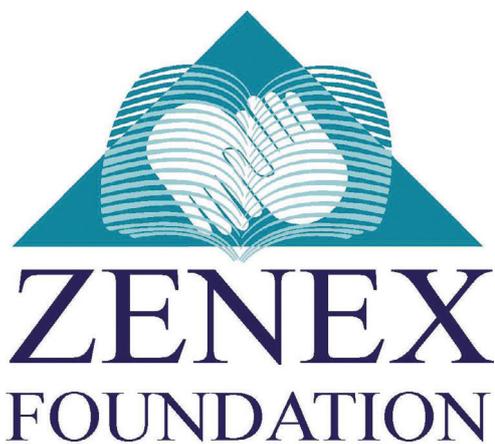


Fundamentals in ECD – Communications

Trainer's Manual



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Woz'obona



Fundamentals in ECD: Communications

Level One Trainer's Manual

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Fundamentals in ECD

Communications Level One Trainer's Manual

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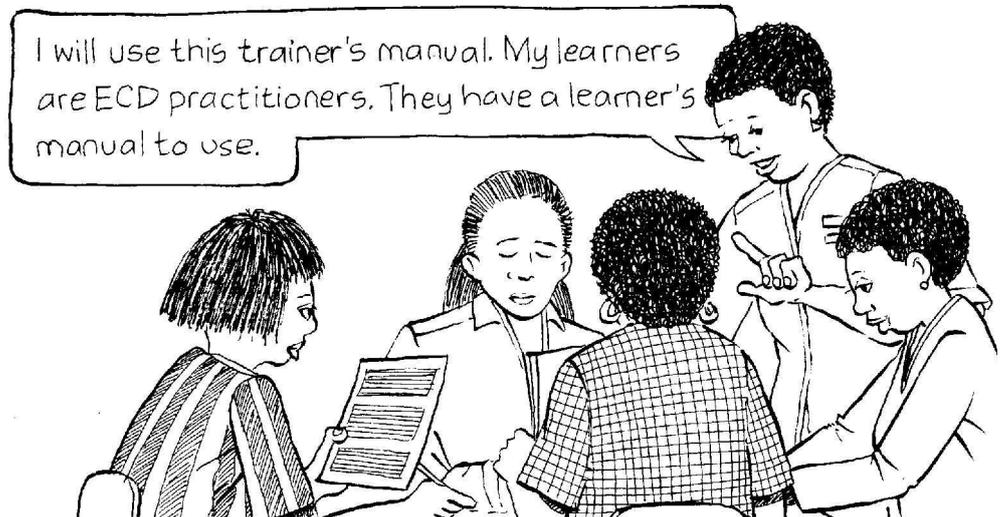
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INTRODUCTION



Trainer's Note:

This manual is for you, the trainer. You will use it to train ECD practitioners at NQF Level One Fundamentals Communications. There is also a Learner's Manual which your learners will use. This manual is the same as the Learner's Manual, except that Trainer's notes have been added. These notes will give guidance and ideas on how to facilitate the fundamentals course for your learners. You will identify the Trainer's notes quickly because they are in a box headed 'Trainer's Note:' with writing like this. Of course, you need to read this Trainer's Manual beforehand, and prepare yourself and your resources well.

1. Who is this manual for?

This manual is for you, the ECD practitioner. You will use it to study for Fundamentals in Communications at NQF Level One. It is written so that you can work through it alone, or with other early childhood practitioners in a small study group, or in a workshop group with a trainer. Read the introduction carefully alone or with your study group or trainer, to make sure you understand what you are doing. As you work through the activities you will slowly address all the Unit Standard Outcomes for Fundamentals in Communications.

2. ECD Fundamentals

Fundamentals in Communication form one part of a full ECD qualification at Level One. For a full qualification you need to have 120 credits. These are made up like this:

ECD Core: 48 credits

ECD Elective: 36 credits

Fundamentals Communication: 20 credits

Fundamentals Mathematical Literacy: 16 credits

You can see that for Fundamentals Communication you need to get 20 credits. That means that you should spend about 200 hours, or 25 days, studying on this course. This time includes study outside of workshops such as on assignments and portfolio work. Remember that some people will need more time, and others will not need as much.

3. Unit Standard Outcomes

There are five Unit Standards for Fundamentals Communications. They show what you need to be able to do (the specific outcomes) and how well you must be able to do them (the Assessment Criteria). These are the unit standards covered by this Manual:

	ID	Unit Standard Title	Level	Credits
Fundamentals Communication	12462	Engage in a range of speaking and listening interactions for a variety of purposes	Level 1	6
	119641	Identify and respond to selected literary texts	Level 1	5
	119631	Explore and use a variety of strategies to learn	Level 1	5
	12469	Read and respond to a range of text types	Level 1	6
	119636	Write/Sign for a variety of different purposes	Level 1	6
		Credits needed for Communication (20)		

There is a list of all the Unit Standard Specific Outcomes and Assessment Criteria before Unit 1 on page 10.

Trainer's Note:

Learners may find some words in this course difficult. We have put a dictionary in the margin on each page. Encourage learners all the time to add their own words to the dictionary.

4. Language of learning

This manual is written in English. Maybe English is your second, or even third language. You may need help with some of the English in this manual. You might need a dictionary, or perhaps you know someone who can translate some of the difficult language for you.

We have created a dictionary in the margin on each page. Add new words to the dictionary whenever you want to. Maybe studying will be easier if you are in a group learning together with one Trainer. You can have discussions in home languages and ask for translations anytime. But we are assuming that you will be assessed in English.

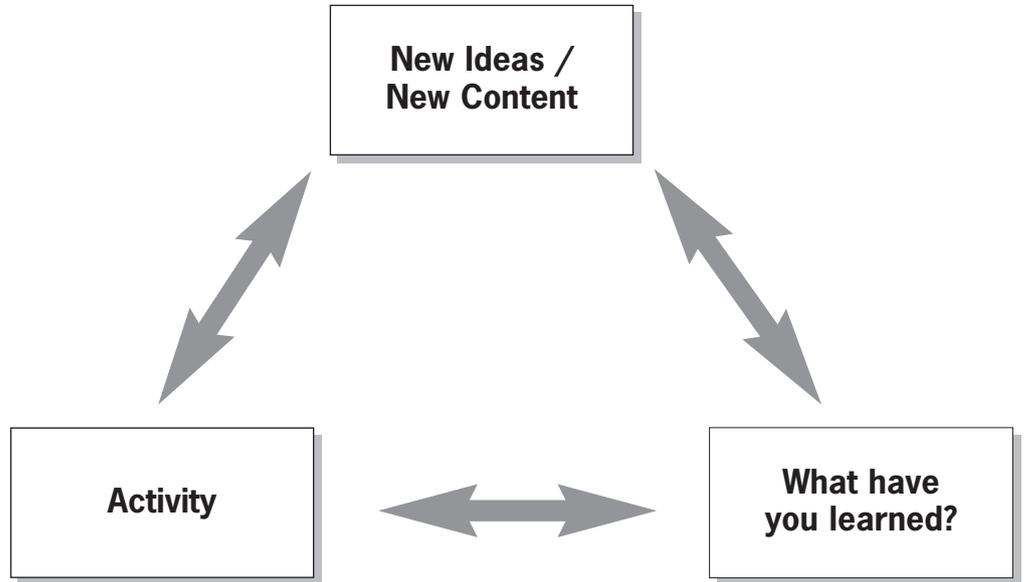
5. The learning cycle

In this manual you will see there are new ideas for you to read and think about. There are activities for you to do and there are opportunities for you to think about what you have learned. Think of this as a learning cycle or learning path. It does not really matter where you begin in the cycle. You may begin with a new idea, do an activity, and then go back to the new idea before you think about what you have learned. You could also begin with an activity, look at new information and then think about what you have learned. Good learning will always include all three parts of the cycle. The learning cycle can be drawn like this:

DICTIONARY:

Icon – small picture

Trainer's Note:
 Help practitioners to understand the link between this cycle and how the Educator's Manual has been written. You can do this during the discussion about the following icons.



6. How to use your Manual

Structure

All the way through the manual you will see the same cycle that you saw above. Each part of the cycle has an icon to show what it is:



Time needed
55 minutes

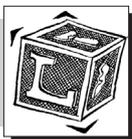
Activity

In each activity you will do something, think about what you have done, and discuss or write down your thoughts. You can do most of the activities in your Manual unless you need more space. Sometimes the Manual will show that you have to do an activity on a separate paper for your portfolio. There is a time shown for each activity. This is only a guide because different learners may need different amounts of time. It does not really matter how much time you spend, as long as you find it meaningful, and you are sure that you understand.



New ideas/content

Often there are some new ideas for you to read and think about before you do an activity. This might be information that you know already, or it might be new information. These ideas will also prepare you for the activity.

**DICTIONARY:****Reflect – think about****What have you learned?**

After activities there is writing that will help you to think about what you have learned.

There are other parts in the manual too. They also have icons. These are:

**Linking your learning to your ECD work**

We want you to think about what you will teach children from what you have learned in this course. This section in each unit will help you to think about that. We believe that it is not good teaching practice to force ideas onto children. So do not go and simply teach them what you have learned. What you have learned is at the wrong level for young children. There will be times when children show interest in something related to what you have learned. You can link the children's interest to something you have learned here and work at the right level with children.

Portfolio Work

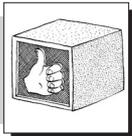
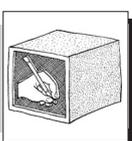
This icon shows when it will be good for you to put activities or assignments into your portfolio for assessment.

Self-assessment Checklist

You can use the self-assessment checklist to check your progress against the listed outcomes. They will also help your Trainer to keep track of how you are progressing.

Using a Journal

A journal is a book where you can reflect on your experience as a learner and as a teacher. There may be times when you feel worried about something. Then you can write down your worries. You can write down tips and reminders to yourself.



Next to this icon you will always see a set of questions which will help you to think about what to write. Answer these questions in your own words in your journal. Remember to put a date every time you write in your journal.

The purpose of your journal is:

- To make your ideas clearer to yourself by writing them down
- To express your feelings about your learning
- To keep track of your progress in your learning. This is another kind of self-assessment. You will keep a record of your understanding throughout the course. You can come back to something you have written in your journal and see how your understanding has changed.
- To practice writing without worrying about handwriting, grammar, spelling, correct order, paragraphs and other things. This will be very good for your writing skills, believe it or not.

7. What you need

- A punched exam pad for assignments and some exercises. You will file these assessment in your portfolio
- A file to keep your work safe and in order. File your work as you go along – don't leave it to the last minute. This file will be your portfolio.
- A pen or pencil
- A dictionary. Some good dictionaries for this level are:
SA Oxford Dictionary for Adult Learners
Pocket Oxford Dictionary
SA Schools Dictionary
Mini Dictionaries

You can buy these at any big branch of JUTA or CNA.

- An exercise book to use as your journal

8. Assessment

Your trainer will provide you with a clear assessment guide. You must check that your trainer has arranged for you to be assessed by an accredited fundamentals assessment agency, like IEB or UNISA. If you are studying on your own or in a study group make sure you register with an assessment agency to be assessed. Only an accredited fundamentals assessment agency can assess you and give you credits for your fundamentals.

When you are assessed you will be assessed against the Unit Standard outcomes. Some of the activities can be used for assessment. These activities and all the assignments will go into your portfolio. You will see the Portfolio Work icon next to these activities and assignments. In addition to your portfolio you will do an exam.

Trainer's Note:

Before you train this course you need to be sure that your organisation is accredited to train fundamentals. You will have to apply to the ETDP SETA for that accreditation. You will need to print the letter and the materials from the Thutong website and send these with your application. Even if you are accredited you will still need to register all your learners with an accredited fundamentals assessment agency such as IEB or UNISA. You will find their details in the Assessment Guide at the back of this Trainer's Manual

Trainer's Note:

The assessment that you conduct with the learners on this course will be formative assessment, and preparation for the summative assessment.

The Assessment Guide will guide you and the learners through formative assessment, through preparing a portfolio and through preparing for a summative exam.

Remember that most learners will need a lot of guidance on how to compile a portfolio. That is part of your training responsibility.

The activities are aligned with the Fundamentals Unit Standards and can be used as formative assessment. Some of the activities can be written separately or copied and put into the portfolio. Assignments are all portfolio work.

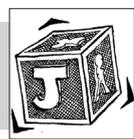
It would be a good idea to read your Assessment Guide now.

Trainer's Note:

The next set of activities is really the beginning of the learners' learning. They will be using a journal all the way through the course, both for some activities and for their own reflection on their learning. You may want to have a break here, or do an icebreaker to set the tone for a shift in thinking.



Time needed
55 minutes



Your Trainer will only do formative assessment to help you prepare for the final assessment. Formative assessment is not assessment for credit.

What is a portfolio?

A portfolio is a collection of your work that you show to a qualified assessor. Of course, it should all be your own work, not copied. If your work is satisfactory, the portfolio will help to prove that you are competent in NQF1 Communications.

In this course your portfolio will contain:

- Some activities
- All your assignments
- Your journal

Don't worry if you have never written a journal before. You will practise writing a journal as part of this course.

**9. Using your journal for the first time**

Remember the purpose of your journal is:

- To make your ideas clearer to yourself by writing them down
- To express your feelings about your learning
- To keep track of your progress in your learning.

In the next set of activities you will begin to write your journal. Do the activities in your journal.

**Activity 1:
Using your journal to learn**

Write all these answers in your journal.

1. Explain in writing what a journal is. Write in your home language. Use your own words - don't just translate directly from the explanation in this manual.
2. Explain verbally what a journal is. Speak to somebody who speaks a language other than English.

3. Write down in your home language how you feel about writing a journal. Ask yourself these questions:
 - a. Have I done journal writing before?
 - b. Am I still a bit worried about writing a journal?
 - c. Is writing in my journal harder than I thought or easier?
 - d. Do I usually worry about punctuation and spelling and grammar every time I write?
 - e. Did I manage to forget about grammar etc while I was writing in my journal?
4. Complete this sentence in English in your journal:

For me, writing in my journal

Congratulations! You have just completed your first entry in your journal.

Now do Activity 2.

Activity 2:
Writing a journal to suit the purpose

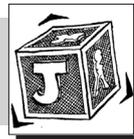
Work alone

1. Look at the first writing activity in your journal and answer the following questions in writing in your journal:
 - a. How will you know when you wrote in your journal?
 - b. How will you know what activity you were writing about?
 - c. Did you write full sentences? Are full sentences helpful?
 - d. Would it help if you highlighted or underlined ideas, wrote them in colour, added arrows and numbers?
 - e. Do you think you could draw some pictures in your journal?
 - f. Discuss your answers with someone who is also using a journal.

Remember your journal is not only to write down answers to questions, it is also a place for you to write down your feelings. Your feelings about your learning are not right or wrong. It may take a little time to get used to writing your real feelings. But often it is the best way to learn.



Time needed
40 minutes





Linking using a journal with your ECD work

This is the first time in the course that you are going to think about how your learning links with your work as an ECD practitioner. These questions might help you to think about it:

- a. Can children keep a journal?
- b. How can children keep a journal if they cannot write? Are there other ways of recording thoughts and feelings?
- c. What kind of things do you think children can draw or write about?
- d. What do you think children can learn from keeping a journal?
- e. How do you think you can help children to understand what a journal is?
- f. How can you help children to write down their thoughts and feelings?
- g. Why is it useful for children to think about their feelings?

There will be more opportunities for you to discuss these ideas later on in the manual. For now we want you to know that we think it is important for young children to learn to reflect on their thoughts and feelings.

10. Bantwana bami

Finally, let us introduce you to some of the characters you will meet in this manual.

Mrs Refiloe Maseko is the teacher and principal at Bantwana Bami home-based day care centre. She has 18 children in her care and she uses her garage, a room in her house and her yard to provide a space for the children to play and work. Mrs Maseko does the very best for her children. She makes sure she spends time chatting with them, reading to them, asking them questions and listening to them.

Mrs Dlamini is a friend of Mrs Maseko. She runs an ECD centre in the next village. They often sit together and chat about their work.



Fundamentals Communication Unit Standards

1. Unit Standard 12462

Engage in a range of speaking and listening interactions for a variety of different purposes.

Specific Outcomes and Assessment Criteria

1. Speak and listen well
 - Understand the main message in oral communication
 - Get message across when speaking
 - Interpret speech features (register, tone, body language, tempo, volume, stress)
 - Use speech features (register, tone, body language, tempo, volume, stress)
 - Check to see that your main message was heard
 - Use translations when needed
2. Know who you are communicating with and why when you are speaking
 - Identify purpose of oral communication
 - Identify likely audience of oral communication
 - Identify likely source of oral communication
 - Describe features of context (presentation, speech, group)
 - Explain how the purpose, audience, context and source influence communication
 - Present information, spoken text, appropriate for purpose, audience and context
3. Use different ways to find meaning and structure in oral communication
 - Identify the main ideas or messages
 - Communicate main ideas orally
 - Recall, paraphrase or summarize literal content
 - Understand organizing principles in meaningful spoken text (eg opening, conclusion, examples, sequence etc.) and to extract meaning
 - Use organizing principles to produce meaningful spoken text (eg opening, conclusion, examples, sequence etc.) and to extract meaning
4. Show an understanding of different kinds of language use when speaking
 - Identify speaker's opinions and emotions and respond appropriately
 - Identify and distinguish fact, fiction and opinion
 - Make inferences from what you hear
 - Explain possible reasons for misleading information or information that has been omitted.
 - Identify manipulative, biased, ideological language
 - Use emotive strategies in speech
 - Give own opinion and justify it.

-
5. Use and respond to feelings, emotions and cultural and social ways of speaking
 - Identify and use literary and stylistic devices (symbolism, rhyme, rhythm, etc.)
 - Discuss effects of literary and stylistic devices
 - Use and recognize emotive language
 - Identify and explore cultural and social values in speech
 - Identify and discuss attitudes expressed in speech towards languages
 6. Use and understand different acceptable customs and organization of speech
 - Identify type of interaction
 - Produce oral text
 - Identify grammatical structures and sentence construction
 - Use grammatical structures and sentence construction to extract and convey meaning
 - Use relevant and appropriate vocabulary
 - Talk about why you used conventions and structure in speech

2. Unit Standard 119641

Identify and respond to selected literary texts

Specific Outcomes and Assessment Criteria

1. Explain what a literary text is
 - Describe a literary text
 - Compare literary and non-literary texts
 - Give examples of literary texts
2. Tell what makes different types of writing different
 - List main features, conventions and devices of poetry, novels, short stories, drama
 - Compare the above using these features
3. Use different ways to help yourself to understand different kinds of writing
 - Use listening/reading/viewing strategies to find meaning
 - Understand literal meaning of language
 - Understand implied meaning
 - Use literary features to find meaning
 - Identify information, ideas, opinions and themes
4. Comment on a certain piece of writing
 - Give own response to literary text
 - Compare own and others' responses
 - Relate response to own life where applicable
 - Support responses using text

3. Unit Standard 119631

Explore and use a variety of strategies to learn

Specific Outcomes and Assessment Criteria

1. Use language for learning
 - Translate concepts into a language you understand
 - Apply terms such as analyze, discuss, describe, compare
 - Distinguish different language styles in different learning areas
2. Take responsibility for own learning and make choices about learning
 - Commit to the learning process
 - Organize own learning materials well
 - Choose a learning task from a set of alternatives (essay, research etc.)
 - Complete learning tasks within appropriate time frames
 - Complete self-assessment tasks
 - Use personal and time-management skills to plan and monitor own learning
 - Select learning and career options with guidance from the facilitator
3. Point out different ways of learning and know when to use them
 - Identify appropriate learning strategies such as asking questions, mind maps, skimming, summarizing, scanning, reading pictures, memorizing etc.
 - Select and use appropriate learning strategies.
 - Use self-assessment strategies effectively
 - Acknowledge evaluate and use feedback from others to revise and improve work.
 - Plan, draft, edit and revise.
 - Find information using basic referencing skills (numbering, index, contents page etc.)
4. Know where and how to find and use information
 - Identify the need for information
 - Identify and access appropriate sources of information
 - Select additional relevant information
 - Categorize classify and arrange information according to the task
 - Present information in a clear and accessible way
5. Use information well in order to learn more
 - Obtain information from a variety of sources (library, resource centre, workplace, internet, other learners)
 - Use relevant reference materials appropriately (dictionary, encyclopedia, film, journals, atlases)
 - Acknowledge evidence from other sources
 - Select additional relevant information

4. Unit Standard 12469

Read and respond to a range of text types

Specific Outcomes and Assessment Criteria

1. Use different ways to read different things
 - Find main message
 - Choose and use appropriate reading strategies (skimming, scanning, predicting, summarizing etc.)
 - Infer meaning through context clues and word attack skills
 - Read for detail
 - Find specific information using basic referencing skills
 - Use relationships between parts of words, phrases and sentences to understand writing
 - Identify and explain text features (register, tone, mismatch between tone and content)
 - Translate into other language where helpful and appropriate
2. Judge why something was written, who it was written for, and what the circumstances might be
 - Identify likely purpose of text and say why you think so
 - Identify likely intended audience
 - Identify likely source of text
 - Interpret text in the light of purpose, audience and source
 - Infer cultural and social context (eg. Political speech from political language, historical language etc.)
3. Look for meaning and understand writing
 - Identify main message
 - Find, recall, paraphrase or summarize literal content
 - Use organization of text to extract meaning (introduction, sequence, examples, linking words, opinions, conclusion etc.)
 - Identify examples and illustrations of meaning
 - Select information according to need
 - Categorize information to suit the purpose
4. Question how language is used in writing
 - Identify writer's/signer's opinions and emotions
 - Support the above with evidence from text
 - Identify and distinguish fact, fiction and opinions
 - Make inferences from text (misleading or contradictory information, omission of necessary information, meaning not directly stated)
 - Give possible reasons for above
 - Identify manipulative, biased, and ideological language
 - Give and justify your own opinion on a text

5. Point out when feelings, emotions and cultural and social ways of speaking and writing are used and know how to respond when they are used
 - Identify literary and stylistic devices
 - Discuss the effects of literary and stylistic devices
 - Identify and discuss emotive language
 - Identify and explore cultural and social values in a text
 - Identify and discuss attitudes expressed in a text towards languages
6. Understand the use of acceptable practices in text and how text is organized
 - Identify type of text (factual, informal, formal factual persuasive narrative practice etc) and genre (poem, advertisement, article)
 - Identify format and its functions (CV, letter, report etc.)
 - Recognize layout features and their functions
 - Identify grammatical structures and use them to extract meaning (effect of tense on meaning, use of passive or active voice etc.)
 - Recognize and use structuring devices, (table of contents, graphs, titles, headings, sub-headings, captions, paragraphs, etc.)

5. Unit Standard 119636

Write/Sign for a variety of different purposes

Specific Outcomes and Assessment Criteria

1. Write things which show that you know who are writing for and why you are writing
 - Use appropriate text type, format and conventions for specific purposes audiences and contexts.
 - Select and present sufficient accurate and relevant content.
 - Use register, tone, style and language appropriate to purpose, audience and context
 - Express and support own experience, knowledge and opinions
2. Use grammar (the way words are used in sentences) to arrange or structure what you write.
 - Use common grammatical structures correctly
 - Use clear simple sentences
 - Use a variety of sentence lengths and types appropriately
 - Use punctuation and spelling conventions appropriately
 - Use grammatical link devices correctly to write sustained pieces
 - Use sentence structure and word order accurately

3. Use accepted practice for structuring what you write
 - Structure and organize texts clearly, and arrange and sequence them logically
 - Use paragraphing conventions appropriately
 - Use links between sentences and paragraphs correctly
 - Support and illustrate arguments or positions
 - Use structuring devices (tables of contents, heading, numbering) appropriately
 - Use stylistic devices for specific effect (imagery, dialogue, manipulative or biased language)

4. Plan your writing, do a practice, check it and correct it.
 - Show evidence of planning and drafting
 - Incorporate feedback
 - Revise, proof-read and correct writing
 - Produce and present final version appropriately