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ECE 277



**Organization and Service
Provision in Early
Childhood Education
Module 2**

ECE 227 Organization and Service Provision in Early Childhood Education Module 2

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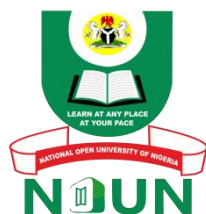
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Module 2

Unit I Behaviour within an Organization II – Group Dynamics

1.0 Introduction

Dynamics means changing behaviour, feelings or thoughts of individuals are influenced and determined by the behaviour and characteristics of others. Staff members in an organisation interact in groups. All day, they move and work in social groups because an organisation is best described as a social system established for specific purposes.

The staff works via mutual relationship to achieve the stated purposes. The school thus consists of teachers, pupils, administrators, and supporting staff who interact and form a formidable group to achieve the goals of the institution.

2.0 Objectives

At the end of this unit, you will be able to:

- define a group and group dynamics
- identify properties of human groups
- identify the characteristics of early childhood education institutions as a group
- identify the elements of leadership
- explain the styles of leadership
- discuss the ways of improving group relationship in schools.

3.0 Main Content

3.1 What is a Group?

Group has been defined from different angles by different scholars. Sherif and Sherif defined a group as a social unit consisting of a number of individual who stand in role and status relationships to one another.

Miller (1967) equally defined group in terms of its goals and objectives. According to him, a group is a unit composed of two or more persons who come into contact for a specific purpose and consider the contact meaningful.

Bass (1960) approached the definition of a group from the angle of motivation and satisfaction of needs. He says that an individual joins a group because it satisfies his needs and the membership of the group is rewarding to the individual. Mc David (1968) similarly defined a group as a social psychological group in an organized system of two or more individuals who are interrelated so that the system performs some function, has a standard set of role relationship among its members and a set of norms that regulate the functions of the group and of its members.

From the above definitions, you can see that there is interaction among the members of a group that binds them together.

The personality and behaviour of members constituting the group undergoes perpetual changes. Behaviour is not static. Hence, group dynamics means change in behaviour through interaction in the group. It refers to the forces which operate in group situations. It studies the structure of the group and other attributes which emerge out of group interaction.

3.2 Characteristics of Human Group

Human group has certain characteristics which distinguish it from animal group. Therefore a group must have the following characteristics in order to be called a group.

Motivational Base

This means that the members of the group must share some common aims or objectives so that their activities may be goal-oriented. The motivational base differs from group to group. It depends on the type of group and its ultimate goal.

Organization

The group must have a well-organized structure and composition. The roles should be well-defined. The group must have rules, regulations, and a set of norms which bind the individual members.

Interdependence

The members of a group are woven into a web. They are influenced by each other's actions and reactions.

Structure

Structure is a very essential property of a group in order to attain its aims and objectives. Structure of the group may be in terms of power. It may be hierarchical in nature in which the power is vested in the highest authority of the group.

3.3 Early Childhood Educational Institution as a Group

Having discussed the characteristics of a group, now we will see whether the nursery school class fulfills the characteristics of a group. Early childhood educational institution/class has the following essential properties.

Common Goal

The staffs have a common goal. All the members attempt to reach the goal as stipulated by the policy. The goal of the school is well-defined.

Organized Structure

Early childhood education has a well-defined structure. There are positions and roles that are clearly spelt out.

Motivation

The staff members are motivated for the achievement of a common goal.

Leadership

The institution has a leader. The functions of a leader are discharged by a teacher in the class and the head teacher in the school as a whole. Leadership is of different types and styles.

Self-Assessment Exercise I

Identify the characteristics of early childhood educational institution as a group.

3.4 Leadership in Schools

Leadership is a key process in any organization. The success or failure of any organization is attributed to its leadership. Leadership is concerned with the execution of those policies and decisions which help to direct the activities of an organization towards its specified goals. The school administrator is essentially a leader of staff and students of the school.

3.4.1 Elements of Leadership

There are certain basic elements which are characteristic of leadership. These are:

Authority: It means the right conferred on an administrator in an organisation to take decision in the course of discharging his responsibility, it enables him to require the subordinate to accept the decision and if necessary enforce them. Decisions coming from superiors and affecting their subordinates are therefore authoritative. Authority does not mean that the leaders must dictate. There is need for discussion and consultation with various people before decisions are made.

Power: Power is a necessary element of leadership. Power means the capacity to use force. Power is the force behind authority in administration. Therefore, there is need for a leader not to use the power bestowed upon him arbitrarily.

Responsibility: Responsibility is the ability to execute duties in accordance with the official procedure. A good leader must therefore work within the confines of authority and power.

Delegation of Responsibility: Is the process whereby the leader of an organization transfers the responsibilities of some actions as well as some decisions in a particular area to members of staff.

Decision Making: This is an important element of administrative leadership. It is an attempt to solve organizational problems. It involves the selection of a course of action from various possibilities. A decision must always be made about who is to do what, how will it be done, when and where it will be done. Decision is a daily function of the leaders because one decision affects the other.

Expertize: No one can lead a formal organization successfully without having a good grasp of what the organization aims to achieve. Expertise grows out of specialization and experience. It is only when an administrator is an expert in providing leadership that is when high quality and progressive decisions can be made.

3.4.2 Styles of Leadership

There are various types of leaders. It is worthy to note that no two leaders are alike in the way they administer their organization. Three types of leaders are going to be discussed for this purpose.

Democratic Leader

The democratic leader respects every member of the group. Decision making and planning are based on consultation, deliberation, and participation among the group. Praise and criticism are given objectively.

Autocratic Leader

With an autocratic leader, decisions are made solely by him/her. An autocratic leader does not trust anybody and he/she can be rigid.

Laissez-Faire Leadership

The leadership takes a passive stance towards the problems of the group or the organization. This leader is very tolerant and the subordinates are free to do what they want. The laissez-faire leader attempts to pass the responsibility for decision making to the group. This type of leadership is extremely slow in process and often produces chaotic results.

3.5 How to Improve Group Relationship in the School

Good group relationship plays an important role in the organization. The head teacher should therefore strive to improve and create conducive environment for all staff.

The head teacher should respect the unique personality of individual staff. He/she should treat staff as important, capable, intelligent and creative.

The head teacher should adapt to the characteristics of the work. Goals should be set and the staff should be relied upon to get the job done.

There should be effective communication within the school, because sometimes lack of proper communication can cause disharmony.

The head teacher should act like a leader. He should be impartial and his handling of problems should be psychological. In all aspects, he/she will have to act like the kind of person whom the staff will want to look up to, in other words, the head teacher should be a role model.

The head teacher should delegate duties. No matter how competent he is, he cannot do all the work himself.

Delegation of duties not only gives freedom, but allow for more important things to be done. Delegation of duties gives the teachers sense of belonging and responsibility.

Effective teams should be built in the school. The organization can function well when its personnel work not as individuals but as members of an effective work group.

Self-Assessment Exercise 2

Highlight the elements of leadership.

4.0 Conclusion

The school is a social unit where group formation and interaction is inevitable. In any group there is always a leader. The leader guides, modifies and direct actions of the group.

5.0 Summary

In this unit, you have learnt:

- Group and group dynamics
- Properties of human group
- Characteristics of early childhood education as a group
- Elements of leadership
- Styles of leadership
- Ways of improving group relationship in schools.

6.0 Self-Assessment Exercise

1. Define a group and mention its characteristics
2. How can a leader improve group relationship among the staff?

7.0 References/Further Reading

Akanni, J.A. (1991). *Management Concept, Techniques and Cases*. Ibadan: Julab Publishers.

Rhauham, S.S. (1978). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.

Unit 2 Behaviour within an Organization III- Conflict Resolution

1.0 Introduction

Conflict is an everyday occurrence even in healthy organizations. If properly managed, it can have positive outcome for the individuals involved and the organization as a whole. But if mismanaged or ignored, conflict can destroy an individual or organization.

Conflict can arise from individual differences, ambition or from rivalry between subgroups or factions. All leaders and members of the organization need to be alert to group dynamics that can spill into conflict.

2.0 Objectives

At the end of this unit, you should be able to:

- define conflict and competition
- identify the common causes of conflict in an organization
- identify the signs of conflict between individuals and groups
- examine how to build teamwork and cooperation so as to minimize the possibility of conflict
- explain how to manage and resolve conflict situations in an organization.

3.0 Main Content

3.1 What is Conflict?

Conflict is defined as a state of disagreement or argument between people or groups, this can happen in any organization. Competition usually brings out the best in people as they strive to be top in their field, sport, affairs or work. In fact, fair and friendly competition often leads to new sporting achievements, scientific inventions or outstanding effort in solving community problem. When competition becomes unfriendly or bitter, conflict can arise and this can bring out the worst in people.

3.1.1 Common Causes of Conflict in an Organization

Causes of organizational conflict are many and varied. The most common causes are:

- Scarcity of resources (finance, equipment, facilities, etc.)
- Different attitudes, values and or perceptions
- Disagreement about needs, goals, priorities and interest
- Poor communication
- Poor or inadequate organizational structure
- Lack of teamwork
- Lack of clarity in roles and responsibilities.

3.2 Signs and Stages of Conflict in an Organization

In an organization or a workplace, there are two main types of disputes/ conflicts which may arise as a result of interaction. These are:

- Dispute of right
- Dispute of interest.

Dispute of Right

This is where people or groups of people are entitled by law, contract, and previous agreement or by established practice to certain rights. Disputes of right will focus on conflict issues such as employment contract, legally or enforceable issues or customary practices. A dispute of right is usually settled by legal decision or arbitration and not by negotiation.

Disputes of Interest

Where the conflict may be a matter of opinion, such as where a person or group is entitled to some resources or privilege (such as better working condition, access to property, increments in wages, etc.) because there is no established law or right, a dispute of interest will usually be resolved through collective bargaining or negotiation.

Stages of Conflicts

The handling of conflict requires awareness of its various developmental stages. If leaders in the situation can identify the conflict issue and how far it has developed, they can sometimes solve it before it becomes much more serious. Typical stages include:

Where potential for conflict exists – in other words where the people recognize lack of resources, diversity of language or culture may possibly result in conflict, e.g. where they are not sensitive to the diversity or lack of resources.

Latent conflict where a competitive situation could easily spill over into conflict e.g. in the workplace where there are obvious differences between groups of people.

Open conflict – which can be triggered by an incident and suddenly become real conflict.

Aftermath conflict – a situation where a particular problem may have been resolved but the potential for conflict still exists. The potential may be even greater than before if one person or group perceives itself as being involved in a winner/loser situation.

3.3 Signs of Conflict between Groups of People

In the organization, leaders and members should be alert to signs of conflict between colleagues, so that they can be proactive in reducing or resolving the conflict by getting to the root of the issue. Typical signs may include:

Colleagues not speaking to each other or ignoring each other

Contradicting and bad-mouthing one another

Deliberately undermining or not cooperating with each other to the downfall of the team.

3.4 Building Teamwork and Cooperation

Teamwork and cooperation are essential in an organization which aims to be effective and efficient, and not likely to be divided by conflicting factions. The best teamwork usually comes from having a shared vision or goal, so that leaders and members are all committed to the same objectives and understand their roles in achieving those objectives. Important attributes in achieving teamwork and minimizing potential conflict include a commitment by team members to:

- Share information by keeping people in the group up-to-date with current issues
- Express positive expectations about each other
- Empower each other – publicly crediting colleagues who have performed well and encouraging each other to achieve results
- Team-building – by promoting good morale and protecting the group's reputation with outsiders
- Resolve potential conflict – by bringing differences of opinion into the open and facilitating resolution of conflicts.

Especially in workplace situations, it is necessary to have agreed mechanisms in place for groups of people who may be antagonistic (e.g. management and workers) to collectively discuss and resolve issues. This process is often called "collective bargaining", because representatives of each group come together with a mandate to work out a solution collectively. Experience has shown that this is far better than avoidance or withdrawal, and puts democratic processes in place to achieve "integrative problem solving", where people or groups who must find ways of cooperating in the same organization do so within their own agreed rules and procedures.

Self-Assessment Exercise I

What are the likely signs of conflict in an organization?

3.5 Conflict Management and Conflict Resolution

Conflict Management: It refers to the long-term management of intractable conflicts. It is the label for ways by which people handle grievances, standing up for what they consider right and against what they considered to be wrong. Conflict management is the process of planning to avoid conflict where possible and organizing to resolve conflict where it does happen, as rapidly and smoothly as possible. A conflict management concern is an ongoing process. Whichever form of conflict management will be used in any given situation is predicted and explained by the social structure of the case.

Conflict Resolution: Conflict resolution refers to resolution of the dispute to the approval of both parties.

Conciliation: The dictionary defines conciliation as "the act of procuring good will or inducing a friendly feeling". South African labour relations legislation provides for the process of conciliation in the workplace, whereby groups who are in conflict and who have failed to reach agreement, can come together once again to attempt to settle their differences. This is usually attempted before the more serious step of a strike by workers or a lock-out by management is taken; and it has been found useful to involve a facilitator in the conciliation process.

Mediation: When negotiations fail or get stuck, parties often call in an independent mediator. This person or group will try to facilitate settlement of the conflict. The mediator plays an active part in the process, advises both or all groups, acts as intermediary and suggests possible solutions. In contrast to arbitration (see below), mediators act only in an advisory capacity - they have no decision-making power and cannot impose a settlement on the conflicting parties. Skilled mediators are able to gain trust and confidence from intransigent conflicting groups or individuals.

Arbitration: This is the appointment of an independent person to act as an adjudicator or judge in a dispute to decide on the terms of a settlement. Both parties in a conflict have to agree about who the arbitrator should be, and that the decision of the arbitrator will be binding on them all. Arbitration differs from mediation and negotiation in that it does not promote the continuation of collective bargaining. The arbitrator listens to and investigates the demands and counter-demands and takes over the role of decision-maker. People or organizations can agree on having either a single arbitrator or a panel of arbitrators whom they respect and accept their decision as final in order to resolve the conflict.

Negotiation: This is the process where mandated representatives of groups in a conflict situation meet together in order to resolve their differences and to reach agreement. It is a deliberate process, conducted by representatives of groups, designed to reconcile differences and to reach agreements by consensus. The outcome is often dependent on the power relationship between the groups. Negotiations often involve compromise - one group may win one demand and give in on another. In the workplace, unions and management representatives usually use negotiations to resolve conflicts.

Self-Assessment Exercise 2

Explain how to build teamwork in an organization.

4.0 Conclusion

Conflict in any organization is an unavoidable experience or situation. Leaders and members of the organization need to have ways of keeping conflict to a minimum and solving problems caused by conflict before it becomes a major obstacle to achieving the stated objectives of the organization.

5.0 Summary

In this unit, you have learnt the following:

- conflict and competition
- common causes of conflict in an organization
- identify the signs of conflict (between) groups and individuals
- how to build teamwork and cooperation
- how to manage and resolve conflict situation in an organization.

6.0 Self-Assessment Exercise

1. What are the causes of conflict in an organization?
2. As a head teacher, how can you resolve conflict among your members of staff?

7.0 References/Further Reading

Akanni, J.A. (1991). *Management Concept, Techniques and Cases*. Ibadan: Julab Publishers.

Rhauham, S.S. (1978). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.

Unit 3 Supervision in Early Childhood Education

1.0 Introduction

This unit sets out to describe the concept of supervision and the reasons for supervision in early childhood education. It seeks also to examine the basic principles of supervision and methods of supervision.

2.0 Objectives

At the end of this unit, you should be able to:

- explain the concept of supervision
- identify the needs/reasons for supervision
- examine the basic principles of supervision
- discuss the methods of supervision
- highlight the qualities of a supervisor.

3.0 Main Content

3.1 Concept of School Supervision

School supervision is the process of seeking out, defining and controlling the conditions for improving the teaching and learning environment. This process involve using expert knowledge and experience to oversee, evaluate and improve the condition and methods of doing things connected with the teaching-learning process in schools. Thus both instruction and personnel are supervised to improve teaching and learning for the utmost benefit of the child who is regarded as the centre of education. There is the inspectorate arm of the ministry of education that is charged with the responsibility of supervision.

3.2 Forms of Supervision

Full Inspection or Inspection for Government Approval

These are done prior to giving the institution license to operate. The facilities and location are to be duly certified before the school can open to admit pupils. It is rather unfortunate that inspection is hardly carried out as a result of explosion in the number of nursery/primary schools now.

Routine Inspection

This is done periodically to inspect the various aspect of the school life such as the teachers, pupils, facilities available, the budget, the system of evaluation, library, playing ground etc. This is carried out with the aim of assessing standards and suggestions for possible improvement.

Inspection for Operational Development

This is carried out in only a few selected schools. The inspectors visit each school for a number of days to observe the various aspects of the school system in operation. At the end of the visit, they will hold discussions with staff and exchange views. The reports of the various schools submitted at the end of the visits are studied to formulate policies on general school administration and a blue print can then be developed and circulated to all schools for implementation.

Special Visit

These are visits by the inspectors to a school for a particular purpose e.g. to ascertain the method of teaching or to see the health facilities as the case may be.

Follow up Visits

These are paid to schools following full inspection to investigate what actions had been taken on the recommendations made in the report on the full inspection.

3.3 Basic Principles of Supervision

Supervision is a cooperative, team type service. There should be a collaborative effort between the teacher and supervisor.

All teachers need, and are entitled to supervisory help. This is the responsibility of the head teacher.

Supervision should be adapted to meet the individual needs of the staff and should focus on school goals and objectives.

Supervision should help to clarify educational objectives and goals.

Supervision should assist in the organisation and proper administration of co-curricular activities for the pupils.

The responsibility for improving the programme for the school supervision rests with the teacher for his/her classroom and the head teacher for his/her school.

There should be adequate provision for supervision in the annual budget.

Supervision should help interpret and put into practice the latest findings of educational research.

Self-Assessment Exercise

Highlight the forms of supervision.

3.4 Roles of the Supervisor

The supervisor can help teachers and the school in various ways such as:

The supervisor and the teacher can together observe the growth, development and needs of individual pupils and thereafter cater for those needs.

Helping teachers to evolve various approaches and techniques such as individualized instruction, group testing and evaluation.

Helping teachers to develop a more ideal classroom climate and environment suitable for learning process.

Keeping abreast with current trends and innovation in education by sending teachers to workshop, conferences and seminar.

Providing or giving demonstration in various aspects of teaching skills to teachers.

Helping the teacher in diagnosis and remediation of learning difficulties.

3.4.1 Qualities of a Supervisor

A supervisor is a person formally designated by the organization to interact with members of the teaching – learning system to improve the quality of teaching/learning. He/she is therefore a leader whose mandate involves giving advice, refreshing, motivating, stimulating, encouraging and overseeing certain groups for better productivity. To accomplish these tasks, he/she must therefore possess the following qualities which include:

Understanding the meaning of and issues in supervision.

Being intellectually and professionally current and always ready and willing to educate teachers.

Being a person of high integrity and good moral standing.

Consistent, humble, friendly, and fair in dealing with issues on supervision.

Possessing keen interest and commitment to professional development of teachers.

Patient, tolerant, and recognizing individual differences among teachers.

Being firm, fair and open in handling complaints and issues of administration in the school.

3.5 Methods of Supervision

There are two levels of supervision. These are:

Within – school supervision

Between school supervision.

Within-School Supervision

This is the supervision carried out by different leaders in the school e.g. the school head teacher, subject heads, and class or form masters. Their goal is to see that each person in the school or group works well towards the achievement of the school objectives.

Between School Supervision

This involves the activities of the subject heads and or the ministry of education officials in visiting schools and ensuring that the school is working hard towards the realization of educational objectives of the nation.

3.6 Reasons for Supervision

Several reasons have been pointed out for supervision. These are to:

Improve teachers' competencies.

Discover special abilities and qualities possessed by teachers.

Know the effectiveness of classroom management by teachers.

Assess the school and identify some of its urgent needs.

Provide a guide for staff development.

Evaluate the balance and scores of the achievement of the school or recommended objectives.

Examine record keeping in accordance with relevant education laws and regulations.

Advise the staff and management about up to date equipment and instructional materials which can be used to improve the quality of instruction.

Self-Assessment Exercise

What are the qualities of a good supervisor?

4.0 Conclusion

From this unit, we have learnt that there is need for supervision in schools to improve instruction and learning. Also, supervision encourages the teachers to release their potentials, making them better teachers.

5.0 Summary

In this unit, you have learnt about the roles of supervisors as well as the basic principles of supervision.

6.0 Self-Assessment Exercise

1. Identify the two methods of supervision.
2. Explain the basic principles of supervision.

7.0 References/Further Reading

Akanni, J.A. (1991). *Management Concept, Techniques and Cases*. Ibadan: Julab Publishers.

Rhauham, S.S. (1978). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.

Unit 4 Professionalism of Early Childhood Education

1.0 Introduction

The quality of learning that young children experience is of crucial importance for both their future and nation. In guiding young children's learning and development, early childhood teachers must possess the knowledge, skills and sensitivity to interact successfully with not only the young child, but also parents, guardians, professionals, community organizations and others whose actions affect children. Moreover, they must accommodate young children's interests and needs in a diverse society.

Whatever the setting (child care centres, home care, Head Start programmes, nursery schools, kindergartens, public or private primary schools), qualified teachers of young children should be recognized professionals in their field. Early childhood teachers in public or private school should be graduates of an accredited four-five-year degree programme or post-graduate degree in teacher preparation programme with professional study and experience recognizing the unique educational needs of young children.

2.0 Objectives

At the end of this unit, you should be able to:

- define professionalism
- identify teacher preparation on requirement
- explain teaching and learning in early childhood
- outline the laboratory experience.

3.0 Main Content

3.1 Concept of Professionalism

A profession is a vocation requiring knowledge of some department of learning or science. A professional is one who follows an occupation as a means of livelihood or gain, or one who is engaged in one of the learned professions. Therefore professionalism is exhibited by either the professional character, spirit or methods or the standing or methods of a professional as differentiated from an amateur.

Professionals are expected to:

- establish a special relationship with clients
- have a lack of self-aggrandizement
- be involved in all aspects of the profession
- publicize what the profession is and does.
- Becoming a professional therefore involves:
- unique training
- formal education
- achieving credentials

- activity in continuing education opportunities
- joining and being actively involved in professional associations.

3.2 Early Childhood Education Teachers' Professional Development

Teacher preparation requirements demands that teachers of early childhood education should be well acquainted with the broad spectrum of child development, beginning with the prenatal period and including infant/toddler, pre-primary, primary and elementary school age children. An early childhood specialty should be developed within the broad scope of teacher preparation. The specific preparation for teachers of young children should include the following areas:

3.2.1 General Education Requirement

To be able to help young children explore and interpret the world around them in a way that makes sense to them, teachers must be broadly and liberally educated persons. Teacher preparation experiences, therefore, should include:

- An acquaintance with good music, art and literature
- A knowledge of health, safety and nutrition
- An understanding of the physical and biological aspects of the world and the universe
- A knowledge of mathematical concepts
- An ability to articulate one's thoughts orally and in writing
- An ability to read with comprehension, analyze, interpret and judge a wide range of written material
- A knowledge of technology as an educational resource, instructional tool and curriculum component
- A comprehension of the variety and complexity of communication patterns as expressed by people of differing cultural and socioeconomic backgrounds in a global context
- A knowledge and understanding of differences and similarities among societies and cultures, both at home and abroad
- An awareness of the social, historical and political forces affecting children and the implications for education within individual nations and world contexts.

3.2.2 Foundations of Early Childhood Education

Experiences should be designed to clarify the philosophical, historical, psychological, cultural, social and ethical foundations of early childhood education. The early childhood teacher should develop a personal philosophy and approach to the learning/teaching process consistent with current research and education theories.

3.2.3 Child Development

Teachers of young children should possess a broad synthesis of knowledge of child development principles derived from studying research in the social and behavioural sciences that influence learning (i.e., biology, physiology, psychology, sociology and anthropology).

In addition to knowledge of child development theory and research, teachers should study children in a variety of situations to understand better the meaning and degree of variation and exceptionality among individuals. Moreover, techniques for observing and recording such behaviour need to be developed in accordance with research and theory.

3.3 Learning and Teaching

Learning as a process and the role of the teacher in facilitating that process should be emphasized. All areas of development—cognitive, physical, social- emotional, aesthetic and oral (or ethical) — should be included. Examples of topics for study include; how learning takes place; factors that influence learning; climates for learning; and accommodation of children's needs, including special needs, interests, attitudes and motivations.

The early childhood professional must be familiar with both curriculum, content and instructional strategies that encourage children to become interested in learning in a wide variety of education context as well as to facilitate and encourage learning appropriate to ability and level of the child. The teacher preparation programme should include technique for:

Planning that integrates young children's needs and developmental stages with the teachers' education philosophy as well as local, state/province and national mandates.
Selecting and evaluating prepared materials and creating new materials consistent with stated goals and objectives.

- Adopting a variety of curriculum models to meet individual as well as group needs. Creating learning environments that foster creativity, healthy concepts, regard for others, and intellectual and physical growth in balanced proportions.
- Integrating play, a growth process, as an integral part of a child's intellectual, social /emotional, physical and aesthetic development.
- Implementing a programme of learning for young children that includes all curriculum areas such as language (oral and written, literature, reading), mathematics, and use of technology; science (physical, life, earth and space, science and technology), social studies (geographical, political, historical, economical, cultural, anthropological), performing and visual arts (music, dance, theater art, film) and physical education.
- Recognizing the potential and need to integrate content across the curriculum, where appropriate, in varied education context.
- Developing classroom management and guidance techniques for children.
- Implementing appropriate roles for teachers, parents and peers in social contexts to encourage responsible social development.
- School/parent/community relationships that involve them in the educational process.
- Assessing and evaluating children's total development (intellectual, social/emotional, aesthetic, physical) using authentic, performance-based assessment.
- Working with professionals and community organizations.
- Developing leadership ability for appropriate context.

3.4 Professional Laboratory Experiences

Early childhood teachers should have well-planned laboratory experiences under the supervision of experienced and qualified teachers of young children, at a variety of levels

throughout the teacher education program. Laboratory experiences should include observation, participation, student teaching and seminar discussion. The program should encompass ongoing practice and increasing to more complex involvement with children in a variety of education settings (e.g., public/private schools, child care facilities, pre-school, Head Start). Field and clinical experiences should be conducted at quality sites that are accredited and registered.

Self-Assessment Exercise

Highlight the teacher preparation programme requirements for early childhood teacher.

4.0 Conclusion

In this unit, we have identified the areas in the curricula that should be addressed in professional preparation programme for teachers of children from birth to eight years of age since no system of education can rise above the quality of the teachers. Teachers of young children should be trained to enhance maximum output in young children.

5.0 Summary

In this unit, you have studied:

- Professionalism and expectation from the professionals as well as the education of professionals.
- Identification of early childhood teacher preparation requirements.
- Learning and teaching in early childhood.
- Laboratory experiences in early childhood.

6.0 Self-Assessment Exercise

1. Define professionalism
2. What are the general education requirements in preparation of early childhood education teacher?

7.0 Reference/Further Reading

Australian College of Educators (ACE). *Position paper on preparation of Early Childhood Education Teachers.*

Unit 5 Child Care Agencies

1.0 Introduction

In recognition of the importance of early child care and stimulation, adequate attention has been given to education and socio-emotional, physical and intellectual development of children all over the world. Various organizations and agencies are now providing integrated education and care quality framework for pre-school children all over the world. Their activities are helping in transforming early years and child care services.

2.0 Objectives

At the end of this unit, you should be able to:

- identify various child care organization
- discuss the objectives of the organizations/agencies
- discuss the relevance of these agencies in Nigeria.

3.0 Main Content

3.1 Head Start Project (United States of America)

Head Start, the United States Government's early-childhood development programme began in 1965 as a six week summer experiment in using child development series to fight President Lyndon Johnson's war on poverty. The 15% legislation for project Head start authorized a set of organized summer programmes for children aged four and five whose socio-economic status predicated their failure or marginal success in elementary school. Action programmes are accomplished through the Federal Government to local community agencies whose responsibility was to guarantee that child, family and community welfare would be maintained.

The seven objectives which have guided the national Head Start programme conducted under federal auspices since 1965 (GrutDerg, 1969) are as follows:

Improving the child's health and physical abilities.

Helping the emotional and social development of the child by encouraging self-confidence, spontaneity, curiosity and self-discipline.

Improving the child's mental processes and skills with particular attention to conceptual and verbal skills.

Establishing patterns and expectations of success for the child to create a climate for confidence in his future learning efforts.

Increasing the child's capacity to relate positively to family members and others, while, at the same time strengthening the family's ability to relate positively to the child and his problems.

Developing in the child and his family a responsible attitude toward society, and fostering constructive opportunities for society to work together with the poor in solving their problems.

Increasing the sense of dignity and self-worth within the child and his family.

These are not dissimilar to those of conventional nursery and kindergarten programmes as:

A typical afternoon includes a nap, outdoor play and miscellaneous activities such as cooking project, experiments with various classroom materials, book browsing, record listening, and game playing.

The Head Start Project is a Comprehensive Programme and it is interdisciplinary in nature. It provides health educational and social services. It aims at moving pre-school children and their families toward self-education, social services, health services, parent involvement and career development.

The importance and benefits of this project cannot be overemphasized when one considers the cognitive and affective impact on the children, and broadly, the value of less direct and specific intellectual-academic benefits from Head Start Project. For instance, great mass of data that describe the characteristics of educationally disadvantaged children have been published (Cazden, 1996; HcUmalh, 1967; Melchanbauin, 1972; D. Moore, 1071; Stodolsky and Cesser, 1967). These data have been designed to identify these children's behavioural deficits rather than their strengths.

Commonly reported deficiencies (Grotherg, 1969) among disadvantaged children include:

- Developmental language response patterns (e.g. vocabulary size, sentence length, and syntax)
- Logical reasoning skills (e.g. the ability to categorize concepts; deal with causal relations and exercise sequential thought)
- Auditory discrimination skills
- Attentional responses (e.g. high motor impassivity) and
- Selected social-emotional behaviour (e.g. greater dependency conflicts, lessened intellectual achievement, responsibility and less consistency in relationship with adults.

With the objectives of the Head Start project, all these deficiencies are adequately looked into and are corrected to the barest minimum through the provision of adequate facilities and resource materials, stable and well-organized model staff, staff satisfaction with the consultant services of model sponsors, and belief in the value of the model content (Bissell, 1973).

The broader contributions of Head Start include: the reintroduction of strong parental involvement and family life education with early childhood education.

It became increasingly clear that the programme success enhanced when intervention efforts are designed to parents activity and to educate them (Gordon, 1970; Gray, 1968; McCaity, 1963; Weedart, Lamble, and Wiliman 1969).

Four kinds of change in association with Head Start are:

- greater involvement of the poor in making decisions about institutional policies that affect them
- greater employment opportunities within the public schools at the para professional levels
- increased emphasis upon the educational needs of poor and minority groups and
- more adequate health services for the poor.

Ellis D. Evans (1975) believes that Head Start is among the most significant educational and social experiments in American history.

3.2 Crèche Parentales (Parentales Creche) / Association Collectives Enfants Parents Professional (ACEPP) France

This project works with children and parents on migrant families and those living in disadvantaged neighbourhoods. The fundamental difference between other child care centres and crèches parentales is that the parents work at the crèches.

Each crèche has a rate and each parent has to work with the professionals once a week, mostly for half a day. They can therefore always talk to caregivers about their children. They also know what is happening to their children in the crèche and can see the benefits of the system. Though parents do get a lot out of working in the crèches, in some cases it is difficult to fit the rate in with their work, they must have flexible working hours so that they can spend half a day.

ACEPP project works not only in multicultural situations but also with disadvantaged people. This means that not only do many of the project's families have different cultures from the mainstream French, but they are also in very difficult income situations. ACEPP wants to give all children a good start in life.

They believe that children who speak mother tongue would be easily assimilated immersed in the use of language of the host country in a setting where there are no challenges or confrontation. In the crèches, caregivers constantly speak French, not in a difficult way, but can stimulate the children to reduce the language challenge that they will face later in the formal school system.

In the crèches, there is a mix of migrant children and French children. However, ACEPP tries to train the caregivers in a way that enables them to understand children's behaviour irrespective of their cultural background. For example, a child may behave in ways that caregiver perceives as strange and they may stigmatize that child, or assume that he or she is not doing things correctly. Crèche Parentales try to make sure that the caregivers understand that cultural differences exist, even with babies.

Babies are born in and grow up in a certain culture and receive certain responses from their parents, which determine this behaviour patterns and habits. Children talk in a certain language, they eat certain foods, they have a certain place in their society. This is very important and must be understood by the caregivers.

Unfortunately, most of the caregivers receive very standardized training - they learn what appears to be the "Universal" way to raise children. ACEPP's work is to make them realise that the package of knowledge that they received in their training is a part of their own culture. They then have to try to perceive what is going on in the family, in child rearing for example, in terms of cultural understanding.

ACEPP trains caregivers to be aware of these differences and to be prepared to talk about them with the parents without judgments. They learn to understand how a culture works and how it is reflected in the behaviour of the children, for example, in certain cultures, children may shout, while in others, they are expected to be quiet. In the latter example, caregivers should not make a value judgment saying "this child is shy" - but should realise that it is just a part of the child's culture.

Similarly, with children who make a lot of noise, this too may mean that a child is behaving the way children are expected to behave in his or her culture, ACCEP works with caregivers to enable them to understand both the children and their parents. They have to learn the approach to welcome families to the crèches, which makes them feel comfortable enough to express themselves and feel very confident that their children are in good and safe hands.

3.3 The Early Child–Care Development and Education (ECCDE) – Nigeria

According to the FGN/UNICEF Master Plan of Operation for 1991-1995 Programme of Cooperation, the major thrust of the ECCDE project is to:

- Improve the overall development of children under the age of six years
- Strengthen the structures for appropriate ECCDE Interventions
- Reduce the shortage of trained personnel and the lack of adequate facilities
- Strengthen the provision of informal, low-cost community - based pre-primary care and education in selected schools
- Strengthen the communities of the focus Local Government Areas (LGS) of the country.

Output Objectives of the Project

The activities of the ECCDE Project were to benefit 142,000 children of pre-school age. The output objectives of the project were to:

- Set up 920 low-cost, community-based ECCDE centres
- Provide early stimulation through non-formal learning opportunities to 92,000 children aged between three and five years
- Support and promote health and nutrition services to 50,000 children under two years of age
- Train 5,000 child-care providers and 700 trainers and supervisors in improved ECCDE techniques and practices
- Orient 2,000 personnel from existing day-care centres (MPO 1991).

Approach

The project was designed to:

- Use community based, low-cost ECCDE approaches to focus on the physical, psycho-social and cognitive development of children aged under six years
- Support and assist the revision of different curricula to include components and messages relevant to early child care and development
- Assist in introducing appropriate, standardized and affordable teaching and learning materials
- Assist the government to develop and introduce a comprehensive certificated training course for ECCDE personnel in Nigeria and
- Promote awareness of the need for ECCDE and public participation in the planning and delivery of services to children of pre-school age (NPE, 1991).

3.4 OMEP

Early Child Care Development Education Programme in Nigeria: Organisation Mondiale Pour L'Education Pre-Scolaire (OMEP)

The objectives of organization mondiale pour l'education pre-scolaire (OMEP) a French body which is translated in English as World Organisation for Early Childhood Educational Programme are:

To promote the well-being, development, and happiness of each child in the family, institution, society and the world at large and

To assist in improving basic early childhood, through research, workshops, talks and seminars to caregivers and parents.

As a result, OMEP's ideals for child care centres are:

- Children who often wander around when mothers are busy selling, have a chance to be looked after and cared for.
- There will be less danger of accidents among these children. The child will be able to socialize with other children and learn to share and play together.
- The health of the children will be monitored. While the physical, emotional and educational needs will also be attended to.
- Parents will feel at ease about the safety of their children and the output will improve.
- The centre will improve the children's language skills and provide opportunity for each child to attain his/her potential ability.

Since the early years of the child are the most important, it is good to give him/her an early start as this will also influence the parents at home, and the quality of life of the children will improve.

The funding of the centre is done through the following ways:

Parents pay token fees as determined by the project committee.

Being a community-based project, appeals are often sent to the public and OMEP members for donations.

Fund raising activities such as fun fare, bring and buy sales, parent's day, children's art exhibitions and so on are organized.

Parents are involved in raising funds through the Market/women's Association and Women's Commission.

3.5 Bernard Van Leer Bernard Van Leer Foundation of the Netherlands

Brief History

Bernard Van Leer foundation is a private grant making foundation which was established in 1949 and based in Netherlands. The foundation funds and share knowledge about work in early childhood education. For the past four decades, the foundation has been funding field work in over 40 countries of the world and disseminating lessons learnt through its publications.

The Mission

The mission of Bernard Van Leer foundation is to improve opportunities for children up to age eight who are growing up in socially and economically difficult circumstances. The foundation views its work as both an end in itself and a long-term means of promoting more cohesive, just and creative societies for all.

The foundation is guided by both a child rights framework which emphasizes children's quality of life in the belief that investment in early years pay long term social dividends by shaping the next generation of adults and families. It is the belief of the foundation that attention to the material and physical well-being of young children is not enough. Children also need support to develop socially, emotionally, culturally and spiritually.

The Approach

The foundation works by primarily supporting projects which are implemented through local partner organization to ensure sensitivity to culture and context. It has been funding field work that sought to build on the strength of communities and traditional family care giving practices. It has consistently sought to identify low-cost and early replicable strategies to improve children's well-being and development.

Practice

The foundation is currently supporting over 200 projects through local partner organizations around the world. Of these, around 50 are in sub-Saharan Africa. Half of these projects deal directly and the other indirectly with young children in the context of HIV/AIDS. The foundation has made over 100 grants to programmes focusing on young children affected by HIV/AIDS.

Self-Assessment Exercise

Highlight different approaches used in achieving the objectives of ECCDE in Nigeria.

4.0 Conclusion

The unit above discusses the various objectives and activities of childcare organization/agencies. These childcare organizations are guided by child right framework which emphasizes improving children's quality of life through provision of health, educational and social services.

5.0 Summary

In the unit above, you have learnt about:

- Head Start Project U.S.A
- Crèche Parentales France
- The Early Care Development Nigeria
- OMEP – Nigeria
- Van Leer – Netherlands.

6.0 Self-Assessment Exercise

Identify and discuss two child care agencies objectives.

7.0 Reference/Further Reading

Akinbote, O., Oduolowu, E. & Lawal, B. (2001). *Pre-Primary and Primary Education in Nigeria. A Basic Text*. Ibadan: Stirling-Horden Publishers.