MODULE 3

GLOSSARY

Academically-oriented programme	Emphasises instruction in reading, writing, language and arithmetic.
Action research	Investigations done by educators for educators with the aim to improve student outcomes
Assessment	A structured process for gathering evidence and making judgements about an individual's performance in relation to registered, national standards
Assessment Guide	A document that sets out what will be assessed, and what evidence needs to be generated.
Assessment Plan	A document used to plan the assessment process
Assessment Process	Incorporates all activities that form part of the assessment
Bias	A judgement about people based on a pre-conceived belief about the group that they belong to and not on fact or on who they are as individuals. (same as a prejudice)
Child input	Any activity where the children contribute to the content, resources or process in a meaningful way
Coaching	A training method in which an experienced individual guides the learner towards acquiring specific skills
Cognitively-oriented curriculum	Curriculum with strong emphasis on children's mental development
Competent	Learners are declared competent when they meet the outcomes of the unit standard.
Consistent evaluation	Evaluation that always looks at the same criteria
Culture-fair	Recognising, respecting and affirming all the children's different cultural backgrounds
Developmental screening	The process of looking at several areas of development on a superficial level to determine whether a child is developing as expected
Developmentally appropriate practice (DAP)	The ECD programmes that you prepare for young children are appropriate to their ages and stages of development
Developmentally appropriate practice (DAP)	Learning activities and experiences you provide for young children are appropriate to their age and stages of development
ECD environment	All the indoor and outdoor space, in which the children move and interact at the centre
Eclectic	Involving elements derived from a variety of sources

Empathy	Compassion and understanding
Evaluation	Judgement about something by looking at the advantages and disadvantages of that thing
Feedback	Information about a performance that leads to action to affirm or develop performance
Fine motor skills	Movements that involve the small muscles such as holding a crayon and picking up jigsaw puzzle pieces
Formative Assessment	Refers to the assessment that takes place during the process of learning. The assessment provides an indication of how the learning is progressing. Additional training needs may be identified during the process.
Gap analysis	Analysis done to identify gaps
Gross motor skills	Movements that involve the big muscles such as running and jumping
Holistic development	Development on emotionally, intellectually, physically, socially, spiritually and creatively level
Inclusive education	Within this context, each child is viewed as a whole person with a barrier (obstruction) or barriers to learning.
Language acquisition	The process of 'picking up' a language
Learnership	A work-based approach to learning and gaining qualifications and includes both structured work experience (practical) and structured learning (theory)
Learning and developmental needs	The skills children need to learn, acquire and develop at a particular developmental stage in their lives
Learning programme	Includes all the topics or themes and all the activities that are planned on weekly and daily basis
Mainstreaming approach	Approach that gave all children the opportunity to attend mainstream schools for as long as they could keep up with their classmates
Mentor	A multi-skilled individual who serves as a sponsor, teacher, coach, sounding board and counsellor
Moderation	A process of review that confirms that processes that have been followed are valid, consistent, fair and adequate
Multilingual / multicultural	To do with more than one language, or more than one culture
Nurturing	Caring
Ongoing assessment	Looks at development constantly and continually over time.

Open-plan model	The programme emphasises that the teaching approach for children should focus on co-operation, sharing, making free choices and creative play.
Qualifications	A group of unit standards that have been clustered together to make up a registered qualification. There are 3 types of qualifications on the NQF: certificates (120cr), diplomas (240cr) and degree (360cr)
Questionnaire	A form that contains a set of questions used to gather information
Reflection	Examining and reviewing a product or process
Skills Programmes	Occupationally based learning intervention that uses providers to train learners towards the achievement of national unit standards
Staff-child ratio	The number of adult staff members there are to care for the total number of children in an ECD centre
Summative Assessment	Occurs at the end of the learning process. Evidence is gathered and an assessment is made as to whether a learner has met requirements for competence.
Systematic evaluation	Evaluation that is orderly and well planned
Tactile	To do with touch
Training Providers	Organisations or individuals that provide learning. These include technical colleges, technical colleges, distance education institutions, universities, private providers or company in-house training divisions.
Unit Standards	A collection of knowledge, skills and attributes in which a candidate must prove competence (in a structured assessment) to gain credit on the NQF
Value judgment	Evaluation of how effective or ineffective, good or bad, successful or unsuccessful something is

ACRONYMS

ADD	attention deficit disorder
ADHD	attention deficit hyperactivity disorder
DAP	Developmentally appropriate practice
DBE	Department of Basic Education
ECD	Early Childhood Development

ETQA	The Education Training Quality Assurance Body is responsible for ensuring quality training and development within a specific sector.
FET	Further Education and Training Band
GET	General Education and Training Band
HET	Higher Education and Training Band
NCS	National Curriculum statement
NELDS	National Early Learning Development Standards
NQF	National Qualifications Framework
NQF	The National Qualifications Framework provides a framework for nationally recognised qualifications. Qualifications are assessed according to ten bands.
NYC	Not Yet Competent
OBET	Outcomes-Based Education and Training
QMS	Quality Management System
RPL	A process whereby learners are assessed and given credit for learning that has already taken place within the workplace.
SAQA	South African Qualifications Authority
SDA	Skills Development Act
SDF	Skills Development Facilitator
SETA	Sector Education and Training Authority
SGB	Standards Generating Bodies
SIAS	
SLD	specific learning disorder (or dyslexia)
SME	Subject Matter Expert
VACCS	An assessment tool, which asks whether evidence is valid, authentic, current, consistent and sufficient.

Module 3

Legislation

- Education White paper 6 Special Needs Education. Published in 20011. The main focus of this White Paper is on Building an inclusive education and training system, with the view that special schools will be strengthened rather than abolished. See http://www.education.gov.za/Portals/0/Documents/Legislation/White%20paper/Education%20%20White%20Paper%206.pdf?ver=2008-03-05-104651-000

- Revised National Curriculum Statement for Grade R. This NCS covers the eight Learning Area Statements: Languages Mathematics Natural Sciences Social Sciences Arts and Culture Life Orientation Economic and Management Sciences Technology. See http://www.education.gov.za/Portals/0/CD/GET/doc/overview.pdf?ver=2006-11-21-100143-000

- National Education Policies: On school management, access to schools, school funding, curriculum and assessment.
  See http://www.education.gov.za/Resources/Policies.aspx

- Social Development's White Paper on Social Welfare. Published in 1997. The approach and strategies contained in this White Paper were meant to inform the restructuring of services and social welfare programmes in both the public and the private sectors. See http://www.gov.za/sites/www.gov.za/files/White_Paper_on_Social_Welfare_0.pdf

SAQA Unit Standards

SAQA ID 244472: Prepare Early Childhood Development programmes with support; NQF Level 4, 6 Credits

SAQA ID 13643: Develop learning programmes to enhance participation of learners with special needs; NQF Level 5, 6 Credits

SAQA ID 244485: Design activities to support the development of babies, toddlers and young children; NQF Level 5, 8 Credits

SAQA ID 9016: Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts; NQF Level 4, 4 Credits