



KINGSTON BUSINESS SCHOOL
Soaring to Excellence

EARLY CHILDHOOD CARE & DEVELOPMENT



**START YOUR CAREER AS
EARLY CHILDHOOD EDUCATOR**

Why Choose Us:

- AWARDING BODY : MITD
- EXAMINATION BODY : MES
- PRATICAL PLACEMENT IN SCHOOLS
- REQUIREMENTS FORM 3
- THEORY & PRACTICAL SESSIONS
- PAYMENT FACILITIES



**Unit Coordinator
Mrs L. Gungadeen**

Teaching team: Mr Reedha
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Teaching team: Mrs Gungadeen
Role: Academic Director and Coordinator
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Teaching team: Mrs R. Gungadeen
Role: Lecturer
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Approach to learning

Learning approach underpinning unit

This unit introduces students to the profession of child care and early childhood. The unit enables students to appreciate the diverse roles and responsibilities of child care givers and early childhood teachers, to understand students as individuals and groups, and to develop a critical awareness of the function of childcare and ECD centers in Mauritius. The unit integrates professional experience in either an Early Childhood setting or childcare.

Overall expectations

Attendance Requirements: Students are expected to attend all classes and seminars organized by the institution. An attendance of at least 80% is mandatory for the completion of the course.

- If you cannot attend lectures, please let your tutor know. It may be possible for you to attend another one.
- All students are expected to engage in small group learning and other activities organized by the tutors.

Learning activities and details

The unit consists of two interrelated components – Professional Practice (PP) and Theory. You must pass both of the components to get your certificate.

A. Professional Experience Component

A 600 hours of PP is mandatory for passing this course.

All students must PASS the Professional Experience component.

Attend at least 3 full days in your allocated school each week over a period of at least 10 months or 5 days over 6 months or 600 hours (any absence due to illness must be supported by a medical certificate).

Receive a PASS from the Mentor Teacher/s (see School Experience Evaluation Forms in Appendices of your Professional Experience Guide).

Students who fail the professional experience component will not be offered a supplementary assessment and will fail the course. You will not be able to undertake the unit again until Semester 2, 2024.

Your Professional Experience School Settings - ECE students – to be placed in childcare or PP.

KBS expects students and staff to pursue the highest standards of integrity in all academic activity. Academic integrity involves behaving ethically and honestly in class and during placement and relies on respect for others' ideas through proper acknowledgement and referencing of publications.

Academic misconduct is treated seriously, and penalties may apply.

Assessment 1- Exam-based in August/ December coordinated by MES. An exam fee applies and to be paid at the MES directly.

Assessment 2 - Mentor Teacher Professional Experience Evaluation Report

ASSESSMENT DESCRIPTION

Your Mentor Teacher/s will complete a Professional Experience Evaluation report during your placement.

This is a pass/fail assessment. You must pass this component to pass the unit.

GUIDELINES for SUCCESS

All students will need to clearly demonstrate a developing understanding of the required standards/focus areas of the MITD standards as per the Professional Experience Evaluation Report.

HOW TO SUBMIT

The evaluation reports will be given to you to fill in and submit to your mentor teacher who will assess these forms.

HOW IT IS ASSESSED (summary)

You will be assessed on these key criteria:

Your suitability/potential for teaching will be evaluated on the basis of the criteria including attendance, punctuality, professionalism completion of required lessons, willingness to be actively involved in the class and school activities and your ability to relate professionally to students and staff.

The assessment includes a moderation process to ensure reliable, just, and fair outcomes.

Academic Advice and Student Support

**Need guidance on study related issues?
Use this flowchart or seek direct assistance from Student
Support Services (Mr Nivesh S Beeharry - 55095778)**

If you have...?

- Questions about content covered in tutorials or practical sessions.
- General questions about completing assessments.
- Concerns about another student or your learning needs.
- Positive and constructive feedback.



Tutor

-
- Questions about unit content, assessments, attendance or tutorial times.
 - Questions on marked assessments.
 - Academic issues with your learning in this unit.
 - Positive and constructive feedback.



Unit
Coordinator:

-
- Academic issues that haven't been adequately addressed by the unit coordinator.
 - Academic issues relating to progression through your degree, withdrawal from a unit or intermission.
 - Positive and constructive feedback.



Academic
Chair

Two – Lesson Critique

**Lesson Critique
Reflection Note**

Pre-Service Teacher's Name: _____ Date: _____

Subject/Topic: _____ Year: _____

Mentor Teacher _____

Commendations

Recommendations

Overall Impression

Name: _____ Date: _____

Signature _____

Three – Lesson Evaluation

KINGSTON BUSINESS SCHOOL

Lesson:	Class:	Date:
1. What were the intended learning outcomes of the lesson?		
2. Were changes made to the lesson plan during the lesson? If so, why?		
3. How did the students respond to the lesson?		
4. What did students learn from the lesson? Why do you think this?		
5. What were the strengths of the lesson?		
6. What might you do differently in the future?		

National Certificate Level 3 in Early Childhood Care and Development

1. **Level:** 3
2. **Credits:** 119
3. **Total qualification Time:** 1190

Guided Learning hours (GLH): 400 Hours
Practical placement (PP): 600 Hours
Independent learning (IL): 190 hours

4. Award of Qualification

Requirements Compulsory

All the unit standards listed are required:

Unit No.	Unit Standard Title	Level	Credit	HRS	Week	Lecturer
EARLY CHILDHOOD DEVELOPMENT						
01	Explain the purpose, structure and relevance of early childhood development and care	3	4	10 theory 10 PP	1,2	Reedha
02	Describe theoretical knowledge and its application related to child development	3	10	20 Theory 40 PP	3/4	Reedha
03	Promote child development through play	3	10	20 80 PP	5/6	Gungadeen
04	Interact with young children to promote language development	3	8	30 theory 50 PP	7/8/9	Gungadeen
PROFESSIONAL PRACTICE						
05	Demonstrate and apply knowledge of ethical behaviour in early childhood	3	8	20 theory 60 PP	10/11	Reedha
06	Perform First Aid	3	5	30 20 PP	12, 13,14	TBC

07	Develop observation skills to observe a young child	3	4	20 theory 20 PP	15/16/17	Reedha
08	Select and develop resources for play for young children	3	6	30 hours PP	18/19/20	Mohinee
09	Guide young children's behaviour	3	10	20 theory 80 PP	21/22	L.Gungadeen
10	Provide and ensure a safe environment for young children	3	6	20 theory 40 hours PP	23/24	Reedha
11	Describe and apply hygiene practices and how they are applied for young children in an early childhood setting	3	4	20 theory 20 PP	25/26	Reedha
12	Demonstrate and apply knowledge of the basic needs of young children	3	5	20 Theory 30 PP	27/28	L.Gungadeen
13	Demonstrate knowledge of attachment behaviour in early childhood	3	5	20 Theory 30 hours PP	29/30	L.Gungadeen
14	Describe ways to encourage good health practices in young children	3	4	20	31/32	R.Gungadeen
FAMILY, COMMUNITY, AND SOCIETY						
15	Demonstrate knowledge of early childhood services in the local community	3	6	20 theory 40 PP	33/34	Reedha
16	Demonstrate knowledge of parenthood and child rearing practices	3	8	20 20 PP	35/36	Reedha
17	Describe the benefits of effective communication with parents, family and the community	3	8	20 20 PP	37/38	Reedha
FOOD TECHNOLOGY AND NUTRITION						
18	Apply knowledge of age-related nutrition needs in providing food for a child	2	8	20 20 PP	39/40	R. Gungadeen
	Total Credits	119		400 theory 600 PP	40	

5.Purpose

The National Certificate Level 3 in Early Childhood Care and Development provides basic skills and knowledge to perform as carers/care givers for the development and care of children aged 0 to 5 years within the socio-cultural context of the Republic of Mauritius.

Areas of learning to be covered

1. Early childhood care theory and practice
2. Early childhood development theory and practice;
3. Professional practice
4. Nutrition
5. Health and Safety

Explain the purpose, structure and relevance of early childhood development and care

Level: 3

Credit: 4

Elements and Performance Criteria

Element 1

Explain the purpose, structure and relevance of Early Childhood Care sector in the Republic of Mauritius.

Performance criteria

- 1.1 Explanation describes the purpose and philosophy of Early Childhood care and development
- 1.2 Explanation describes the structure of Early Childhood Care and Development sector Range: principles, philosophy and goals

Describe theoretical knowledge and its application related to child development

Level: 3

Credit: 10

Elements and Performance Criteria

Element 1

Describe the developmental continuum of young children from birth to primary school entry.

Performance criteria

- 1.1 Description explains the patterns of development of young children from birth to primary school entry.
- 1.2 Description identifies important milestones in the different stages of development.
- 1.3 Description explains why development can occur at different individual rates.
- 1.4 Description identifies also developmental disorders and implications for their main carer.

Range: disorders include problems associated with down syndrome, autism and intellectual disability.

Element 2

Relate developmental patterns of young children to their learning.

Performance criteria

- 2.1 Patterns of development are related to play in the learning of young children including children with special needs.
- 2.2 Adult expectations of young children's abilities are explained in terms of patterns of development.

Element 3

Describe environmental factors that may inhibit or enhance the development of young children, including those with special needs.

Range: physical, social, cultural.

Performance criteria

3.1 Description includes environmental factors which may enhance young children's development.

Range: richness, availability, change.

3.2 Description includes environmental factors which may inhibit young children's development.

Promote child development through play

Level: 3

Credit: 10

Elements and Performance Criteria

Element 1

Describe how play contributes to the learning and development of young children.

Performance criteria

1.1 Description of play identifies learning opportunities for young children.

1.2 Description of play relates identified learning opportunities for young children to their learning and development.

1.3 Description of play gives consideration to the importance of context, play resources, and activities developmental level of young children, length of play and adults' role.

1.4 Description of play gives consideration of developmental level of young children with regard to play.

Range: interactions – adults and young children, young children and young children, young children and the environment.

Element 2

Engage in play with young children.

Range: skills required when entering into and exiting young children's play include but are not limited to – active and reflective listening, collaborating, scaffolding, modelling, observing, assessing, reflecting, reinforcing, turn-taking, and exploring the environment.

Performance criteria

- 2.1 Engagement in play with young children demonstrates skills required for interacting with young children and encourages reciprocal and responsive relationships between children and adults, and children and their peers.
- 2.2 Engagement in play with young children is conducted in a way that ensures the safety of children.
- 2.3 Engagement in play with young children with disabilities in a way that ensure their inclusion in the group.

Element 3

Review engagement in play with young children.

Performance criteria

- 3.1 Review involves assessment of own interaction, skills employed, and role in play.
- 3.2 Review involves identifying areas for self-development

Interact with young children to promote language development

Level: 3

Credit: 8

Elements and Performance Criteria

Element 1

Demonstrate knowledge of the development stages of young children's language skills. Range: language development – verbal and nonverbal.

Performance criteria

- 1.1 Description of language acquisition for young children identifies different developmental stages.
- 1.2 Description of language development for young children demonstrates knowledge of emergent language.
- 1.3 Description identifies interpretation of, and ways to respond to young children's language cues.
- 1.4 Description identifies ways to support young children's language acquisition.
- 1.5 Describe how a adult should respond to detection of change in pattern of language development

Element 2

Describe the skills adults need to interact with young children.

Range: skills may include but are not limited to: active and reflective listening, observing, planning, assessing, reflecting, responding, questioning, reinforcing, positioning of self in relation to child size, guided participation, and use of appropriate language.

Performance criteria

- 2.1 Description of adult interaction with young children identifies skills needed to develop a reciprocal and responsive relationship.
- 2.2 Description of skills outlines possible strategies to employ when interacting with young children including those with special needs.

Range: may include children with language difficulties.

Element 3

Use a variety of communication skills to interact with young children.

Performance criteria

- 3.1 Communication demonstrates a range of skills needed in a reciprocal and responsive relationship including those with special needs.

Element 4

Evaluate effectiveness of own communication with young children.

Performance criteria

- 4.1 Evaluation involves assessment of skills employed.
- 4.2 Evaluation identifies areas for self-development.

Demonstrate and apply knowledge of ethical behaviour in early childhood

Level: 3

Credit: 8

Elements and Performance Criteria

Element 1

Describe the concept of ethics.

Performance criteria

- 1.1 Description of ethics discusses their relationship to the values of individuals, and to situations.
- Range: values of individuals in situations – people's values may be influenced by their immediate and wider social and cultural contexts.
- 1.2 Explanation defines the principles and purpose of a code of ethics.

Element 2

Identify ethical situations and own ethical values.

Performance criteria

- 2.1 Identification of ethical situations states the situation from all parties' perspectives.
- 2.2 Identification of the ethical situation reflects on own ethical values.
- 2.3 Own ethical values identified highlights opportunities for personal improvement.

Element 3

Relate ethical situations to early childhood contexts.

Performance criteria

- 3.1 Description of ethical situations takes into consideration responsibilities of early childhood providers within the service.
- 3.2 Description of ethical situations identifies possible sources of advice and support.
- 3.3 Description of ethical situations demonstrates knowledge of ethical values and ethical dilemma

Perform First Aid

Level: 3

Credit: 5

Elements and Performance Criteria

Element 1

Demonstrate knowledge of first aid theories and practice.

Performance criteria

- 1.1 The basic anatomy and physiology of the human body is explained.
- 1.2 The role of a first aider is defined.
- 1.3 The first aid priorities are defined and explained.
- 1.4 Steps to prepare oneself as a first aider are described.
- 1.5 Steps to protect oneself from infection and hazards are described and explained.
- 1.6 Steps to deal with the casualty are described and explained.

Range: steps should not be limited to: seeking for help, during and emergency call for medical intervention only.

Element 2

Assess the sick or injured person prior to intervention.

Performance criteria

- 2.1 Person's condition is assessed according to accepted practices for first aid.

Range: person's condition includes:
shock including bleeding and
trauma including burns, effects of electric current on the human body,
fractures, soft tissue injuries, poisoning, drowning;
Medical conditions including heart attack, asthma, stroke, seizure, and
diabetes; Polytrauma.

2.2 The steps to assess an unconscious casualty who is still breathing are described and explained.

Range: steps include placing casualty in recovery position – for adult, child and infant as well as pregnant woman.

Element 3

Recognise Cardiorespiratory Arrest and perform Cardio Pulmonary Resuscitation (CPR) in an Unconscious Casualty.

Performance criteria

3.1 Cardiorespiratory Arrest is recognised and handled.

3.2 The correct techniques of CPR are demonstrated:

Range: To include a child – below one year and an adult

3.3 Respiratory disorders are explained and the process to deal with the problem is described.

Range: process includes casualty with Asphyxia.

3.4 The correct use of an Automated External Defibrillator is demonstrated.

Element 4

Apply knowledge of treatment to casualty who is bleeding.

Performance criteria

4.1 Application of First aid treatment is demonstrated and the steps thereof described.

4.2 Steps to treat a casualty under shock are described.

4.3 Steps to deal with a casualty who is fainted are described.

Element 5

Apply knowledge of treatment for casualty with injuries to bones, joints and muscles.

Performance criteria

5.1 The basic structure and functions of bones, joints and muscles in the body is explained.

5.2 The different types of fractures are described.

5.3 The techniques used to recognise bone fractures are described.

5.4 The techniques of patient handling and immobilization of fractured body parts according to accepted First aid practices are described.

5.5 The techniques to deal with other bone, joints and muscle injuries are described.

Range: Not limited to: Spinal, sprains and strains, skull fracture/concussion compression, pelvic fracture.

Element 6

Demonstrate and apply knowledge of the impact of heat and cold on human body. Range: not limited to: electrical and chemical heat

Performance criteria

- 1.1 The skin structure is described.
- 1.2 A person's condition is assessed in case of burns according to accepted first aid practices. Range: for all types of burns including severe burns and scalds.
- 1.3 First Aid treatment to the casualty with minor and severe burns is described and applied.
- 1.4 The condition of Hypothermia is assessed and managed.

Element 7

Demonstrate knowledge and apply first aid techniques in case of a casualty with poisoning, bites and stings.

Performance criteria

- 7.1 The common types of poison are described.
Range: not limited to: Pesticide, carbon monoxide, synthetic drugs overdose.
- 7.2 The effect of poisons and toxins in the body is explained.
- 7.3 First aid treatment to a victim suffering from poison, sting and bites is described and applied.

Element 8

Demonstrate and apply knowledge of first aid techniques under various medical conditions.

Performance criteria

- 8.1 A person's condition is assessed and managed in case of different medical conditions according to accepted first aid practices.

Range: not limited to the following medical conditions:

- Chest pain or chest discomfort caused by myocardial infarction, angina, pneumothorax, aneurysm, traumatic and inflammatory conditions
- Shortness of breath caused by bronchial asthma, chronic bronchitis, heart failure, metabolic and traumatic conditions
- Fitting or abnormal behaviour caused by epileptic, traumatic, toxic, metabolic and infective conditions
- Unconsciousness, confusion, fainting caused by traumatic, metabolic, toxic, cardiac, and neurological conditions
- Abdominal pain caused by traumatic, shock, vomiting (with or without blood presence), blood in urine conditions.

Element 9

Demonstrate and apply principles and techniques of casualty handling and bandaging.

Performance criteria

9.1 The correct techniques of casualty handling and principles are described, explained and applied.

Range: Not limited to:

- Dressings
- Splints
- Bandages (roller and triangular)
- Arm Sling & Elevation Sling
- Figure of Eight
- Head Bandage

Element 10

Demonstrate knowledge about management of mass casualties.

Range: National Disaster and Risk Reduction Management Committee (NDRRMC), Different First Aiders groups (Red Cross, St John, Fellowship First aiders, etc)

Performance criteria

10.1 Existing evacuation plans are understood.

10.2 Appropriate agencies are contacted

Range: not limited to: Fire and Rescue Services, SAMU, Police.

10.1 Ways in which casualties are attended to, after triage, until the arrival of SAMU and other stakeholders are understood.

10.2 The location of health care providers is identified.

10.3 Tagging of casualties is understood.

Range: IATA tags, Hospital tags

10.4 Small and Great Noria are understood

Develop observation skills to observe a young child

Level: 3

Credit: 4

Elements and Performance Criteria

Element 1

Describe the principles and purpose of observation.

Performance criteria

- 1.1 Description identifies principles of observation.
- 1.2 Purpose of observation is explained in terms of types and methods that can be used.

Element 2

Observe a still scene, record and evaluate identified information.

Performance criteria

- 2.1 Still scene is observed and identified information is recorded.
- 2.2 Observation recording is evaluated and language used is discussed.

Element 3

Observe a young child in an early childhood setting.

Performance criteria

- 3.1 Preliminary factors are identified and explained before conducting the observation.
Range: steps – consideration of ethics of observation, discussion with parents, discussion with caregiver, consideration of cultural implications.
- 3.2 Observation includes a description of the selected method and its appropriateness to the purpose of the observation.
- 3.3 Observation includes a detailed recording of the young child's movements and language.
- 3.4 Observation recording is evaluated and language used is discussed.

Select and Develop resources for play for young children

Level: 3

Credit: 6

Elements and Performance Criteria

Element 1

Prepare, provide and maintain play resources for young children including those with special needs. Performance criteria

- 1.1 Identification of play resources is supported by a description of their relevance to young children's learning through play.
- 1.2 Play resources are prepared and provided to suit chosen categories of young children's play including those with special needs.
- 1.3 Play resources provided suit the learning and capabilities of young children for whom they were intended.
- 1.4 Maintenance of play resources used shows understanding of health and safety requirements of play equipment.
- 1.5 Maintenance of play resources used shows understanding of the requirements for reuse of resources.

Element 2

Evaluate use of play resources provided for young children.

Performance criteria

- 2.1 Evaluation of play resources used demonstrates knowledge of value of play in terms of learning for young children.
- 2.2 Evaluation of play resources used reviews their application and suitability for young children.

Range: age, cultural sensitivity, special needs, health and safety aspects.

Guide young children's behaviour

Level: 3

Credit: 10

Elements and Performance Criteria

Element 1

Describe and compare expectations for young children's behaviour.

Performance criteria

- 1.1 Expectations of behavioural changes for young children are identified.
- 1.2 Description of own expectations for young children's behaviour compares own expectations with those of other adults, parents' or caregivers' expectations.
- 1.3 Reflection on differences between own and others' expectations identifies areas (if any) for changes to own expectations.

Element 2

Describe appropriate strategies for guiding young children's behaviour.

Range: strategies may include but are not limited to – active and reflective listening, reciprocal and responsive interactions, use of suitable language, negotiating.

Performance criteria

- 2.1 Positive guidance strategies are identified and described in terms of appropriate limits and boundaries.
- 2.2 Description emphasises importance of consistency in guiding young children's behaviour.

Element 3

Apply strategies to guide young children's behaviour.

Range: guidance strategies are determined by circumstances, cultural sensitivities, context, and developmental level of the young child, ethical considerations, health and safety of the young child, statutory requirements.

Performance criteria

- 3.1 Application of strategies to guide young children's behaviour suits different situations.
- 3.2 Application of strategies contributes to the development of responsive and reciprocal relationships with young children including those with special needs.

Element 4

Select and apply strategies to respond to conflict situations for young

children. Range: conflict situations – disagreement between two

young children;

and at least one other situation which may be but is not limited to – young child and adult, young child and other young children.

Performance criteria

- 4.1 Strategies to respond to conflict situations for young children are selected and described.
- 4.2 Application of strategies suits the range of conflict situations.
- 4.3 Application contributes to the development of responsive and reciprocal relationships with children.

Provide and ensure a safe environment for young children

Level: 3

Credit: 6

Elements and Performance Criteria

Element 1

Describe a safe environment for young children.

Performance criteria

- 1.1 Description of a safe environment for young children identifies contributing risk factors and hazards.
- 1.2 Description of a safe environment for young children explains the importance of employing and modelling safe practices within the early childhood setting.
- 1.3 Description of safe environment outlines methods for dealing with accidented emergencies and young children with special needs.

Range: Natural Calamities protocol.

Element 2

Maintain a safe environment for young children including those with special needs.

Performance criteria

- 2.1 Maintenance of a safe environment for young children demonstrates adherence to an appropriate checking system and checklist.
- 2.2 Maintenance of a safe environment for young children demonstrates applied knowledge of safety requirements.
- 2.3 Maintenance of a safe environment demonstrates the application of hygiene practices.

Element 3

Describe and demonstrate techniques to assist young children in developing safe practices.

Performance criteria

- 3.1 Techniques to redirect young children from unsafe situations are described and demonstrated.
- 3.2 Techniques that assist young children to learn self care skills are described and demonstrated.
- 3.3 Description and demonstration of techniques assists young children in choosing methods to keep themselves safe.

Describe and apply hygiene practices and how they are applied for young children in an early childhood setting

Level: 3

Credit: 4

Elements and Performance Criteria

Element 1

Describe environmental hygiene practices and associated risk factors in an early childhood setting.

Range: hygiene practices used for and at least two risk factors associated thereto – food preparation, food handling and food consumption; cleaning; toileting; sleeping area. Evidence is required of these hygiene practices in either a centre-based or a home-based setting.

Performance criteria

1.1 Description of hygiene practices identifies the various ways of disposing of waste products.

1.2 Description of hygiene practices includes use of cleaning products and equipment and then safe storage.

1.3 Description of hygiene practices explains the value of cleaning routines.

Range: health and safety requirements, management of accidental spills within an early childhood setting.

Element 2

Describe hygiene practices for adults' personal care and for care of young children.

Performance criteria

2.1 Hygiene practices for adults' personal care are identified and described.

2.2 Hygiene practices for the care of young children are identified and described.

2.3 Description of hygiene practices considers special requirements for bathroom, toilet, and sleep area, kitchen and laundry facilities, for adults' personal care and for the care of young children.

Element 3

Select and apply appropriate hygiene practices to prevent infection. Range: environmental and personal.

Performance criteria

- 3.1 Ways in which infection can be spread and prevented are identified and described.
- 3.2 Ways in which hygiene practices are applied to minimise the risk of infection are identified and described.

Demonstrate and apply knowledge of the basic needs of young children

Level: 3

Credit: 5

Elements and Performance Criteria

Element 1

Demonstrate knowledge of the basic needs and rights of young children.

Range: 16 rights of the Child, basic principles of UN convention on the Rights of the child, the UN Convention on the Rights of Persons with Disability (CRPD).

Performance criteria

1.1 Description identifies the basic needs of young children.

1.2 Description identifies the rights of the young child.

1.3 Description of basic needs takes into consideration the importance of the environment for young children.

Range: importance of environment – rest and play, health, safety, nutrition, education, culture, family and community.

1.4 Description of basic needs takes into consideration patterns of learning and development of young children.

1.5 Description identifies consequences for young children when basic needs are not met.

Demonstrate knowledge of attachment behaviour in early childhood

Level: 3

Credit: 5

Elements and Performance Criteria

Element 1

Describe attachment behaviour in young children.

Performance criteria

- 1.1 Description of secure attachment identifies behaviours that may be exhibited by the young child.
- 1.2 Description of insecure attachment identifies behaviours that may be exhibited by the young child.

Element 2

Describe appropriate attachment behaviours of young children and responses exhibited by all parties when adult/child separation occurs.

Performance criteria

- 2.1 Description of appropriate attachment behaviour identifies responses exhibited when adult/child separation occurs.

Range: includes feelings of young child, infant, toddler, parent, family member, and caregiver and transitional objects.

Element 3

Describe techniques for assisting adults and young children through short-term separation.

Performance criteria

- 3.1 Techniques for assisting adults and young children through short-term separation are identified and described.
Range: techniques – reflective listening, redirecting, comforting, sharing information.
- 3.2 Description explains the relevance of the identified techniques in assisting young children through short-term separation.
- 3.3 Description of techniques indicates empathy for the parents, family, and the young child when short-term separation occurs.

Describe ways to encourage good health practices in young children

Level: 3

Credit: 4

Elements and Performance Criteria

Element 1

Describe factors that can influence young children's health.

Performance criteria

- 1.1 Description identifies the range of factors that enhance the health of young children.
Range: factors – social, economic, cultural, environmental.
- 1.2 Description identifies factors that impact negatively on the health of young children.
- 1.3 Description identifies health problems common in the community.
- 1.4 Description identifies communicable diseases common to young children.
- 1.5 Description identifies injuries and accidents common in early childhood settings.

Element 2

Describe ways to protect and promote the health of young children.

Performance criteria

- 2.1 Description identifies the role of parents, family and community in promoting young children's health.
- 2.2 Description identifies how to access health services for young children.
- 2.3 Description identifies and describes the immunisation schedule for young children.
- 2.4 Description identifies the requirements for an unimmunised child in an early childhood development setting.

Demonstrate knowledge of early childhood services in the local community

Level: 3

Credit: 6

Elements and Performance Criteria

Element 1

Describe the development and function of one early childhood service in the local community.

Performance criteria

- 1.1 Description outlines the development of chosen early childhood service and explains its purpose and philosophy.
- 1.2 Description of the chosen early childhood service links its development to community needs.
- 1.3 Description explains chosen early childhood service's current role in the community.

Element 2

Describe the range of early childhood care and protection services available in Republic of Mauritius.

Range: early childhood care and development services may include but are not limited to – childcare, family day care, home based care, family support services and kindergarten and care services for children with special needs.

Performance criteria

- 2.1 Description of identified early childhood care and development services in Mauritius and Rodrigues explains the core characteristics of the sector.
- 2.2 Description examines reasons for the differences in early childhood care and development services in relation to community needs.

Element 3

Describe the range of agencies available to support early childhood care and development including children with special needs.

Range: support agencies may include but are not limited to –childhood umbrella organisations, Early Childhood authority and other childcare organisations, Government agencies, other health services, other early childhood organisations; detailed knowledge of at least two with general knowledge of at least one is required.

Performance criteria

- 3.1 The range of support agencies is identified and described.
- 3.2 Description identifies role of named support agencies for early childhood.
- 3.3 Description identifies unique characteristics of named support agencies.
- 3.4 Description examines reasons for support agency umbrella organisations.

Demonstrate knowledge of parenthood and child rearing practices

Level: 3

Credit: 8

Elements and Performance Criteria

Element 1

Describe major influences on parenthood and common approaches to parenting and child rearing practices.

Performance criteria

1.1 Description identifies major influences on parenting and child rearing practices over the last decade in the Republic of Mauritius.

Range: social, political, cultural, economic, environmental, legal and technology evidence of at least three key developments within each of these influences is required.

1.2 Description identifies common approaches to parenting and child rearing.

Range: three approaches which must include one from a different cultural perspective to one's own; one from a parenting style different to one's own; one other from any of – parenting theories, parenting models or parenting styles.

Element 2

Describe processes in transition to parenthood.

Performance criteria

2.1 Description identifies factors that influence an individual's transition to parenthood.

Range: factors – maternal, paternal, community, age.

2.2 Description identifies process complications in transition to parenthood.

Range: at least three complications – postnatal depression, lack of attachment, separation anxiety, social isolation, economic pressures, family dysfunction.

Element 3

Describe support available for parents in their child rearing practices including children with special needs.

Performance criteria

- 3.1 Description identifies organisations and programmes that provide development and support for parents.
- 3.2 Description identifies parenting development outcomes in relation to parenthood and child rearing practices.
- Range: parenting development outcomes include but are not limited to – knowledge of children's basic needs and development needs and growth, changing roles, care and development of young child, parenting responsibilities, cultural implications.

Element 4

Describe issues in parenting.

Performance criteria

- 4.1 Description of issues in parenting defines the possible impacts on parenthood and child rearing practices.
- Range: issues may include but are not limited to – age of children, illness, death, special needs, moving house, employment, family circumstances, and cultural practices.
- 4.2 Description identifies support needs of parents as caregivers of their own young children.
- 4.3 Description defines the roles of state, community and family in relation to parenting.

Describe the benefits of effective communication with parents, family and community

Level: 3

Credit: 8

Elements and Performance Criteria

Element 1

Describe the benefits of effective communication with parents, family and community.

Performance criteria

- 1.1 Description identifies the skills used in effective communication.
Range: active listening – paraphrasing, summarizing, reflecting, clarifying; verbal, nonverbal; open and closed questioning.
- 1.2 Description includes benefits of effective communication with parents, family and community for children.
- 1.3 Description includes benefits of effective communication identified by parents, family and community.
- 1.4 Description includes benefits of effective communication with parents, family and community identified by other adults working in an early childhood setting.
- 1.5 Description identifies how these skills contribute toward building a partnership with a parent, or parents, family and community.
- 1.6 Description identifies possible consequences of ineffective communication with parents, family and community.

Apply knowledge of age-related nutrition needs in providing food for a child

Level: 2

Credit: 8

Elements and Performance Criteria

Element 1

Demonstrate knowledge of age-related food and nutrition needs of children.

Performance criteria

- 1.1 Description of food and nutrition needs of children is consistent with relevant food and nutrition guidelines.
- 1.2 At least two examples provided to illustrate individual differences in nutritional requirements for children.

Element 2

Plan a week long menu to meet the nutrition requirements of a group of children. [Toddler and pre- primary group]

Performance criteria

- 2.1 The food specified by the plan is consistent with the relevant food and nutrition guidelines.
- 2.2 The food specified by the plan is consistent with the particular requirements of the nominated group.

Element 3

Prepare and serve a meal for the nominated child.

Performance criteria

- 3.1 Prepared food meets the identified nutritional needs of the nominated child.
- 3.2 Service of the food suits the nominated child.
Range: appearance of food, size of serving, use of condiments, if necessary, manner of presentation, bad food habits and other nutritional disorder.

