

UNIT 1

PRIMARY EDUCATION ISSUES

DPS/1

INTRODUCTION

You are welcome to the first Unit of Module DPS/1, which is intended to introduce you to the overview of the Primary Education Issues.

Aims

By the end of this Unit you should be able to:

- understand the nature and structure of Primary School Education.
- understand issues involved in primary school education.
- develop positive attitude towards innovations in primary education in Uganda.
- develop awareness on factors affecting primary education in Uganda.

Topics to be covered

This Unit is divided into 3 topics:

Topic 1 Education in Primary Schools

- The general educational aims and objectives.
- Aims and objectives of primary school education.
- Definition of primary education.
- Primary education in the past.
- Primary education today.

Specific objectives

By the end of this unit you should be able to:

- i) identify General Educational Aims and Objectives.
- ii) define what a Primary Education is
- iii) compare the Primary Education system of the past with that of today.

Subject Orientation

Primary Education is the basic level of education in Uganda. It is therefore important for you to understand the aims and objectives of the Primary Education in our country. You are therefore encouraged to take up the issues in Primary Education seriously.

Study Requirements

You will need a pen/pencil and notebook as you work through this Unit. Other additional requirements you need are educational reports and reference materials to provide you with more information on issues in Primary education in Uganda.

Good Luck!

TOPIC 1: EDUCATION IN PRIMARY SCHOOLS

a) BROAD AIMS OF EDUCATION

Have you ever bothered to think about your own contribution, as a teacher, to the entire education system? The daily lesson objective you make in the long run add up to the general aims of education. In this sub-topic you are going to find out more about the general aims of education.

Let us now answer the question on how the broad aims of education are formulated. Broad aims of education are derived from the national goals for development. The national goals reflect the aspirations of the citizens of that country. The national goals show what the country and its citizens should achieve in terms of political, social, economic and other forms of development. Other people talk of national ideologies or philosophy. These ideologies differentiate a citizen of one country from that of another. National leaders try to achieve these goals through several approaches and methods. One of these is through education.



What changes would you want to see in primary education sector in Uganda?

The broad aims of education show the relevance of education in the development of the country and its citizens. The education system in general shows what it should achieve for the citizens. These achievements are the broad aims of education. When people ask “of what use or relevance is our education system today?” They are questioning its aims and achievements.

Let us begin by looking at the broad aims of education as found in the Education Policy Review Commission Report (EPRC) (1989) and the Government White Paper on Education (1992). These are:

1. To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration of international relations and beneficial interdependence.
2. To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.
3. To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
4. To promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development.

5. To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development for better health, nutrition and family life and the capacity for continued learning; and
6. To contribute to the building of an integrated, self-sustaining and independent national economy. Now study and do this activity given below:



ACTIVITY DPS/1/1-1

Explain three ways in which the broad aims of education take care of:

(a) National interests and values.

.....

(b) Individual needs and aspirations.

.....



Check your answers with those given at the end of the Unit.



Note that the broad aims of education must be realistic, achievable if not then the whole education system will not function well because other aims at different levels of education are based on the broad ones and must support national development goals.

b) AIMS/OBJECTIVES OF PRIMARY EDUCATION

The broad aims of education show what the education system should achieve for the citizens.

Each group of learners gain from the education system at different levels of education. Therefore we have aims and objectives for the following levels: Pre-primary, Primary, Secondary, Higher, Technical and Teacher education.

The primary school aims and objectives are relatively more specific on what the child should gain from the education system. These are specified in The Government White Paper & EPRC on Education as follows:

1. To enable individuals to acquire permanent functional and developmental literacy, numeracy and communication skills in Kiswahili, the local language and English.
2. To develop and maintain sound mental and physical health.
3. To instill the value of living and working co-operatively with other people and caring for others in the community.
4. To develop and promote constructive and developmental cultural, moral and spiritual values of life.
5. To inculcate an understanding of, and appreciation for, the protection and utilization of the natural environment using scientific and technological knowledge.
6. To develop a sense of patriotism, nationalism and national unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate purposefully, actively, positively and constructively in civil matters.
7. To develop pre-requisites for continuing education and development; and
8. To develop varieties of basic practical skills for enabling individuals make a living in a multi-skilled manner.

The relevance of primary education aims and objectives

The aims and objectives of the primary school education take into consideration the fact that some learners may never continue with the formal education beyond the primary school. Therefore the learner should be equipped with knowledge, values and skills adequate enough to enable him or her live a useful life after school.

The following are some of the changes expected of a learner during and at the end of the primary school education:

- Acquisition of reading, writing and numerical abilities that are permanent and usable in solving day-to-day problems. The ability to read and write is not enough, but to put into practice what is read or written. That is the purpose of the word “functional”.

The ability to read and write “functionally”, that is in a useful and productive way, should be permanent. This guards against literature people reverting to illiteracy.

- Acquisition of linguistic abilities. The learner should not only improve on his or her own local language or mother tongue but also develop linguistic abilities in English and Kiswahili. All these will help him or her to communicate effectively locally and internationally.
- Moral changes. The learner will develop moral values that will guide him or her on how to conduct himself or herself in relation to other people in society.
- Acquisition of basic practical skills. By the end of the primary school education the learner should be able to use the skills acquired to earn a living.

? What other changes do you think the primary school education creates or should create among the learners?

Aims and objectives of the syllabus

The aims and objectives of the primary school education themselves are broad. They are therefore broken down into syllabus aims and objectives. Each primary school subject shows what the learner should be able to achieve at the end of the primary school course. These achievements are stated in terms of aims and objectives. For example we have aims and objectives of Mathematics, Science and Religious Education.

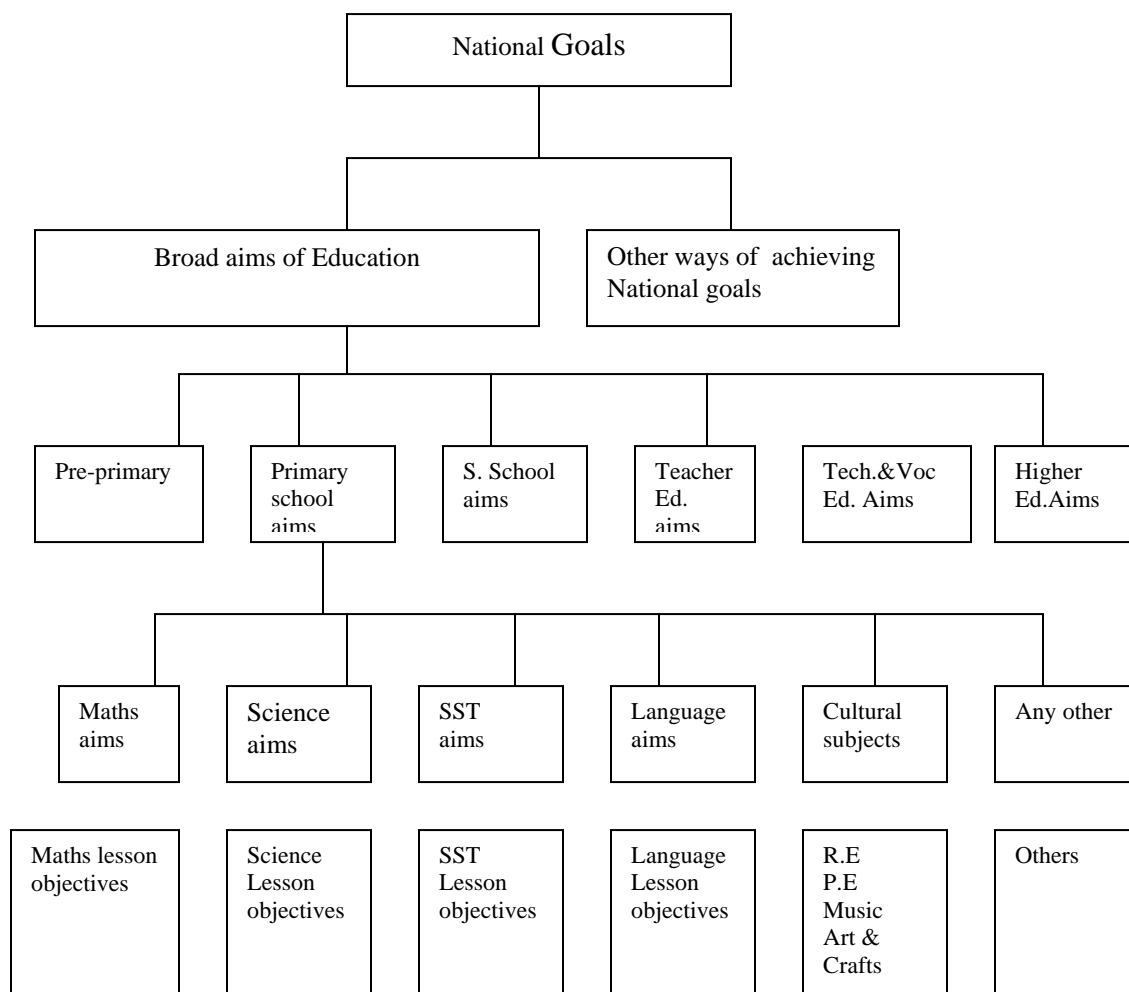
The teacher and the aims and objectives of the primary school education

The ordinary classroom teacher is not involved in the formulation of broad and primary school aims and objectives. Teachers are represented on the panels that formulate aims, objectives and content of syllabuses.

The teachers’ greatest involvement comes at the level of making schemes of work and preparation of lessons. The teacher has to interpret the syllabus correctly. The objectives of his schemes of work and lesson plan should be in line with the syllabus aims and objectives. If the teachers’ objectives are faulty or defective the other aims and objectives will be useless. The relationship among the different aims and objectives explained above can be summarized in the diagram below:



Note: Carefully study this diagram and see what you can make out of the different boxes in terms of aims and objectives.



c) DEFINITION OF PRIMARY EDUCATION

Have you ever bothered to think about the meaning and importance of the word **primary** in the phrase “primary school education”? The dictionary meaning of the word primary is; “more important than anything else”. Therefore the primary education is the most important component of the education system. It is formal education given to children of 6-13 years old with the purpose of giving them the basic knowledge; values and skills that are capable of helping them live an independent life or prepare them for further studies. However, due to some reasons, some children of below 6 years and those above 11 years are found in primary schools.



Why do you think primary education is important in a country like Uganda?

The primary school period can be referred to as the **formative** years in a child's education because it is during these years that a child develops basic concepts, values and skills that influence his/her life in later years.

d) PRIMARY EDUCATION IN THE PAST

Now let us look back briefly at what our primary education has been like. As already pointed out the aspirations of society influence the broad aims of education, which in turn influence the primary school aims and objectives of education. During the colonial period the masses were illiterate and therefore could not influence the missionaries and the colonial government on the type of education needed in the country.

At first the primary school curriculum comprised of reading, writing and arithmetic (the 3 Rs). Religion was not only taught as a subject but also served as the general purpose for education. Therefore pupils were supposed to be converted to the faith of the religious founders of the school e.g. pupils in Catholic schools had to be converted to the Catholic faith. Likewise those in Anglican founded schools had to be converted to Anglican faith. The situation remained like this until 1964 when the government nationalized schools, for example, teachers were nationally recruited, and posted by government. Selection of students was centrally done after undergoing a national examination. There was one central inspectorate under Ministry of Education.

Reasons for primary education in Uganda

1. It helps and promotes the development of linguistic, reading and writing abilities among the pupils.
2. Socialization takes place as the child is introduced to the concept of the school. The child relates with fellow pupils, teachers and administration hence developing acceptable social skills and attitudes.
3. Development of concepts e.g. recognition and identification of shapes, colours, size, length, height, weights.
4. It widens the experiences of children e.g. the pupil gets to know beyond his home environment.

5. Pupils are introduced to basic scientific concepts which can be used in daily life e.g. good health practices, feeding, diseases prevention and body cleanliness.

The aims, objectives and the content of the primary school education were not so much related to the needs of the society. Children received theoretical education. This education helped very few of them to get white-collar jobs e.g. working as clerical officers. There was not much effort to equip learners with knowledge, values and skills which would help them to employ themselves and earn a living.

The consequences of the colonial education on the people of Uganda are many, for example, it created:

- Unemployment
- Rural-urban migration
- Increased crime
- High incidences of famine

As you may have studied during your Grade III course, many Education Commissions in the past have suggested that education be made as practical and relevant as possible. However, not much has been achieved yet.



Compare and contrast the colonial education with the present education in Uganda.

The duration of the primary school education cycle was 8 years in the 1950s and early 1960s. The Castle Commission (1963) recommended that primary education lasts 7 years and not 8 years. In 1966 the first P7 Primary Leaving Examinations (PLE) were sat.

e) **PRIMARY EDUCATION TODAY**

As a primary school teacher you should be conversant with issues concerning primary school education.

The aspirations and challenges of society today are more complex than in the past. The challenges are economic, political, social, religious, educational and other types. It is hoped that the primary school aims and objectives cited above will address these issues. In short, the primary school education today must be relevant to the needs of the learners and those of society.

Let us look at our primary education today and see whether we have made any significant developments.

The influence of religious bodies has decreased but not died out completely. Admission to schools is no longer tied to one's faith. Today there is one joint Religious Education Syllabus for Christians and not two as it was in the 1970s and before.

However, the influence of religious bodies still play part in the posting of headteachers and appointment of Management Committees and PTE members. This happens, though it is not a government policy.

Education in the primary school is still largely theoretical in nature and approach. It still fails to equip learners with the necessary knowledge, skills and attitudes. But attempts have been made in several subjects to make the content relevant to the needs of the learner and those of society. For example in Social Studies a child has to learn about his or her immediate environment before learning about other environments. This was not the case in the past where for example in P3 a child had to learn about "My home in Switzerland".

?

Can you give other examples where you think that the subject content has been made more relevant than it was in the past?

The Government, as indicated in the White Paper (1992) is trying to make the primary school curriculum more relevant and practical. It intends to make learners job-makers and not job-seekers (what do these phrases mean?) There is plan to vocationalise the primary school curriculum. This means that practical skills will be introduced in schools so that primary school leavers use them to employ themselves or even employ others. Have you come across a non-graduate employing graduates? This will be more possible with vocationalised curriculum.

Several subjects are going to be included in the primary school curriculum to help learners acquire several practical skills. These subjects include agriculture and other vocational subjects. At Primary Teacher Education level (Grade III) subjects on Production Skills have been included in the curriculum. These include Home Economics, Agriculture, Business Education and Technological Studies. This will equip the teachers with the skills to handle vocationalised curriculum.

Vocationalisation of the curriculum at all levels is taking a slow pace because it involves a lot of costs as indicated.

Some primary school, on individual basis, are beginning practical subjects e.g. computers, tailoring, agriculture (School gardening), catering, school bands etc

The Primary Leaving Examinations are now managed by UNEB. They are still a big component of the primary school education. From 1982 they adopted new patterns which are an improvement on the past. These changes include:

- the present primary curriculum which includes English Language, Mathematics, Basic Science & Health Education, Social Studies, Performing Arts & Physical Education (PAPE), IPS, local languages.

The examinations is now of structured questions as follows:-

- four instead of three papers i.e. Mathematics, English, Science and Social Studies. Religious Education is examined as part of the Social Studies paper.
- Structure questions were introduced, instead of the traditional multiple (objective) type of questions. This reduces guess work in the examination.
- the final mark is presented in terms of Distinctions 1 and 2, Credits 3 -6, Pass 7 – 8 and Failures (F9). In the past the final mark in each subject was presented in percent (%).

? How best do you think we can improve the primary school curriculum today?

One major problem that has persisted at the primary school level is the tendency to teach for examination purpose. Other values and skills expected of an educated person are ignored. Teachers therefore only **drill** learners for the sake of passing examinations. It is therefore no wonder that despite being described as “bright” boys or girls these children still behave in undesirable ways e.g. failure to apply knowledge gained from class to everyday life situations like studying the importance of drinking boiled water but at home they do not apply it.

The Ministry of Education and Sports, through UNEB, is trying to correct the mistakes associated with over-reliance on final examinations (PLE) by introducing **Continuous Assessment**.

? Suggest more solutions to the above problem.

The duration of the primary school cycle is still seven years. Some of the P7 leavers are very young. When they do not continue to secondary schools they fail to stand on their own. Remember that their problem is not only age but also lack of relevant skills. For that reason the government intends to re-introduce P8. The extended primary school cycle will enable the learner to complete primary

education when he or she is relatively older and therefore having been equipped with more practical skills to enable him or her stand on his or her own in case there is no chance of continuing to secondary schools. Now, can you attempt the activity given below to test your understanding of the reading?



ACTIVITY DPS/1/1-2

1. Give any three changes the primary education is supposed to create in a learner.

- i)
- ii)
- iii)

2. Do all these changes occur in every learner? Give two reasons for your answer.

- i)
- ii)

3. How is teacher's lesson objectives related to the broad aims of education?

.....

4. a) What do you understand by the term "White-collar job?"

.....

b) How did education create white-collar job-type of attitudes?

.....

5. Give any two differences and two similarities between the primary education of the past and that of today.

Similarities i)
ii)

Differences i)
ii)



Check your answers with those given at the end of the Unit

NOTES AND ANSWERS TO ACTIVITIES

ACTIVITY DPS/1/1-1

The three ways broad aims of education take care of:-

- a) National interests and values:
 - promotion of national unity.
 - promotion of leadership skills.
 - protection of environment which leads to national development.
 - good morals also decrease crime in the nation.

- b) Social values and needs:
 - respect for one's culture.
 - tolerance and human fellowship (and therefore harmony)
 - senses of service and duty to one's community.
 - protection of one's local environment.
 - morals are also good for society.
 - Individual needs and aspirations:
 - morals help an individual to avoid many problems or self-destruction.
 - acquisition of skills increases chances of employment including self-employment.
 - literacy enables an individual to acquire more useful ideas.
 - leadership skills enable an individual to aspire for administrative posts.

ACTIVITY DPS/1/1-2

- 1. Changes primary education creates in a learner:
 - ability to read and write.
 - second language (English)
 - moral values e.g. relating with and tolerating others.
 - practical skills.
 - more knowledge on ones immediate and distant social and physical environment.

- 2. No. that is, not all learners acquire these changes because:
 - some drop out early.
 - of poor teachers.
 - of learning environment e.g. lack of facilities to train skills.
 - they lack motivation / interest.

3. Relationship between teacher's lesson objective and broad aims of education:
 - teacher's lesson objective form the last stage of interpreting the broad aim and objectives of education.
 - therefore they are more specific and focused.]
 - teacher's lesson objectives are in line or agreement with the broad aims of education.
 - duration: lesson objectives are short term targets while the broad aims and objectives are long term targets.
 - broad aim and objectives generally focus on all the learners while the teacher's focus on only one lass (at a given time).
- 4a) White-collar job: These are jobs where the worker or employee operates from an office (or equivalent environment). This is a job which requires mental and not physical effort which makes a person concerned get dirt and sweat.
- b) Education created white-collar job type of attitude by:
 - emphasizing theoretical knowledge.
 - reducing opportunities for children to interact with the community.
 - underestimating the value of co-curricular activities.
5. Similarities between education in the past and today:
 - examination has always dominated.
 - influencing opportunities for children to interact with the community.
 - Theoretical; white-collar job type.

Differences:

- the majority of teachers in the past were not trained.
- teacher-centred approaches dominated in the past. Today it is child-centred.
- new content has been added or introduced e.g. new Mathematics, Social Studies.
- religious influence has decreased.
- examination structure has changed.

END OF UNIT ASSIGNMENT DPS/1/1

This assignment is intended to help you consolidate what you have learnt in this Unit. You are therefore advised to read the whole Unit again before you attempt the following questions. Individually make notes, which will prepare you for group discussion. These notes will serve as a summary of what you have learnt in the Unit.

- 1a) Why is Primary Education a very important level in any educational system?
- b) Suggest ways of improving primary school education.
2. What do you think will be the values of community service scheme when it is introduced in the primary school.

UNIT 2

CURRICULUM DEVELOPMENT AT PRIMARY SCHOOL LEVEL

REF/ DPS/2

INTRODUCTION

You are welcome to the second Unit of Module PS/1 which is intended to introduce you to the Curriculum Development at primary school level.

Aims

By the end of this unit you should be able to:

- understand the concept of curriculum.
- understand the elements of curriculum.
- identify the elements of curriculum.
- develop positive attitude towards innovations in primary education in Uganda.
- understand the process of curriculum innovations in Primary Education in Uganda.

Topics to be covered

This Unit is divided into 2 topics:

Topic 1 Curriculum Development at primary school level

- (a) The concept of curriculum.
- (b) The context of curriculum.
- (c) The elements of curriculum.
- (d) Models of curriculum development.

Topic 2 Curriculum Innovations

- (a) Definitions of innovation.
- (b) Factors of innovation.
- (c) The process of innovation.
- (d) The planning of innovation
- (e) Strategies of innovation.
- (f) Examples of educational innovation in Uganda

Specific Objectives

☐ In order to effectively play your role as a primary school teacher you need to be conversant with the aims and objectives of education. Your knowledge of Primary School Curriculum and educational innovation will promote your professional growth.

Study Requirements

You will need a pen/pencil and notebook as you work through this module. Other additional requirements you need are; Education Policy Review Commission Report (1989), The Government White Paper (1992) and Primary School Syllabus.

CURRICULUM DEVELOPMENT AT PRIMARY SCHOOL LEVEL

As you read in Unit 1, teachers are represented on the subject panels that develop the primary school curricula. In addition, teachers are called upon from time to time to make contributions in the formulation and revision of different syllabuses. It is therefore important that teachers be conversant with theories and principles that govern curriculum development and implementation.

a) THE CONCEPT OF CURRICULUM

The word curriculum originates/is derived from a Latin term “Currere” which means a race-course, a track followed by a racing horse.

(v) The meaning of the word curriculum

You must have heard people using the word “curriculum” in different contexts, e.g.

- when referring to syllabuses e.g. the Science curriculum, the Social Studies curriculum’
- when referring to the list, catalogue of subjects in primary schools,
- when referring to topics, content of even methods.

All these, according to George Bishop (1985), are merely ingredients, only parts of what we mean by curriculum.

By curriculum we mean the sum total of all the experiences a child undergoes under the guidance of the school. So everybody and everything that takes place in the school contributes to the curriculum of the child.

Other terms associated with the word curriculum include the following.

(vi) Hidden curriculum

This is all that the child learns informally at school (and even outside school) without consciously taking trouble to do so. The learning is informal because it is not planned, not timed nor time tabled by the school, the teacher or anybody. Learners form new (or strengthen old) attitudes, acquire new ideas and skills as they interact with peers, teachers, other people and classroom and school environment. Examples are many.

- A Mathematics teacher, during a Mathematics lesson may unknowingly teach pupils to be smart, if he/she is organised, neat and systematic.

- Learners acquire team spirit during discussion group while sharing the resources and representing the group in presentations.
- Observing shapes and colours of flowers in the compound.

? Can you give more examples of hidden curriculum?

(vii) Spiral Curriculum

A spiral curriculum involves the continual reintroduction or repetition of important ideas as pupils climb the academic ladder. The themes, topics and ideas become increasingly more complex from one ladder to another. Examples are many:

1. Weather is studied at all levels, but with increase in difficulty as a learner moves to upper classes.
2. Uganda as a theme is covered in P.5 Social Studies but also covered in Geography and History at secondary school level and beyond.

For topics under the spiral/curriculum, it is important that a teacher does not cover content which is too much or too complex for the pupils at a given level because they will have a chance to study those ideas again in future when they are ready for them.

(iv) Core curriculum

These are subjects or themes (content) that are regarded very essential in the curriculum. In most cases such content is compulsory to all learners in a given programme. They are essential because;

- Either they help in the understanding of other subjects or they address a specific problem in the life of the child or the society.

English is a core subject because it is the major medium of communication in the schools, hence vehicle for understanding other subjects.

? Which other subjects or themes would you accord a core status? Give reasons for your answer.

The core curriculum tends to be given priority in many ways; e.g. it is given more time on the timetable, well facilitated in terms of books and other learning aids. Headteachers take trouble to look for very good teachers for the core subjects. In examinations greater attention is paid to the core curriculum.

(v) Co-curricula

These are organised activities that take place usually towards the end of the day after the timetabled lessons. These include games, clubs and associations. In the past they were called extra-curricular activities. This under-estimated their importance because what is “extra” can be easily scrapped.

Co-curricular activities are actually part of the curriculum as defined above. They are important because:

- they train the character of the child.
- they help to identify and develop different talents of the learners.
- they provide variety from the usual routine classroom work.
- they train the young on how to use leisure time productively.
- some of them also promote cognitive development.

1. Can you give an example on each of the points mentioned above?

2. Give two ways in which co-curricular activities have been neglected in schools.

(vi) Actual and official curriculum

Official curriculum is the national curriculum developed for all the schools. It shows the content to be covered, the learning aids and methods to be used. It shows the way time should be spent. It indicates the medium of instruction. It is assumed teachers are disciplined and competent enough to implement the curriculum fully.

On the other hand the actual curriculum is what **really** happens or exists in the school irrespective of what the official curriculum suggests. In a perfect system the official curriculum is equal to the actual curriculum. That is; **all** that is

recommended is implemented. Such a system may not exist anywhere in the world.

In reality there is always a gap between the official and the actual curricula. The gap is small for the rich and well-organised school; and big for the poor schools. The poor schools cannot implement the curriculum in its form and nature because they lack facilities and competent and dedicated teachers (and headteachers).

Examinations, as part of the curriculum, tend to be based on the official curriculum. How does this disadvantage children from poor schools?



ACTIVITY DPS/1/2-1

1. What is the relationship between a syllabus and a curriculum?

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2. Give two ways peers contribute to the “content” of the hidden curriculum.

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3. In what ways is the core curriculum given special status?

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.....

4. Explain two ways in which the co-curricular activities have helped some people to make a living.

.....
.....

5. Suggest three methods that can be used to close the gap between the official and actual curriculum.

.....
.....
.....



Check your answers with those given at the end of the Unit.

b) THE CONTEXT OF CURRICULUM

The context of curriculum means the situation in which a curriculum is developed and implemented. Political, social and economic factors on one hand and curriculum on the other affect each other. Therefore we can rightly say that a curriculum does not operate in a vacuum.

- (i) Political factors versus curriculum development implementation. There are many ways politics and political leaders affect curriculum development and implementation.

- It is political leaders who shape the national goals and ideologies which eventually influence broad aims of education.
- Political leaders have control over the national treasury and all major decisions to do with the national budget. The priority given to education by political leaders will influence the nature of its funding. This tendency has also gone down to district level. It is politicians who can solicit for foreign funds for big national education programmes e.g. Universal Primary Education (UPE).
- Politics at times influences choices of leaders of educational institutions, e.g. Commissioners of Education, Directors, Principals and Headteachers. Their managerial skills affect curriculum implementation. Have you ever heard of a headteacher being “harassed” because of his political beliefs?
- Politicians at times go to the extent of influencing the content of the curriculum e.g. inclusion of new subjects. For example the language policy is not only an educational but also a political issue.

Do you remember the debates on Kiswahili, Luganda, English and other languages during the Constituent Assembly?

- Above all it is the politicians who influence the political climate of the country. In a peaceful country or region a lot can be achieved in the field of education.

Curriculum in turn affects political factors. For example the type of curriculum offered determines the leadership skills and patriotic feelings people develop. Can you get good leaders from poor education system?

(ii) The economic/material context

Economic factors affect curriculum development and implementation at various levels.

- At national level, the richer the country the more it can finance:-
 - educational research and curriculum development.
 - quality teacher training.
 - school, college and university education.
 - teachers’ remuneration and therefore boost their morale.
 - curriculum evaluation and reform.
 - infrastructure/social amenities which in turn affect education.

- At district level, the richer the district the better it can finance educational programmes or activities e.g. financing district examinations, and different festivals. This is also true at community level, e.g. when rich parents uplift the standard of their school.
- At family level, homes contribute to the education of the child. They provide the basics of life e.g. food, shelter, clothing. A child who lacks them cannot learn. Homes also provide (or should provide) some educational materials like textbooks and stationery. All this implies income.

Curriculum, in turn affects the economy at various levels e.g. by equipping people with production skills and attitudes that promote development. Note that some people have skills but do not put them to use because of the “job-seeking” attitude. This attitude can be corrected by an appropriate curriculum.

(iii) The social context of the curriculum

There are many social factors which curriculum developers and implementers have to consider. These are:

- The community. What is the relationship between the community and the school? What does the school offer to the community and vice versa? Today’s educational thinking is that the school, unlike in the past, should be very much linked to the community. This will promote liking for one’s own community.

The other characteristics of the community must also be considered when considering curricular issues. These include the culture, the language and economic ways of surviving. What is your comment on pastoral communities studying about growing coffee or tea?

- The pupils. The nature of pupils has to be considered by curriculum planners. This includes their age, sex, number, interests and behaviour. The drop-out rate, repeating and transfers have to be considered when making any educational innovations.
- Teachers. Teachers, like pupils, vary in many ways e.g. sex, age, background, qualifications and competence, attitude to the profession, income, cultural, political and religious beliefs. All these differences should not be ignored when curricular issues are being tackled. Teachers help in implementing the curriculum. The curriculum itself helps in the shaping of teacher’s character.

? How does the quality of teachers affect curriculum implementation?



ACTIVITY DPS/1/2-2

1. Give three examples of how politics at local level affects education at primary school level.

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2. Explain the ways in which children from rich homes are likely to do better than those from poor homes.

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3. In what ways have the schools been detached (isolated) from the local communities.

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4. Some researches carried out on urban children are used to determine the curriculum for all children in the country. Give three reasons why this is wrong.

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4. Curriculum planners assume that all the Grade III teachers are the same.

a) Give two reasons why they assume so.

.....

.....

b) Give three reasons why they are wrong.

.....

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Check your answers with those given at the end of the Unit.

c) **THE ELEMENTS OF CURRICULUM**

These are the main components of the curriculum. They are:

- Aims and objectives
- Content/subject matter
- Methods
- Evaluation

In this sub-topic we shall cover the first two elements. Methods will be covered in Unit 4 while Evaluation will be covered in Unit 3.

(i) **Aims and Objectives**

Aims and Objectives are a starting point in the curriculum development process. They answer the “why” of the curriculum. There must be justifiable and rational reasons for initiating or revising a curriculum. The reasons for initiating changes in education or curriculum are the aims and objectives of curriculum.

How they are formulated

Normally there has to be dissatisfaction with the existing educational practices. The public outcry causes the government to initiate the change.

As selected body or commission studies the national goals and aspirations, it gathers views from a wide cross-section of people, groups, institutions and organisations and formulates the aims and objectives based on the views gathered.

?

Supposing such a commission visited you, what dissatisfaction would you point out in our education system today. After the selected body or commission has submitted its report, smaller groups; consultancy teams, task forces or panels may be established to break down the broad aims into narrower and more meaningful and applicable aims and objectives.

Sources of objectives

From the consultations mentioned above, the commission would get its aims and objectives from:

- the needs of contemporary society – its aspirations and values.
- the nature and the needs of learners – their abilities and interests and the way they learn (application of psychology).

- the nature of the subject matter. This view is usually supported by the subject specialists who want to make sure that their subject is not poorly taught or diluted.

The quality of aims and objectives

- Good aims and objectives should originate from the country concerned. That is; they should be relevant and reflective of the national goals and aspirations.
- They should not be too ambitious to be applicable. Over-ambitious aims and objectives become irrelevant, meaningless and cannot provide direction for the curriculum process.
- They should be harmonious. Different aims and objectives for subjects and for different levels of education should lead to the achievement of the broad aims of education.
- Curriculum aims and objectives should be translatable into observable and measurable classroom objectives.



Note: that good aims and objectives ease the selection of content, methods, learning aids and evaluation.

Taxonomy of educational objectives

This was developed by B. Bloom (1956) at the University of Chicago (USA). It means classification of educational objectives based on the intended behaviour outcomes of the learners. The classification involves objectives, which cater for:

- the cognitive domain. This is usually associated with the mental abilities and therefore leads to acquisition of knowledge.
- the affective domain. This is associated with the attitude and feelings and leads to the development of appreciation and likes of a person, values, attitudes, skills and body parts.

Each of the above domains is further classified into sub-groups. For the start you are introduced only to the cognitive domain. The behavioural objectives (of the cognitive domain) are arranged from the simplest kinds of learning to the most complex. The following is the taxonomy of educational objective of the cognitive domain.

The main categories / levels are:

1. Knowledge - This is defined as the remembering of previously learned material. The emphasis is cramming and recalling of facts.
2. Comprehension - The ability to grasp the meaning of material. This is the lowest level of understanding.
3. Application - The ability to use learned material in new and concrete situations.
4. Analysis - The ability to breakdown material into its component parts so that its structure may be understood.
5. Synthesis – The ability to put parts together to form a new whole.
6. Evaluation – The ability to judge the value of material.

The more the levels covered the greater the intellectual development of the child. Many of the teachers' objectives and questions tend to be at level one i.e. knowledge, because these are easy to formulate. This is not good for the learners because their intellectual potential will not be fully developed.

(ii) Curriculum content

A curriculum has to show content or subject matter that will be used to achieve the aims and objectives formulated. The following factors concerning curriculum content have to be considered:

❑ Selection of content

In the recent past there has been “knowledge explosion.” Knowledge doubles every 10 years. Some knowledge becomes outdated and therefore irrelevant. Therefore the curriculum developer has to make selection. Selection will be based on the following criteria:

- Philosophical criteria – which knowledge is the most worthwhile to pass on?
- Psychological criteria – the needs and interests of children, their development, the nature of the learning process, methods of teaching, etc.
- Sociological/cultural criteria – values and aspirations of society, relevant contemporary issues in society e.g. gender and environmental issues, the need for acquisition of skills for self-employment. In short “content should be selected for its relevance and fitness to the emerging needs of students and to the society it is intended to serve”.

☐ **Characteristics of good content**

- Should not be over-crowded, over-loaded and over-ambitious.
- Should be balanced properly against time and resources available.
- Should also be balanced by covering all the domains.
- Should be relevant to the learner and to the society.
- Should be meaningful to the learner.
- Should be well sequenced i.e. there should be logical relationship from different types of contents.
- Should be flexible i.e. respond to the ever changing needs.

☐ **Organisation of content**

Unless curriculum content is organised along a certain pattern, learners may not easily get it and its aims and objectives may not be achieved. Topics and subjects do not haphazardly follow each other.

The following are some of the ways content may be organised:

- The core curriculum – This has been covered.
- Integration – This is bringing together principles or concepts common to a number of subjects e.g. Social Studies or Science. Integration can be horizontal i.e. looking at different subjects at the same time on the same level. It can also be vertical whereby within the same subject the relationship between different topics at different levels is considered.
- Sequence – This refers to the arrangement of content in order of its complexity. Simple topics or concepts should appear first. Children should not be taught what they are not ready for.
- Balance of breadth (horizontal coverage) and depth (vertical coverage) must also be considered. A teacher should not go so deep in a given topic at the expense of other topics. Going deep will also increase the abstractness of the subject.

☐ **Organisation of learning experiences/methods**

This is an important element of curriculum because where there is no organisation and where good methods are lacking learners will not grasp the content and therefore the aims and objectives will not be achieved.

❑ **Evaluation**

This is an important component of curriculum. It helps to get feedback and make the necessary improvement on educational activities.

You will get more details on these elements in the next units.

d) MODELS OF CURRICULUM DEVELOPMENT

Curriculum designing is an activity of working out a general plan that curricular activities will follow. It can be compared to a building design. Though the design is on paper it finally affects the shape and nature of the building. A designer helps to see the “structure” as a whole. This helps builders not to make mistakes. These observations can be compared to the curriculum designing and development process. Bishop (1985) summarizes the point well when he writes that.

“ ... to see things in their right perspective one needs a panoramic view. We need first to see the whole process of curriculum development on a broad canvas before getting down to the specifics.”

Curriculum development is the activity of working out details that make up the required curriculum. Normally this will be inline with the curriculum design. The core of curriculum development is the development of subject syllabuses.

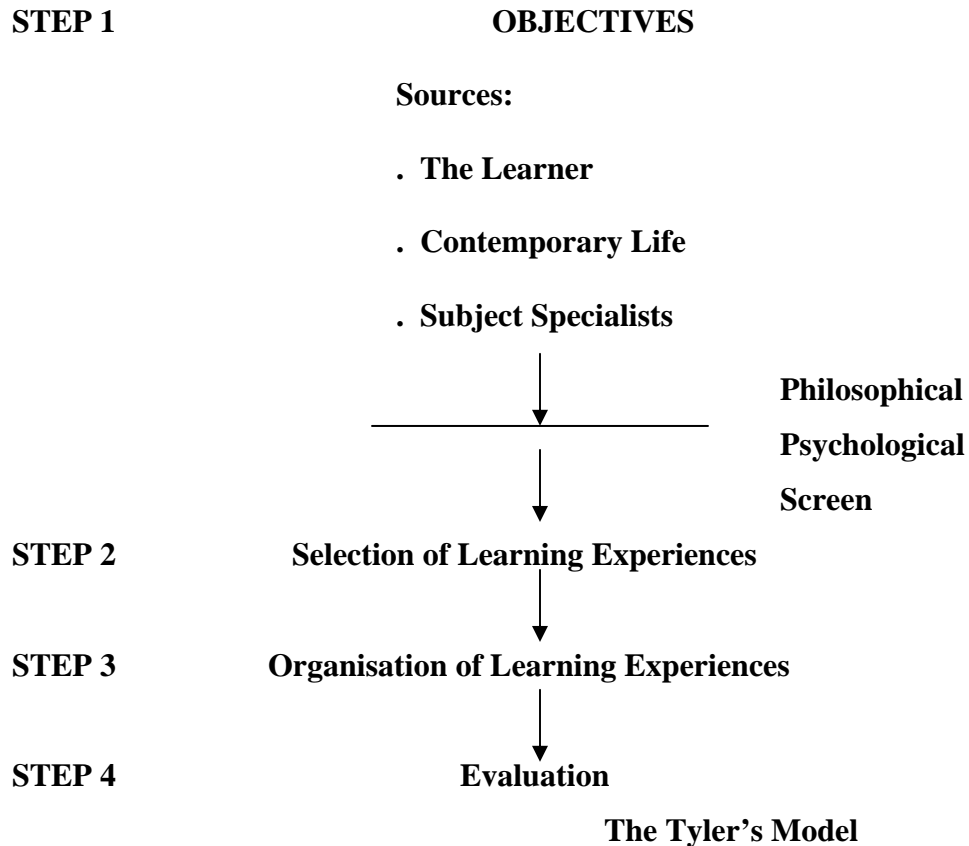
Curriculum implementation is the process of putting the curriculum into practice. The core of curriculum implementation is the teaching-learning process.

A curriculum model is the general pattern or framework that will determine the course or direction of curricular (or educational) activities. At a glance one should see the nature and the process of the education activities.

Examples of curriculum models:

1. The Tyler Model

The steps in curriculum development are illustrated in the figure below:



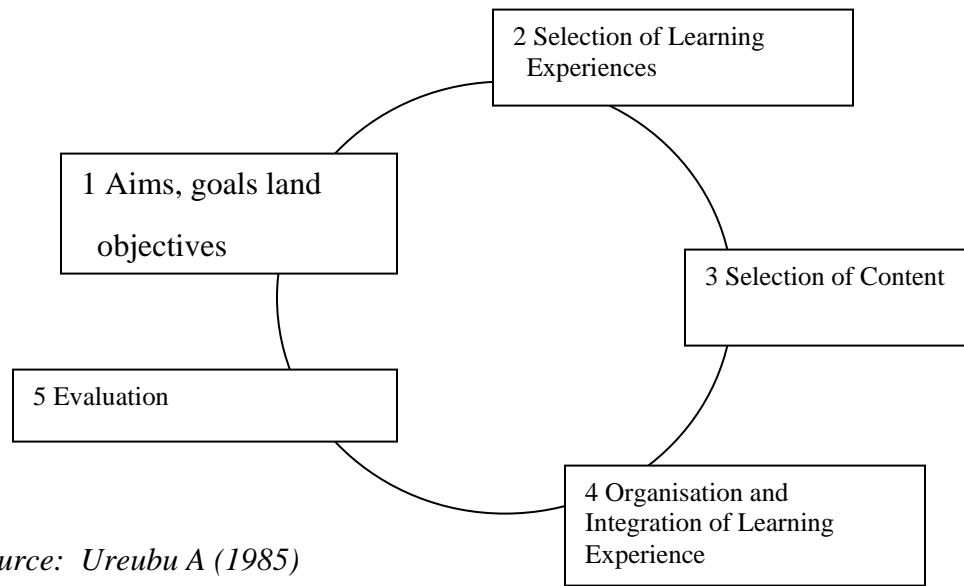
Source: Ureubu A. (1985), *Curriculum Studies*, Burnt Hill: Longman.

It was Taylor who came up with the four elements of curriculum. According to him, curriculum development can:

- begin with any element, e.g. you can begin with evaluation. You evaluate the existing content, aims and objectives and methods to determine the next step in the curriculum development process.
- take any direction as long as you cover all the elements.

Tyler's model has been criticized for its lack of direction. Some starting point must be established.

2. The Wheeler Model

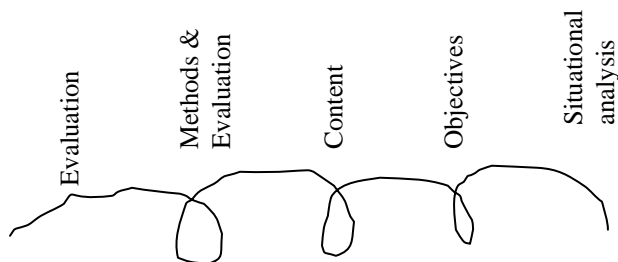


Source: Ureubu A (1985)

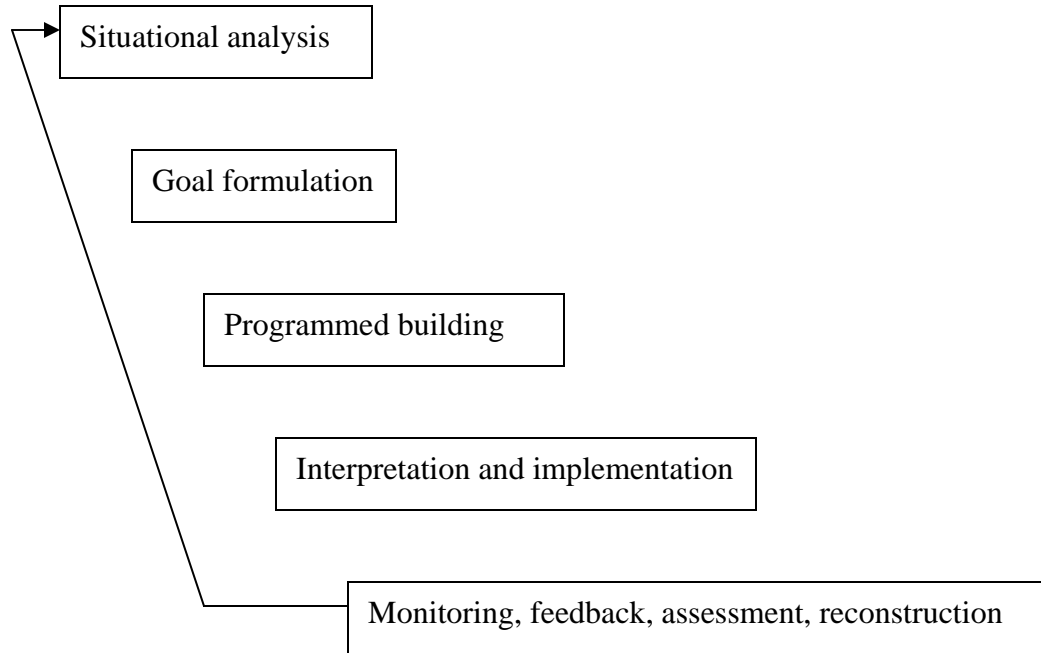
Wheeler's model is cyclical and continuous. Curriculum development is a continuous process. It begins with identification of aims and objectives but does not end with evaluation. The aims and objectives, too, need to be evaluated and so the process begins again.

4. The spiral model

By spiral model, it means that the same fundamental ideas or content is repeated over and over again as the course develops, each time at a more complex level. It involves continual introduction of powerful ideas and principals or adding new ideas and present them. The spiral model is illustrated below:



4. The Skilbeck Model



According to Professor Skilbeck, you have to carry out situational analysis first. This involves finding out the context in which the curriculum development process is to take place and about the feasibility of it being successful. We must know where we are before we plan a course of action. Situation analysis involves collecting basic information about the education system, the learners and the teachers.

- Goal formulation – involves deciding on priorities and emphasis.
- Programme building – involves decisions on content methods, learning aids, learning facilities, personnel and timetabling.
- Interpretation and implementation has to tackle the problem of the clash between the old and the new curricula.
- Monitoring and feedback will lead to re-analysis and current situations affecting educational activities. This also makes the model cyclical in nature.

Now attempt these activities given below to check your understanding:



ACTIVITY DPS/1/2-3

1. Describe any three problems in our society that you would want aims and objectives of education to focus on.

.....

.....

.....

2. Give two examples of how aims and objectives should be relevant to the needs of society.

.....

.....

3. In what ways does education promote the affective domain?

.....

4. Give two reasons why there should be selection of content in the curriculum development process.

.....

.....

- 5a) What do you understand by “integration”?

.....

.....

- b) Give one advantage and one problem associated with integration.

Advantage

Problem

6. Give two reasons why curriculum development should begin by identifying aims and objectives.

7. “Without evaluation the curriculum development process is not complete”
Give two reasons to support this view.

.....

.....



Check your answers with those given at the end of the Unit.

TOPIC 2 CURRICULUM INNOVATION

In topic 2, you learnt that curriculum aims, objectives and content have to be relevant to the needs of the learner and those of society. Our society is dynamic. It is ever changing. Therefore changes or modifications in the curriculum have to be made from time to time as need arises.

a) DEFINITION OF INNOVATION

To innovate, according to a dictionary, is to introduce changes and new ideas. Innovation is defined as activating forces within the system to alter it. This means that all the factors and people involved in education must be active in creating the necessary changes. Innovation can also be defined as making and initiating adjustments to improve an educational activity.

You have frequently heard education officials saying that a teacher must be innovative. What do they mean? A teacher must make changes in his or her methods of teaching, ways of obtaining and using learning aids and methods of class control.

? What changes do we expect the Headteachers, District Education Officers, Inspectors, teacher educator (trainers) to make in their plans or methods of work?

Any object, activity, or method (in life) that ceases to produce the required results is modified or replaced, why not in education? That is what innovation is.

b) FACTORS OF INNOVATION

Any process of innovation involves the following four major factors.

- (i) **The Change Agent:** This is also called the innovator. Innovators range from teachers to international bodies. This means that people (and organisations) involved in education at UNESCO and UNICEF, Action Aid, World Vision can make innovations which affect more than one country.

Is there a chance of parents to be change agents in the education of their children?

- (ii) **The innovation or change itself:** Examples of innovations are many. They include new approaches e.g. integrated approaches, new subjects or themes, new methods of teaching distance education, administration of schools.

The innovation may be on a small scale e.g. in a single subject or in a single school. It may be on a wide scale involving the whole nation or the whole education system e.g. making a subject compulsory. The magnitude (size) of the innovation will depend on the need or problem identified.

(iii) **The user system.** - This is the person or group at which the innovation is directed or targeted. An innovation has a purpose and the purpose involves people.

(iv) **Time** – Innovation is essentially a social process and so takes place over a period of time. The first three key factors answer the simple question:

Who (the change agent) says?

What (the innovation) to?

Whom (the user)?

c) **THE PROCESS OF INNOVATION**

Most major innovations go (or should go) through the following logical phases:

(i) **Identification of a problem** - There is dissatisfaction or some need that requires attention. It must be a real problem, a root cause and not mere symptoms. For example, Is unemployment to be blamed on the education, economic or political system? Practical graduates would still be unemployed if there is no market for their produce. In this case is the educationists or the economists to blame? Other examples where the real problem must be identified include student indiscipline - Is it teachers or parents to blame? Student academic failure – is it teachers, administrators or the economy to blame” Can you give more examples?

(ii) **Identification of possible solutions** - This should take into account economic, social and cultural factors or limitations. For example:

- Can the economy at national and district levels and personal incomes support and maintain the innovation?
- Is the innovation worth the expenses?
- How will the society (learners, teachers, parents, employers) embrace the innovation?
- How will the innovation relate with the examination system?

Some of the categories of people mentioned above maybe opposed to new ideas like vocational education. The innovator must know the characteristics of the user system and find ways of “marketing” his or her innovation. People tend to resist change. They want to maintain uninterrupted culture. So all the possible solutions are analysed and evaluated.

- (iii) Selection of a particular solution (innovation) - From the possible solutions the change agent will select that solution, innovation, educational change that it considers will **best** achieve the desired results with the greatest effectiveness at reasonable cost. What innovations would you expect from the following bodies?:

The government Project Implementation Unit (PIU); National Curriculum Development Centre (NCDC), Uganda National Examinations Board (UNEB), the Inspectorate, the DEO's office and the Headteacher's office?

Discuss this question with your peers.

- (iii) Trialing and Evaluation – Pilot Phase - Have you ever heard of pilot projects? What are they? In educational innovations the optimum solution selected in number (iii) above has to be introduced into the client/user system on a trial basis. That is, you have to try it (experiment) on a smaller group before introducing it to the entire user system. Trialing involves the following stages.

- Sensitization (promoting awareness and interest)
- Establishing internal organizational procedures and arrangements i.e. how the pilot project will be carried out.
- Procurement and organization of relevant resources e.g. finance, materials.
- Training courses (and possible incentives).
- Setting up monitoring and feedback procedures. This is to assess the relevance and effectiveness of the innovation.



Why is the pilot phase important in curriculum innovation?



Note: If the innovation is going to be national then pilot phase (pilot districts, pilot schools) should be representative. The possibility of success of the innovation will not be easy to determine if piloting is done only in “rich” accessible districts or schools.

(iv) **Implementation** - After the innovation is trialed and “polished” it is now embarked on for the whole user system. This could be the whole country, district or school. Implementation is different from trialing because:

- it involves new or greater problems e.g. more users, transport costs, stationery, etc.
- it involves new people who may have greater resistance to the innovation.
- On average it gets less funding. There is greater motivation at the pilot phase because of good funding (in most cases from donors) than at implementation phase when (in most cases) the government takes over.

Therefore it is not automatic that when the pilot phase succeeds the implementation stage will succeed. This is good caution for educational planners.

(v) **Institutionalization** - Many people, perhaps including you, think that the implementation is the final stage. That is not true. Institutionalization is the last. This means making the innovation part and parcel of the education system. At the implementation stage you can pull back or terminate the innovation because you can easily isolate it from other educational activities or plans. This is not the case with institutionalization unless you over-haul the entire education system. At what stage do you think Social Studies, as an integrated subject is? Give reasons for your answer. Give more examples of innovations and the stages they have reached.

In Uganda (and other developing countries) there are many educational projects/innovations which never reached the final phase i.e. institutionalization. The causes of this failure are:

- Total reliance on foreign funds.
- Reliance on foreign funding and technical assistance i.e. expertise.
- Lack of national commitment. This includes inefficiency, laziness, corruption and nepotism on the part of those involved.
- Lack of involvement and sensitization of the users i.e. “Forced feeding”.
- Lack of systematic planning including hasty (hurried) decisions.
- Over-ambitious politicians and educational administrators. Some of them, for political reasons, may not be patient enough to go through the above discussed stages.
- Unstable political climate.

You remember what we said about a curriculum development process. It is continuous. Even an institutionalized innovation after some time outlives its usefulness and the need for change arises. Can you do this activity given below?



ACTIVITY DPS/1/2-4

1. With examples define the term “Innovation”.

.....

.....

2. Give two reasons why some teachers are not “innovative.”

.....

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3. In what way is time an important factor in innovation?

.....

.....

4. Give an outline of the stages/phrases education goes through.

.....

.....

5. Dropping out of school, even when there is UPE, has continued to take place. As a potential innovator , what solutions do you suggest to tackle this problem?

.....

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.....



Check your answers with those given at the end of the Unit.

d) THE PLANNING OF INNOVATION

Innovation involves a lot of resources, people and interaction between innovators and users. It is therefore important that careful planning is done. This saves a lot of the scarce resources. Planning involves forecasting and taking measures in advance of how to avoid some problems. Alternative strategies or “routes” should be foreseen.



Can you identify any educational activity in your school or district which ceased to function because of lack of planning?

For effective planning of innovation, the following elements should be considered:



Note that a word or phrase has been put in brackets for some of the elements to show the question(s) the innovators would ask themselves while planning.

- (i) The personnel to be employed (Who?) At all the stages of the innovation process there should be people who have the expertise (specialized knowledge and skills) and capacity to do their allocated tasks. Do not involve “learners-on-the job” type of people.
- (ii) There should be specification of what the actual task is (what). The planning should show what has to be done. The innovation in action should be seen in advance e.g. its size, scope, role of teachers, researchers, etc. The task and materials must be manageable by those handling them.
- (iii) The method, the strategy produced to undertake the task (how). Is the change to be effected by a formal, legislative approach i.e. by Act of Parliament and government regulations? Or is it by a more natural approach relying on new ideas diffusing or spreading and gradually catching on? Many innovations have spread from one district or school to another without formal government backing. Community advisors, developers and publicity (mass media) would be of great significance. Some approaches may be between the legislative approach and the natural approach e.g. innovations by the Ministry of Education (and its institutions) that do not pass through Parliament.
- (iv) The equipment needed (with what?)
- (v) The plant, building or environment (where) equipment should not be too much or too little. Continued supply should be ensured in advance.
- (vi) The cost entailed. Planning should be based more on realistic analyses than on aspirations. The cost should not only involve initial trials but also the full implementation costs of any innovation. Governments (or any innovators) should plan innovations that suit their income, time and manpower. An innovation should not be too elegant or sophisticated to be managed.

Many employers are beginning to insist on computer literacy when advertising jobs. Would the government be realistic to introduce and make computer science compulsory at 'O' level today? Give reasons for your answer.

- (vii) Other people or rather social contexts on which the innovation is based. The innovation needs the co-operation of the interested parties, especially the most powerful or influential people or organisations like religious bodies. The users and all people concerned should be involved, motivated and convinced about the value of the innovation. What problems would the following innovations encounter?

- Introducing family planning education.
- Cost sharing.
- Vocationalised curriculum.

It is better to negotiate or have a dialogue on the innovation with the representatives of the users. An imposed innovation will be rejected or poorly implemented.

- (viii) Time (when and for how long?). Innovations take time. People and social systems are generally slow to welcome changes. The innovation should not be too hasty.
- (ix) The scheduling of sequencing or co-ordinating of activities (i.e. in what manner). Time spent on planning the sequence and co-ordination of events is time well spent. The more precise the co-ordination the faster the process of innovation.
- (x) The rationale for undertaking the innovation (Why?). That is, what are the justifications for the particular approaches used in the operational phase? The reasons for the innovation and methods of carrying it out must be established.
- (xi) The evaluation of the consequences or effects resulting (with what affects). This last element helps to make the final decision whether to go on or not.

Three factors determine whether an innovation will be on a wide or small scale.

- i. the political climate; national, local or in an institution.
- ii. Sufficiency of manpower and material resources.
- iii. its position among other programmes and priorities.

e) STRATEGIES OF INNOVATION

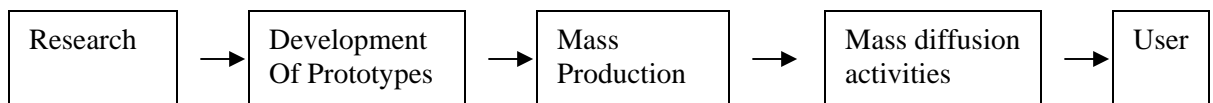
By strategy is meant all the available procedures and techniques used by individuals and groups at different levels of the educational system to attain desired objectives. A strategy is a deliberate attempt to carry out an innovation. Innovation can be brought about using different models e.g.

1. Research, Development and Diffusion model (9R, D and D)

Innovation, according to this model begins from the centre, the top, the headquarters down to the users. Characteristics of R, D and D model:

- (i) Decisions taken are based on research findings.
- (ii) Operates on a large scale e.g. involving the whole country.
- (iii) It is centred at or begins from the top.
- (v) Does not involve teachers adequately but prepares ready-made innovations for them.
- (vi) Involves quality material which has to go through these stages:
 - Basic research done and material developed.
 - Trials of the innovation in the field.
 - Mass production of the modified/improved material.
 - Large scale (Mass) diffusion (dissemination) of innovation – through courses, conferences, workshops, etc.
 - Implementation of the innovation by the users schools, teachers, learners, etc.

This model can be illustrated as follows:



R, D and D Model

Advantages of this Model:

- Experts and talented teachers can be used to benefit the whole system.
- National problems/priorities can be tackled. Innovation is based on sound/adequate data and should last longer.
- Quality material, because it is tested first.

Disadvantages of this Model:

- High cost e.g. due to research costs.
- Limited involvement of teachers.
- Generalisation and therefore rigid ideas i.e. local variations are ignored.
- May be resisted by implementers and users.



Note: This model can be called centre-periphery model. The other variation is the proliferation of centres model. The primary centre (headquarters) trains trainers of trainers. These become agents for training others in their districts/regions. The training centres multiply from one at the national headquarters to several at the district headquarters.

2. Social-interaction model (S.I)

Innovational ideas begin and spread informally from one individual group or system to another e.g. through social and educational contacts. Users can “borrow” ideas from other user innovators. This can be through seminars, workshops. Inspectors, opinion leaders, etc. can help transfer ideas from one periphery to another (and therefore the other title is periphery – periphery model).

Advantages

- Ideas spread in a natural process and therefore teachers/users easily accept and internalize them.
- It may not be costly.
- It is relevant. People search for ideas or innovations that are related to specific problems.

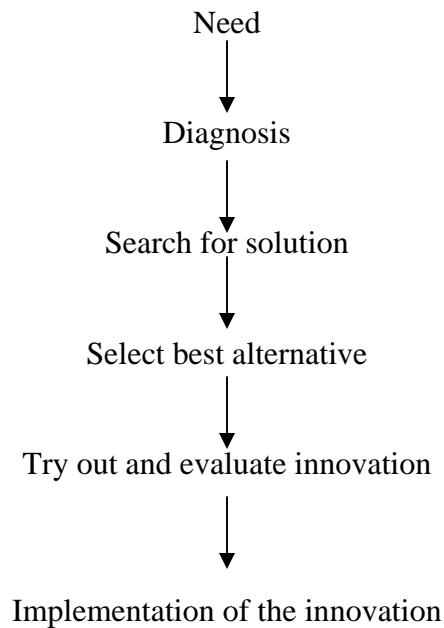
Disadvantages

- This process is slow because it is informal and unplanned.
- Some distortion may take place en-route. That is; the borrower may distort the borrowed innovation.
- Some innovation may not go beyond the innovator/users i.e. nobody to spread it. Some good innovations may not reach other schools or teachers.

Give examples of ideas or innovation you learnt from your colleagues from other schools.

3. The Problem-Solving Model (P.S)

By this model the innovators are the users themselves. They try to use the ideas. Personnel and resources they have to solve their own problem(s). This model goes through the following stages:



Advantages

- Teacher will be more committed because he or she is an innovator himself or herself and therefore the innovation will survive longer.
- Innovation answers a particular problem i.e. it is very relevant.
- There is flexibility as far as time, resources and methods are concerned.

Disadvantages

- Limited quality because it may lack expertise knowledge.
- May be gambling, not found on some basic principles.
- May take much of teacher's time. That is; instead of teaching, a teacher may be so much absorbed in the development of the innovation.

4. The Linkage Model (L.M)

This involves some characteristics of the 3 models already discussed. The linkage centres could be teachers' centres, regional resource centres and institutes of education. These provide link between innovators and users. They do so by holding seminars etc. by providing support, evaluation and finance where possible.

f) EXAMPLES OF CURRICULUM INNOVATIONS IN UGANDA

Check for the words “innovate” and “reform” in your dictionary. The definitions given are basically the same that is to bring about good changes.

National reforms and innovations

Every ten years the education system is supposed to be reviewed so that the necessary major reforms and innovations are made or introduced. When you were training as a Grade III teacher, you must have studied about the past educational commissions and the changes they introduced in the education system. You can get more details on this topic in the second or third Module to come.

The most recent educational reform commission was that chaired by Professor W. Senteza Kajubi. Its report, called Education Policy Review Commission Report, was submitted in 1989. During the ten-year interval other innovations, not necessarily recommended by an educational commission, can be introduced.

Some of the major innovation suggested by the EPRC (and the White Paper) are the following:

1. Democratisation of education – availing educational opportunities to everyone. The disadvantaged groups are now being attended to e.g. the Karimajong, the handicapped (special education) the urban poor children. These need special curriculum.
2. Universal Primary Education (UPE). This is in progress.

3. Vocationalised Curriculum. Funds and teachers with relevant skills are not yet in place.
4. Changing of the primary school duration from 7 years to 8 years.
5. Introduction to Kiswahili and a new emphasis on the mother tongue.
6. Continuous assessment. UNEB is already working out the strategy to help teachers on how to conduct continuous assessment. This will reduce over-reliance on the PLE.

If you can, get those documents and find out more recommendations that affect even other levels of education.

Some NGOs in co-operation with the Ministry of Education and Sports institutions have introduced innovations in schools. Examples include:

- Population and Family Life Education by NCDC funded by UNFPA.
- Child-to-Child funded by UNICEF (formerly) and now by Red Berna.
- Life Skills – funded by UNICEF.
- Basic Education for the Urban Poverty Areas (BEUPA) funded by GTZ (a Germany NGO) and Kampala City Council.
- Distance Education for Teacher Trainees funded by different NGOs e.g. USAID, Action Aid, ADRA, (an SDA NGO), etc.



Can you give more examples of innovations by NGOs?

There are many other types of innovations introduced and carried out by different groups. Some innovations come as directives from education offices or Inspectorate e.g. abolishing corporal punishments.

Some individual districts, schools, headteachers and teachers are free to make innovations as long as they do not contradict government policy or the general aims and objectives of education.



Can you give an example of an innovation by each of the mentioned groups or people?

There is always room for educational innovations at whatever level. Try out the activities given below:



ACTIVITY DPS/1/2-5

1. Why is it not good to plan an innovation basing on foreign funds?

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.....

2. Give two ways in which the political factor is important in planning an innovation.

.....
.....

3. In what ways are people's attitudes and cultures a problem to curriculum innovation?

.....
.....

4. What do you understand by the centre-periphery model of curriculum innovation?

.....
.....

5. What are the possible teacher's reactions to the innovations imposed from above?

.....
.....

6. Why are many of the EPRC's recommendations not yet put into practice?

.....
.....



Check your answers with those written at the end of the Unit.

GLOSSARY

Aim	Target, anticipated achievements that are not so broad (goals) and not so specific (objectives)
Aspirations	Something one hopes (and therefore works) to achieve.
Change Agent	Somebody or institution that helps in the implementing of a certain change.
Context	the influences, events, circumstances that have an impact, or effect on something else.
Continuous Assessment	A regular internal evaluation of a learner's character and academic abilities.
Core	The central or the most important part of something.
Drill	Giving children quick practice on some skill.
Elements	Parts, components that make up something.
Innovation	New ideas, change, actions, activities or items that are introduced to improve the teaching-learning processes.
White Paper	This is a government report (on education) outlining future plans.

NOTES AND ANSWERS TO ACTIVITIES

ACTIVITY DPS/1/2-1

1.
 - A curriculum is broader than a syllabus because the former involves all learning experiences while the latter focuses on a specific type of learning content called a subject.
 - A syllabus is therefore a subset of curriculum.
 - However, people loosely use the two words interchangeably i.e. refer to a syllabus as a curriculum but technically this is not correct.
2. Peers have a lot they give and receive from each other which forms part of the hidden curriculum – e.g.
 - (i) Language – grammar, vocabulary, pronunciation and jargons.
 - (ii) Morals – good and wrong advice.
 - (iii) Fashion / tastes – hair, clothes, food, walking.
 - (iv) Practical values – working hard like peers, learning skills like knitting, games, etc.
3. Core curriculum is given special status in these ways:
 - allocated more time.
 - well scheduled; e.g. to begin in the morning, when the week or term is at its climax.
 - well facilitated – with books, learning aids.
 - well trained teachers.
 - more funding e.g. for seminars.
 - more evaluated / examined.
4. Co-curricular activities have helped;
 - footballers/athletes etc. to get a vocation.
 - music-talented people to employ themselves through entertaining the public and selling music cassettes.
 - dramatists earn a living through their shows.
 - some students eventually to secure employment related to their interests e.g. Scouts, Red Cross, Wildlife societies.

5. Closing the gap between the official and actual curriculum:
 - equip schools.
 - effective teacher training.
 - increased inspection of teachers and headteachers.
 - hold regular seminars and refresher courses.
 - design a curriculum which reflects the current economic and social factors.

ACTIVITY DPS/1/2-2

1. Politics at the local level affects education at primary school in many ways:
 - mobilizes parents to send children to school.
 - ensures security and peace.
 - local politicians can instigate the community against the headteachers because of their political beliefs.
 - local politicians can organize fund-raising activities for the school.
 - disharmony among teachers due to local politics.
2. Children from rich homes are likely to perform better than those from poor homes because:
 - they eat and sleep well and therefore attentive enough at school.
 - they receive textbooks and stationery from parents.
 - they are not interrupted with domestic activities.
 - they gain much from the mass media at home –radios, T.V, newspapers and magazines.
3. The way the schools are isolated from the local communities:
 - medium of instruction (English) is different from the language of the community.
 - headteachers and teachers may be from distant areas.
 - school does not purchase local materials and foods from the local people.
 - teachers use examples from distant areas to illustrate points.
 - lack of field-trips
 - failure to use local expertise e.g. musicians, priests, etc.

4.
 - this research would not be representative of the whole population because a small percentage of population live in towns.
 - urban children have access to mass media more than rural areas.
 - their attitudes to culture is different from that of rural children.
 - urban areas have better social amenities.
 - urban children tend to be younger than those in rural areas at the same level.
5.
 - a) Why all grade IIIs are assumed the same:
 - There is one grade III teacher training programme i.e. same training.
 - same salary therefore same morale.
 - teachers work in similar environments.
 - teachers are under the same administrative structure i.e. headteachers, PTAs, Management Committees, DEOs, etc.
 - b) Grade III teachers are not the same
Differences are
 - age
 - sex
 - private sources of income
 - attitude to profession
 - marital status
 - location of school and home

ACTIVITY DPS/1/2-3

1. 3 problems in society which aims and objectives should focus on include:
 - unemployment
 - indiscipline among adolescents
 - addiction
 - environmental degradation
 - domestic violence
 - political intolerance
 - etc.
- 2a) Aims and objectives should be relevant to the:-
 - unemployment
 - indiscipline among adolescents
 - addiction
 - environmental degradation
 - domestic violence
 - political intolerance

- b) Aims and objectives should be relevant to the:-
 - economic
 - moral/spiritual
 - cultural/social
 - political needs of society

3. Education promotes the affective domain in the following ways:
 - through co-curricular activities
 - the types of methods used in teaching e.g. group work.
 - the content studied in Religious Education, Social Studies, Music, etc
 - teachers and peers acting as role models.

4. Why selection of content
 - there is too much knowledge today.
 - some of the knowledge is actually outdated and/or irrelevant.
 - the most worthwhile/relevant knowledge must therefore be selected.
 - it must also be manageable in terms of time, manpower and resources.

- 5a) Integration is bringing together related ideas from different subjects to form one content/subject.
- b) Advantages of integration:
 - makes learning realistic, other than breaking content into smaller groups called subjects.
 - It is economic: fewer teachers and learning materials e.g. textbooks are used.
 - It saves time : compared to Social Studies.

Problems associated with integration:

 - Some people think integration content is not rich or deep enough.
 - Lack of well trained teachers to handle integrated subjects in the way they should.

Teachers still think along the “old lines.”

6. Curriculum development should begin by identifying aims and objectives:
 - so as to get the general direction for education.
 - this promotes the relevance of the curriculum developed.
 - aims and objectives help in identifying content and methods.
 - identifying aims and objectives will ease the evaluation of the programme(s)

7. Curriculum development process without evaluation is not complete because there would be no way of establishing whether the:
 - aims and objective
 - content and
 - methods and organisation of learning experience were properly developed and implemented.
 - evaluation helps in polishing all the other elements and activities of the curriculum.

ACTIVITY DPS/1/2-4

1. Innovation means an act of introducing a change for the sake of making an improvement of what one has been doing e.g. introducing a new method of teaching motivating teachers, improving academic performance.
2. Reasons why some teachers are not so innovative:
 - theoretical training
 - demoralized; very little interest in teaching
 - too busy due to many lessons and big classes
 - too busy with personal/private work
 - conservative
3. Time is an important factor in innovation:
 - duration of an innovation affects financing and other activities
 - commencing (when to start) depends on the urgency of the innovation
 - for wide-scale innovation **scheduling** of different activities has to be planned; this means each component activity done at the right time.
3. Stages / phases innovative go through:
 - identification of a problem or need
 - identification of possible solutions
 - selecting the best solution
 - trialing/piloting the solution/innovation
 - implementing the innovation on a wider scale
 - institutionalization
 - absorbing the innovation in the education system

5. Innovation to reduce dropout rate:
- hold seminar to help teachers use methods which attract children to stay in school
 - use child-to-child approach i.e. help children to advise each other
 - use of mass media
 - use/apply law – e.g. local official not to tolerate loitering children

ACTIVITY DPS/1/2-5

1. It is not good planning an innovation basing on foreign funds.
 - funds may be withheld by donors
 - funds may delay therefore innovation comes to a stand still
 - donors dictate the details of the innovation to suit their own understanding
 - donors impose their own technology e.g. equipment, spare parts
2. Political factor is important in planning an innovation.
 - security of the innovator, personnel and users has to be guaranteed.
 - national political support will attract funding from government.
 - local political support will ease mobilization.
 - political sabotage or interference must be guarded against.
3. People's attitudes and cultures are a problem to curriculum innovations.
 - (i) people are conservative. They do not want to change their beliefs and practices e.g. attitudes on sex, girl-child.
 - (ii) or their rate of change may be slow compared to the targets of the innovation.
 - (iii) some attitudes may even be hostile e.g. an unwanted subject, language or education officials.
4. The centre-periphery model is the research, development and diffusion model. It is a model whereby an innovation is conceived and designed from the centre (headquarters) and taken to other areas within the user system.
5. Reactions of teachers towards an innovation imposed from the above are:
 - a) resistance/disapproval and therefore ignore.
 - b) receive the innovation half-heartedly and therefore poorly Implement it.
 - c) warmly receive and implement the innovation.

6. Many of the EPRC's recommendations are not yet put into practice largely because of lack of funds. It is also possible that some of the educational leaders have not been active enough.

END OF UNIT ASSIGNMENT DPS/1-2

This assignment is intended to help you consolidate what you have learnt in this Unit. You are therefore advised to read the whole Unit again before you attempt the following questions. Individually make notes which will prepare you for group discussions. These notes will serve as a summary of what you have learnt in the Unit.

1. What challenges does the meaning of the word “curriculum” pose to educational administrators and planners?
2. Outline the different contexts / factors which influence curriculum activities.
3.
 - (i) What do you understand by Research Development and Diffusion Model?
 - (ii) Why are many teachers not so innovative in their services?

UNIT 3

EARLY CHILDHOOD EDUCATION

REF/DPS/1/3

INTRODUCTION

You are welcome to this Topic, which introduces you to Early Childhood Education (ECE). As a primary school teacher, you know that the responsibility of children is part of your everyday life. Primary education is about teaching young children and that is why it is closely linked with childhood development, curriculum and classroom practice. You therefore need to have a clear understanding of how children grow and develop so as not to be surprised about children's behaviours during teaching and learning.

This topic will help you to provide young learners with a good beginning by bringing out their potentials for further education and adult life.

Aims

This unit aims at helping you to understand and utilise knowledge about child growth and development, their needs and interests. It also aims at enabling you to choose and use appropriate methods and resources to teach young learners better in the primary school.

Objectives

By the end of the unit you should be able to:

1. explain the concept of Early Childhood Education.
2. describe Early Childhood Education in Uganda today.
3. explain the growth and development of the young child in relation to his/her educational needs.
4. explain the development of speaking, listening, reading and writing skills in your children.
5. apply knowledge about management and administration of lower primary classes in teaching.
6. analyse contemporary issues in Early Childhood Education.

The topics to be covered

This unit is divided into 6 topics

Topic 1 The Concept of Early Childhood Education

- a) Concept and nature of Early Childhood Education.
- b) Objectives of Early Childhood Education.
- c) Early Childhood Education in Uganda today.

- Topic 2 Child development**
- a) Concept of child development.
 - b) Characteristics of child development.
 - c) Factors influencing child development.
- Topic 3 Cognitive and language development**
- a) Meaning.
 - b) Stages of cognitive development.
 - c) Language development.
 - d) Implication of these to the teachers.
- Topic 4 Social development**
- a) Attachment behaviour.
 - b) Relations with peers.
 - c) Development of emotions.
 - d) Implication of social development to a classroom teacher.
- Topic 5 Management and administration of lower primary classes 1-3**
- a) Classroom organisation.
 - b) Management of learning activities
- Topic 6 Contemporary issues in Early Childhood Education**
- a) Policy issues
 - b) practice
 - c) Training issues

TOPIC 1: CONCEPT OF EARLY CHILDHOOD EDUCATION

In this topic you will learn about:

1. Concept of Early Childhood Education
2. Objectives of Early Childhood Education
3. Early Childhood Education in Uganda today.

a) THE CONCEPT OF EARLY CHILDHOOD EDUCATION

The statement “Early Childhood Education” bears “childhood” and “Education” that you need to explain in order to understand fully what it means.

“Childhood” refers to a state Dictionary, 8th Ed. 1992). It is therefore the very beginning years of life for human development, hence “early childhood.”

“Education” has been defined in many ways and you will read more about it in the next unit. However, for the purpose of this Unit, we shall consider Early Childhood Education as a process of guiding or directing and facilitating a young human being to grow and develop into a useful individual. It is the education young children receive during early years of development. In Uganda, it is offered to children of 8-13 years.

Early Childhood Education therefore refers to early guidance and facilitation that young children receive during their early years of development. This guidance and facilitation could be in terms of acquisition of knowledge, skills, values and development of attitudes that will become a foundation on which the child will lean on for further development and education. Early Childhood Education includes socialization, cognitive stimulation and protection of the child and child rights. Early childhood education therefore helps you to identify the needs of young children in their respective environments. It also enables you to understand not only their environment but also experiences and the opportunities children are offered and the need to respect and value children as personalities with different capabilities.

You must have at least heard from radio and TV or read from books, magazines and articles in newspapers about children’s development, care and protection.



ACTIVITY DPS/1/3-1

Choose any magazine or newspaper that highlights the development and Care of children. What topics does it address?



Discuss with your peers or friends.

Early childhood Education also brings together all those who work with and care for children. That means that it involves the parents, Early Childhood teachers, and all those engaged in the care and education of young children.

b) THE NATURE OF EARLY CHILDHOOD EDUCATION

You have already seen that Early Childhood Education (ECE) deals with the care and guidance of young children at their early years of development. It therefore means that the nature of Early Childhood Education is enclosed within child development. This is the only possible way you can understand human development by observing and studying the process of growth and development from conception through infancy to adulthood. In studying child development, the central idea revolves around the changes that are observable and are accompanied by an element of maturation (becoming better than the previous stage). Development is characterized by changes in complexity and function physically, socially, mentally and so on. Child development is therefore highly significant in Early Childhood Education and should be of concern to all those in the circle of child rearing and related fields dealing with children.

c) OBJECTIVES OF EARLY CHILDHOOD EDUCATION

The objectives of Early Childhood Education can be found within the objectives of pre-primary education and primary education as stated in the Government White Paper (1992) Page 35.

Aims and objectives of pre-primary education are:

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

As a teacher of young children, you can see from the above objectives that your responsibility is quite big and demands that you fully understand Early Childhood Education.

d) AIMS AND OBJECTIVES OF PRIMARY EDUCATION

The specific aims and objectives of primary education as stated in the Government White Paper (1992) are:

- (i) To enable individuals to acquire functional literacy, numeracy and communication skills in one Ugandan language and English.
- (ii) To develop and maintain sound mental and physical health.
- (iii) To instill the value of living and working co-operatively with other people and caring for others in the community.
- (iv) To develop cultural, moral and spiritual values of life.
- (v) To inculcate an understanding of and appreciation for the protection and utilization of the natural environment using scientific and technological knowledge.
- (vi) To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
- (vii) To develop pre-requisites for continuing education and development; and
- (viii) To develop adequate practical skills for making a living.



ACTIVITY DPS/1/3-2

From the above aims and objectives, develop at least 5 specific objectives for lower primary classes.

1.
2.
3.
4.
5.



Discuss your answers with your colleagues or tutor.

e) **EARLY CHILDHOOD EDUCATION IN UGANDA TODAY**

Much as the Government White Paper in detail underscores the importance of Pre-Primary and Nursery Education, the government is not directly involved in the day to day, construction, expansion and management of the Pre-Primary Education.

What it does is to provide inspection services. At the same time, the government has introduced a syllabus for Nursery Education. What is on the ground is that, the day to day running and establishment of Pre-Primary Education is in the hands of private individuals and the community.

Much as the Pre-Primary Education is in the hands of the private individuals, the government expects minimum standards.

The training of Nursery teachers is yet not under direct government supervision and funding. Training is still privately carried out by some organisations like YWCA and Kyambogo University. Training is privately sponsored and graduates are awarded certificates and diplomas.



ACTIVITY DPS/1/3-3

Find out:

1. How many nursery schools are in your local area? Who owns them? How many nursery schools are in your district?
2. What other pre-primary or childcare institutions are in your area?
3. How can they be helped to improve?

Share your answers with a colleague / tutor.

TOPIC 2 CHILD GROWTH AND DEVELOPMENT

In the previous topic we learnt that Early Childhood Education lies within child development and care. During your training as a teacher, you must have learnt about theories and findings by people like Piaget and Vygotsky. They have defined child growth and development in a number of ways.

Child development refers to systematic changes that take place in the child that begin at conception and continues through the life span of a child. These changes are:

a) GROWTH, DEVELOPMENT AND MATURATION

Let us look into details of each of these words.

Growth is the increase in size, height and weight in a child. As the child grows, it is noticed that the size becomes bigger with time. The same is also noticed in height and weight. Growth in a child proceeds in an orderly and continuous process; but differs greatly among different children. The pace at which it takes place also differs from one period to another, for example, there are periods of rapid growth and periods of slow growth. In most children it is noticed that in the first three years of life, the rate of physical growth is rapid.



Identify some of the features of rapid growth of life during the first three years of a child.

Principles of child growth and development

Fruitful teaching requires effective understanding of children and this involves some basic knowledge of how children grow and develop. The following are the fundamental principles of growth and development process:

1. It is a product of the interaction of the child with his/her environment.
2. It follows an orderly sequence across all children for example, from the head towards the heel (cephalo-caudal trend)
 - From the central line of the body to outer parts (proximo – distal trend)
 - Locomotion deals with creeping, crawling, and walking.
 - Bilateral and unilateral trend i.e. use of the parts of the body to express feelings.
3. It is a continuous process involving constant changes in the body, such as, increase in height psychological functioning, intellectual abilities, increase in vocabulary.

4. The different aspects are inter-related, e.g. social behaviour with physical development.
5. It is an individualized process, e.g. each child has its own rate of physical, mental, emotional, social growth and development regardless of the stage.
6. Development is cumulative in nature in that other parts of the organism must mature before changes are observed.
7. It proceeds from general to specific, for example, language begins from birth cry as a general response and gets differentiated and gradually the child acquires vocabulary and the skill of communication later.



Explain why the knowledge of Early Childhood growth and Development is important to a teacher

Development - The word development may not be easily defined because it is seen taking place indirectly in a child through behaviours when children are seen carry out a given task, for example, in the acquisition of sounds, co-ordination of body parts, choosing what to eat and what not to eat (making judgments). From these examples, we can simply say, development is the refinement in the functions of vital organs, physically, emotionally, mentally and socially. This process is at times known as maturation.

b) NATURE AND NURTURE

Let us look at another aspect of growth and development. According to Ingule (1996), human growth and development is studied from childhood to adulthood. Human development is influenced by some internal and external factors and a combination of both. These internal factors (inherent in the person) are;

- (a) Heredity, which is the child's individual inheritance from his ancestral line.
- (b) Maturation, which is the unfolding of unlearned patterns of development that are the same for all humans. According to Ingule et al, external factors include general environmental influences like food, clothing, shelter, climate, social, economic, political and cultural patterns. Others are specific learning, such as the acquisition of language and specific learning of cultural values and morals.

It is agreed that development is influenced by a combination of the interaction between the internal factors and external factors.

(i) Physical and motor growth development

Physical means anything to do with the body, physical look and how a person moves physically. Development here refers to change in performance, becoming more skilled or complicated. Physical growth is increase in size which takes place as a child develops.

Physical development therefore refers to the way the body increases in skill and becomes more complex in its performance. It involves movement. Children develop as they grow.

Physical growth may affect physical development. Factors that affect physical growth are antenatal and postnatal factors. Antenatal factors include heredity, multiple pregnancies, illness of mother, diet in pregnancy, smoking in pregnancy. Can you add more?

Postnatal factors include diet during breastfeeding, exercise, illness, smoking, hormones, environment, activities of the mother. Can you add More. You should be familiar with the above terms which you learnt during your training. In case you do not understand any of them, please find out from the dictionary and discuss with a colleague or someone more familiar with them.



ACTIVITY DPS/1/3-4

1. What does motor development mean?

.....
.....

2. List four characteristics which make humans different from most other animals.

- (i)
- (ii)
- (iii)
- (iv)



Check your answers with those given at the end of the Unit

From birth, the child undergoes changes that can be observed both in the physical and motor development.

The physical and motor developments cannot be exhaustively discussed in this unit. The module on Education Studies will throw more light on this and you can also read more from other psychological texts and other related literature. For the purpose of this unit, we shall consider briefly the physical and motor development in a summary form.

(ii) Characteristics of physical and motor growth development

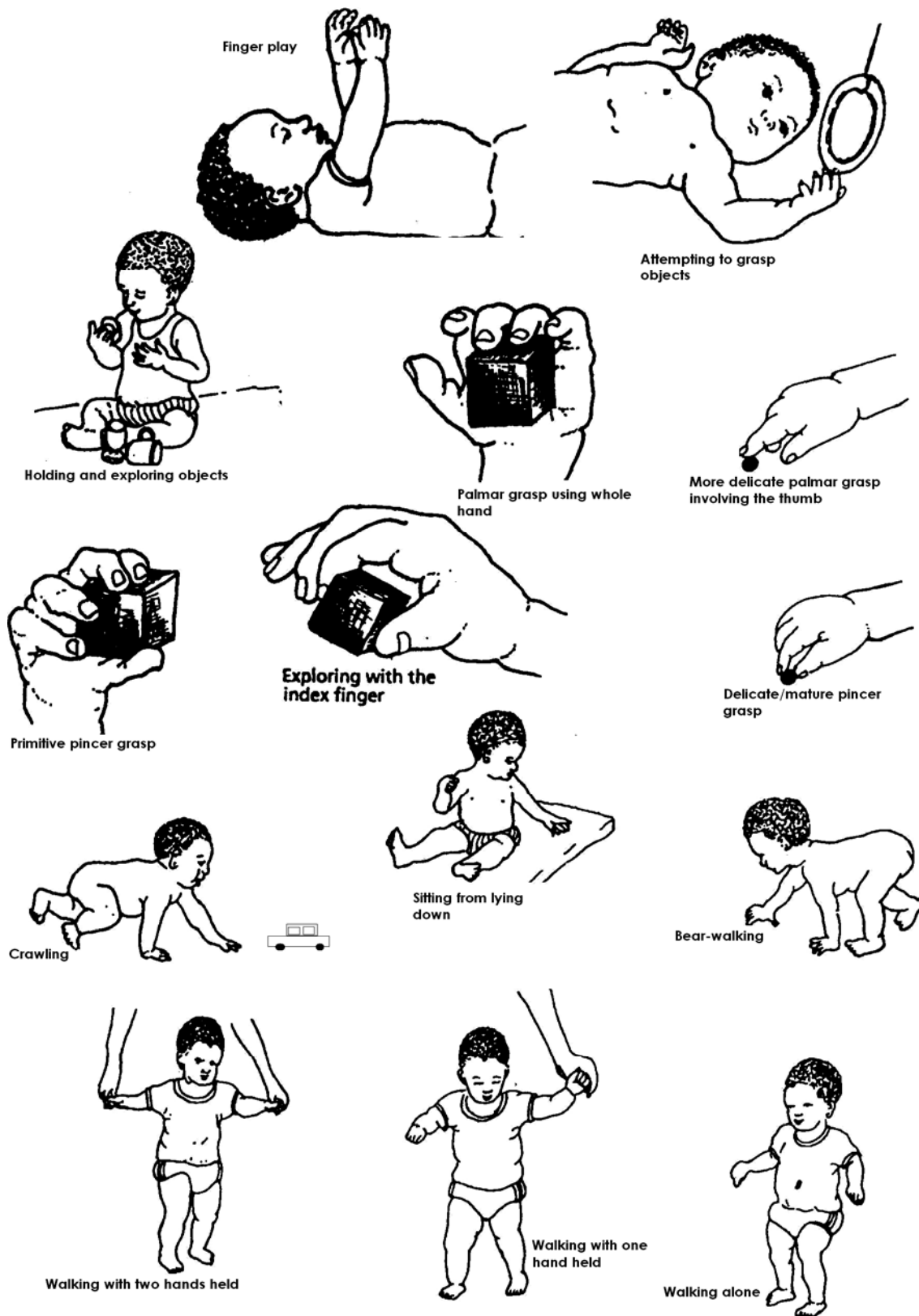
From birth to 18 months

At this state, a baby undergoes different body changes ranging from position of the head, hand, fingers, body and improvement in the co-ordination of the eyes. The child develops from simple reflex to gross motor development that improves movement and co-ordination.

The body changes its proportions and as the skeleton and nervous system mature, the child gains more control over his/her movements.

The child sits before crawling, crawls or hitches before standing, and stands before walking. The figure below (Fig. 1) helps to illustrate a few developments in the child of this period. It is important to note here that children do not grow and develop at the same pace, but each child must reach a certain level of development before passing into the next stage. Development is therefore not a line you can draw, but rather an area or range. Progress is made by each child individually through the stages.

Figure DPS/1/1.1 Examples of physical and motor development from birth to 18 months.





ACTIVITY DPS/1/3-5

1. Observe a child of 0-18 months.
 2. Identify other activities the child can do apart from those listed
 3. List them down
.....
.....
 4. **Compare these with the next period, how are they?**
 - a) Similar?
 - b) Different?
- ✓ Check to see if we share the same ideas.

(iii) Physical and motor growth development for 2 to 7 years

You have already seen that by 18 months, the child is able to move, stand, sit and use other sensory motor skills. At the age of 2 years, gross motor development is increased and improved. The children are therefore mobile and like to explore their environment. They like to:

- | | |
|-----------------------|--------------------------------|
| - pull things | - run, hop |
| - fit things together | - kick |
| - push in | - ride |
| - pull out | - play with bricks, ball, rope |
| - fill and empty | etc. |

The children also begin to show awareness of how she/he relates to other objects. The illustration below helps to show the motor development of the children at this stage.

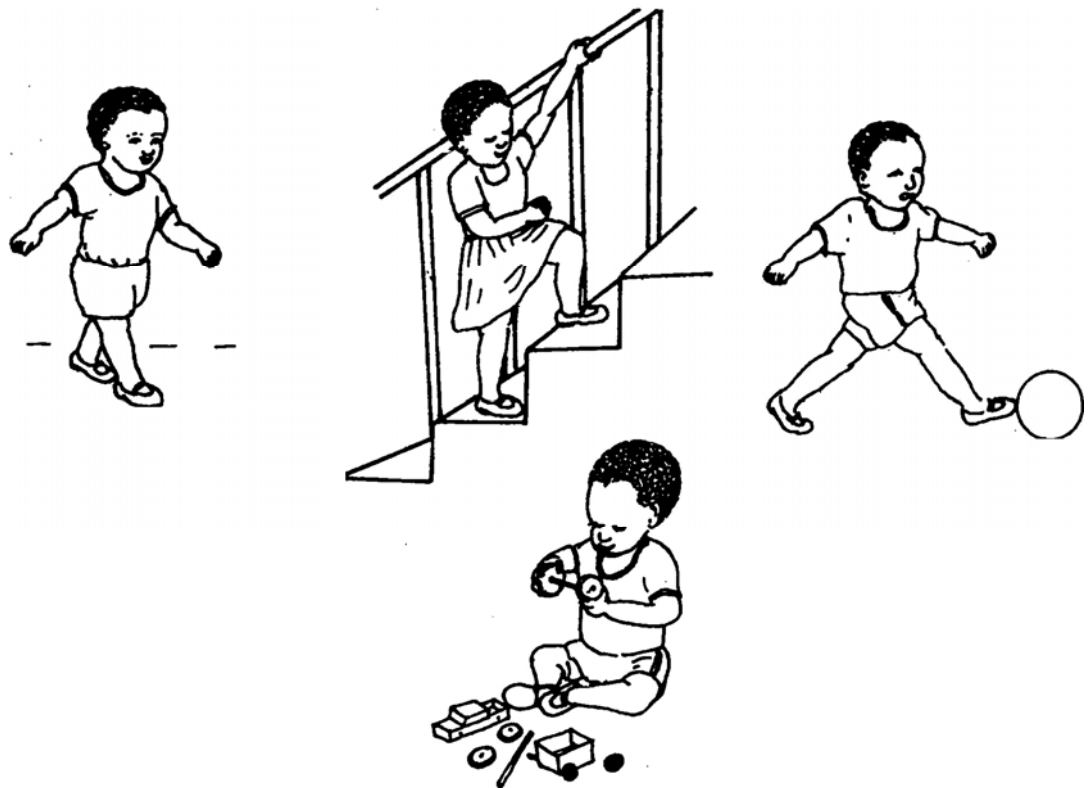


Figure DPS/1/1.2 **A young child walking, climbing steps, running, kicking a ball and fitting things.**

From the above illustration, you can see that by the time the child comes to a nursery school at age 3-5 years, the child is capable of manipulating objects with his hands. The child can therefore be helped to further develop the skills he/she has started with and learn to do things better. At 6-8 years, a child has acquired motor skills that help him/her to manipulate objects in his/her environment. That is why it is important for you to allow young learners develop skills involving use of hands and legs.

Think

Can you think of activities suitable for this age group. What materials would you provide them to use in order to develop?

Share your ideas with a colleague and tutor. You can see how much you know about the development of a child. We are glad you have added more ideas of your own!

c) FACTORS INFLUENCING CHILD DEVELOPMENT

We have seen that all children progress through development stages at their own paces. There are many factors that make some children develop much faster or slowly. Some children sit, stand, crawl or walk more quickly than the average in the range. As a teacher of young children, you might have noticed these differences also exist in the classroom. We talk of **individual differences**. You learn more about this later in the Education Studies Module. Let us consider some of the factors that influence child development.

There are many factors which can have a positive or negative effect on a child's progress. These factors can be grouped according to the time they occur:

Antenatal (before birth)

Perinatal (during birth)

Post natal (after birth)

(i) Antenatal factors

The figure below illustrates the different influences on pregnancy. Study it and try to give more information on each of them. How many were you able to list? Check your answers with the text that follows.

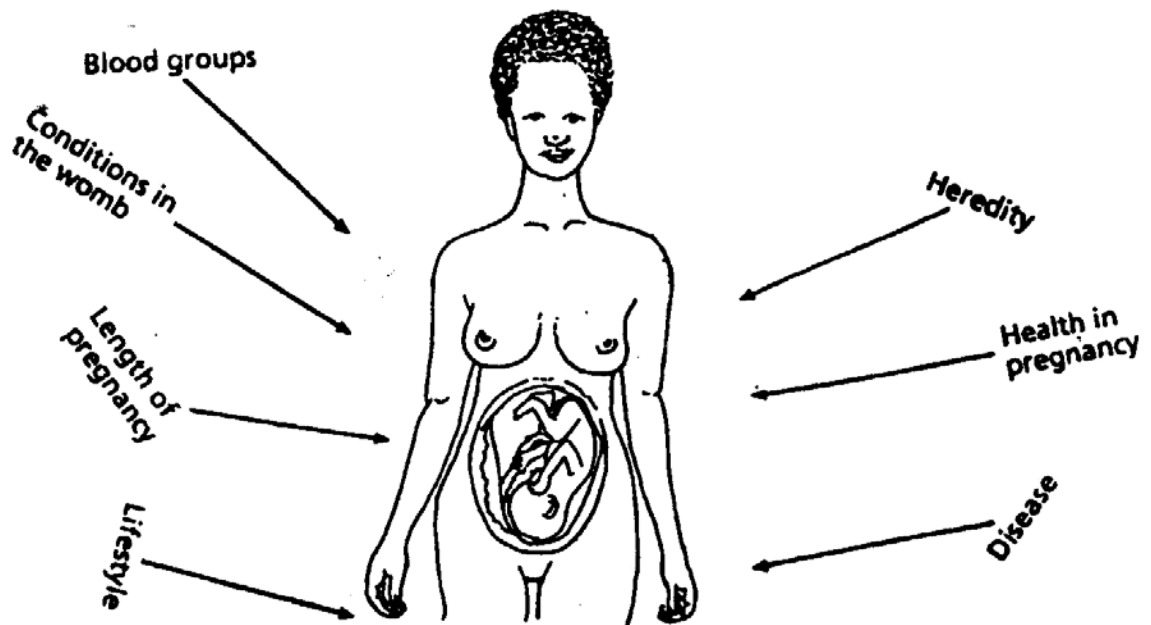


Figure DPS/1/1-3 Antenatal influences on pregnancy

Heredity means the transmission of characteristics from one generation to the next. Each of us is a product of our parents and we bear physical resemblance to them.

Whom do you resemble, your father, mother or grand parent? If you have children who among them resembles you or the other parent?

It means that we all inherit physical features and the way our bodies function. You have no power to change who you are. No one chooses to be borne the way they are borne. You must have learnt about genes in your Biology classes and during your Grade III Training.

The genetic information carried by the ovum (egg) and spermatozoon (sperm) influences a person's appearance and the way their bodies work. You can revise these information from your Science modules. It is important to note that certain attributes which children inherit from their parents can positively or negatively influence their growth and development.

? Investigate how the genetic pattern has influence on all the family members.

Health in pregnancy

It is important for an expectant mother to observe her health; because her health can influence the health of the baby. Infections can cross the placental barrier from the mother's bloodstream to the baby's causing developmental problems and have disastrous development on the child. Immunization is given to mothers and babies are also immunized at an early age.

Acquired IMMUNE Deficiency Syndrome (AIDS) can be passed to a child by an HIV infected mother. The child may be born with AIDS or develop it later. It interferes with the normal development of the child and causes death.

Sexually transmitted diseases also have effects on development of the child if the mother had them during pregnancy. Other diseases like diabetes affect children. Children born to mothers with diabetes can be larger than average and immature in their development and have a risk of some abnormality. Lifestyle of the mother like smoking, drugs, diet, type of work all affect the baby and in turn affect its proper development.

(ii) Perinatal factors

Involves the time of birth of a child. You have heard words like "infant mortality rate" and "maternal mortality rate". They are associated with deaths of mothers and babies respectively at birth. Advance events at delivery can be fatal distress, effects of anaesthetics or an abnormal presentation (position at delivery). All the above require that mothers should have professional care before, during and after delivery.

(iii) Postnatal factors

These affect the child from birth onwards. Everything that happens to a child throughout childhood can affect the progress they make. The type of environment, the family socio-economic situation, community, place they live in, culture, religion and education can influence the child's development positively or negatively. You have seen that heredity decides on the child's potential; the environment determines the extent to which that potential develops.

Infections and immunity

Several childhood illnesses can affect growth and development. Some of them are controllable by immunization. List the diseases that can be prevented through immunization.



ACTIVITY DPS/1/3-6

Think of as many ways of meeting the health needs of children. Discuss with a friend.

What are the results of failure to provide for a child's health needs?

.....

.....

.....



Check your answers with those given at the end of the Unit.

TOPIC 3 COGNITIVE AND LANGUAGE DEVELOPMENT

In this topic, you will learn about:

- a) Meaning of cognitive development.
- b) Stages of cognitive development.,
- c) Meaning of language development.

a) MEANING OF COGNITIVE DEVELOPMENT

The growth and process of a child's thinking and understanding skills (cognitive development) are two important aspects that deal with a child's learning. Cognitive development can be looked at in this figure.

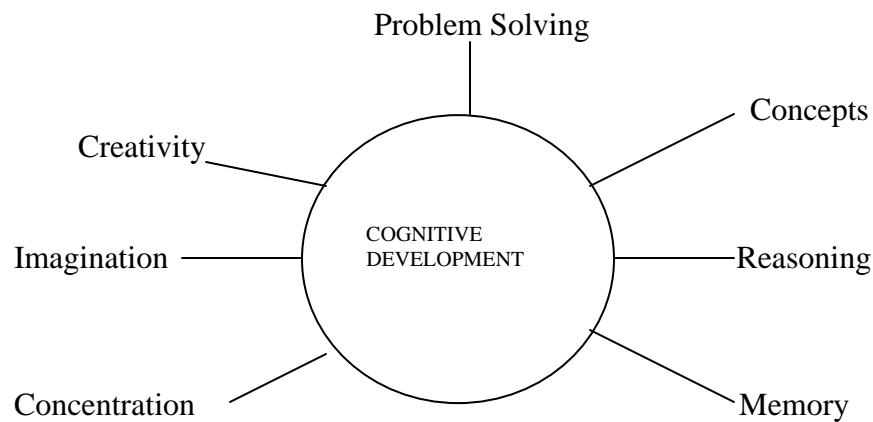


Figure DPS/1/1.4

(Adapted from Marian Beaver *et. al*, page 133)

From the above activities of imagination, creation, solving problems, reasoning, remembering or recall, you can observe that cognitive development involves the improvement in the way a child thinks, experiences, represents and uses ideas mentally. As these develop, a child's attention, memory and application are improved. It includes the development of concepts and language. All these influence behaviour of a child. Cognitive development helps a child to make sense of act, effect and adapt to the environment. The ability to think in symbols depend on the ability to reason, memorize and comprehend.

Read more about each of the elements of cognitive development. Try to understand each before you go to the next part.



ACTIVITY DPS/1/3-7

Look at the illustration given in this text.

1. Explain why you think imagination is important.

.....

2.

3.

4.



Check your answers with those given at the end of the Unit

To help you understand and check your reading, let us consider each briefly.

- (i) Imagination - is the ability to form mental images or concepts of objects not present or that do not exist.

People who write books, music, dance, make films all use a lot of imagination which is an important aspect of ideas.

Imagine you were one of them, what would you think of?

As a teacher of young children, you need to have a lot of imagination because it leads you to being creative teachers. It also helps you to help children develop creativity in their learning.

- (ii) Creativity - is a way of expressing imaginative ideas in a personal and unique way.
- (iii) Problem-solving - ability to solve everyday problem that you come across. It is a cognitive development aspect that helps children to learn effectively.
- (iv) Concepts - the way in which all information is organised. Children build them through their experiences within the environment.
- (v) Reason - the ability to analyse issues, and argue them/present them logically.
- (vi) Memory - ability to recall or remember past events or previously learnt material and information.

- (vii) Concentration - the ability to get more serious and logically on issues and spend more time on them.

All the above aspects of cognitive development make it easy for you to prepare and organize yourself as a teacher of young children, to provide them with opportunities to realize their potentials.

b) STAGES OF COGNITIVE DEVELOPMENT

Development psychologists have carried out research on the development of children's thinking as a basis for you as a teacher to provide care and education for young learners. One such work was carried out by Piaget Jean (1896-1980) who observed his own children and others and used the results to develop theories on cognitive development. The theory identifies particular stages of development and the type of learning within the environment as a crucial factor in learning.

As with other researchers, Piaget's work has been criticized and many of his findings challenged. Despite that, Piaget's findings are closely related to early years of a child. We shall therefore examine each in details.

• Piaget's stages

Piaget identifies four distinct stages of cognitive development each with its own characteristics.

Sensory – motor stage birth – 2 years

Key child characteristics were:

- learns through co-ordination of the senses and movement.
- sees the world from his/her own point of view (Egocentric)
- becomes aware of object permanence even when not in view.
- uses abilities intelligently and begins to learn through trial and error methods.

At this stage, play involves: using senses, being self-absorbed, a lot of movement, lots of practice. The child develops the ability to form simple concepts. A word associated with a single object is associated with a class of similar objects.

Pre-operational stage 2-7 years

The child:

- uses words for communication, thinking, imagining.
- is inquisitive – full of questions.

- uses symbols in play, for example a doll for a baby, a lump of clay-sand for food.
- sees things still from her/his point of view.
- recognizes that he/she and the environment are related but different.
- believes that everything that exists has a consciousness, even objects (animism). For example blames the stool that made her fall down!
- understands right and wrong in terms of what will happen after an event and expects everyone to share this view (moral realism)

At this stage, the child starts to develop logical thinking in addition to concept of reality. Play activities at this stage involve, using symbols, using language to communicate, make believe and fantasy, games with simple rules, being alone and with others.

Concrete operational stage 7-11 years

- can see things from other people's point of view.
- is capable of more complex reasoning (both more concrete object to assist).
- knows that things are not always what they look.

Play activities at this stage include games with complicated rules, taking responsibility and roles, working with others, sharing decisions.

- knows the difference between real and pretend.
- can understand and participate in play with rules.

At this state, the child begins to develop simple logical thinking and abstract reasoning.

Formal – operational stage 11+ years

- It begins at pre adolescence.
- Children display the ability to engage in informal reasoning on an abstract level.
- Children can draw hypotheses from their observations and imaginations.
- They are capable of inductive and deductive reasons.
- As age increases they are capable of confiscated reasoning and transfer of knowledge.

c) LANGUAGE DEVELOPMENT

(i) Meaning

You have been using language from the time you learnt to talk. It means that you know exactly how important language is to human beings. You have already learnt how useful language is in communication. Use your knowledge now in making sense of the concept of language development. Language development refers to the beginning of a child's ability to express itself in words, symbols or signs, utterances or speech. Language is a ridge to everything and everybody. Language uses words, sentences that help in learning, thinking and in dealing with others and appreciating the world around us.

• How language is built

Early vocalization through cry shows communication. Development of vocalisation in the mouth and tongue lead to development in other sounds that can be heard. Babbling indicates a full range of sound elements of language; later children becoming sensitive to adult speech. They initiate and repeat their own sounds and sounds of those around them.

In early speech, words tend to merge with babbled sounds towards the end of the first year.

Vocabulary grows and increases unevenly. It begins slowly from first year, increases in second year and increases most during the third year. By the age of six, most children can pronounce all the sounds of their language.

Language development is closely linked to intellectual (cognitive) social and emotional development. Many kinds of thoughts and ideas are linked to and depend on language. Children use language to think, express and clarify ideas. The more ideas children have about people, things, happenings and surroundings, the more readily they are able to express what they think, feel and imagine.

Study the illustration below to help you understand more about language.

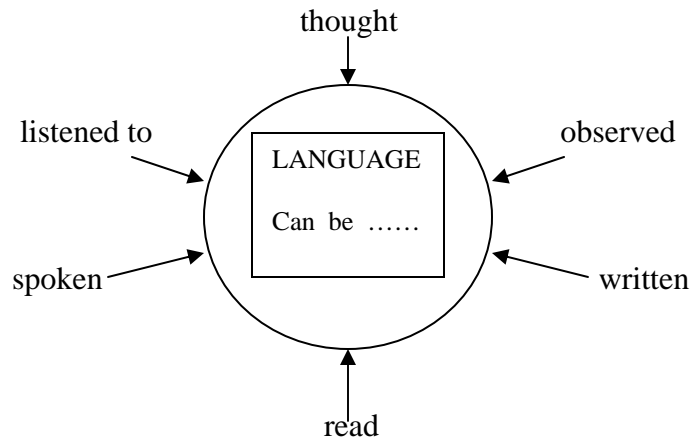


Figure DPS/1/1.5

(Adopted from Beaver M. page 113)

From the above illustration, you can see that language is a complex system of communication. The development of language enables children to organize their knowledge and experience into concepts, experiences, understanding and thinking.

? Can you explain each form of language indicated in the illustration. What is the difference between spoken and written language, reading and listening?

Your answers to this question will help you understand that these forms of language are used at different times for different situations and purposes accordingly.

You will realize that the ability to use these expressions of language requires a high level of skill. That is why you, as a teacher of young children, need to think and create many opportunities for children to acquire these skills.

? Can you name these skills?

(ii) Listening

Stop what you are doing. Listen to what is happening around you. What have you heard? Listening is one of the four main skills in language development and use. It is a complex skill although most of us think it is automatic. It involves you in sifting out and selecting relevant information from all the sounds around just as you have done.

Children need to develop and practice active listening skills. These demand good powers of concentration. To consolidate your understanding, do the activities given below:



ACTIVITY DPS/1/3-8

1. List four activities which involve active listening.
 - (i)
 - (ii)
 - (iii)
 - (iv)
2. What is your role in these activities?

.....

.....



Check your answers with those given at the end of the Unit.

Below is the explanation of various stages of listening development:

- | | |
|------------|---|
| 1 month: | responds by moving eyes and head towards sound. |
| 3 months: | raises head when sound attracts their attention. |
| 4 months: | responds to human voice by playful sounds. |
| 6 months: | begins to understand emotion in the caller's voice.
Enjoy music and rhymes if accompanied by action. |
| 9 months: | listens to and understands his/her name.
understands simple words he/she listens to. |
| 12 months: | responds to simple instructions. |
| 18 months: | listens to repetition of words he/she learns. |

From 18 months on, the child is able to listen and pick sounds in his/her surroundings and associates them with objects or persons.



How do you show the child that you are listening? Through eye contact and getting in the child's level. Do you do that to your child?

(iii) Speaking

Interaction with other people or children is the most important factor in a child's language development.

Child talk develops through stages of cries, cooing, chuckling, laughing and making of words and formulating short sentences until the child is able to speak properly. Vocabulary is built as the physical/motor and cognitive developments progress. You will be able to learn more about these in your language modules.

- **Role of adults**

Adults need to have an input in the quality of a child's language. Why do you think adult input is important right from the early years of a child's language development?

They provide children with rich language learning environment. Adults can frame and simplify language of easy understanding by the child and provides child with correct feedback.

Teaching of young developing learners therefore requires careful consideration to be given to the activities and experiences provided for children.

Plan activities or experiences properly to provide children the opportunities to use their existing speaking skills with others.

You learnt from the previous topic that a child's general level of development influences other developmental activities. In planning activities to encourage child-talk, it is important for you to observe and assess the child's level of development. Having done that when you can provide the child with relevant experiences and activities to meet his/her learning needs. Try to adopt different strategies to promote each child's ability to talk. Monitor, plan, prepare and interact with children as a continuous process. Speaking enables a child to learn to read and write and is therefore important for you to develop this skill to its fullness.



ACTIVITY DPS/1/3-9

What is involved in planning experiences or activities to promote language development?

.....
.....



Check your answers with those given at the end of the Unit.

(iv) Reading

Reading is a complex language ability that involves a number of different processes. You can read a lot more about reading from language textbooks and other language modules. Try to relate what you read to your young classes and think of what you can do to help most young learners to learn and improve their reading.

Reading has been referred to as making sense of the written symbols into ideas and meanings. There are many cognitive skills needed so that the symbols can be understood. This clearly demonstrates the link between language and cognitive development. The foundation for reading ability is firmly laid down during language development through seeing pictures, exposure to books and stories, having attention and curiosity. You should remember that the development of reading occurs in stages as cognitive, physical and motor developments progress. It is important for you to note from your other reading that information given about development of reading in development stages are just estimated and they are thus approximate and do not apply to every child. Each child learns to read at his/her own pace depending on their age, mental development, environment and other experiences. This explains why the development of reading skills sometimes takes long in some children.

In this Unit we only place emphasis on the fact that indicators of readiness to read (reading readiness) are very closely linked with cognitive and language development. We can observe here that the development of memory capacity in young children helps them to be able to hold longer symbols in short-term memory.

Find out from the psychology books what this means. Relate it to the developing learner and how it affects learning. Reading is a functional process. Most children with problems in this skill find problems with their progress at school. Learning is difficult for them because reading deals with:

- problem solving
- use of leisure time
- widens experiences and arouses interest

• Pre-reading

Although some children do not learn to read until they go to school, a few may manage to do so. How does such reading ability develop in these children?

Children come to school before they can read. They do not possess ability to interpret symbols. Children require opportunities through pre-reading activities to bring about reading-readiness. It has been found that children whose families had interest in reading also developed interest to read before entering school. The

parents often read to their children. The parents also talk to their children a lot and involve them in looking at pictures, sorting out things and so on.

Among children who do not learn to read before entering school, there are individual differences in how quickly or how well they learn to read once in school.

It therefore means that as a teacher, you need to understand and help individual children to learn to read and improve their reading skills.

Children learn to read by reading. Try to provide as many reading materials and opportunities for them to read as often as possible.

(v) Writing

You have been taking down notes and answering questions in this Unit by writing down your ideas. Letters, words and sentences are symbols used to represent the spoken word. In order to understand these symbols, you need to share it with other people who speak and understand same language. Writing, like reading, has to be learnt and gradually developed through a lot of practice.

In order to be able to write, the young child requires motor skills associated with development of language skills and speaking. The movement of the hand, use of fingers, movement of the eyes and ability to co-ordinate them. This means that the child should have reached a certain level of cognitive, physical and motor development in order to be able to learn or write. Writing, like speaking, is done for a purpose. Identify the purposes for children's writing in your primary classroom.

• Pre-reading and writing readiness

Like reading, children should go through a systematic programme that prepares them to develop the skill. The writing-readiness makes the child become aware of the letters and the sounds they represent.

Think of activities that facilitate writing readiness. Examples are:

Language
Visual discrimination
Auditory discrimination



ACTIVITY DPS/1/3-10

1. List at least 5 indicators a child shows as signs that he/she is ready to read.

.....

.....

.....

.....

.....

2. What activities would you provide your children with to develop speaking skills?

.....

.....



Check your answers with those given at the end of the Unit.

TOPIC 4 SOCIAL AND EMOTIONAL DEVELOPMENT

This topic covers:

- a) Understanding social development.
- b) Understanding emotional development.
- c) Attachment behaviour in children.
- d) Children's relations with peers.
- e) Implications of socio-emotional development to an early childhood teacher.

a) UNDERSTANDING SOCIAL DEVELOPMENT

You have studied areas of child development separately, but you must remember that all areas of development are linked. They affect and are affected by each other.

Meadows (1993) cited that the formation of cognitive abilities and capacities from social set up is created through social interaction with the social environment. In other words, social interactions constitute emotional and cognitive development abilities.

It further shows that all aspects of child development revolve around the social environment through interactions. You should note that children are born and live in a social world.

Read more about social and emotional development.

Social development include:

- family as a central unit in child's socialization.
- adoption to social environment through interaction and transaction with adults and peers.
- association to cultural setting.
- acquisition of understanding and social skills as outcome of social process.
- development of language and communication.
- self-concept as a social product.
- level of cognition that varies according to complex motives, attributes and judgment.



ACTIVITY DPS/1/3-11

In your own words, explain what you understand by social development in children.

.....

.....

.....



Check whether you are correct from the end of the Unit

b) UNDERSTANDING EMOTIONAL DEVELOPMENT

You have just learnt that children live in a social world. As a result, they have to develop responses to stimuli that act on them as they interact. Formation of emotional relationship with mother, caregiver and others is an important achievement in childhood.

Emotional development therefore includes:

- growth of feelings about self and others.
- Development of feelings towards other people.
- Development of self image.

You can notice that children's development in other aspects leads to emotional maturity and independence. Maturity means you have fully developed and are capable of control. When you achieve independence it means you have developed skills that enable you to depend more on yourself than on others.

Find out what developmental links there are in all areas of development from psychology books and magazines. Is what you read related to links like walking, talking, coping with separation from main care? That means you are serious with your studies. Well done!

Have you stood back sometime and asked why emotional and social development occur? Well you need to find out before reading the next topic because it will help you to understand the next topic better.

- **Emotional and social needs of children**

In order to understand the next sub-topic, there is need to consider the emotional and social needs of a child. In early years, adults whose children come in contact with have to meet the emotional and social needs of a learner. The primary carers (or caretakers) are the most significant and influential in the provision of those needs. Those needs are love and affection and security.

Children need unconditional love, affection and acceptance. They need to know that no matter what they do will always be loved. A child needs to be secure in order to cope with all that is new and changing in their world in early years.



ACTIVITY DPS/1/3-12

1. What effect does the lack of love and affection have on a child's development?

.....
.....
.....

2. How can you encourage a child's sense of security?

.....
.....
.....✓



Compare your answers with those given at the end of the Unit.

c) ATTACHMENT BEHAVIOUR

Think of some of the things you liked most or some of the people whose company you enjoyed when you were a child. What made you like them?

The answers you give make up the attributes that these things or people had that attracted you do them. You had an attachment to them.

Children's social and emotional development is significantly influenced by their early relationships. In this section we shall look at the nature of this relationships and how they affect a child's development. We will consider the bond between infants and their care givers.

What is attachment?

A bond of attachment is an affectionate two-way relationship that develops between an infant and an adult. Once a bond of attachment is established, the infant always wants to stay close to the adult.

The infant tends during the first 24 months to:

- approach particular people.
- Be receptive to being cared for.
- Less afraid when with these people.

You should differentiate the attachment of infancy and that of a 3-4 year old and his / her parents. Children of this age know which adult “values them” and waits to maintain an emotionally close relationship to these people. Read more about this relationship in the Psychology tests and journals.

Look through various child care magazines and books. See if any mention is made of mothers who may not feel attached to their babies.

You can observe from your reading that in order for a child to develop a bond of attachment, children need to experience a warm, continuous, loving relationship with caretakers who respond sensitively to them.

Now, do the activities given below to consolidate your study.



ACTIVITY DPS/1/3-13

For each factor encouraging the development of the bond of attachment, list a factor that might hinder it.

1. Close interaction.
.....
2. Staying with the child for long.
.....
3. Communication
.....
4. Loving physical affection (warmth, closeness).
.....



Check your answers with those given at the end of the Unit.

- **Factors that encourage the development of a bond of attachment**

You have possibly been wondering what actually encourages the development of a bond attachment. Some of these factors are found during pregnancy, during birth and after birth. You can read more about this in your psychology books. For now we will consider the bonds formed after birth since this is a sensitive period.

Research has shown that bonds of attachment are formed from:

- quality of physical closeness with caregivers; not separated for long periods.
- caregiver is well and emotionally stable, mature and with a history of strong attachment to own caretakers.
- healthy child not sickly or unhealthy.
- the child being welcomed by siblings and the wider family contact comfort)
- development of attachment: behaviour patterns

Attachment bonds can be developed if the above conditions are fulfilled. Let us now see approximately when this behaviour develops and is noticeable.

From 1-4 months a baby's needs are crucial especially for breast feeding, warmth and comfort. They do not mind who is with them.

4-5 months - can recognize who they feel safe with. A child may cry if approached by stranger.

6-7 months - preferences are clearly expressed. Stranger anxiety begins.

6-18 months - additional attachments are made with other people.

2 years onwards – stranger anxiety and separation anxiety disappear if separation is not for too long.

3-5 – less clinging to carer. Peer group relationships becomes important.

That is why, if you have observed, you have children who are brought for the first year to nursery or primary school cry and don't want to let go the one who brought him/her to school.

- **Importance of understanding attachment behaviour**

You must be asking why you should learn all about this attachment behaviour. It is important for you to know attachment behaviour because:

- a weak or damaged attachment can influence behaviour from a young learner that may extend to later years.
- attachment behaviours influence all the other developmental areas of physical, cognitive, language, social and emotional development which in turn affects learning.



ACTIVITY DPS/1/3-14

In your own words, explain how attachment behaviour affects the development of a child.

.....

d) CHILDREN'S RELATIONS WITH PEERS

Who is your best friend? Are your friends always the same or do your friends change? Children equally have relation with peers. Children's friendships furnish them with socialization opportunities not easily obtained elsewhere, including experience in conflict management, cooperation and sharing. You need to know whether having friends predicts good developmental outcome and why. You also need to know whether friendships and relations are necessary to good developmental outcome.

You need to briefly consider the friendship of infants and toddlers and it is an obvious behavioural trends in early childhood.

A child's friend is similar to him/her in developmental status, and they often engage in play ("socialization"). You should remember that friendship functions may vary with age. First you need to understand functions of these relations.

• Functions of relations with peers

Mutual attraction ensures continuing interaction between the children involvement. Friendship serves as:

- (i) contexts for basic social skills acquisition: communication, cooperation and group entry skills.
- (ii) information sources for acquiring self-knowledge, knowledge about others and the world.

- (iii) emotional and cognitive resources (for having fun and adapting to stress).
- (iv) forerunners of subsequent relationship (modeling mutual relation and intimacy).

- **Friendship of infants and toddlers**

If you have visited a childcare centre, you may have observed that there is a difference in social interaction occurring in infants and toddlers. Certain infants are approached more consistently than others. Those approached are also more active in initiating contacts with other children. These show that infants and toddlers also have friends although the relationships are not the same as for other children.



ACTIVITY DPS/1/3-15

List four ways in which children's friendship can be identified.

- a)
- b)
- c)
- d)



Compare your answer with the one given at the end of this unit.

You should note that special relations among peers is mirrored in the social interaction occurring among infants and toddlers. Note also that their actions vary according to the identity of their companions.

- **Friendship amongst children**

You need to know that friendship formation in early and middle childhood is more elaborate than among infants and toddlers. Communication between the peers seems to draw them together and a relationship develops. Co-operation and 'understanding' become key points in the relationship. Conflicts are less between friends.

- **Friendship experiences and developmental outcome**

You need to know that children who are disliked by other children are at a risk generally of mental health difficulties in early adolescents.

? What do terms like being disliked and being without friends mean to you?
Share your ideas with a friend or peers.

Since friendship experience may have its own social functions, you cannot assume that it will be related to the same developmental outcomes as peer rejection. Some studies have established the relation between having friends and social competence.

The investigations show that:

1. Pre-school children with emotional difficulties are friendless.
2. A big percentage of children referred to child guidance clinic had peer difficulties, fewer friends and less contact with them.
3. Children referred to child-guidance clinic understood the give and take (reciprocity) and intimacies in friendship less maturely than other children.

You could observe here that emotionally, well adjusted children may be better at establishing friendships which in turn may support good adjustment and social development. Other studies have also shown that children with friends are more socially competent than children who do not have friends; and that troubled children have difficulty in friendship relations.



Note also that other studies suggest that friendship experience forecasts developmental outcomes together with personal attributes and other experiences. Therefore, making friends, keeping them, and making new ones are all relevant.

e) IMPLICATIONS OF SOCIAL AND EMOTIONAL DEVELOPMENT TO AN EARLY CHILDHOOD TEACHER

You have seen what social and emotional development have lessons for you as a teacher. You now know that children have relationships that are binding with their parents or carers. Children also form relationships with their peers both at pre-school and during schooling.

It is important for you to understand these changes in social and emotional development. This unit could not have covered all the information there is to know about social and emotional development. You can read more from Education Psychology books, modules, magazines and others.

? What should you do to promote the social and emotional development of the children?

Here are a few suggestions. You should:

- (i) observe children as they interact so as to understand their social and emotional needs.
- (ii) plan rich play activities and develop materials that allow children to interact and express themselves freely and speak fluently.
- (iii) encourage peer group activities in teaching.
- (iv) allow children to work with others, co-operate during play and games.
- (v) strive to bring harmony and help children share their different experiences.
- (vi) Establish close partnership with parents of children under your care in order to share information and needs of the children.
- (vii) Develop strong attachment to children under your care.
- (viii) Reward and encourage children.
- (ix) Identify some problems children might have e.g. aggression, carrying away materials, bullying.
- (x) Exercise some amount of discipline to control children's behaviour.



ACTIVITY DPS/1/3-16

Suggest activities that encourage all young children to express themselves freely.

.....

.....

.....

.....

How many were you able to make? Good.



Compare your answer with that given at the end of the Unit.

TOPIC 5 MANAGEMENT AND ADMINISTRATION OF LOWER PRIMARY CLASSES 1-3

In this topic, you will learn about:

- a) Classroom organisation.
- b) Management of learning activities.

a) CLASSROOM ORGANISATION IN LOWER PRIMARY CLASSES

Do you have a classroom of your own in your primary school? You are lucky if you have one and should make the most of it. Sometimes, the classroom environment might be something you inherit and have to accept. As classroom environment has an effect on quality of learning, it is worthwhile to try to make minor changes, which will improve the learning situation.

Your classroom is a place for learning, but what sort of environment should it provide? From the knowledge you have acquired in this unit, what type of environment should you provide for the young learners of 6-8 years?

You might immediately think of well-lit, attractive, properly ventilated, well organised, clean and neat and properly maintained areas. Good, it means you understand the needs of young children. That type of environment will provide security and safety for the young learner. The need for a variety of materials for children to play with and manipulate, and the need for them to interact with each other makes you to add to your list the following: enough storage space, proper arrangement of activity area, good layout of furniture and easy accessibility of resources.

Classroom environment should be conducive to children's learning. Try to make your classroom free from dust, free from noise from around and allow room interaction and expression of feelings and experience of love and care.

• Classroom seating

Young learners of ages 6-8 require enough space therefore make your seating arrangement conducive for free movement. The size of chairs or desks should be appropriate to the learners' needs.

Most infant or lower primary classes today seat their learners in groups. Groups may be formed by pupil's choice or you could allocate them.

Note that the idea behind the formation of group seating arrangement is to allow for collaboration (working together). An example of such arrangement is given below:

Key

X - Children

T - Teacher

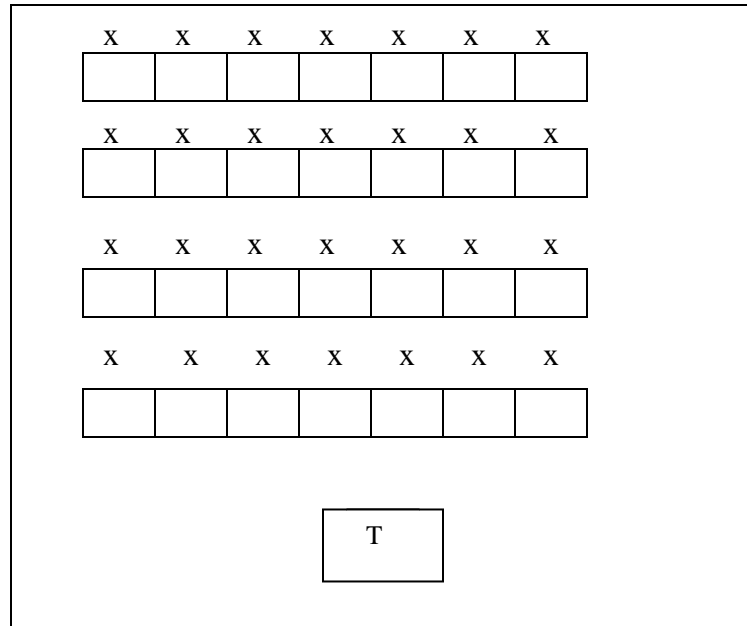


Figure DPS/1/3.6

This arrangement is suitable for a small group activity e.g. discussion with the teacher. You should note that the extent to which children are distracted depends on the seating arrangement. The number of pupils in the class may also have consequences for their attention.

Following are some examples of seating arrangements. Study them and explain what advantages and disadvantages each would have. Decide which one you could improve to suit your individual teaching needs. Share your experience and feelings with a colleague and a tutor.

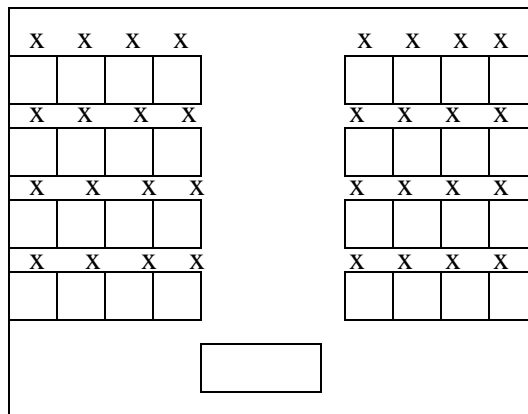


Diagram 1

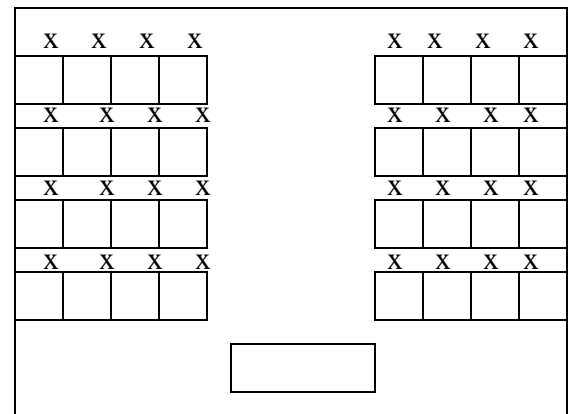


Diagram 2

Figure DPS/1/3.7

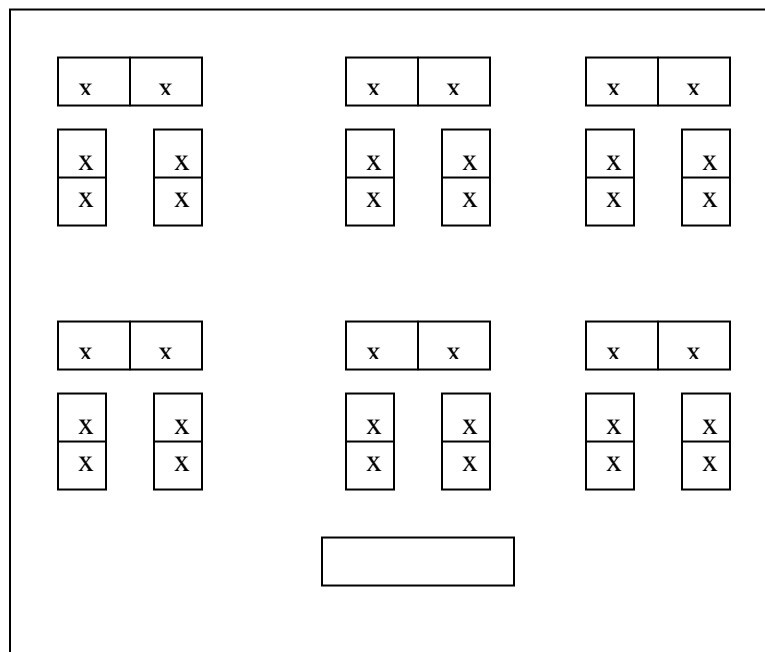


Diagram 3

Displays

During your training, you learnt that play materials, displays, and other materials and equipment should be labeled. You were also informed about the need to change children's displays.

Displays make classroom warm, attractive and flexible surroundings. Varied and colourful displays communicate information and create interest and involvement in children. They give vitality necessary for motivated and purposeful learning.

Displays can be planned by the teacher or pupils or both.

- **Functions of displays**

Displays can be categorized according to the functions they perform:

- motivational – attracts and appeals to learners.
- developmental – add information to fix up ideas.
- summary – review and consolidation.

The plan to incorporate display in your teaching should take into account the content, interest, abilities and needs of pupils. You should have a policy of displays in your school and classroom. What is your school policy on displays? If your school does not yet have a policy on display, work out one with your colleagues. In your plan, indicate:

- criteria to use for displays.
- should they be teacher-made, pupil-made?
- should they be alike?
- purpose for the displays.

Now, check your understanding by doing the activities given below:



ACTIVITY DPS/1/3-17

1. Explain why displays should be changed regularly.

.....

.....

.....

.....

2. What displays are around your classroom? Which of these are semi-permanent? Which are worth changing? Why?

.....

.....

.....

Invite your colleague or personal tutor to see and share with you.

- **Nature and storage areas**

Your classroom should have areas allocated and maintained for nature items. Label them if you wish to integrate it with reading.

How will you encourage children to participate in the maintenance of the nature area? Use nature area for teaching and learning other curriculum areas.

Storage area is important for the children to keep their learning materials, play costumes, packed food, etc. Cupboards, storerooms, large boxes and cloth pockets can be useful but in their absence, you should try to improvise using locally available materials.

It would be fair to say that your physical impression of the classroom can be an ally or an enemy in teaching and part of your organisation should use the room itself to effect learning. The choice is entirely yours as a teacher. So choose wisely!

- b) **MANAGEMENT OF LEARNING ACTIVITIES
IN LOWER CLASSES**

Classroom arrangement, displays, atmosphere and practical details contribute to the class management, the learning and teaching relationship and the pleasure of working together collaboratively.

- **Management**

In class management, you will be interested in finding out how you kept order, by personality, and your relationship with the class. Notice how you contain children with work or lesson interest.

It is important for you to speak quietly to children with difficulties. It is not good practice to threaten and/or shout or/and punish children. Identify aspects of behaviour, which you think you cannot tolerate in the classroom. Find the best way to handle it and to help your learners to understand what is expected of them. Set simple rules, if possible, that are helpful but do not impinge on the child's rights e.g. distribution of books, pens, materials, talking, etc.

- **Relationship with the class**

It is important for you to show friendship to your learners and yet remain firm as a teacher. Motivate your class to the type of activity that is presented. Find out what methods motivate your class most and discourage the use of those that do not motivate children.

Depending on the activity in class, you should move around working with individuals and encouraging them. Young learners want to be recognized and appreciated if they are to learn effectively.

- **Class, group and individual teaching**

You might obtain maximum use of teaching resources when teaching the whole class or group. It is important for you to find out from your class the best way in which you can handle teaching actively.

Identify the abilities of each of your learners so as to guide you on how best to satisfy their individual learning needs.

- **Group teaching in lower classes**

Having identified your learners' individual needs, you can now divide them into groups depending on what criteria you would use. You will read more about group work in Unit 5. Children should be seated in the same area, to allow easy and free movement by learners and your access to the learner. Make every effort to unite the whole class at some time during the lesson. This will help you create variety and maintain class identity. Remember to set work appropriate to level of ability for each group and make the tasks set achievable within the class set time. Provide a lot of opportunities for paired work and group work.

- **Individual teaching in lower classes**

Having understood how each individual child is different from the other, you should try to provide each learner with guidance. Try to portion time to give individual attention to each learner as a desirable objective. Learners who need longer assistance could be seen later. Allow time for interaction and talking amongst children and for children to talk to you. Balance your chalkboard work and practical activities.

TOPIC 6 CONTEMPORARY ISSUES IN EARLY CHILDHOOD EDUCATION

This topic covers:

- a) Policy
- b) Practice
- c) Training

You have learnt about child development and seen how important early childhood education is in helping to nurture the child and prepare him/her for further education and adult life. To achieve this needs collaborative efforts from all concerned, government, parents and schools. In order to understand that, we need first to explain what **contemporary** issues mean.

According to Oxford dictionary, the word contemporary means “modern in style or design”. Others explain it to mean “existing or happening now”. The idea here therefore focuses on the current situation.

“Issues” refers to important subject of debate. Contemporary issues therefore means focusing on the current situation to see what is happening now and identify areas or topics for discussion in order to encourage the key players: policy makers and implementers to re-examine and improve their roles in Early Childhood Education and care.

a) POLICY IN EARLY CHILDHOOD EDUCATION

In this sub-topic, we will seek to assess what progress, if any, has been made in the development of a national policy on childcare and early education to meet the needs of young children.

You need to know that the word “policy” here means “course of action adopted by a government.” (Oxford dictionary). In order for Early Childhood Education and Care to make an impact on the people, there is need to put in place a policy on the kind of services provided, who provides and for whom. You might already know from your initial teacher training that so far the services in Early Childhood Education and Child Care in Uganda do not offer equal access that are supported by legislation. In other words, there should be legislation on what should be expected of the caregivers for every stage of development from birth to early school years. There should also be policy for resourcing services for young children.

As indicated, you do realize that in Uganda there are unequal services of Early Childhood Education and Care especially on the provision of kindergarten and pre-primary. However, government has put in place children’s statute. That shows that government recognizes the rights of the children and Uganda

government is a signatory to the Declaration of Rights of the child. Find out more about what it says about the children's rights. It is important for you to note parts that directly interest you as a professional offering service to young children through education.

The Uganda government does not have an overarching policy on Early Childhood Development and Education. However, several ministries and agencies have developed what they call policies in their areas of operation. These policies are however not co-ordinated. Two ministries; Education and Health have been active in Early Childhood Development and Education. Other actors are:

- The National Council for Children, which is implementing the National Plan of Action for Children.
- Population Secretariat.
- The Food and Nutrition Council.
- Ministry of Education and Sports (MOES).
- Sees Early Childhood period as extending up to eight.
- Has a department dealing with:
 - controlling, licensing, registering, inspecting and supervising pre-primary schools.
 - provides curriculum guidelines, minimum standards, pedagogic and non-pedagogic requirements and controlled fees structure.
 - advocates for day care centres.

All the observations above mean that the challenge is still on the central government to provide framework within which services can be developed through:

- A co-ordinated approach.
- structures and systems to support a co-ordinated policy.
- setting standards and monitoring.
- appropriate curriculum.
- training and support.
- payment and conditions of service for Early Childhood Education and Care Personnel.

You notice that the Government White Paper (1992) stated government commitment to train teachers for pre-primary schools. This is good news and a step in the direction of making an effort to provide Early Childhood Education and care.



ACTIVITY DPS/1/3-18

Describe the characteristics of the majority of pre-primary schools in Uganda.
Example is given for you.

- a) They are concentrated in towns or trading centres.
- b) They are poorly housed.
- c)
- d)
- e)
- f)
- g)

You can find these on page 38 of Education Policy Review Commission Report 1989.

b) PRACTICE IN EARLY CHILDHOOD EDUCATION

From the policy formulation, you should realize that policy implementation of Early Childhood Education and Care requires programmes to be put in place. In Early Childhood Education especially in kindergarten, pre-primary schools and early primary years, curriculum is the vehicle to the realization of these services. You therefore need to know the curriculum in early years.

The important aspects to note in the current issues is that there is need to harmonise the provision of education in the early years through developing a curriculum that caters for all different ages and stages of development. Focus should be placed on:

- choice of curriculum that reflects on beliefs about children and childhood.
- the context and process of young children as learners.
- basis of play as key.
- observation and assessment of young children.
- quality service.

Do the materials you have read cater for all these?

What this means is that the curriculum should offer young learners with high quality experiences, which make sense to them.

It further means that the curriculum should adopt principles related to early childhood provision. You should also note that you are implementers (practitioners) of this type of curriculum have opportunities to reflect on your practice, to review your values and to consider the impact of this on your work. More than this, you need to re-examine your professional role, and consider how work with parents and others could meet your aims. In other words, you need to have opportunities for professional development like this DEPE programme which will allow you to:

- explore principles related to early childhood education.
- identify and use effective assessment methods based on set principles.
- develop skills in working with adults, families to meet the needs of a developing learner.

You therefore made the right choice to do this course.



ACTIVITY DPS/1/3-19

Think: Why should the curriculum for early years be based on play?



Discuss your answers with a colleague or tutor. Also check or re-read Parts of this unit on development.

c) TRAINING OF EARLY CHILDHOOD EDUCATION AND CARE WORKERS

You will agree that the provision of education and care for young children requires specialized skill that can be developed and perfected through training. Currently, the training of childcare and education workers is at crossroads. There is a shortage of personnel with knowledge about the educational needs of young children.

What qualities should you possess as an Early Childhood Educator and Carer?
You should have personal/social skills, professional and practical skills.

Here are some examples for you to consider:

Personal/social skills	Professional skills	Practical skills
<ul style="list-style-type: none">• positive self image• interest for autonomy of child• sensitivity to needs of children• alert• good communicator	<ul style="list-style-type: none">• sound knowledge• develops strategies• develops understanding of• observation• assessment• knowledgeable about policies• has ability to act	<ul style="list-style-type: none">• planning• understanding of view• encourages team work• encourages personal development

How many of the above skills do you possess?
What attempts are you doing to possess all the skills?

You should notice that all the above skills are required for streamlined training. That makes it more important those Early Childhood Education providers to be trained.

From the previous topic you learnt that government has promised to train personnel for the Early Childhood Education institutions and centres. Find out how many are available in your district.

Need for training

The contemporary issues in Early Childhood Education and Care are concerns raised worldwide. Pugh (1992) observed that these issues rest on four points:

- (i) Training for childcare and education workers.
- (ii) Argument over the idea of professionals. Should professionalism be introduced to all childcare and education workers?
- (iii) Can education, a single discipline based training, adequately meet the demands of changing services in childcare and development?
- (iv) How important are the early years workers?

In Uganda, the training of nursery teachers has often been informal, part-time and non-certificated. These trainings also varied in duration.

Do you know of some of these centres? Visit them and find out how they operate or ask someone who has some knowledge about them. However, some of these training institutions are affiliated to Kyambogo University for the award of diplomas and certificates in nursery education.

The Government White Paper (1992) stated that government was ready to train personnel for the pre-primary teaching. Kyambogo University offers an evening course for teachers of nursery schools. Other training institutions like Sanyu Nursery and Training Centre conducts similar courses that are certified by Kyambogo University. However, if quality is to be maintained and sound educational input made to all types of early years provision, the issues raised in this topic will have to be faced.

There is need for urgent re-think of content and structure of training and qualifications for early years professionals. I hope you will be one of the change agents.

Well done!



SUMMARY

In this unit you have learnt about Early Childhood Education. A greater part of the Unit concentrated on the key issue of child development. We believe that the way you as a teacher organize your classroom, how you manage and group children, how you spend your time and the nature of learning activities you provide reflect your understanding of children's developmental and educational needs.

We hope the unit has helped you begin to develop a sense of purpose in your practice.

Remember you teach children not the subject.

Good luck!

NOTES AND ANSWERS TO ACTIVITIES

ACTIVITY DPS/1/3-1

Example of a magazine or newspaper that highlights development:

- a) Parents magazine highlights pregnancy, birth and care of babies and mothers.
Discuss care of children at different levels.
- b) New Vision Newspaper “Parents” corner – developmental issues especially social and emotional.

ACTIVITY DPS/1/3-2

Tutor should check whether the students derived the objectives from the ones given. Check for use of the action words.

ACTIVITY DPS/1/3-3

Answers should relate to the type of nursery school services available in each student’s locality.

ACTIVITY DPS/1/3-4

- 1. Motor development means the development of the use of muscles especially in physical movement in response to an internal or external stimuli.
- 2. Characteristics which make humans different from most animals:
 - (i) ability to stand on two legs and walk,
 - (ii) use of hands and flexible fingers in co-ordination with eyes.
 - (iii) possession of a spoken language.
 - (iv) complicated social structures for benefit and protection of all individuals.

ACTIVITY DPS/1/3-5

- 1. Other activities a child of 0-18 months can do include: reaches for and tries to grab, smiles, kneels, squats, bends, throws and catches, climbs stairs.
- 2. Comparison: similarity. Gross motor development continues: improves on skills.

Difference: Improves in fine and cross motor development, manipulative skills are better.

ACTIVITY DPS/1/3-6

1. Ways of meeting health needs of children: Breastfeeding and feeding, preventing and attending to illness, balanced diet.
2. Failure to provide for a child's health need may result into:
 - retardation in growth and development; physically, socially, emotionally.
 - weak body easily attacked by diseases
 - death

ACTIVITY DPS/1/3-7

Importance of imagination:

- 1) Leads to enjoyable activities like dance, song, design, book writing, film making, etc.
- 2) Leads to problem solving, and innovation.
- 3) Imagined activities provide relaxation.

ACTIVITY DPS/1/3-8

	Physical and motor activities	Cognitive activities
0-11	Uses arms, hands, holds, sits, crawls	Co-ordinates senses Aware of objects, tries out things, plays.
2-7	Pulls things, pushes, climbs, runs, hops, jumps.	Senses of hearing, touching, smelling, tasting, memory develops and improves, can classify objects, realizes.

2. Relationship between physical/motor and cognitive development is that they both depend on each other. The development in one influences the activity of the other.

ACTIVITY DPS/1/3-9

1. Activities for active listening

story telling	conversation
dramatizing	games
singing	
2. Teacher's role
 - planner
 - guider
 - learner
 - facilitator
 - observer

ACTIVITY DPS/1/3-10

1. Indicators of reading readiness
 - Speaks in complete sentences
 - Tells simple stories
 - Recites rhymes
 - Pronounces words properly
 - Describes objects and relates incidents
 - Asks many questions about books
 - Shows interest in reading materials
 - Answers his/her name
 - Notices similarities and differences in objects and pictures
2. Activities for developing speaking skills in children
 - story telling / re-telling stories
 - news telling
 - reciting rhymes
 - describing events/objects
 - games for oral expression

ACTIVITY DPS/1/3-11

Social development (socialization) refers to the process through which children learn the way of life, the behaviour, the language that is acceptable and appropriate for them to live in that society.

ACTIVITY DPS/1/3-12

Effect of lack of love and affection

- has poor image and esteem
- has difficulties in living with others (problem child)

- does not have positive self identity
- have difficulties in learning
- withdraws or becomes aggressive. Feels guilty and ashamed
- lack trust for others, can't love friends.

ACTIVITY DPS/1/3-13

1. Close interaction : nature of work of carer
: health
: family relation (marital status of parents)
2. Nature of work, place of work, time of activities, social/economic position.
3. Communication: cultural beliefs, carers attitude, nature of activities of carer.
4. Stability of care giver emotionally, socially and economically. Health of the child.

ACTIVITY DPS/1/3-14

Attachment behaviour affects the development

Physical: affects physical growth and development due to lack of care, feeding.

Social/emotional: Coping with stress and frustration will be difficult for the child.

Lack of trust for others; have no sense of security.

Feels shame and guilt.

Cognitive: lack of confidence to explore and discover.

Language: develops problems in language.

ACTIVITY DPS/1/3-15

1. Ways to identify children's friendship:
 - a) ask someone to identify the child's friend.
 - b) ask someone to "assess" the degree of liking or attraction between the child and other peers.
 - c) ask how much the two children seek and maintain company with each other.
 - d) by finding out co-ordinated actions/play/existing between two children.

ACTIVITY DPS/1/3-16

Children's activities for self-expression

role play	rhymes
drama	riddles
discussion	tongue twisters
story telling	singing
poems	games

ACTIVITY DPS/1/3-17

Displays should be changed regularly to:

- avoid monotony
- motivate
- change to allow other work
- keep to pace with current knowledge or activity.

ACTIVITY DPS/1/3-18

Characteristics of pre-primary schools in Uganda

- poorly equipped
- have no qualified teachers
- have unsuitable programmes for children
- admit children of any age as long as parents pay
- are not supervised or monitored

ACTIVITY DPS/1/3-19

Curriculum for early years should be based on play to:

- encourage development in the young learner
- help children handle feelings or experiences
- encourage socialization
- enhance language development
- develop desired social and moral values

END OF UNIT ASSIGNMENT PS/1-1

- a) Explain why Early Childhood Development is important.
- b) What are the major constraints to Early Childhood Development programmes in Uganda?
- c) Why should we invest in the development of young children?

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