

## MODULE 4

### GLOSSARY

Active questioning	Asking open-ended questions
Anecdotal record	A brief narrative account of a specific incident (the simplest form of direct observation)
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	All activities that form part of the assessment
Clarity	The clearness of your pronunciation
Coaching	A training method in which an experienced individual guides the learner towards acquiring specific skills
Competent	Learners are declared competent when they meet the outcomes of the Unit Standard
Congruent	Harmonious
Constructivists	Contemporary educational theorists who believe that people are responsible for building their own ideas and knowledge
Covert observation	Observing the child without allowing her to become aware that she is being observed
Cue	An event, action, or signal that tells someone indirectly that they should do something
Ethos	The sense of beliefs we have, about our social behaviour and relationships
Extensions	Extra resources that are added or changed on a regular basis and often relate to the theme being presented
External communications	Communication with an audience or people outside of an organisation

Interpersonal communication	An ordinary conversation on a one-on-one basis, or a very small group
Intra-personal communication	Communication with oneself. Talking to oneself is an example.
Jargon	Specialist language used by a particular group, profession, or culture, especially when the words and phrases are not understood or used by other people
Learnership	A work-based approach to learning and gaining qualifications that includes both structured work experience (practical) and structured learning (theory)
Literacy skills	Skills that enable someone to read and write
Mechanics	The conventions and customs of written language, including spelling, punctuation, capitalisation, and paragraphs, which will affect the way you verbalise the content
Mentor	A multi-skilled individual who serves as a sponsor, teacher, coach, sounding board, and counsellor
Modelling	The social learning that takes place when the child or observer identifies with a role model and unconsciously copies her or shapes his or her own behaviour to fit that of the model
Moderation	A process of review that confirms that processes that have been followed are valid, consistent, fair and adequate
Non-participant observation	Observing the child without becoming actively involved
Non-verbal communication	Communication that is not written or spoken. Gestures are movements of the hands, arms, legs and feet.
Omniscient	All-knowing
Overt observation	Making observation notes openly and the child is aware that she is being observed
Participant observation	Observing the child while actively participating in a few activities
Point of view	Someone's personal opinion on a subject, shaped by his or her own character and experience
Potential development	What children can do on their own
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).
Reflection	Examining and reviewing a product or process

Register	Language of a type that is used in particular social situations or when communicating with a particular set of people
Resonance	The quality and fullness of your voice, or how pleasant or unpleasant your voice sounds to the listener
Rubric	A grid that is used to make a quantitative assessment
Sentence formation	The structure of sentences, the way that phrases and clauses are used to form simple and complex sentences
Skills programme	Occupationally based learning intervention that uses providers to train learners towards the achievement of national unit standards
Slang	An informal manner of speech; very casual speech or writing when words, or expressions, are casual, or playful replacements for standard ones
Subtext	The content underneath the spoken dialogue
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.
Teachable moment	The moment when the child is ready and motivated and shows a need for learning
Training providers	Organisations or individuals that provide learning. These include technical colleges, distance education institutions, universities, private providers, or company in-house training divisions.
Underlying assumption	Something you believe to be fact, and therefore you base whatever follows on that underlying assumption
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
Usage	Conventions of both written and spoken language that include word order, verb tense, and subject-verb agreement
Verbal mannerisms	The phrases we use subconsciously such as "uhm", "well", "you know". "er"
Zone of proximal development	The difference between what a child can do alone and what she can do with help

## ACRONYMS

ETQA	The Education Training Quality Assurance Body is responsible for ensuring quality training and development within a specific sector.
NQF	The National Qualifications Framework.
NYC	Not Yet Competent
OBET	Outcomes-Based Education and Training
QMS	Quality Management System
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SAQA	South African Qualifications Authority
SDA	Skills Development Act
SDF	Skills Development Facilitator
SETA	Sector Education and Training Authority
SGB	Standards Generating Bodies
SME	Subject Matter Expert
VARCCS	Valid, Authentic, Current, Consistent and Sufficient.

## **MODULE 4**

### **LEGISLATION**

There is no specific legislation or regulations pertaining to the content of this module.

#### **SAQA Unit Standards**

- SAQA ID 244480: Facilitate the holistic development of babies, toddlers and young children; NQF Level 4, 16 Credits
- SAQA ID 244468: Prepare resources and set up the environment to support the development of babies, toddlers and young children; NQF Level 3, 5 Credits
- SAQA ID 244475: Observe and report on child development; NQF Level 4, 6 Credits
- SAQA ID 119462: Engage in sustained oral/signed communication and evaluate spoken/signed texts; NQF Level 4, 5 Credits