Child Development– Chapter 1

In what phase of the child's emotional development does autonomy versus doubt and shame develop?

- **1-2 years**

The term ... implies the series of continuous changes an organism undergoes from the moment of conception until death:

- **Development**

The most perceptible of all aspects of child development is:

- **Physical growth**

The rate of a child's development is at its peak between:

- **Birth and approximately five years**

The pace of the child's development and its outcome are determined by:

- **Genetic factors**
- **The environment**

The following factors play a major role in pro-social anti-social behavior:

- **Individual and personal style**
- **Environmental factors**
- **Development factors**

Factors that influence the physical development of the young child are:

- **Affection and stimulation**
- **Socio-economic environment**
- **Genetic factor**
- **Culture**

During the ..... period the child is capable of thought processes that are reversible, but only regarding real and concrete thing:

- **Concrete operational**

In what phase of the child's emotional development does initiative versus guilt develop:

- **2 – 6 years**

Forms of anti-social behavior that often occur during the preschool years are:

- **Selfishness**
- **Telling lies**
- **Aggression**

The following are examples of changes that determine by maturation:

- **The development of motor skills such as standing and walking**
- **The order in which the teeth appear**
- **Changes in the child's body proportions and size**

The children can manipulate categories, classifications and hierarchies in group during...

- **Concrete-operational period**

Emotions most commonly displayed in early childhood:

- **Anger:** The child usually expresses his anger through temper tantrums, characterized by crying, kicking, stamping feet etc.
- **Fear:** Conditioning, imitation and memories of unpleasant experiences play important roles in the child's fear.
- **Jealously:** Children become jealous when they think their parent's interest and attention are shifting toward someone else in the family e.g. a new baby.
- **Curiosity:** Children are intensely curious about their bodies.
- **Happiness:** It is not difficult to make young children happy.
- **Sadness;** Preschool children are saddened by the loss of anything that is important to them.
- **Love:** Preschoolers are very affectionate towards people, pets and even objects that give them pleasure.

Piaget divided human cognitive development into four periods. Name and discuss these periods:

- **The sensorimotor period:**
  Birth to about two years. This stage is characterized by sensory and motor adjustments rather than by symbolic processing of the environment.

- **The pre-operational period:**
  About two to seven years. The child's cognitive development is concentrated on the development of the ability to represent things mentally or symbolically.

- **The concrete operational period:**
  About seven to eleven years. The child is capable of thought process (operations) that are reversible, but only regarding real and concrete things.

- **The formal operational period:**
  From about eleven years. Formal operational thought is not tied to concrete objects but can also deal with abstract things, possibilities and hypotheses.

Name and discuss any five factors that influence the physical development of the young child:

- **Genetic Factors:** It plays an important role, especially with regards to body size and appearance.
- **Nutrition:** Important for the forming of bone structure and a healthy body. This also applies to the development of intellectual abilities.
- **Health:** Good health and the absence of disease conditions are prerequisites for the normal and physical development of the young child.
- **Affection and stimulation:** Loving affection and general stimulation of the young child by his caregivers are also prerequisites for normal growth and development.
- **Culture:** The way children are inducted into their culture and how they define themselves and are defined by others.
- **Socioeconomic environment:** The role played by the social environment and the effect this might have on the development of the child.

The emotional development of the child is influenced by a number of factors. Name and discuss four of these factors:

- **Socio-culture environment:** The cultural group to which the child belongs has a decided effect on the forming of emotions that are considered acceptable by the group. What may be acceptable to one group is not necessarily acceptable to another.

- **Educational practices:** Education and the part played by the parents or guardians in the establishment of what is permitted and proper have a direct influence on the forming of the child's emotional life-experience.

- **Rules that apply in the community:** Every community lays down specific rules that are particular to that specific community and culture.

- **Reward System:** The forming of emotions is also dependant on the reward system within the educative environment. A child who experiences recognition through acceptance will learn behavior more easily than the one who has had to learn it without acknowledgement.

Discuss why the educator should be aware of the developmental phase of the child before he or she can do any planning of the daily programme:

The educator should be aware of the development phase of the child before he or she can do any planning of the daily programme. It is very important because through the daily programme you foster the child's self-concept if you give activities that the child can cope with, you need to identify development problems and you have to prevent injuries. It has to build on the child's experience, you have to use the correct equipment, simulate the child and one has to identify development problems.

Compare the social development of the three-year-old child with that of the five-year-old child:

Social Development of a 3 y/o	Social Development of a 5 y/o
ᔓ Can play alone for short periods of time	ᔓ Content to play alone for longer periods of time, but also plays with other children.
ᔓ Enjoys playing with others	ᔓ Enjoys fantasy games
ᔓ Projects his own experiences onto dolls & toys.	ᔓ Enjoys competitive games more than team games
ᔓ Begins to share with others	ᔓ Group games need adult to arbitrate
ᔓ True friendship develops	ᔓ Depends in adult approval

Language and Speech Development – Chapter 6

The role of the preprimary teacher in conveying and teaching language to preschoolers must focus on the following:

- The teacher must use good, clear language that the children can understand
- The teacher pronunciation must be clear
- The language that the teacher uses must match the preschoolers ability

The following are stages of the development of linguistic speech:

- Multiple-word sentences
- Grammatically correct utterances
- The one-word sentence

The smallest unit of sound that has meaning is called:

- Morpheme

The customary arrangement of words in phrases and sentences in a language to form grammatically correct sentences is called:

- Syntax

The ability to use language and to speak:

- Is part of being human

The modalities of language include the following:

- Language is an extension of humans
- Language is a means of exploration
- Language is culturally bound

The baby starts making cooing sounds at the age of:

- Six weeks

The critical period for learning language (language acquisition) is:

- The period between two and puberty

The basic sounds used in any spoken language are called:

- Phonology

The prerequisite for uttering of spoken sound entail being:

- Physiologically and intellectually capable of doing so

The Child discovers diminutives at the age of:

- 18 – 26 months

.....relates to phonology, which is the linking of sound and letter:

- Decoding

Mention five manifestations of problems with listening language: (5)

- The child cannot identify a specific speech sound for example, an s.
- The child cannot distinguish between two sounds for example b & d and s & f
- Literal and figurative meanings confuse the child
- He has problems answering questions about a story which has been read to him.
- He is, for example, unable to pick out an object named from among four objects placed before him.

In table form, compare verbal and non-verbal language:

Verbal Language (Active vocabulary)	Nonverbal Language (Passive vocabulary)
• Expressed language	• Receptive language
• Words actively used in speech	• Words that are understood but not used actively
• Expressed vocally	• Use gestures to express
• Easy to understand	• Not easy to understand

Choose and discuss any five stages of the development of pre-linguistic speech;

- **Undifferentiated crying or reflexive vocalizations:** It is the result of some form of discomfort or other. The baby uses this form of crying as a means of communicating with his mother to make her aware of his needs.
- **Differentiated Crying:** After the first month one can distinguish between the different kinds by listening to the pitch.
- **Cooing:** At the age of six weeks the baby starts making cooing sounds. The baby coos when he is happy and content.
- **Babbling:** Starts at 3 – 4 months. These sound repetitions mostly occur when the baby is alone and content.
- **Expressive Babbling:** During the second year of life many children make use of this means of communication. The sounds resemble sentences and have the same pauses and rhythms of normal speech. However babbling is not yet communicative.

"A variety of factors influence the acquisition and development of language" Discuss this statement under the following headings:

- **Environment:** The child learns the language that is spoken in his environment that is the language of his parents, family, neighborhood, region and people.
- **Physical Factors:** The maturation of the speech organs is essential. Without development of the nerve tracts, speech would not be possible.
- **Psychological readiness:** The child's total psychological readiness must be such that he is able to meet the demands involved in the acquisition of a language system.
- **Educative method:** Some educators are more prescriptive and explain less than others when they communicate with children.
- **Socio-economic status:** Mothers from middle socioeconomic class tend to help & support their children more, which leads to a better understanding of the underlying principles and meanings of communication.

Language has a number of characteristics and can be applied for purposes other than communication. Discuss five of these characteristics / modalities:

- **Language is an extension of humans:** To function effectively in society the child must share a common set of word meanings and have knowledge of the structure of the language.
- **Language is a medium of communication:** Communication between people takes place through language.
- **Language is a means of socialization:** Language is an important medium for establishing and maintaining interpersonal relationships.
- **Language is a means of exploration:** Questions are asked and answers are obtained through the medium of language.
- **Language is a medium of learning:** Language gives access to culture, knowledge, the past and daily occurrences.

The Childs Acquisition of an Identity – Chapter 8

The most important factors that affect the development of the young child's self-concept include the following:

- School and community
- Personality
- Self-motivation
- Skills

The characteristics of the child with a positive self-concept are:

- The child is proud of his or her achievement
- The child can act independently
- The child feels capable of influencing others
- The child tolerates frustration

Self-esteem includes the following components:

- Sense of own identity
- Sense of belonging
- Self-image
- Sense of uniqueness

Conceptual self-awareness develops between the ages of:

- 4 and 10 months

Explain the concept self-esteem and briefly discuss four components of self-esteem:

Self-esteem refers to the relatively consistent positive feeling a person has about himself.
It is the person's sense of personal worth and judgments by others about self.
Such a person is certain about his value as a person and is generally satisfied with his physical, psychological and social characteristics and develops as a reflection of personal experiences.

- **Sense of own identity:** It is shaped by experiences and children explore different aspects of it – physical, social, emotional, spiritual and cognitive through their play and their relationships.
- **Sense of belonging:** Children develop a sense of belonging when they feel accepted, develop attachments and trust those who care for them.
- **Sense of uniqueness:** A child express themselves through their interests, Every child is unique in their own way and they all have their own unique way of feeling, thinking , interacting with others etc.
- **Sense of self:** From the moment they are born, babies are exposed to information that can teach them who they are. By touching their own face and body or by kicking and grabbing things, they start to enjoy the influence of their actions on the world.

Name and discuss five important factors that affect the development of the self-concept of the young child:

- **Skills:** The preschool child's self-concept is directly linked to his cognitive process and motor skills.
- **Personality:** Identity is both the cause and consequence of personality or character.
- **Self-motivation:** Through self-motivation children try to move in the direction of the ideal self.
- **School & Community:** It also depends on whether the school or community offers rich opportunities for exploration.
- **Larger society:** Culture context and larger society also play a pertinent role in the formation of an identity.

What would you do to help a child acquire an own identity and form a positive self-concept:

- Encourage the child to express ideas.
- Communicate your acceptance by means of your words, facial expressions and body posture.
- Draw the child's attention to things about him that are unique and special.
- Allow the child to do things in his own way and learn from own mistakes.
- Create opportunities for creative self-expression.
- Give positive, constructive criticism.
- Do not mock, tease or embarrass the child.
- Praise the child wherever the child does something right.
- Listen to the child without being judgmental.
- Help broaden fields of experience.

Play – Chapter 9

The value of a child's play lies in the following:

- Play promotes constructive socialization
- Play offers the child the opportunity to be independent

Key components of a positive and constructive play environment include the following:

- Friends form the child's peer group
- Regular rotation to prevent boredom
- Minimum interference and prescription by the teacher / parent
- A schedule that reduces the possibility of stress, hunger or sickness as far as possible

Competitive play with rules is found predominantly in the age group...years.

- Five to Six Years

The child repeats sounds or words rhythmically, with exaggerated intonation and body movement during..... play:

- Ritual

The value of play for the young child's social development is the following:

- It helps the child to verbalize his or her needs
- It promotes the child's self-image and self-concept
- It reflects the child's own culture and value

Functional play involves:

- Sensory stimulation of simple, repetitive activities.

Play:

- Fantasy play does not need to be real
- Through play the child is given the opportunity to experience and repeatedly practice the fundamental principles of cognitive and other potentialities.
- Play is an active form of learning the unites that unites the mind, body and spirit
- Play enables the child to transform reality into representations of reality

Fantasy Play plays an important role in the young child's cognitive, language and socio-emotional development. Briefly discuss how parents and educators can promote this at home and in schools:

- Supporting fantasy play by providing the necessary media and accessories, but not forcing it.
- To give the child full control of his fantasy play – both in his direction and progression.
- Resist the temptation to interfere or to be prescriptive.
- Use fantasy play yourself in your daily dealings with the child.
- Quietly encourage children who are new to the group to be involved.
- Fantasy play does not need to be real.
- Provide enough accessories for various themes.
- Challenge the child to extend his fantasy play by for instance adding more realistic toys.

Discuss play as a means of learning under the following headings:

- **Learning about the self:** A child will develop positive self image. Will trust his abilities and develop self-knowledge.
- **Learning about problem solving:** Through play they learn to predict experiment, discuss and negotiate and stand their ground. They should know how to manipulate, put back and take part a puzzle.
- **Learning about others and the world around them:** They should Practice communication and skills and they should learn to appreciate some of the values of their parents and society at large.

Children play is closely linked to the development phase the child is in. "Briefly" discuss the statement with specific reference to any five different types of play:

- **Unconcerned Play:** The preschool child appears not to be playing but occupies himself by looking at anything that captures his attention.
- **Solitary Play or Nonsocial activity:** The child plays alone with toys other than those used by the children nearby.
- **Spectator Play:** The child spends most of his time watching other children play.
- **Parallel Play:** The child plays on his own next to another child.
- **Associative Play:** The child plays with another child.
- **Cooperative play or associative play:** The child plays in a group that is organized to achieve a goal, for example, making something or playing a formal game.

Giftedness in the young Child – Chapter 10

Which of the following statements are true about the concept “intelligence”?

- Intelligence is equated with learning ability
- Intelligence is the global ability of human beings to act purposefully
- Intelligence is described in terms of the ability to adapt successfully to the environment by means of conscious through patterns.

The psychomotor skills of gifted children are reflected in the early exhibition of skills such as:

- Balance, ball control and mobility

....is a high degree of inherited aptitude in a specific direction, such as music :

- Talent

.....is the inherent ability to achieve certain task or activity in the future or to master a certain skill:

- Aptitude

The one area in which gifted children can practically always be distinguished from other children is:

- The manner in which they tackle and solve problems

The concept “intelligence” includes the following:

- Intelligence is equated with learning ability
- Intelligence is the global ability of human beings to act purposefully
- Intelligence is described in terms of the ability to adapt successfully to the environment by means of conscious thought patterns

....implies the ability to see things in a new way and produce something new or find unusual solution:

- Creativity

Components to creativity include some of the following:

- Intellectual resources
- Personality
- Motivation

Name and discuss any five problems that the gifted young learner may experience at school or at home:

- A feeling of rejection: because others view and treat the gifted young child as being different, he often has a feeling of being rejected.
- Sensitivity: It is one of the characteristics of a gifted preschool child. It is always important to bear this in mind because incidents which do not affect other preschool children may be a real problem in this group.
- Demanding too much: There is a tendency to ask too much of a gifted child. It may happen that such a child withdraws from or rejects the chore of learning.
- Boredom: The gifted preschooler is often bored by the program presented.
- Perfectionism: Unrealistically high demands which the child may make on himself may create intense tension in a child such has this.

What criteria would you use to determine whether a young child in your group is gifted?

- Display leadership in problem-solving and identifying problems at an early stage.
- Has an exceptional control of language at an early age, together with a wide vocabulary.
- Has self-confidence and is willing to tackle new things.
- Perseveres in new activities with which he has begun, and completes them.
- Reveals a great degree of independence - he prefers to do things himself.

List five traits the teacher of a highly gifted child should have:

- Be enthusiastic about working with a gifted child.
- Have a broad general knowledge and expert knowledge in a specific direction.
- Be creative
- Be self-confidant
- Be available to learners outside the classroom.
- Have a good sense of humor.
- Have a lot of patience, and process the ability to understand the problems with which the gifted child is faced.

Explain the following concepts:

- **Aptitude:** It is an ability to achieve a certain task or activity in the future or to master a certain skill.
- **Creativity:** It is the ability to generate a variety of solutions for problems where there are not necessarily right answers, but they are appropriate in a specific context and valued by others.
- **Talent:** Talent is a high degree of inherited aptitude in a specific direction such as music.

School Readiness – Chapter 12

The following are criteria that are applied to determine the young child's physical readiness to start school:

- Can the child walk along a straight line?
- Can the Child catch and throw a ball?

Social stimulation during the toddler and preschooler phases with a view to school readiness includes the following:

- The parent must provide an example of socially acceptable behavior
- The young child must be aware of the needs of others
- Teach the preschooler from an early age to respect the rights of others
- From an early age, the child has a need to play in the presence of other children

The concept of school readiness indicates:

- A child's total readiness to benefit from formal education in groups

The concept of learning readiness entails:

- The optimal readiness to commence scholastic learning

The criteria for determining the young child's social readiness can include the following:

- Does he/she share with others?
- Are there any indications of a positive self-image?
- Is he/she beginning to detach from his/her parents?

The child's total readiness to benefit from a very specific situation, namely formal education in a group context, is referred to as:

- School readiness

.... refers to the optimal readiness of the child to start learning scholastically, especially with regard to cultural skills such as reading, doing arithmetic, writing and playing:

- Learning readiness

Mathematics knowledge includes:

- Measurement
- Numbers, operations and relationships

Mathematics Skills includes:

- Problem solving and investigation
- Describing and analyzing

The concept of school maturity indicates:

- The attainment of a certain level of development in physical and mental growth.

Name five characteristics of late developers;

- They have an eye-hand coordination problem.
- The attention span is poorly developed and has difficulty concentrating in a group.
- They have a baby-like look compared to his peers.
- He has difficulty in interacting socially with his own age group
- The body movements are generally clumsy and uncoordinated.

Make a comparison between school maturity and school readiness:

School Maturity	School Readiness
• Spontaneous and natural event cannot be linked to a specific age	• Includes; emotional, social, physical and intellectual readiness
• The attainment of a certain level of development in physical and mental growth.	• Childs readiness to benefit from a situation e.g. formal education
• The child's ability to master and understand concepts largely depend on maturation and availability of relevant experiences.	• Commences at birth continues with the child through their natural development
• Neurological and biological growth e.g. hand dominance, normal brain function and physical and motor, hand-eye coordination.	• Can be accelerated – the educators and the environment play an important role.

Discipline – Chapter 13

The value of discipline is the following:

- Through discipline, children learn to conduct themselves in a way that brings approval of their behavior.
- Discipline helps to develop self- discipline.
- Discipline fosters socially acceptable behavior.
- The use of discipline gives a child a sense of security.

The Permissive style of discipline is characterized by the following:

- To a large extend, individual children are allowed to do what they like.
- A child is seldom punished and is totally free
- The educator makes no decisions for the child.

The word discipline comes originally from the Latin word:

- Discipulus

.... is aimed at directing the child's behavior through physical, verbal, emotional and normative guidance and accompaniment:

- Direct accompaniment

The following are guidelines to keep in mind when administrating punishment:

- The child must understand that his/her action is being rejected, and not himself/herself as a person
- The punishment must fit the offence
- Punishment must always be administrated consistently
- Sarcasm and belittling the child might make him/her feel guilty and therefore stop the censured behavior

Characteristics for the absent disciplinary style are:

- The educator provides very little support
- The educator makes no effort to control the child's behavior
- The educator is 'absent' from most of the child's life

Methods of disciplining small children effectively at primary school entail the following:

- Setting fixed limits
- Being consistent
- Setting an example worth following

The following are guidelines that ought to be borne in mind when giving punishment:

- The child must understand that his action is being rejected and not he himself as a person.
- The punishment must fit the offence.
- Always be consistent in giving punishment.

What is the purpose of discipline? Do you think it is useful? Is it the same as punishment? Give reasons for your answer:

The purpose of discipline is to define acceptable behavior. It moulds the child's character, good behavior and correcting unacceptable behavior. It is useful, because without discipline the child will do whatever he wants to do and in whichever way he wants to do it, he won't have the opportunity to think for himself "is this right or wrong" and without discipline everything will be chaos.

Discipline and punishment are two different things. Discipline promotes a positive self concept, emphasize what the child should do, it is an ongoing process, it gives the child the ability to think for himself and it is positive.

Punishment on the other hand is negative, it emphasizes on what the child should not do, it is a one-time occurrence and it promotes a negative self-concept.

Punishment generally encompasses four objectives. Name and discuss the four encompasses:

- **Reform:** In a situation where punishment may be necessary, the educator will have to decide whether or not it will have a reforming influence.
- **Reprisal:** The person in the wrong must rectify what has been done wrongly.
- **Protection:** Development makes a great effort to address this issue by involving all stakeholders in education.
- **Deterrent:** Punishment is always a very personal matter between the educator and the child and should not be used to frighten the child.

In Table form, indicate the difference between Discipline and Punishment:

Discipline	Punishment
Emphasize what the child should do	Emphasize what the child should not do
Sets an example to follow	Insists on unconditional obedience
Leads to self control	Undermines independence
Helps the child change	Serves as a release for the adult
Is positive	Is negative
Accepts the child's need to assert himself	Forces the child to conform
Has faith in the child's ability to think for himself	Thinks for the child
Promotes a positive self-concept	Promotes a negative self-concept
Shapes the child's behavior	Condemns misbehavior

Spiritual and religious Development – Chapter 14

"The child is naturally susceptible to religion". Discuss:

Children is naturally receptive to religions it is understandable that the adults idea of god and the way in which religion and its meaning is represented to the child, will have a major effect on the child's development of a religious concept and the nature of that concept. The child's journey to becoming an adult is affected. At a young age children can reflect. They can judge their own thinking. In time the child will form his own concepts of a higher power.

Guidelines to plan suitable content for lessons in religious education:

- the focus should be on the development of the child's character
- activities should learn about universal concepts like responsibility, honesty and love
- the must be a balanced approach to the development of the whole child
- Choose topics that form part of the world they know such as birthday
- Chronological order does not have to be right (timeframe)

Discuss the statement that the young child's spiritual development cannot take place as it should without adult guidance:

- Young children's relationship with the world is mainly emotional and has very little experience. They are egocentric and learn through their senses with concrete objects that they can see, taste, smell, feel and hear.
- Children must first be loved by `n family before they can feel love from a God above. They must also trust and believe their parents before teaching them to trust on God and to believe that everything will work out according to God' big plan.
- Children should feel, loved, secure and safe, before they can belief that God will keep them safe and protect them in difficult situations.
- A family relationship with the child must be healthy for them to believe in God, children must see God in and through their parents.
- Children love to imitate, make them part of prayer sessions and read stories on their development out of the bible to give a better understanding.
- Answer questions to the child about God, this will help them to understand a bit better.
- Without adults or teacher teaching children about a God and Religion, children will never be able to do this on their own, because it is just too complex for them to understand. Adults can only show them the way and not give them religion

Task of the Teacher – Chapter 15

..... implies that the teacher educates the child while clarifying, helping him or her solve problems and striving for the child to reach his or her learning potential:

- Cognitive accompaniment

In your contact with children, try to promote the following:

- Teach children to remember that the truth lies somewhere ahead

Discuss the profile of an efficient teacher under the following headings:

Professional Qualities

- The successful teacher has good qualifications and a thorough knowledge of whatever she is doing.
- The teacher is thoroughly prepared under all circumstances
- The teacher should be organized and present the subject matter in an organized way.
- The teacher must be prepared to exploit and employ additional resources.
- The health and safety of the child are at all times the main concern of the teacher

Personality and social qualities

- The efficient teacher is warm, friendly and enthusiastic.
- A teacher should be a happy person who can laugh and use a sense of humor wisely.
- She should truly like children, want to work with them and feel the job is important.
- She should have the ability to understand children and treat them with love and respect.
- She should be self-confidant and also very patient.

Physical attributes

- The teacher should enjoy good physical health and have enough strength to perform the daily tasks effectively.
- There is a high level of energy reflected in the teacher enthusiasm e.g. cheerful speech.
- The outward appearance of the teacher is very important. Her appearance, clothing and behavior are a reflection of the type of person she is.
- The teacher as a professional person should always comply with these requirements.

Mention four effective teaching methods that teachers can use for instructing young children in their classrooms:

- The question- and answering method
- The story method
- The singing method
- The dramatization method
- The project method
- The play method
- The demonstration method
- The discussion method

Name and discuss three forms of accompaniment:

- **A**ffective: This is the affective conversation and interaction between the adult and the child. The adult or teacher is responsible for creating a warm, intimate and trusting encounter between herself and the child. It is characterized by experiencing a feeling of mutual trust, common understanding and unconditional acceptance of each other.
- **N**ormative: The teacher's example, norms, values and the way the teacher exemplifies these are very important, the child strives to be like the teacher.
- **C**ognitive: Successful cognitive accompaniment is dependent on thorough planning, preparation, ordering, and reduction and unlocking of the learning content.

"Observation is one of the most important tools used by the teacher to be able to assess young learners" Discuss the statement:

- There are many reasons why children are being assets one of the reasons is to see how well the child is learning, if they are making progress in the criteria's of their teacher and if they are being taught well. Data from these assessments helps to plan effectively; to provide valuable information and for communicating with others.
- Assessments practices a range of instruments and techniques including structured one on one child assessments, standardized assessments, profiles, rating scales and observations. Comprehensive assessments are based on information about the child from multiple sources including measure that provide different types of information.
- Assessments are ongoing process where we as teachers collect a series of information about each child to get a clear understanding of each child. Assessment is an important part of teaching and learning. The purpose of assessment is to determine learner's strength and weakness so that the teachers can improve and give the opportunity for learner's cognitive growth and educational experience. To have a successful assessment there needs to be certain principles and methods to be followed.
- Assessment can be used as a guide for the teachers planning, it improves the teachers reaching though self-reflection, and it gives a better guidance, assistance and reflection to parents. Teachers can plan developmental appropriate themes and activities according to their developmental and learning barriers teachers can adapt their teaching methods to help the children with development and learning barriers. The results of the assessment is used to inform the parents of their child's development and if the child has barriers and if the child has to go see a specialist in the field of overcoming barriers to learning and if the child needs to be relocated. Thus is assessment important in an ECD centre.

The Immigrant Child – Chapter 25

People leave a specific country for the purpose of settling permanently in another country because of certain reasons: Discuss the statement:

- **Psychological Reasons:** Such as personal conflicts, escape tendencies and restlessness.
- **Social Reasons:** Such as family problems or a desire for a better future for the children elsewhere.
- **Professional Reasons:** Where factors such as poor salaries or inadequate research facilities may play a role.

Discuss the social factors that play a role in the integration of the immigrant child into the new environment:

- They are shy and avoid contact with other people, facial expressions are blank, and children avoid them.
- They will communicate through gestures, lack of contact with children result in desire to want to touch children, will move slowly and touch with fingers, this may result in fights., child will withdraw and lose confidence
- Some children act aggressive towards immigrant children because of own issues at home, like new baby. Immigrant cannot defend themselves.
- Two immigrant children will become close friends even if they do not understand each other, reason, both are outsiders.
- Immigrant children try too hard to be helpful in class (defense meganism) this gives them security; they feel close to the teacher, win her approval and avoid socializing.
- It is not wise to send them away to play, they will feel rejected
- Invite less aggressive children to also help with task with the immigrant
- They form a group and can change in to a play activity
- Teachers must direct a child to play from time to time with the immigrant
- Teacher must tell the class to talk to the immigrant, he will learn their language