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Management of Early
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Module 2

ECE 412 Management of Early Childhood Education Module 2

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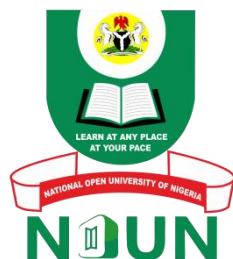
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Module 2

Unit I Management of Early Childhood Education

1.0 Introduction

Policy and administration involve people who make decisions and supervision necessary to achieve objectives and ensure maximum growth of the organization. The degree of success attainable in the organization would depend on the chief executive and all who possesses authority. The school as an organization has specific goals and is composed of staffs whose activities are coordinated by the chief executive. The chief executive therefore is the head teacher who manages and coordinates the staff and equipment.

2.0 Objectives

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

- define management
- highlight the management structure in early childhood institution and their functions
- explain the roles of governments and other agencies in the management of primary education.

3.0 Main Content

3.1 Definition of Management

Management is a process that is used to accomplish organizational goals. It is a process adopted to achieve what an organization intends to achieve. An organization could be a business, a school, a city, a group of volunteers or any government entity.

Mary Parker Follett 1868-1933 defines management as the art of getting things done through people. She also sees management functionally, as the action of measuring a quantity on regular basis and of adjusting some initial plans or actions to reach one's intended goal.

Managers are the people to whom this management task is assigned and it is generally thought that they achieve the desired goals through the key functions of planning, organizing, directing and controlling.

3.1.1 Basic Functions of Management

Management operates through various functions often classified as planning, organizing, leading/motivating and controlling.

Planning: Anticipating what happens in future (today, next week, next month, next year etc.) and generating plans for action. Planning could include setting of organizational goals.

Organizing: It refers to the way the organization allocates resources, assigns tasks and goes about accomplishing its goals. In the process of organizing, managers arrange a framework that links all workers, tasks, and resources together so that organizational goals can be achieved. The framework is called organizational structure.

Leading/motivating: A leader is someone that motivates the employees and guides them to meet the organizational goals. Managers who want to lead effectively need to discover what motivates their employees and inspire them to reach the stated objectives of the organization.

Controlling: Monitoring and checking process against plans which may need modification based on feedback. It is the process of determining if necessary goals and objectives are being met.

3.2 Management in Early Childhood Programme

An early childhood service or programme is legally defined as one used exclusively, mainly or regularly for the education of young children between 0-8years. It can be categorized as early child development centres or day care centers for children 0-3 years and pre-primary (nursery) schools for children 3-5 years.

3.2.1 Management Structure in Early Childhood Programme

Early childhood service or programmes operate in different ways. Some services are community based and stand alone, some operate under the umbrella of a larger organization while others are privately owned and operated. Management structures also differ; some choose to employ staff and to carry out administrative functions. In other institutions, the private individual or proprietor carries out the management and administrative functions.

In Nigeria, management of early childhood education programmes is mostly in the hand of private individuals, religious body and employers of labour.

3.2.2 Members of Management Group in Early Childhood Education

Management group may include parents and educators involved with an early childhood service, members of the community and/or representatives from umbrella organization. This type of group is further divided into subcommittee and/or individual job holders who may then report back to the main management group.

3.2.3 Roles of the Management Group

- Supporting the proprietor and sharing the overall responsibilities for the centre.
- Ensuring that the goals and policies are consistent with the regulations and other legislation and that the performance of the centre is monitored against these goals and policies.
- Establishing a sub-committee to oversee the appointment of all staff and ratify appointments.
- Ensuring that the centre operates as a good employer.

The management group can achieve this by:

- ensuring that those with defined roles in the centre have a job description that gives them a clear understanding of their roles and responsibilities.
- ensuring that there is good communication between the centre, its community, management and staff.
- ensuring accountability is maintained between all individuals and groups who have roles in the centre.

3.2.4 Roles of the Supervisor, Administrator or Director of the Centre

The supervisor or the director provides professional leadership to the teachers. This leadership focuses on:

- curriculum development or adaptation and implementation including the development of policies, objectives, and practices which relate to learning and development.
- ensuring information regarding the programme is effectively shared with parents.
- maintaining relationship with other early childhood professionals and groups and keeping the management group.
- the day-to-day care, comfort, education, health and safety of the children.

3.2.5 The Proprietor

The proprietor has the overall responsibility as an individual or on behalf of a management group, to ensure that the requirements of the regulations and other relevant legislation are adhered to.

This does not mean that the proprietor is involved in all areas of management; he/she can delegate many tasks and responsibilities to:

- others on the management group
- educators/teachers
- other employees such as the administrator or directors/ supervisors.

The proprietor has the overall responsibility even though large portions of work are delegated.

He/she must, therefore, have a clear understanding of what early childhood education is. Therefore he or she must:

- have a clear understanding of the regulations, relevant legislation, centre management plans and policies
- maintain a clear understanding of roles of all employees, parents, volunteers and management group members and
- ensure that these roles and responsibilities are carried out in an appropriate manner and to a high standard.

Self-Assessment Exercise I

1. Define management.
2. What are the roles of a director in the centre for early childhood education?

3.3 Management of Primary Education

The management of primary education in Nigeria cuts across the three tiers of government.

The federal government is the principal financier and controller of primary education. However the reintroduction of the National Primary Education Commission through Decree No 96 of 1993 along with the structure of the State Primary Education Board (SPEB) and Local Government Education Authorities makes these bodies responsible for the management and fund allocation in the primary school. The National Primary Education Commission performs the following duties:

- prescribes the minimum standard of primary education in Nigeria
- inquires into and advises the federal government on the funding of primary education
- receives the National Primary Education fund and allocates it to States Primary Education Board (SPEB)
- collates after consultation with state governments, periodic master plans for a balanced and coordinated development of primary education in Nigeria
- collates, analyses and publishes information relating to primary education in Nigeria
- publishes a comprehensive list of primary school teachers in each state of the federation and ensures regular personnel audit
- carry out any other activity as the president may from time to time direct.

3.3.1 Roles of States and Local Governments

Under the National Primary Education Commission (NPEC) states and local governments have roles to play in the management of primary education through the State Primary Education Boards (SPEB) and the Local Government Education Authority (LGEA). The roles of SPEB and LGEA in the organization and management of primary education in Decree 96 of 1993 are:

- management of primary schools in the state
- recruitment, appointment, promotion and discipline of teaching and non-teaching staff on Grade level 07 and above
- posting and deployment of staff including inter-state transfer
- disbursement of funds provided to it from the federal and state sources
- setting up an effective functional supervisory unit
- retirement and re-absorption of teachers
- undertaking new capital projects
- approval, training and re-training of teaching and non-teaching staff
- assessment and funding of salaries and allowances of teaching and non-teaching staff based on a scheme of service drawn up by the state government.

3.3.2 Functions of the Local Government Education Authority (LGEA)

- The day to day administration of the primary schools in its area of jurisdiction.
- The appointment, posting, transfer, promotion and discipline of staff on Grade 01-06 in its area of jurisdiction.
- Making recommendation to the education board concerning all the teaching and non-teaching staff on grade levels 07 and above in its area of jurisdiction.
- Submission of annual estimates, annual accounts and monthly returns to the board.
- Payment of salaries, allowances and benefits to all teaching and non-teaching staff in their areas of jurisdiction.
- Acquisition and distribution of materials and equipment to all primary schools in their areas of jurisdiction.
- Undertaking general maintenance of primary school buildings and infrastructure in their areas of jurisdiction.
- Stimulating, promoting, and encouraging communal participation in the running of primary schools in their areas of jurisdiction.
- Taking all reasonable steps to ensure full enrolment and attendance in all primary schools in their areas of jurisdiction.
- Providing regular feedback to the education board on people reaction to government education measures in their areas of jurisdiction.
- Supervising all education committees in their areas of jurisdiction.
- Performing other functions as may be delegated to them by the education board.

3.4 Roles of Government Agencies/Functions

Apart from the federal, state and local government, there are some other agencies of government that are involved in the management of primary education. These are:

The Minister of Education

He is the political head of the ministry. He oversees the day to day activities in education ministry and reports to the president with appropriate recommendation. The minister performs the following specific roles according to the Decree 91 of 1993 in respect of National Primary Education Commission (NPEC).

- Recommends to the head of state for appointment, the chairman and other members of the commission.
- Receives the annual estimate of expenditure and income of the commission on behalf of the federal government.
- Receives the annual reports on the activities of the commission not later than 30th June every year on behalf of federal government
- Advises the federal government from time to time on the necessary steps to be taken in respect of the activities of the commission.

The Commissioner for Education

The commissioner for education is also the political head of the Ministry of Education at the state level. Apart from overseeing the day to day activities of the ministry, he also performs the following functions with respect to primary education:

- recommends to the state government for appointment, members of the State Primary Education Board (SPEB).
- provides the school calendar for all public primary schools in the state.
- gives approval for the establishment of new pre-primary and primary schools in the states.
- ensures that the successful implementation of primary school curriculum.
- provides the necessary master plan for a well-balanced and well-coordinated programme of primary education in the state.
- oversees the activities of the state primary education board and local government education authorities.

The Permanent Secretaries

The Permanent Secretary (PS) of education is the chief administrator of the ministry and is directly responsible to the minister. His/her responsibilities include:

- general overseeing administration of the ministry
- coordinating the ministry's activities
- giving the minister up-to-date information on all important issues and developments in the ministry
- representing the federal minister of education in important events
- presiding over meetings of State Directors General of Education
- coordinating the activities of SPEB and LGEA.

The Inspectorate Division

This is an arm of the Ministry of Education that is charged with the responsibilities of monitoring what goes on in the schools.

The staff members of the inspectorate division are known as inspectors. They are deployed according to their academic and professional qualification to supervise schools and ensure proper implementation of the school programmes. In addition to the above functions, they also:

- supervise primary school leaving certificate examination and common entrance into public secondary schools
- report the permanent secretary, their findings in the schools in terms of facilities, teachers and general tone of the school
- investigate all forms of allegations against any school head and make appropriate recommendations to the ministry through the permanent secretary
- advise teachers, parents and pupils on the best ways of ensuring successful implementation of the curriculum.

Self-Assessment Exercise 2

Highlight the roles of local governments in primary education.

4.0 Conclusion

This unit discussed the concept of management and highlighted the management structure of early childhood programmes and primary school education. From the discussion, we have discovered that the term management refers to the activities and the group of people involved in four general functions: planning, organizing, leading and coordinating resources.

5.0 Summary

In this unit you have learnt about the roles and functions of the management bodies in early childhood education programmes and primary education.

6.0 Self-Assessment Exercise

Explain the functions of National Primary Education Commission (NPEC).

7.0 References/Further Reading

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

Quadri, K. (2001). *Introduction to Primary Education Studies*. Oyo: Obistic Ventures.

Unit 2 Policy Regulation and Legislation in Early Childhood Education Programmes

1.0 Introduction

Education is a great effort and a great investment to be made by a nation for the speedy development of its economic; political, and human resources. The development of coherent policies and plans is crucial to bring about real and sustainable change in education system throughout the world and achieve the goal of education. Each country has several specific goals. These goals are translated into policy statements. Each level of education in Nigeria has its own policy statement.

2.0 Objectives

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

- define policy
- highlight policy statements on pre-primary and primary education in Nigeria
- discuss policies on licensing and public regulation of early childhood programme.

3.0 Main Content

3.1 The Meaning of Policy

A policy is a deliberate plan of action to guide decisions and achieve national outcome(s). Policy may also refer to the process of making important organizational decisions including the identification of different alternatives such as programmes or spending priorities and choosing among them on the basis of impact they will have.

Cochran (2001) defines policy as actions of government and the intentions that determine those actions.

Policies can be understood as political, management, financial and administrative mechanisms arranged to reach explicit goals. Policies are typically promulgated through official documents. Policy documents usually contain certain standard components such as:

- a purpose statement outlining why the organization is issuing a policy and what its desired effect is.
- an applicability and scope statement describing who the policy affects and which actions are impacted by the policy.
- an effective date which indicates when policy comes into force.
- a responsibilities section indicating which parties and organizations are responsible for carrying out individual policy statements.
- policy statements indicating the specific regulations, requirements or modifications to organizational behaviour that the policy is creating.

A nation's policy on education is government's way of realizing that part of the national goals, which can be achieved using education as a tool. No policy on education however, can be formulated without first identifying the overall philosophy and goals of the nation.

Nigeria's philosophy of education is therefore based on:

- the development of the individual into a sound and effective citizen.
- the full integration of the individual into the community; and
- the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system.

The national educational goals which were derived from the philosophy are therefore:

- the inculcation of national consciousness and national unity
- the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society
- the training of the mind in the understanding of the world around and
- the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.

3.1.1 Policy Statement on Early Childhood/Pre-Primary Education

Early childhood/pre-primary education as referred to in this document is the education given in an educational institution to children prior to their entering the primary school. It includes the crèche, the nursery and the kindergarten (NPE, 2006).

The responsibilities of government for pre-primary education shall be to promote the training of qualified pre-primary school teachers in adequate number, contribute to the development of suitable curriculum, supervise and control the quality of such institutions, and establish pre-primary sections in existing public schools.

The purpose of pre-primary education shall be to:

- effect a smooth transition from the home to the school
- prepare the child for the primary level of education
- provide adequate care and supervision for the children while their parents are at work (on the farms, in the markets, offices, etc.)
- inculcate social norms
- inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys, etc.
- develop a sense of co-operation and team-spirit
- learn good habits, especially good health habits and
- teach the rudiments of numbers, letters, colours, shapes, forms etc., through play.

Government shall:

- establish pre-primary sections in existing public schools and encourage both community/private efforts in the provision of pre-primary education.
- make provision in teacher education programmes for specialisation in early childhood education
- ensure that the medium of instruction is principally the mother-tongue or the language of the immediate community; and to this end will:
 1. develop the orthography of many more Nigerian languages, and
 2. produce textbooks in Nigerian languages.
- ensure that the main method of teaching at this level shall be through play and that the curriculum of teacher education is oriented to achieve this; regulate and control the operation of pre-primary education. To this end the teacher-pupil ratio shall be 1:25
- set and monitor minimum standard for early childcare centres in the country; and
- ensure full participation of government, communities and teachers' associations in the running and maintenance of early childhood education facilities.

Self-Assessment Exercise

1. Define policy
2. What are the components of a standard policy statement?

3.2 Primary Education

Primary education as referred to in this document is the education given in institutions for children aged 6 to 11 plus. Since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole system. The duration shall be six years.

This being the case, the goals of primary education are to:

- inculcate permanent literacy and numeracy, and ability to communicate effectively
- lay a sound basis for scientific and reflective thinking
- give citizenship education as a basis for effective participation in and contribution to the life of the society
- mould the character and develop sound attitude and morals in the child
- develop in the child the ability to adapt to the child's changing environment
- give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity
- provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

These goals will form the basis of primary education in all the states of the federation.

In pursuance of the goals above:

1. Primary education shall be tuition free, universal and compulsory.
2. Curriculum for primary education shall include:

- Languages:
 1. Language of the environment
 2. English
 3. French
 4. Arabic.
- Mathematics
- Science
- Physical and Health Education
- Religious Knowledge
- Agriculture/Home Economics
- Social Studies and Citizenship Education
- Cultural & Creative Arts (Drawing, Handicraft, Music and Cultural Activities)
- Computer Education

The following educational services shall be provided:

- School library
- Basic health scheme
- Counselling
- Educational resource centre
- Specialist teachers of particular subjects such as Mathematics, Science, Physical Education, Language Arts (in relation to English French, Sign Language and Nigerian Languages), Librarian, Music, Fine Art and Home Economics.
- Teaching shall be by practical, exploratory and experimental methods.
- The medium of instruction in the primary school shall be the language of the environment for the first three years. During this period, English shall be taught as a subject.
- From the fourth year, English shall progressively be used as a medium of instruction and the language of immediate environment and French shall be taught as subjects.
- For effective teaching and learning, the teacher-pupil ratio shall be 1:35.
- Advancement from one class to another shall be based on continuous assessment;
- The Primary School Leaving Certificate shall be based only on continuous assessment and shall be issued locally by the head teacher of the school.
- With a view to correcting the imbalance between different parts of the country, with reference to the availability of educational facilities and the number of pupils receiving formal education and girls education:
- State governments shall ensure the integration of formal basic education curriculum into Koranic and Islamiya schools
- Special efforts shall be made by all appropriate agencies to encourage parents to send their daughters to schools.
- Everything possible shall be done to discourage the incidence of dropping out at the primary level of education. However, if this occurs, provision shall be made in the context of adult and non-formal education to enable such early leavers to continue with their education.
- Government welcomes the contributions of voluntary agencies, communities and private individuals in the establishment and management of primary schools alongside

those provided by the state and local governments as long as they meet the minimum standards laid down by the federal government.

- In recognition of the prominent role of Information and Communication Technology in advancing knowledge and skills necessary for effective functioning in the modern world, there is urgent need to integrate Information and Communication Technology (ICT) into education in Nigeria.

Government shall therefore provide basic infrastructure and training for the realization of this goal at the primary school level.

3.3 Licensing and Public Regulation of Early Childhood Education

The National Association for the Education of Young Children (NAEYC) affirms the responsibility of states to regulate the early childhood care and education programmes by regulating centres and schools. The fundamental purpose of public regulation is to protect children from harm from their physical environment and also the harm of long-term developmental impairment.

Licensing rules and procedures should be developed in a context that recognizes other strategies and policies that encourage all programmes to strive continuously for higher standards of quality.

Public regulation of early childhood programme facilities, including licensing, represents a basic level of protection afforded to all children in settings outside their family. Additional strategies and policies along with licensing are needed to support the provision of high-quality services for all families who want or need them.

3.3.1 NAEYC'S Principles for Effective Regulation

NAEYC offers the following principles for implementation of effective regulatory system:

1. NAEYC believes that all types of care and education programmes within the child care market should be regulated to provide basic protection for children. The association believes that programmes should be regulated regardless of sponsorship, regardless of the length of programme and regardless of the age of children served. NAEYC explicitly opposes programmes sponsored by religious organizations if they do not provide an equal level of health and safety protection for all children.
2. States should license all facilities that provide services to the public, including all centres, schools or group child care homes, (i.e., grant permission to operate). Facility licensure should include an on-site visit prior to licensure and periodic inspections to monitor continued compliance. Licensing rules should focus on the aspects deemed most critical to maintaining children's safety and their healthy development, both in terms of their immediate physical health and well-being and their long-term well-being in all areas of development.
3. The skills and qualifications of the individuals working in an early childhood programme are critically essential to creating an environment that promotes children's healthy development and learning. Establishing licenses for the various roles included in early childhood centres and family child care homes not only protects children's healthy development by requiring the demonstration of key competencies but also enhances

early childhood professionalism and career development. In addition, individual licensure holds promise for increasing the compensation of staff.

4. NAEYC recommends that the licensing standards address health and safety aspects, group size, adult-child ratios, and preservice qualifications and in-service requirements for staff (referencing individual licensing standards). Periodic review and revision (every five years) are needed to ensure that rules reflect current issues as well as the latest knowledge and practice. Licensing rules should be widely publicised to parents and the public; these groups, along with service providers, should also participate in the review and revision of the rules.
5. Enforcement is critical to effective regulation. Effective enforcement requires periodic on-site inspections on both announced and unannounced basis, with meaningful sanctions for noncompliance. NAEYC recommends that all centres receive at least one site visit per year.
6. Sanctions should be included in the regulatory system to give binding force to its requirements. Enforcement provisions should provide an array of enforcement options such as the ability to impose fines; to revoke, suspend, or limit licenses; to restrict enrollment or admissions; and to take emergency action to close programmes in circumstances that are dangerous to children. When threats to children's health and safety are discovered, sanctions should be promptly imposed without delayed administrative hearing process. The vulnerability of children mandates the highest level of official scrutiny of out-of-family care and education environments.
7. Regulatory personnel responsible for inspecting and monitoring programmes should have training and demonstrated competence in early childhood education and child development, programme administration, and regulatory enforcement, including the use of sanctions. These criteria should be included in civil service requirements for licensing staff.
8. Regulatory processes should be coordinated and streamlined to promote greater effectiveness and efficiency.
9. Rules and inspections should be coordinated between the licensing agency and those agencies responsible for building, fire safety, health and sanitation codes so that any overlap is reduced to a minimum and contradictions resolved.
10. Consumer and public education should inform families, providers, and the public of the importance of the early years and of ways to create environments that promote children's learning and development.
11. States should invest sufficient levels of resources to ensure that children's healthy development and learning are not harmed in early care and education settings.

NAEYC believes that public regulation is a basic and necessary component of government's responsibility for protecting all children in all programmes from the risk of harm. Public regulation is also necessary for promoting the conditions that are essential for children's healthy development and learning and must be adequately funded.

3.4 Public Regulation of Early Childhood Education

An effective system of public regulation is the cornerstone of an effective system of early childhood care and education services because it reaches all programmes in the market. But for the regulatory system to be most effective, other areas of the early childhood care and education services system also must be in place. These are:

- a holistic approach to addressing the needs of children and families that stresses collaborative planning and service integration across traditional boundaries of child care, education, health employment, and social services
- systems that recognize and promote quality
- an effective system of professional development that provides meaningful opportunities for career advancement to ensure a stable, well-qualified workforce
- equitable financing that ensures access for all children and families to high-quality services and
- active involvement of all stakeholders, providers, practitioners, parents, and community leaders from both public and private sectors – in all aspects of programme planning and delivery. NAEYC is committed to ensuring that programmes must comply with local zoning, building, fire safety, health and sanitation codes in addition to licensing. A lack of coordination of requirements can frustrate new and existing providers and undermine the protection over time.

Self-Assessment Exercise

State five NAEYC's principles for licensing and regulation of early childhood education.

4.0 Conclusion

In this unit attention has been given to policy statement, regulation and legislation in early childhood education programmes. Particular attention was given to Nigerian policy statement on early childhood education/pre-primary education. In addition, NAEYC' principles for effective regulation of early childhood education was discussed.

5.0 Summary

In this unit you have learnt the meaning of policy and the national policy on Nigerian education system. You have also learnt about policy statements on early childhood and primary education. In addition, you learnt about licensing and regulation of early childhood education programmes.

6.0 Self-Assessment Exercise

Discuss the policy statement of early childhood education programme in Nigeria.

7.0 References/Further Reading

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

Quadri, K. (2001). *Introduction to Primary Education Studies*. Oyo: Tobistic Ventures.

Unit 3 Curriculum Development in Early Childhood Education

1.0 Introduction

In effective management, there are always goals to be achieved. For effective management of early childhood programme and primary education, the goals can be achieved through the curriculum. In formal education, a curriculum is the set of courses and their contents.

2.0 Objective

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

- explain the concept 'curriculum'
- identify factors affecting curriculum development
- highlight the curriculum content in early childhood education programmes
- analyze the functions of the curriculum development agency.

3.0 Main Content

3.1 The Meaning of Curriculum

The concept curriculum has many definitions, as there are many experts in the field of curriculum development. Here are some definitions of curriculum that would enable us to have a good grasp of what curriculum is.

Kerr (1969) defines curriculum as all the learning experiences, which are planned and guided by the school, whether carried out in groups or individually inside or outside the school. This means that curriculum include all the co-curricular activities which often take place outside the school such as sport, drama, debate etc.

According to Wheeler (1980) curriculum refers to the planned experiences offered to the learners under the guidance of the school. Tanner and Tanner (1980) define it explicitly, as the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learner's continuous and willful growth in personal – social competence. The World Confederation of Organization of the Teaching Profession (WCOTP, 1987) clarifies the term curriculum in the different forms.

- curriculum is what examiners require the teachers to emphasise in their teaching
- curriculum is what should be taught in a particular subject
- curriculum is the totality of the syllabus of a school
- curriculum is a combination of classroom and out of classroom activities
- curriculum is the totality of activities carried out under the umbrella of a school, in response to societal needs

- curriculum is both the process of determining the intents to be taught through instruction and the intent themselves as they appear to guide activities and instructional sequence.

3.2 Factors Affecting Curriculum Development

In curriculum development there are some factors that are to be understood.

These factors are therefore to be critically analyzed.

- The dynamic nature of the society with respect to the culture, goals and interest.
- The learners – their nature, interest, and needs.
- The teachers – their quality and quantity.
- National goals and objectives.
- Available resources – human and materials.
- Global expectations and demands such as the need to eradicate illiteracy, promotion of human rights, and awareness.

A careful analysis of these factors could be made prior to curriculum planning and during the development.

The school curriculum of a nation is a joint effort by many people (school administrators, policy makers, parents, teachers and various organizations).

3.3 Curriculum Contents in Early Childhood Education Programmes

A high quality early education programme stimulates learning in all developmental areas- physical, social, linguistic, creative, emotional and cognitive. It places much emphasis in the process of learning and on the contents. It capitalises on children's natural curiosity to promote their growth as language users, thinkers, and problem solvers. It provides a wide variety of planned experiences that enable children to learn through interaction, exploration, manipulation and self-discovery.

The early education curriculum supports the development of the whole child. It offers young children support and encouragement as they strive to become confident and competent social beings, problem solvers, decision makers and composers. Above all, it gives children recognition and respect as they endeavour to act on, understand, and expand the world which they already know.

The curriculum encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate experiences and materials, and to pursue their own interests in the context of life in the community and the world.

The curriculum is sufficiently broad to enable the teacher to meet the needs and enhance the strengths of children with varying levels of maturity and ability. Curricular themes or topics reflect the children's interest and experiences as well as spontaneous events that have meaning for children (e.g. a new baby, a visit to the doctor, or a discovered bird's eggs) are culturally relevant.

Recognizing that young children learn most effectively through play, each program will have to identify, and set aside blocks of time daily for uninterrupted, spontaneous, child-initiated play. Children's self-directed experiences are facilitated through the use of indoor and outdoor learning areas which might include but are not limited to:

- dramatic play
- arts (not limited to painting)
- library (listening and reading)
- reading/writing
- mathematics
- sand/water
- games, puzzles, manipulatives
- woodwork
- music, nursery rhymes and science.

Activities and materials in each learning area are to enable children explore their current interests and natural curiosity, contrast experiences, demonstrate what they know, and experiment with new ways of thinking.

Self-Assessment Exercise

Analyze the curriculum contents in early childhood education programme.

3.4 Teachers' Roles in Curriculum Implementation of Early Childhood Education Programmes

- Teachers write plan to reflect an integrated approach, which incorporates all developmental areas throughout the session.
- Teachers should explain how each day's plan addresses children's developmental levels, enhances their strength, contributes to their understanding of a concept or project, and promotes continuity with previous learning experiences.
- Teachers should explain how each day's plan encourages discovery, promotes domain specific development and stimulates higher – order-thinking skills.
- Teachers involve children in planning curricular activities by asking questions and identifying areas for future investigation.
- Teacher-directed learning is presented in the context of the child's world and relates in a meaningful way to the child's real-life experiences to enable each child be an active participant.
- Teacher-directed learning helps children develop creatively, emotionally, physically, socially, linguistically and cognitively. Curriculum is designed to address individual children's needs and interests, and build on their strengths in all developmental areas.

3.5 Primary School Curriculum

The Primary School Curriculum as the name implies conjures up thoughts and many features that make it worthy of proper study in relation to the education of the young children.

Traditionally, the curricular activities of primary schools in Nigeria include physical training, development of character, and respect for elders, peers, intellectual training, vocational training, community participation and promotion of cultural heritage. The methodologies include participation, observation, imitation miming, reward and punishment.

A formalized primary school curricular was initiated and developed by (CESAC) Comparative Education Studies and Adaptation Centre (CESAC) and Nigerian Educational Research Council (NERC). These two bodies contributed a lot to the development of primary school curriculum in Nigeria. The primary schools nationwide have the following curricular activities.

- Inculcation of literacy and numeracy
- The study of science
- The study of agriculture
- The study of social Studies
- The study of health and physical education
- The study of religious and moral education
- The study of aesthetics
- The study of creative and music
- The study of local craft
- The study of domestic science
- The study of norms and values.

3.6 Curriculum Development Agencies

The following organizations or agencies have contributed in one way or another to the development of curriculum in Nigeria.

The Agencies are:

- NERC – Nigerian Educational Research Council
- CESAC – Comparative Education Study and Adaptation Centre
- NERDC – Nigerian Educational, Research and Development Council
- NETC – National Educational Technology Centre
- IENU – Institute of Education in Nigerian Universities
- Subject Association
- NBDC – National Book Development Council
- JCCE – Joint Consultative Committee on Education
- NUC - National Universities Commission
- NBTE – National Board for Technical Education
- NCCE – National Commission for Colleges of Education
- NCE – National Council on Education.

In order to promote proper and better understanding, there is need to clarify the distinctive function of some of the above agencies.

Nigerian Educational Research and Development Council (NERDC)

This Council was established by Decree 53 of 1988 through the merger of NERC, CESAC, NBDC and the Nigerian Language Centre. The responsibilities of the Council include:

- research on special aspects of education at all levels
- developing instructional materials for pre-primary, primary and secondary schools. These instructional materials are subjected to approval by the National Council on Education and JCCE
- development of Nigerian languages.

Self-Assessment Exercise

Identify the teachers' role in the implementation of early childhood education curriculum.

4.0 Conclusion

In order for a school to achieve its goals, it has to fashion a programme of learning grouped by subjects. Thus curriculum refers to the educational experiences and activities that all children are required to participate in the school. The teacher is in a key position with regards to the realization of the curriculum.

5.0 Summary

In this unit you have learnt about the concept of curriculum and the factors affecting curriculum development. The roles of teachers and NERDC in curriculum development were equally discussed.

6.0 Self-Assessment Exercise

1. Define curriculum.
2. What are the factors affecting curriculum development in early childhood education.

7.0 References/Further Reading

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

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Unit 4 Resources in Early Childhood Education

1.0 Introduction

Effective teaching and learning process in education demand interaction of materials and human beings. Educational resources or school resources are important facilities that help teaching and learning in school. Human beings and materials or devices are thus classified as resources. They are assets which are used for the attainment of educational objectives and allow smooth and effective teaching and learning in school.

2.0 Objectives

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

- define resources
- distinguish between human and physical/material resources
- discuss duties of various human resources in early childhood education
- list various learning materials
- classify the learning material to outdoor and indoor equipment.

3.0 Main Content

3.1 Human Resources in Early Childhood Education

Resources are things that can be used to help achieve an aim; such include books, equipment, materials. In the classroom situation resources are materials, equipment or devices, which are used to facilitate teaching.

In this course, resources will be classified into human and material resources.

Human resources in early childhood refer to the personnel which include teachers/caregivers, nannies/nursery helpers, administrative officers, accountants, clerks, typists, cleaners, gardeners, volunteer workers and parents.

Material resources refer to various instructional materials, aids or equipment in early childhood education centres or nursery schools. They can also be classified into outdoor or indoor equipment.

3.2 Roles/Duties of Various Personnel in Early Childhood Education

Head Teacher

The head teacher is the administrator charged with the responsibilities of managing the available financial, human and material resources of the centre. He/she is supposed to be an important coordinator. Hence he/she must be an educational leader, executor of policy, a supervisor and a decision maker. The duties are as follows:

- managing and maintaining the centre building, ground, equipment and facilities
- coordinating the activities of teachers

- organizing school time table and seeing to the day to day activities of the centre/school
- maintaining good working conditions for staff and establishing high morale among them
- supervising co-curricular activities of the school
- maintaining discipline among the teachers and pupils
- receiving, purchasing and distributing materials in the centre/schools
- managing the school finance
- organizing and supervising auxiliary services for pupils such as the health service, transport, nutrition, guidance and counseling etc.
- keeping statutory records such as:
 1. attendance register
 2. admission register
 3. school record and diary
 4. scheme of work
 5. time table
 6. cumulative record
 7. cash account book
 8. store ledger/stock book
 9. log book
 10. visitors' book
 11. minutes of P.T.A
- 12. planning the curriculum in accordance with the stated aims, objectives, regulations and guidelines
- 13. encouraging teachers to use the available teaching facilities effectively
- 14. planning the centre/school duties and assigning them to the teachers
- 15. supervising the instruction activities of teachers
- 16. helping and encouraging teachers to grow professionally through attendance of conferences, in-service trainings, workshops etc.
- 17. establishing methods for evaluating, examining and reporting pupils' progress.

Nursery Teacher

Early years/nursery teachers' work in pre-school, nursery and reception classes with children aged between three and five. They are responsible for developing and implementing work schemes and lesson plans in line with the requirements of the foundation stage. This involves organizing and developing the nursery learning environment and resources in order to facilitate learning.

Early year/nursery teachers foster the understanding, social and communication skills of the children. They develop and maintain relationships with parents/guardians to further support pupils. Early year/nursery teachers record observations and summarise the children's achievements. They focus on optimum child development and preparation for a successful transition to primary school education.

Typical Work Activities

Early-year teachers teach all areas of the foundation stage, which is focused on helping the children to achieve early learning goals. Typical activities include:

- motivating and stimulating the children's learning abilities, often using play activities

- interacting with and supporting children, providing them with a secure environment to learn
- devising and producing visual aids and teaching resources
- organizing learning materials and resources, and making imaginative use of resources
- assisting with the development of children's personal/social and language abilities
- supporting the development of children's basic skills, including physical co-ordination, speech and communication
- encouraging children's mathematical and creative development through stories, songs, games, drawing and imaginative play
- developing children's curiosity and knowledge
- working with others to plan and coordinate work
- sharing knowledge gained with other practitioners and parents
- observing, assessing and recording each child's progress
- attending in-service training
- ensuring the health and safety of children and staff is maintained during all activities, both inside and outside the nursery/school
- keeping up to date with changes in the curriculum and development in best practice.

Nursery Assistant

Early childhood educator assistants perform the following duties:

- conduct and monitor programmes designed for young children
- lead children in activities by telling stories, teaching songs and preparing craft materials
- prepare and serve snacks
- arrange rooms and furniture for lunch and rest periods
- assist with proper eating, dressing and toilet habits
- submit written observations on children to supervisor
- attend staff meetings to discuss progress and problems of children
- assist supervisor in keeping records
- maintain day care equipment and assist in housekeeping duties.

The cleaner undertakes the following duties:

- removal of dust, dirt, gravel, paper clips, staples, confetti, waste papers, litter and other debris, with no build up in corners, under furniture etc.
- removal of dirt on ground by regular scrubbing
- spot cleaning of wall surfaces (graffiti, dust bins)
- spot cleaning of doors, handles and push plates, to remove fingerprints, sticky marks etc
- removal of dust and dirt on window panes, accessible horizontal surfaces (including exposed pipe works), and fittings
- spot cleaning internal window glass (refer window cleaning)
- removing chewing gum, litters from classroom
- dusting furniture, clocks, wall decorations, pictures, etc.
- removal of shoe marks
- cleaning of sinks, hand wash basins, taps and other fittings
- removal of all organic or inorganic materials e.g. food scraps, broken stationery

- emptying rubbish bins daily and replacing bin liners when needed, including bins on covered deck area
- turning off lights where needful at the completion of the cleaning
- relocking of doors where security pads, cards or keys are used.

Parents

Parents are encouraged to participate in the education of their children through individual discussions with the appropriate teacher (s) and/or head teacher through participation as volunteers, and/or through participation in the Parent Teacher Association. Parents can support the educational process and success of the school/centre by:

- reinforcing the school/centre goals and mission
- cooperating with the disciplinary policy of the school/centre
- reviewing communications, and returning requested information promptly
- participating in school activities such as parent teacher conferences, parents meetings, fund raising, etc
- notifying the school office of any changes in contact information
- treating faculty and staff with respect and courtesy at all times.
- notifying the school when a child is absent and following up with a written excuse
- meeting financial obligations to the school on time
- keeping teachers informed of any concerns about children's progress.

Volunteers

- volunteers provide an important resource to the children and to the school and provide an opportunity for involvement in the education of the students
- volunteers work under the direction and supervision of teachers. Volunteers can be parents who have children in the school/centre or non-parents of children attending the school. They can serve as a resource persons, or community visitors.

Accountant

His/her duties are to oversee:

- the development of a draft of yearly budget
- the production of monthly accounts
- the collection of fees including the issue of receipts
- regular banking of all money
- organization and administration of petty cash
- annual auditing of accounts
- production of annual financial statement, which is made available to, parents, or governing body
- maintenance of the required asset inventory.

Clerk/Typist

The clerk or typist can serve as the secretary in the centre/school.

His/her duties include:

- developing meeting agendas in consultation with head teachers and or management board
- preparation of the necessary documents for staff meeting, attend all meetings and keep accurate minutes of proceeding
- distribution of management/staff meeting minutes appropriately.

Self-Assessment Exercise

1. Define resources in early childhood education.
2. Identify the duties of a nursery teacher.

3.3 Material Resources in Early Childhood Education

The following learning materials are a small sample of those available as resources for early education programme. The materials should represent a variety of diverse cultures, styles and tradition.

Centre Materials

- Library/media centre
- Pictures and photographs
- Books
- Magazines, newspapers, catalogues
- Chart stories made with children
- Children's original poems and stories, chairs, pillows
- Doll dresses
- Chalkboard/white board
- Puppets/dolls male and female
- Book display racks
- Writing equipment (chalk, pencil, markers, crayon)
- Erasers (pencils, markers and chalks)
- Paper of all kinds, lined and unlined
- Alphabets blocks, alphabets cards moveable letters
- Pattern cards, card boards
- Tables and chairs
- First aid kit
- Word cards with words and picture, alphabet and word games. Print models (poems, chartstories, and word list).
- Functional print/story books
- Book jackets, posters
- Low shelf for organizing materials and supplies and cabinet
- Bulletin board for children to display their works
- Mirrors, brushes, combs
- Visual discrimination games.

Various subjects learning materials

1. Mathematics learning materials

- Number blocks and cubes
- Beads and strings
- Collections (buttons, stones, straws)
- Measure cup and spoons
- Rulers and tape measures
- Pegs and peg boards
- Balance/scale
- Rods of graduated sizes
- Geometry shapes of various sizes
- Coins/paper money
- Math concept books and puzzles
- Maths games
- Magnetic numbers, number lines
- Plastic containers of various sizes, funnels
- Association games
- Concept games
- Attribute games
- Matching games

2. Fine Art learning materials

- Crayons/coloured pencils
- Water colours, finger paints
- Paint brushes of various sizes
- Various type of papers
- Sand papers, wrapping papers
- Washable markers
- Play dough or clay
- Blue, paste, tape
- Blunt scissors, staplers
- Hole punch, string sponges
- Yarn, fabric scraps
- Paper towels
- Cardboards
- Gloves
- Clothes pins, push pins
- Art posters
- All materials should be non-toxic.

3. Music instruments

- Drums
- Rhythm sticks
- Cymbals, tambourines
- Bell, xylophones
- Shakers, rattles

Outdoor Equipment

- Plastic or metal ride-ons
- Realistic ride-ons such as cars, trucks, horses
- Structures with potential for role playing activist
- Climbing structure with various moving parts (swing, bars, ladder)
- Slides
- Small seesaws
- Balls for kicking, throwing, catching.

4.0 Conclusion

Resources in education cover all those materials human and non human that help pupils in learning. There are numerous types of learning resources in early childhood education, which are to make learning more meaningful.

5.0 Summary

In this unit, you have learnt about types of resources available in learning. Resources have been classified into human and material resources. Attention was given to roles and functions of various personnel in early childhood education.

6.0 Self-Assessment Exercise

1. Mention five personnel in early childhood education centre.
2. Identify the duties of the nursery assistant.

7.0 References/Further Reading

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

Quadri, K. (2001). *Introduction to Primary Education Studies*. Oyo: Tobistic Ventures.

Unit 5 Staff Training and Professional Development in Early Childhood

1.0 Introduction

Staff training and professional development play an essential role in successful education improvement. Professional development serves as the bridge between where prospective and experienced early years educators are now and where they will need to be so as to meet the challenges of guiding all children in achieving effective learning and development.

2.0 Objectives

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

- identify the qualities of personnel working with young children
- identify the type of staff training preparation requirement of early childhood educators.

3.0 Main Content

3.1 Quality of Early Childhood Education Personnel

Working with children requires a lot of energy especially in their formative years. The work is activity oriented and you will need stamina to keep up with the needs of a large group of young lively children. Creative skills such as music, arts and crafts are advantageous. Apart from this, people working with young children should possess the following qualities:

- respect and fondness for children
- excellent communication skills
- good listening skills
- the capacity to learn quickly
- excellent organizational skills
- ability to inspire and enthuse young children
- energy, resourcefulness, responsibility, patience, and a caring nature
- an understanding of the needs and feelings of children
- ability to work independently as well as being able to work in a team
- a sense of humour and the ability to keep things in perspective.

3.2 Professional Development and Training of Early Childhood Personnel

The Nigerian government recognizes that the most effective way of ensuring the establishment and maintenance of high quality programmes for young children and their families is to provide high quality pre-service training programme as well as ongoing opportunities for personal and professional development for all personnel involved in the early childhood field.

Hence, early childhood care has been included in the bachelors' degree curriculum of faculties of education in about 12 Nigerian universities. Many of these universities also offer Masters/Ph.D. in early childhood care or pre-primary and primary education. Plans are under-way to integrate the concept of early care education in colleges of education nationwide though there are some colleges that have primary education departments. In-service training on the early education concept and learner centred pedagogy for handling young children is continually provided to teachers/caregivers in public early child care/pre-school facilities. Furthermore, it is recognised that such development is a continual life long process. The provision of dynamic, training for all concerned with the education of young children is recommended.

Some Universities offering Early Childhood Education at Bachelors Degree in Nigeria

- University of Uyo, Uyo. Akwa Ibom State.
- College of Education, Port Harcourt (Affiliated to University of Ibadan).
- UDU, Usman Danfodio University, Sokoto.
- AAUA – Adekunle Ajasin University, Akungba Akoko. Ondo State.
- University of Ibadan, Ibadan. Oyo State.
- AAU – Ambrose Alli University, Ekpoma. Edo State.
- DELSU – Delta State University, Abraka. Delta State.
- OSSCE – Osun State College of Education, Ilesa. (Affiliated to University of Ibadan, Ibadan).
- UNAD -University of Ado-Ekiti, Ado Ekiti. Ekiti State.
- OOU - Olabisi Onabanjo University, Ago Iwoye. Ogun State.
- Ibrahim Babangida University, Lapai. Niger State.
- TASUED – Tai Solarin University of Education, Ijagun, Ijebu-Ode.

Many Colleges of Education nationwide also have primary education departments. They award National Certificate in Education (NCE) for teachers to teach in both primary and pre-primary schools.

3.3 Principles for Promoting Professional Development for Early Childhood Education Personnel

- The provision of in-service training should be incorporated into child care regulations and all relevant awards.
- Professional development and training of early childhood personnel needs to be available at various levels and provide opportunities for personnel to have access to an on-going career path.
- A coordinated and integrated approach between all training, in-service and higher education providers is essential to ensure the most effective staff development.
- Recognition of relevant in-service training and professional development needs to be negotiated in order for personnel to gain status towards qualifications through a variety of pathways such as distance learning, study leave with pay or without pay, sandwich programmes etc.
- Content of training programmes should:

1. include knowledge, skills and attitudes required by those training to work or working in the range of early childhood programmes.
2. reflect the needs of qualified and unqualified staff, paid staff, volunteers (including management committees, parents, gardeners, cooks, community groups).
3. provide an expanded knowledge base and skill development for all early childhood personnel working with children of varied abilities and children with special needs which includes issues relating to gender, class and other areas of inequality and bias.
4. Training and professional development programmes should provide opportunities for:
 - collaborative critical analysis
 - learning about current trends, issues, improvisation of learning materials
 - enhancing knowledge and understanding of cognitive, emotional, physical, spiritual and moral development of the children
 - expanding awareness and understanding of physical, socioeconomic and cultural environment as these relate to the overall development of children
 - addressing the needs of family with young children in a complex and ever changing society
 - establishing support and professional networks
 - enhancing interpersonal relationships between team members, parents, other early childhood programmes, the community, management committee, licensing and funding bodies
 - personal development.

Self-Assessment Exercise I

Highlight the qualities of an early childhood education personnel.

3.4 Programme Administration and Qualification

The early education programme is expected to be supervised, and administered by qualified early childhood education personnel.

3.4.1 Programme Administrator Qualification

- A graduate degree in early childhood education/child development or a related field (e.g. developmental psychology, early childhood education, early childhood special education).
- Expertise in education or certificate in programme administration such as human resources and/or financial management.
- An ability to work successfully with families, organizations and agencies representing diverse cultures and lifestyles in the community served.
- Active and on-going participation in professional development plan designed to meet the above-mentioned criteria if the administrator is employed prior to attaining minimum qualification for the position.

3.4.2 Teacher Qualification

- Bachelor's degree in early childhood education/child development or National Certificate in Education in early childhood education/child development or early childhood special education.
- An ability to work successfully with families, organizations and agencies representing diverse cultures and lifestyle in the community served.
- Active and on-going participation in a professional development plan designed to meet the above-mentioned criteria if the teacher is employed prior to attaining the minimum qualification.

3.4.3 Assistant Teacher Qualification

- An associate certificate or teachers' grade two certificate in education.
- An ability to work successfully with the children and families in the community served.
- An active and on-going participation in a professional development plan to meet the above mentioned criteria.

Self-Assessment Exercise 2

What are the professional requirements needed by early childhood education personnel?

4.0 Conclusion

The quality of the teacher determines the output of the school. This unit stresses the importance of continuous, high quality professional development of early childhood education professionals.

5.0 Summary

In this unit we have learnt that apart from academic qualification and training the early childhood education personnel has to possess some qualities. Various institutions offering bachelor degree in early childhood education/nursery education have also been identified.

6.0 Self-Assessment Exercise

Examine the necessary content of professional development programme for early childhood education.

7.0 References/Further Reading

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

Quadri, K. (2001). *Introduction to Primary Education Studies*. Oyo: Tobistic Ventures.