6th International Conference on Research in EDUCATION

ICRECONF

3-5 March 2023
Vienna, Austria

An Investigation of Practical Skills Competencies of Early Childhood Care and Education Programmes

Annie Kirsten[1], Diana Robertson[2]

IIE Varsity College, South Africa

Abstract

An Early Childhood Development (ECD) training does not guarantee quality provisioning in ECD centres for several reasons: a lack of proficient instruction during training; a lack of support to help assist the students with work; a lack of knowledge; and a lack of follow-up support after the training is complete to ensure constant implementation. That is why it is necessary to educate practitioners and to continuously supervise their progress to ensure that they implement the appropriate activities relevant to their daily programmes for children to reach their full potential. This case study considers the perceptions of seven ECD practitioners who are based in Gauteng and completed an Early Childhood Care and Education (ECCE) programme in 2022. An in-depth examination which includes open-ended interviews will be used to observe their perspectives on the real-world application of the skills and formal practical training received. A narrative theoretical paradigm will be used to explore reflections and authentic experiences the practitioners endure. This will be executed to consider if the hands-on activities integrated into early learning programmes are sufficient for real world applications. Furthermore, to ascertain the transition difficulty of newly graduated practitioners into ECD centres and to establish if the practical skills training has equipped these practitioners for an ECD centre. The physical skills training competencies in early learning prior to entering an ECD centre as a practitioner will inform the development of future programmes as well as policy.

Keywords: Early Childhood Development, Early Childhood Care and Education, Higher certificate students, Innovation, In-service teachers