

Basic Assistant Teacher Training Programme

Programme Objective

In the 9 years that we have been working in Khayelitsha, we have discovered that given the level of education of the ECD practitioners and the demands and pressures on them as they care for many children, the formal NQF Level 4 training is very onerous, and we realized that we needed to develop a more practical and less pressurized training course to counteract this problem.

As a result, Sikhula Sonke has designed and offers a specific needs-driven training programme for educare support staff such as cooks, cleaners and less educated caregivers of young children.

Programme Description

Sessions lasting approximately four hours and which are conducted fortnightly cover the basics of early childhood development, as well as a range of other relevant topics such as the daily programme, safety, nutrition and details of resources available within the community. Due to the large demand for this training, we run 2 separate classes once a week, with approximately 60 ECD practitioners enrolled each year.

As part of our training, ECD practitioners are provided with detailed guidelines for a series of themes around which the whole year's programmes can be organised. The programme is based on sound principles of learning through play and activities, activities that enable learners fully to experience and cognitively structure their world. The programme also provides practical activities for practitioners and children using inexpensive and easily made educational materials.

In 2011 Sikhula Sonke intends to pair the learner teachers with centres of excellence in the Western Cape. Each learner teacher will have the opportunity to spend at least 12 days in a centre where they will be able to apply their learning, with the presence and availability of an experienced on-site teacher.

Intended Outcomes

On completion of this training programme, practitioners should be able to:

- ❖ Give children the opportunity to discover and learn about their world, both natural and man-made.
- ❖ Plan lessons which are directed at the learning outcomes of three learning programmes: numeracy, literacy and life skills.
- ❖ Stimulate children to be observant and ask questions about what they think and see in the world around them.
- ❖ Be able to assess children's needs in non-threatening and constructive way.
- ❖ Be able to discover learning outcomes for each activity in children's development.
- ❖ Advise on health, safety and nutrition.
- ❖ Be able to make learning and development of children fun.

Monitoring and Evaluation

The monitoring of this programme has two components:

- ❖ The **Coaching and Support Programme** (see below), which is implemented through on-site visits at the Educare Centres, and assists the ECD practitioners in the practical implementation of the training. There are 24 scheduled site visits that take place during the year. Each teacher is assigned a coach who is an experienced ECD practitioner and who assists with the practical implementation of the training on a one-on-one basis with the teacher.
- ❖ Each ECD practitioners is expected to complete and present a portfolio of **Evidence of Learning** for the materials that have been developed and collected during the course of training, write a reflective assignment on each theme and present their handmade materials after each theme.

Detailed Budget for Basic Assistant Teacher Training Programme - 2012

Assistant Trainer x2	R100,000
Rental of Hall	R15,000
Printing and Stationery	R10,000
Refreshments	R5,000
Textbooks	R15,000
Programme Management	R22,500
Total	R167.500