials containing paint.

Outdoor safety

Children should be supervised by a responsible watchful adult during outdoor play. To do this, one can:

- Encourage cooperative play

- Discourage aggressiveness

- Ensure climbing equipment is situated on suitable soft landing surface with space around it.

- Lock external gates and ensure that children do not leave play area unsupervised.

- Remove all potential hazards such as sharp objects, dangerous litter,

- Provide areas for alternative play for example wheeled toys.

Road safety

Children are always at risk on the roads. Caregivers should ensure children's safety in the following;

- Setting a good example when walking and crossing the road

- Discourage parents from allowing children below 8years to cross the roads unsupervised.

- Teach children road safety sign

- Discourage children from playing in the roads or pavements as play areas

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Note:

Safety and protection of children should be a joint venture with all stakeholders.

Always encourage community awareness on values of children and the need to protect them at all times

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END OF UNIT ASSIGNMENT

1. Describe the diet you prepare for a young child

_____

_____

2. Explain different activities that you include in a child care programme

3. Discuss various ways you would use to handle a child who may not enjoy eating

_____

_____

4. Discuss challenges that a caregiver can face during child care

_____

_____

5. Suggest some strategies that caregivers can use to overcome challenges during child care.

_____

UNIT SUMMARY

In this unit, you have looked at the meaning and importance of child care, development of child care programmes, children's feeding programmes and their importance. You have also looked at different child care practices, toilet training, care for sick children, parenting and child safety and protection.

Suggested further Reading

Aggarwal J. C. (2007). *Essentials of Education Psychology* 2nd Edition. New Delhi: Vikas Publishing House Ltd.

Crain, W. C. (1985). *Theories of Development.*Prentice-Hall. pp. 118-136.

Durojaiye M.O.E. (1976) *A new introduction to Educational Psychology*.Evans Brothers; London.

Farant J. S. (2000). *Principles and Practices of education*; Longman group U.K Ltd

Ingule et al (1996) *Introduction to Educational Psychology.*East African Educational Publishers;

    Nairobi

Mussen P.H. et al (1974) *Child Development and Personality.* 4th Edition; Harper and Row

    Publishers; New York

LEARNING COMPETENCE

You have now completed this unit. The learning competences are listed below. Tick the column that reflects how much you have learnt in each competence.

Learning Competence	Not Sure	Satisfactory
Explain importance of child care to children		
Develop a comprehensive child care programme for children		
Develop strategies to ensure child safety and protection		
Design a parenting programme		
Develop children's feeding programme		
Train children appropriate toileting habits		

In case you find that you are not sure whether you really have any of the above competences, go back and review the specific sub-topic and do the activities therein. Also, find a friend or one of your facilitators/tutor and discuss with him/her some of your challenges in that topic. You will make it. If in case you feel confident, then I would like to take the pleasure of congratulating you for this achievement. Well done! Move on to the next unit.

Congratulations

EDUCATIONAL PSYCHOLOGY

This unit introduces you to different principles and concepts of Educational psychology that can be used to promote children's learning. The unit has the following objectives:

- Introduce learners to the meaning of Education Psychology

  - Explain how Education psychology can be used to promote children's learning
  - Explain how Motivation can be used to promote learning
  - Introduce learners to concept of Guidance and counselling
  - Identify some Qualities of a good counselor
  - Introduce learners to Counseling procedures
  - Introduce learners to Orientation of children in schools
  - Explain the concept of Stress and its management
  - Introduce learners to the Teacher/ caregivers' code of conduct
  - Help learners to developpersonal principles

LEARNING OUTCOME:

It is expected that after carefully studying this unit and doing all the exercises and activities as expected, you will be a teacher who "*utilizes the knowledge and concepts of educational psychology to develop a conducive environment that enhances and promote children's learning, growth and holistic development*"

Study requirements

In order to be able to successfully cover work in this unit, you need a noise free room to avoid interruptions, a note book, a pencil, a rubber, the learning framework for ECD (3-6years), caregivers' guide to the learning framework (3-6years) and any other child psychology related book.

Enjoy studying this unit.

4.1 MEANING OF EDUCATIONAL PSYCHOLOGY

Educational psychology embraces the concepts of psychology and that of education. **Psychology** is the science of behavior and mental process. It is the systematic study of human and animal behaviour with the aim of understanding how and why we behave in the way we do. Similarly psychology undertakes to make a scientific study of the individual considered as a unit he really is while dealing with other individuals and he world.

Education on the other hand is the development of desired habits, skills, and attitudes which make an individual valuable and useful member of his society/community. Education can also be considered as the experiences that we go through in life from the time we are born until we die.

When put together the ideas of what psychology and education are, we come up with the concept of Educational Psychology. **Educational Psychology** is the application of psychological principles to the practice of education. It is the systematic study of the educational growth and development of a child. It deals with the conditions that promote or retard the development of the child in the process of learning (Aggarwal, 2007).

Importance of Educational Psychology to a caregiver

- It helps a teacher to understand developmental stages of children and their characteristics.
- It helps teachers to employ suitable methods of teaching children
- It guides the teacher in designing the curriculum
- It helps the caregiver to develop instructional materials that are appropriate for children of different age groups
- It gives a teacher the ability to understand fellow workers for smooth relationships which enhances effective teaching and learning processes
- The teacher gains knowledge and skills of working with the learners, parents and community in order to perform his/her duties effectively

- It equips teachers with the ability to identify learners' individual differences and hence handle them accordingly.

- Is helps teachers identify children with special needs and therefore find ways of supporting these children to cope or overcome these challenges.

- It helps the teachers to control their emotional behavior and gives an understanding of the principles and techniques of correct training

4.2   CHILDREN'S LEARNING STYLES

Every experience or activity that a child comes across is a learning experience. **Learning** is the acquisition of habits, knowledge, skills and attitudes which empowers an individual to overcome obstacles or to adjust to new situations. Learning usually results into a permanent change in behaviour. The way children learn is influenced by characteristics which they are born, such as gender, attitudes, likes and dislikes that have been introduced to them in the early years at home. They may also be affected by the community, culture and values held in their area. Children's learning can be seen in many ways as shown by Kagan, Britto, Kauerz and Tarrant (2005) to include: curiosity and interest, initiative, persistence, attentiveness, creativity, invention, reflection and interpretation.

Ways in which children learn

- Play is the most important and most noticeable avenue through which children learn. A caregiver must therefore make sure that learning activities are prepared in a play way manner.

- Children also learn widely by doing. Children are not good at listening to adult ides as they sit still. This is because children have a short attention span. Always make sure that you involve children in every activity because they learn by doing.

- Children learn better when activities given to them are repeated. It is not enough to give a child something to learn. Always make provision for revision, practice or repeated activity to help children master given skills.

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> **te:**
>
> It is also important for you to note that children will quickly acquire some habits if you encourage or reward them and also leave them if they are discouraged.

Factors That Influence Learning

Maturation – This means reaching the optimum level of development needed for an individual to perform a certain task. An individual needs to be mature first in a particular area before he or she can learn. For example a child can not learn to sit until the back bones have matured. Neither can he start walking before the leg bones have matured.

Ability levels – Learning of any new behaviour will depend on the ability level of the learner. If what is to be learnt is beyond the child's ability level then he or she will not learn for example if you try to teach nursery children work for P.7, they will not learn because it is not at their level.

Intelligence – Learning may be influenced by intelligence in that intelligence helps a child to capture and interpret new information so that it can be learnt.

Children with low intelligence take long to learn e.g. a child with a mental disability might not see the need to go round the field in a running competition and therefore take a short cut across the field to get to the finishing line. This is because he/she does not see why he should follow the given lane to reach the finishing point.

Interest – In order for one to learn, a person must have interest in what is to be learnt. If you have no interest in something, it becomes difficult for you to learn. Caregivers must therefore always try to raise children's interest in something before they begin teaching them.

1. Explain how children from your community learn.

   _____

   _____

2. Discuss different factors that you can influence children's learning.

   _____

   _____

3. Discuss some actions that you need to put in place to make children learn better.

   _____

   _____

4.3   LEARNING STYLES

Learning styles refers to how an individual child prefers to learn. A child's learning style guides the way he/she can learn. Your learning style determines the way you internally represent experiences, the way you recall information, and even the words you choose. Sometimes children's learning styles incorporate many learning styles especially in the early years. But as they get older, one dominant learning style may surface. It is important for us to recognize and understand children's learning styles early enough so that we can use techniques better suited for their learning. Some of the common learning styles include:

1. Visual Learners learn through seeing. These learners like to visualize things by thinking in pictures and learn bestfrom maps, charts and diagrams; they enjoy art and drawing. Visual learners often like taking numerous detailed notes, tend to sit in the front, are usually neat and clean, often close their eyes to visualize or remember something, find something to watch if they are bored, and find passive surroundings ideal

2. Auditory/Language Learners learn through listening. They learn best through talking and listening to what others have to say. They often sit where they can hear but without necessarily paying attention to what is happening in front. They hum or talk to themselves or others when bored. They also spell words accurately and easily and are often very good readers. Auditory learners enjoy listening to tone of voice, pitch and are often musically talented. These learners often benefit from reading text aloud and using a tape recorder. They often have excellent memory for names, dates and like word games and remember by verbalizing lessons to themselves

3. Kinesthetic/Tactile Learners learn through moving, doing and touching. Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them and may find it hard to sit still for long periods of time. They communicate with body language and gestures and prefer to show you rather than tell you. They can remember what was done, but have difficulty recalling what was said or seen. They like activities such as cooking, construction, engineering and art which help them perceive and learn. They enjoy field trips and tasks that involve manipulating materials. These children sit near the door or someplace where they can easily get up and move around. This is because they are uncomfortable in classrooms where they lack opportunities for hands-on experience. Kinesthetic learners are often good at sports.

4. Logical/Analytical Learners learn through exploring patterns and relationships. Analytical learners enjoy puzzles and seeing how things work. They constantly ask questions and are capable of highly abstract forms of logical thinking at an early age. They can solve mental math problems quickly and enjoy strategy and computer games. They like to create their own designs with blocks.

 Note:

Remember all children work well with hands-on activities and manipulatives. Also, while children can have a mix of learning style, there is no particular right mix. Everything depends on each individual child. The learning styles are also not fixed. They can change with time. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

4.4 MOTIVATION FOR LEARNING

Motivation is the force or drive that energizes and directs us into action. It is a process of arousing action, giving direction and sustaining an activity in progress. Motivation is very important because:

- It directs the behaviour of an individual towards a particular goal. Motivation gives you a target that you will always aim to reach. For example becoming a doctor can be your goal. This goal will make you always work hard at anything that brings you closer to being a doctor.

- It energizes behaviour. If you have already set your goal, every time you see an opportunity to reach your goal motivation will give you sudden energy to try to do something even if it looks impossible to others

- It sustains behaviour. Motivation will make you work for a longer time at something that you are interested in. for example if your interest is in mathematics, you will always have the need to continue doing mathematics even if its time has passed.

- It regulates behaviour. This means that you always be careful in selecting activities that match with your goal. For example if you love football, you will pay attention to mainly football related issues and not fishing which you do not have interest in.

Motivation may be in two forms which include intrinsic (internal) motivation and extrinsic (external) motivation.

Internal motivation is the type of motivation which comes from within an individual. This motivation is regulated by an individual's pride and belief in him/herself. The person does not rely on other people to do something. Success of failure is usually blamed on oneself. For example, if a child fails to do something correctly, he/she may say "I did not try harder" or "it is my fault".

External motivation is the type of motivation that originates from outside the individual. It encourages the achievement of learning goals. The person works hard because of the external rewards given by other people e.g. prizes, praises, jobs, or promotions. The child usually blames his/her failure on other people. For example a child might say that "I failed because that teacher hates me".

Factors that affect motivation

Even as we try to motivate children to learn, we have to take into consideration the factors that will affect their motivation. Some of them include:

Readiness refers to the level at which an individual is set to perform an activity. It also refers to the level of preparation that one has in order to start performing a given task. If you are well prepared, you get motivated to do an activity. For example athletes who train regularly get ready for competition and are motivated when they are told they will be competing soon.

Maturation - this may mean the optimum level of growth and development of a child that helps it to be ready to learn. E.g. a child may want to write but the fingers are not mature enough to hold the writing materials. Likewise, a young child may want to carry a baby but she may not have the physical strength to carry the baby so you have to support both of them.

Activity

1. Explain how motivation can influence children's learning.

2. Discuss different factors that you need to consider when motivating children to learn.

3. Discuss some actions that you can see from children to show that they are motivated to learn.

Motivation techniques

Children can be motivated to learn by teachers in different ways. Some of them include:

- Use of rhymes that have actions that you can use to involve the learners for example the rhyme shake,shake the mango tree. The rhyme has many actions that will interest the children. Even as you teach, punctuate your lesson with songs and rhymes to maintain children's interest.

- Give learners opportunity to express their feelings through answering questions; encourage free talk, role plays or reporting.

- We must understand and value the learners within the learning process. This can be done by acknowledging every response and using the children's experience to teach them. Do not discourage children by giving bad comments about incorrect answers. If you do that, it will kill their morale and they will not answer again.

- Involve all children actively in the lesson. The teacher should be the guide. Do not pretend to know every thing. When you do not know, say so. Some children ask questions whose answers they know. They test you to find out if you know. Ask the

same child to help tell you the answer. It will save you the embarrassment of giving a wrong answer.

- Relate content to children's life experiences. This will help them to continue discussing the topic in your absence.

- Provide immediate feed back to the learners through:
    - Instant answering of their questions.
    - Marking their work
    - Providing appropriate response.

- Reward learners appropriately for all the actions or responses they give. Small tasks with small rewards and vise versa.

- Provide content of the right level according to the children's ability.

- Vary the methods of teaching to suit interest, nature of content, weather or needs of the learners e.g. if you start a lesson with a song, the following day start with jumping or dancing especially if it is cold. Do not ask them to jump if they are already sweating.

- Use teaching aids that help the children to build ideas and concepts that you are teaching them.

- Be a good role model that the children will admire. Children have a tendency to like subjects of teachers they like.

- Use competitions and cooperation when teaching. It may be inter- personal, groups or self competition.

- Set appropriate goals to help the learners work harder and be guided towards the learning out come.

Activity

1. Discuss different motivation techniques that parent use at home to encourage their children to learn.

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2. Discuss some motivation techniques that you think can be used to encourage new children to participate in class activities.

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4.5 GUIDANCE AND COUNSELING

Guidance involves personal help given by someone. It is designed to assist a person to decide what he/ she wants to do. Guidance may be assumed as a process of helping an individual understand himself and his world.

In education, guidance may mean providing knowledge, information or advice to children which can help them to make the right choices.for example the choice of who to stay with, which school to go to or what games to play.

Counselingmeans a face to face interaction between a counselor and the child. Counseling is the most important part of guidance because it provides personal touch and relationship which helps to direct children. This is because a child that has problems may always be in a state of distress.

Counseling helps an individual to make choices or decisions in order to resolve personal confusion, cope with problems in a realistic and meaningful way. It also helps an individual to accept what he / she can not change e.g. a child complaining about being short; counsel him to accept it by telling him the disadvantages of being tall. Give him examples of short people who are happy and successful.

Importance of guidance and counseling

- To help learners make proper choices as they go about doing different things. For example, they can be helped to decide which school to go to, which subjects to specialize in or which foods to avoid in order to maintain their health.

- To help in total development of learners especially those being affected by developmental needs. Some children may realize that their body is developing in the way they do not expect or in a way that is different from that of their friends. If the child is not helped, it will lead to confusion.

- To minimize the mismatch between education and the future job. A child should be helped to take up those subject areas he/she has ability and interest in. if we force children to take up what we like and not what they like, they will end up doing different things as adults and leave what they trained in.

- To assist new learners establish proper identity. Sometimes children do not know themselves or their abilities. Guidance by the teacher will help each child to discover his/her potential and get their proper identity.

- To assist learning in their period of confusion. As children grow up, they have a lot of questions that may not be easily answered by parents or other teachers. Guidance and counseling will help such children to find answers to their questions.

- To reduce the incidence of indiscipline. When children's questions and needs are met, they settle. This help to control cases of indiscipline by children who may want to be recognized or their curiosity answered.

Activity

1. Explain how guidance is different from counseling.

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   _____

2. Discuss the importance of guidance and counseling to the life of children.

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3. Discuss some actions that children show that may tell you that they need guidance and counseling services from you.

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4.6   QUALITIES OF A GOOD COUNSELOR

A counselor is like a parent to a child. You as a counselor can be able to effectively help children to develop if you try to have the following qualities:

• Be knowledgeable about different things that children may need to know from time to time

• Be simple and approachable by all learners especially those who may be in need or those children who may have awkward problems that others feel ashamed about.

• Be disciplined and a role model for children to emulate in and outside the school

• Be trusted and not always reveal children's secrets to other people who are not concerned with it.

• Be patient and always listen to all children's problems without brushing them aside. Remember, every problem is very important to the owner.

• Be kind and show concern for all children. Have feelings for children as if you were in their position so as to be able to effectively help them.

1. Discuss different qualities of a good counselor for children.

   _____

   _____

2. Discuss some qualities that some counselors may have that can discourage children from coming to them for counseling or guidance.

   _____

   _____

4.7   GUIDANCE AND COUNSELING SERVICES

In a school setting, there are three basic guidance and counseling services that caregivers are expected to offer to children. These include:

Orientation guidance services – these are services that a caregiver provides to a new child in school to help him/her adapt to the new environment. Some of the services and activities provided to children include introducing to different people who matter in the school, showing them other children, showing them how to use toilets/latrines, how to get permission to do something, daily routines to be followed or what is expected of the child at different times.

Educational guidance services- these are services given to children to help them make the best out of what is provided to them. Some of them include how to use different instructional materials, how to report need, how to go about given procedures like during snack time or rules to be followed when playing with different toys.

Career guidance services- these are activities that help the child to follow what he/she has interest and talent in. this helps the child to gain more insight into a given field that can later be his/her career as an adult. This guidance helps the child to focus on their talents and the best they can do with them.

Note:

As a teacher, your role is to guide the child to find his/her talents and make the best use of it.

Do not force children to take up what you want if they are not interested in it.

4.8   ORIENTATION OF NEW CHILDREN IN SCHOOLS

When children come to school for the first time, it will be a completely new environment for them. They feel very insecure or out of place. In most cases, the reaction of many children is to cry or try to escape back home. Some may even find it so difficult to cope such that they will hate any idea of school altogether. It is therefore your role as a caregiver to be there for this child and make him/her feel at home while at school. This process of making a child feel at home while at school is called orientation. We can orient new children into school by doing some of the following activities with them:

- Showing children where to go to help themselves like toilets/latrines or wash rooms and how to use them.
- Asking the child different things that he/she may need so as to be able to provide for him/her
- Talking to the child regularly in a friendly way so as to allow the child to open up to you and be free.
- Helping a child when you see him/her try to do something
- Encouraging the child to participate in doing class activities with other children.
- Encouraging other children to come and keep the child company.
- Talking to other children to share what they have with the new child to make him/her become part of the group.
- To discourage all other children who may try to make fun of the new child
- To be friendly to the child and keep away any form of corporal punishment.
- Telling the child stories or singing with him/her.

1. Discuss different activities that children should be oriented to when they come to school for the first time.

   _____

   _____

2. Discuss some advantages of orienting new children to school.

   _____

   _____

3. Suggest some activities that you can use to orient new children who have special needs while at school.

   _____

   _____

4.9   STRESS AND ITS MANAGEMENT

Stress is the demand placed on a person requiring him/her to change in some way. It a physiological reaction of the body to psychological and physical demands. Stress results when we are faced with demands or events that we perceive as dangerous to our wellbeing, especially when we are not sure of our own abilities to deal with the situation.

Causes of stress

Stress can be caused by a number of factors that can include:

- Traumatic events or events that significantly destabilize the mind of a person for example unexpected loss of a loved one or a car accident can be very traumatizing leading to stress.

- Frustrations which occur when an individual has failed to achieve his/her intended goal. For example if a person you have been longing to meet suddenly does not come, you get frustrated.
- Major life changes for example a poor man suddenly wining 100 million shillings, or sudden promotion to a level you never imagined can lead to stress.
- Conflict in which a person is faced with making decision that involves choice of two very good opportunities that cannot be taken together for example being admitted in two different but equally good universities, or a girl getting marriage proposals from two men she had interest in.
- Daily hassles which include every day minor disturbances that we go through which can accumulate and become a problem. For example you can kick a stone, then break your glass, then before you settle, you fall down and make your cloth dirty and finally your child comes to you to be carried only to step on your hurting feet. The small things eventually trigger stress which makes you to lose your head and something stupid.
- Pressure of work or deadlines can also lead to stress.

Effects of stress on our life

Stress can lead to a number of effects and health related problems to the person. Some of them can include:
- Fatal accidents as a result of poor judgment of situations you are supposed to be in control of.
- Unnecessary errors while doing different things due to lack of concentration.
- Heart failure due to hardening of the heart muscles after experiencing stress for a long time.
- High blood pressure due to abnormal release of hormones in the body
- Anxiety and inattentiveness due to failure to be in control of the situation.
- Anger and aggression which can lead you to hurt other people in the process of trying to hide your stress.

- Starting habits that you have not been engaging in for example excessive drinking, smoking, talking to yourself, change in behaviour or slamming the door.

How to manage stress

We try to manage stress in the following ways:

- Plan your activities in advance and follow your plan
- Always do physical exercise to help you release the tension that is building in you
- Be in company of other people you can share with some of your challenges
- Eat a balanced diet
- Get plenty of sleep and rest to refresh your self
- Go to places where you can relax or have fun once in a while to release tension.

Activity

1. Discuss factors that have led to increased stress among teachers.

   _____

   _____

2. Discuss different ways in which teachers can reduce stress among themselves.

   _____

   _____

3. explain different ways in which you have been able to control stress

   _____

   _____

4.10   TEACHER/ CAREGIVERS' CODE OF CONDUCT

All people who are in charge of life and welfare of children in our community have to live a life that conforms to the expected standard and code of conduct. Some of the expected code of conduct for caregivers and teachers are attached at the end of this module:

Activity

1. Discuss the importance of teachers maintaining their code of conduct.

   _____

   _____

2. Explain different teachers' code of conduct while in the community.

   _____

   _____

4.11 DEVELOPING PERSONAL PRINCIPLES

Every person who is to be trusted must have principles that can be seen from him/her over a period of time. Trust in a person is built basing on what you show to other people. Personal principles are a set of things, dos or don'ts that an individual will always work hard to uphold or not to do in order to maintain his/her self righteousness. Principles are the actions or set of values that define what a person stands for. The following can be some of the principles that caregivers can have:

- Never walk passed any child who is being abused no matter by whom
- Always speak the truth
- Always be in support of the rights of children in any situation
- Never torture any child
- Never sell him/her self to anybody no matter the condition
- Always be honest and do what is expected of him/her.
- Never engage in acts of murder or child sacrifice.
- Never participate in actions of child abuse, rape or defilement.

The above are just a few examples that are related to caregiving. There are also those principles that relate to our daily life that we can explore. It is not enough to list principles. We must abide by them at all times. The following steps can help you to have principles.

- First think about goal of your own life and were you want to be in a certain period of time. It can be after a year, ten years or even twenty years.

- Identify the characteristics or things you would like to be identified with at that particular time. It could be honesty, defender of children, statesman or woman, leader of freedom fighter.

- Make a list of dos and don'ts that you need to start practicing in order to reach that goal.

- Talk to other people whom you think have some of the things you admire so that they can share their experiences with you.

- Start practicing the easier dos or don'ts as you monitor other people's responses.

- Continue doing what you feel is right and will lead you to your goal.

- Always remember to listen to other people at all times because they are the mirror you use to guide your actions.

END OF UNIT ASSIGNMENT

1. Discuss the importance of one having personal principles.

   _____

   _____

2. Make a list of some things that you will not bring yourself to do in any circumstance.

   _____

   _____

3. Make a list of some things that you will always try to do no matter what other people say.

   _____

   _____

UNIT SUMMARY

In this unit, you have looked at the meaning and importance of educational psychology to the teacher/caregiver, types of learning and children's learning styles, types of motivation and

different activities that can be used to motivate children to learn, qualities of a good counselor and the process of guiding and counseling children and how to orient new children into school.

Suggested further Reading

Aggarwal J. C. (2007). *Essentials of Education Psychology* 2nd Edition. New Delhi: Vikas Publishing House Ltd.

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Makinde Olu (1990); *Fundamentals of guidance and counseling*. London: Macmillan Publishers

Mussen P.H. et al (1974) *Child Development and Personality.* 4th Edition; Harper and Row Publishers; New York

Opiro W. G. (2005) *Peace Education for primary schools*; Ministry of Education and Sports. Published by world vision international

Opiro W. G. (2004). *Introduction to guidance and counseling*; a guide to the guidance and counseling Practitioners published by   USAID- BEPS (Project)

LEARNING COMPETENCE

You have now completed this unit. The learning competences are listed below. Tick the column that reflects how much you have learnt in each competence.

Learning Competence	Not Sure	Satisfactory

Explain importance of educational psychology to a teacher		
Develop personal philosophy and principles		
Identify sources of stress and its management		
Motivate children to learn		
Prepare learning activities according to children's learning styles		
Orient new children into school		

In case you find that you are not sure whether you really have any of the above competences, go back and review the specific sub-topic and do the activities therein. Also, find a friend or one of your facilitators/tutor and discuss with him/her some of your challenges in that topic. You will make it. If in case you feel confident, then I would like to take the pleasure of congratulating you for this achievement. Well done! Move on to the next unit.

Congratulations

GOVERNMENT OF UGANDA

TEACHER'S CODE OF CONDUCT

Part I - Membership to the Teaching Profession

Membership to the teaching profession shall be open to a person who has successfully completed an approved course of training as a teacher leading to the award of a recognized certificate in teaching and whose name has been entered in the registrar of teachers in accordance with the provisions of the Education Act, 1970, and such a person has been issued with a certificate of registration as a teacher.

Licensed Teachers; a person who has not fulfilled the requirements of sub-paragraph one of this code, may join the service if that person meets the requirements of eligibility and a license to teach, in accordance with the provisions of the Education Act, 1970, in regard to a person who may be licensed to teach and whose name has been entered on the Roll of persons licensed to teach.

Part II - The Child-Learner

A teacher's chief responsibility is towards the child/learner under the teacher's care and the teacher shall guide each child/learner where necessary in and out of school in order to develop the child/learner in body, mind, soul, character and personality. The teacher shall therefore: -

- Respect the confidential nature of information concerning each child/learner and may give such information only to persons directly concerned with the child-learner's welfare.
- Recognize that a privileged relationship exists between the teacher and the child/learner and shall refrain from exploiting this relationship by misconduct prejudicial to the physical, mental and moral welfare of any child/learner and the teacher shall not have a sexual relationship with the child/learner: and
- Refrain from using a child/learner's labour for private or personal gain.

Part III - Professional Conduct

A teacher shall

- At all times live up to the highest standards of the profession and avoid any conduct which may bring the profession and the service into disrepute.
- Teach conscientiously with diligence, honesty and regularity.
- Teach objectively in all the matters including politics, religion, race, tribe and sex.
- Not take advantage of his or her influence to indoctrinate the child/learner towards the teacher's tenet, dogma or doctrine.
- Prepare relevant schemes of work, lesson notes teaching aids well in advance to ensure effective teaching and learning.
- Set an adequate amount of written and practice exercises promptly for effective teaching and learning.
- Mark and evaluate all written and practical exercises promptly and carefully.
- Undertake such remedial teaching as effective learning might require.
- Observe regulations and instructions regarding coaching and private instruction issued from time to time by appropriate authorities.

- Seek for and obtain permission to be absent from duty from the head teacher before the occurrence of such absence.

- Not to teach while under the influence of alcohol or drugs or come to school while drunk.

- Not to eat any food while conducting a lesson except when required for the purpose of teaching or on medical grounds.

- Conduct all internal and external examinations in accordance with rules governing such examinations issued from time to time by the competent authorities and shall not commit any offence against examination regulations in force.

- Follow the programme discussed with and approved by the head of the department and shall co-operate with the head of the department and other teachers in carrying out that programme.

- Make schemes of work, records of work and lesson preparation books available to the head teacher and the head of the department for inspection.

- Allow the head of department or the head teacher to be present while the teacher is teaching.

- At all times, maintain a professional attitude towards colleagues, avoiding derogatory, slanderous and unfair criticism against his or her colleagues and shall at the times create and maintain harmony.

- Use proper channels of communication and flow of information.

- in view of ever rising standards, strive to improve his or her own academic and professional standard but shall not do so at the expense of the children/learners he or she teachers; and

- Maintain and keep in a safe manner records of learners' performance in examinations to enable him or her report factually and objectively on each learner's progress.

Part IV- Professional Responsibility

A teacher shall

- Devote such time to his or her duties as is necessary by the nature of his or her post.
- Not engage in private or personal activities when he or she is expected to teach or supervise learning and other curricular activities.
- Not trade or transact business when he or she is expected to be on duty.
- not to bring any pet or baby or any other child not being registered in the school to class since this will interfere with the discharge of school duties.
- Not be an accomplice to any activity likely or intended to cause disturbance or riot within the school.
- not to be absent without authority from his or her class lessons and teach without discrimination or bias against any pupil in his or her class regardless of the child's/learner's race, religion, tribe, place of origin or sex.
- conduct all his or her lessons and teach without discrimination or bias against any pupil in his or her class regardless, of the child's/learner's race, religion, tribe, place or sex.
- Maintain and keep in a safe manner all records of school property under his or her care and account for such property when asked to do so by the head of the department or head teacher.

Part V- The Teacher's Personal Conduct

A teacher shall

- Dress appropriately and shall be in mode of dress decent and smart.

- Attend to his or her personal appearance ensuring a neat and pleasant outlook while on duty and in public places and shall avoid unkempt hair and beard.
- Observe the laws of Uganda particularly in matters of sex, marriages and parenthood and shall at all times set a good example to the children.
- not write, circulate or cause to be written or circulate any anonymous letter or any document with malicious intent and
- Show respect for school rules set by the governing body of the school and shall assist in their implementation.

Part VI - The Head teacher

As a teacher and leader in the teaching profession, a head teacher is bound by this code of professional conduct and shall set a good example in the strict observance of all provisions of the code.

In addition a head teacher shall enforce the observation of the code of professional conduct on all teachers under him or her in accordance with the law, regulations and other provisions of the education service and shall promptly deal appropriately with all breaches of the code. In particular and without derogation to the generality to sub-paragraphs 1 and 2 of this paragraph the head teacher shall:

- Be the custodian of good educational standards in his or her school and shall aim high in educational standards.
- Enroll children into the school without bias or discrimination and within the regulations and provisions of the laws in force in Uganda.

- Collect all school fees and receive all other school monies such as gifts, donations and endowments according to policies issued from time to time by the competent authorities.

- pay all salaries and wages to the rightful owners as soon as such salaries and wages are received and due;

- account for all the money as collected and received on behalf of the school;

- Keep all school records in his or her custody in safe condition and ensure that such records contain correct information.

- Not connive with members of staff or any other person so as to bring the profession and the service into disrepute.

- Not conceal any act of misconduct committed by a member of his or her staff or by any child/learner of the school whether committed within or outside the school.

- Not receive a bribe in relation to the discharge of his or her duties and ensure that his or her staff does not do so.

- Ensure that all teachers and students observe punctuality alike.

- Report factually and objectively on members of his or her staff on matters required in Annual confidential reports or when assessing a teacher's capability as to a post of responsibility applied for when reporting any breach of the law to the competent authorities.

- Report factually and objectively on all matters concerning school children without fear, favour, bias or discrimination.

- Not carry out or transact any private business within or outside the school premises when she or he is expected to be on official duty within or outside his or her school.

- Not take it upon him or herself to physically punish a teacher involved in the breach of this Code or any other regulations in force but will use

all avenues open to him or to her to report such breaches to the appropriate authorities for action.

- be present in the school as much as possible and whenever he or she is out of the school, he or she shall leave correct information of his or her whereabouts with his or her deputy or any other person authorized to act and shall always ask his or her deputy to act on his or her behalf when he or she is on duty outside the school.

Part VII - The Community

A teacher shall

- project a good image in the community where he or she lives by participating as appropriate in activities of the community;
- set a good example to the pupils and the public by obeying lawful and established authority and being law-abiding;
- attend, where practically possible religious functions of his or of other persuasions;
- and respect other recognized religions within the school where he or she is teaching;
- and through his or her own conduct and inspiration with his or her family, be a good example to the community and the school.

Part VIII - Enforcement of the Code

- It is the duty of every teacher to observe and respect this Code and to report any breach of the Code to the appropriate authorities.
- All matters or cases involving the breach of the code reported to the Committee or Commission shall be dealt with in accordance with the laws and regulations in force at the time of the breach of the code.

- All matters dealt with by the Committee or handled by the appropriate authorities or all those concerned shall keep Commission confidential.

References

- Prof. J.C Ssekamwa (1996), Professional Ethics for Teachers, published by Nets Africa Ltd, Kampala.
- An official document from the Ministry of Education and Sports (Government of Uganda) on the Teacher's Code of Conduct.