

BEST PRACTICES

Definition of Best Practices

Best Practice is the methods or techniques used to achieve best results complying with legal and ethical requirements. i.e. it is the standards we set for how we will do things to remain compliant.

The purpose of using best practice, i.e. the best ways of working, is to achieve business objectives and measure success.

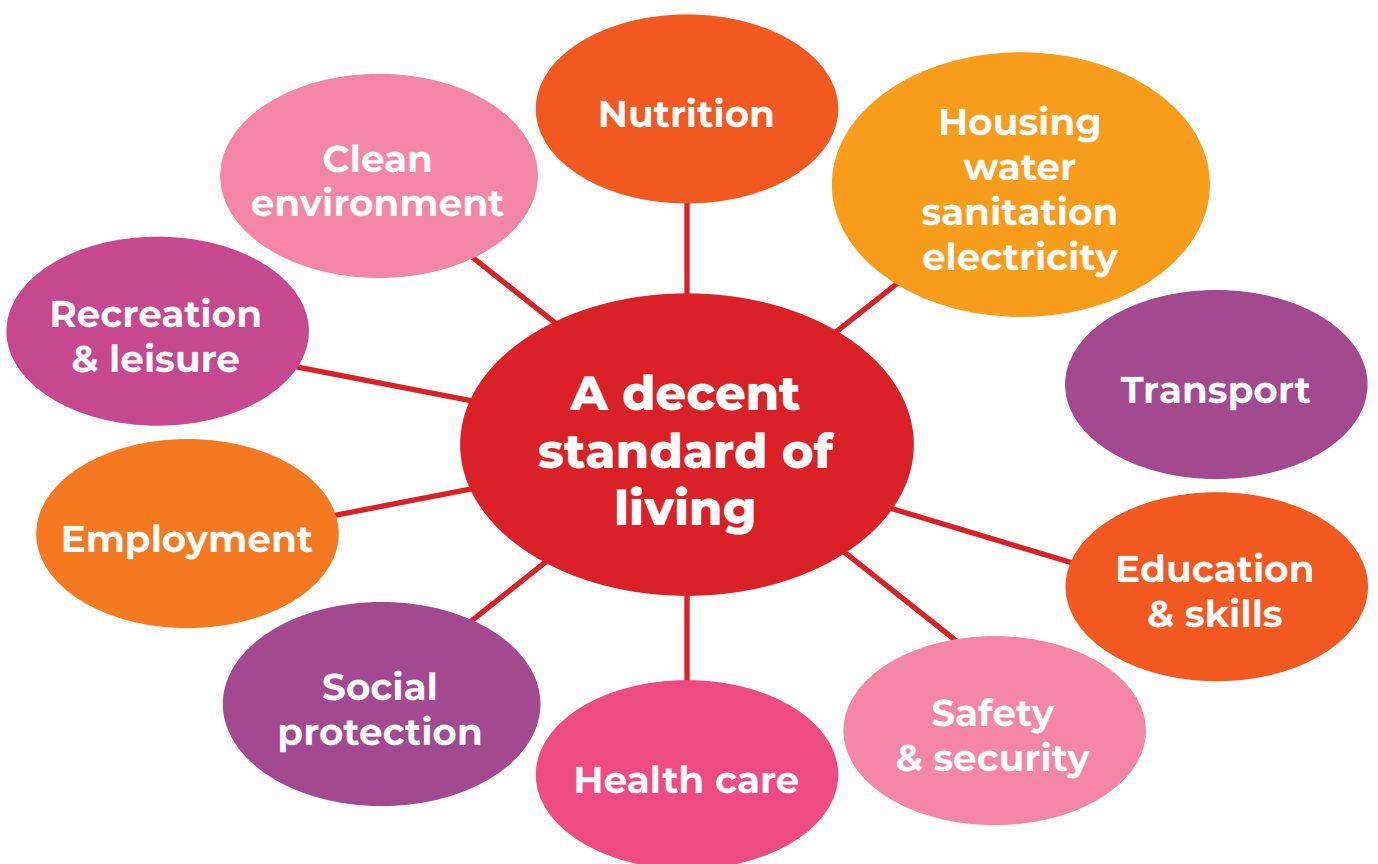
Best Practice in Education

Best practice in teaching or facilitating in such a way that all children/learners will learn.

It is about effective scaffolding for student learning, being resourceful, making learning active, being an advocate and pursuing lifelong learning.

Best Practice in Early Childhood Development (ECD)






The elements for “A decent standard of living” and “The Essential Package” are illustrated in the 2 images that follow. It clearly shows that early education plays a vital role in many of the elements; i.e. Nutrition, Learning Environment, Education, Safety, Hygiene, Health, Protection etc.



THE ESSENTIAL PACKAGE OF EARLY CHILDHOOD SERVICES

The Components of the Essential Package

<https://www.google.com/search?q=essential+package+ecd+images>

THE ESSENTIAL COMPONENTS OF THE COMPREHENSIVE PACKAGE				
				
Maternal & primary health interventions	Nutritional support	Support for primary caregivers	Social services	Stimulation for early learning
Including antenatal care, PMTCT, physical and mental health screening, psycho-social support and immunisation	For pregnant women, mothers and children	Including parenting-skills and psycho-social support	Including birth registration, access to social grants, responsive child protection services and psycho-social support	Including access to quality, age-appropriate early learning programmes

It should also be noted the Essential Package is envisaged in relation to the development continuum of the individual child. Some services are therefore targeted at children of particular chronological age or developmental stage, some at children who have particular risk profiles, whilst others are seen as relevant and necessary for all children.

The Essential Package is also aligned with the Children's Act in regard to the need to focus primarily on prevention and early intervention services, with provision for referrals for more intensive interventions where necessary. Prevention ensures that risks to poor development and future loss of potential are averted. Early intervention is undertaken with populations at risk and seeks to ensure that threats to development are addressed prior to their becoming more serious.

Various stakeholders including early childhood experts and ECD programme managers, has two main functions;

1. To formulate a definition of the Essential Package for ECD, including which ECD services are considered essential for vulnerable children, and to categorise these services in the most useful way; and
2. To formulate "Indicators of Service Delivery", to enable programme managers, departmental officials, service providers and other stakeholders to monitor access to these essential services amongst the country's most vulnerable children.

In order to promote service access, referrals should be made between all ECD programmes (e.g. home visiting, playgroups, and centre-based programmes) and also across government sectors. For example, a referral for immunisation might be made from a literacy programme to a health facility, and from there to the Department of Home Affairs should a birth certificate be required. It is essential that government departments work together on the ground to ensure access to the necessary service. If we are to reach the most vulnerable children, "silo thinking" must be broken down at points of service delivery. Inevitably, demand for services will increase as a result of improved referral systems.

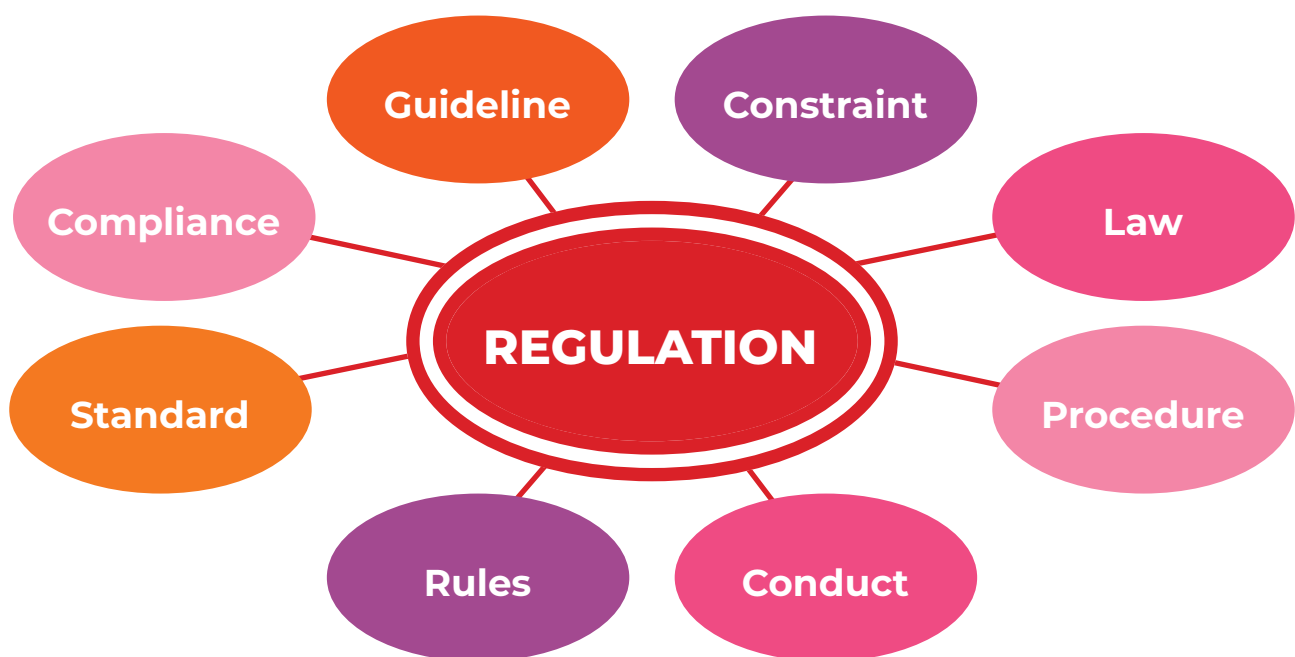
LEGISLATION AND POLICY FRAMEWORKS RELATING TO THE EARLY CHILDHOOD DEVELOPMENT FIELD

Legislation

Legislation is law which has been promulgated by a legislature or other governing body or the process of making it. Before an item of legislation becomes law it may be known as a bill, and may be broadly referred to as “legislation”, while it remains under consideration to distinguish it from other business. Wikipedia

Regulation

Regulation is the management of complex systems according to a set of rules and trends. In systems theory, these types of rules exist in various fields. Wikipedia



The Department of Education

The Department of Education is the Regulatory Authority responsible for regulating early childhood education and care services.

The Responsibilities of the regulatory bodies are assessing and rating services against the National Quality Standard and the National Regulations. Monitoring and enforcing compliance with the National Law and the National Regulations, including receiving and investigating serious incidents and complaints.

The National Quality Framework includes:

- the National Law and the National Regulations
- the National Quality Standard
- the National quality rating and assessment process
- the Regulatory Authority in each state or territory that regulates services and administers the assessment and rating process

Early Childhood Development in SA

Early Childhood Development in South Africa refers to a comprehensive approach to policies and programmes for children from birth to 9 years of age, with the active participation of their parents and caregivers.

Its purpose is to protect the child's rights to develop his or her full cognitive, emotional, social and physical potential.

PRINCIPLES OF CHILD DEVELOPMENT AND LEARNING

(www.naeyc.org)



12 Principles of Child Development and Learning

1. All areas of development and learning are important.
2. Learning and development follows sequences.
3. Development and learning proceed at varying rates.
4. Development and learning result from an interaction of maturation and experience.
5. Early experiences have profound effects on development and learning.
6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
7. Children develop best when they have secure relationships.
8. Development and learning occur in and are influenced by multiple social and cultural contexts.
9. Children learn in a variety of ways.
10. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.
11. Development and learning advance when children are challenged.
12. Children's experiences shape their motivation and approaches to learning.