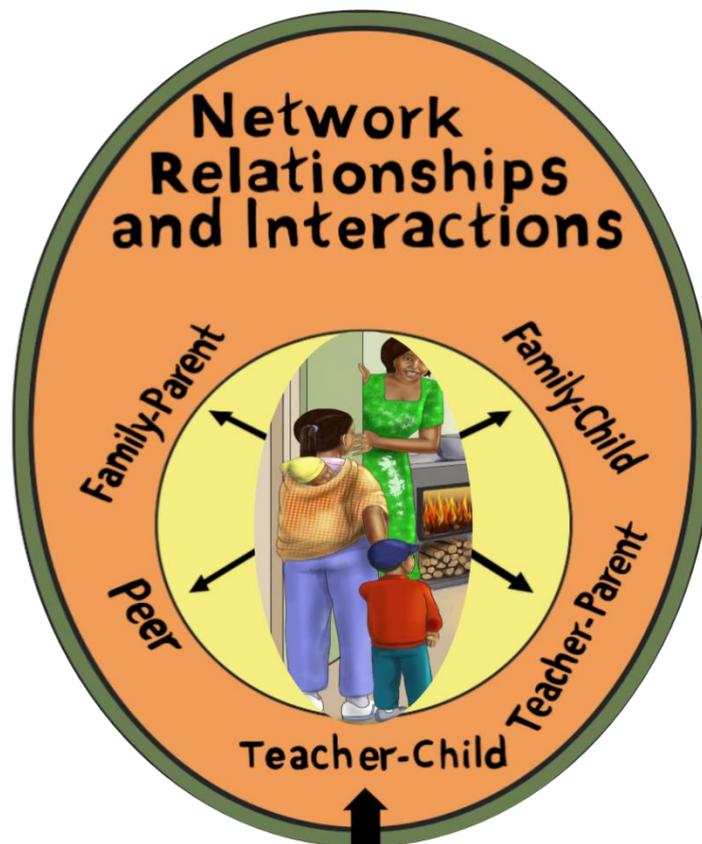PIECCE

PROJECT FOR INCLUSIVE EARLY CHILDHOOD CARE & EDUCATION

Illustrative Pack for ECCE Diploma

Relationship Building to Promote Health, Safety and Nutrition in ECCE

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Contents

Abbreviations/Acronyms

ATP   Action Team for Partnerships
CPUT   Cape Peninsula University of Technology
CSD   Centre for Social Development (CSD) Rhodes University
DBE   Department of Basic Education
DGMT   DG Murray Trust
DHET   Department of Higher Education
DoH   Department of Health
DSD   Department of Social Development
ECCD   Early Childhood Care and Development
ECCE   Early Childhood Care and Education
ECD   Early Childhood Development
ELDA   Early Learning and Development Area
NCF   National Curriculum Framework
NELDS   National Early Learning Development Standards
NGO   Non-Governmental Organisation
NWU   North West University
TREE   Training and Resources in Early Education
UFH   University of Fort Hare
UFS   University of Free State
UKZN   University of KwaZulu-Natal
UNISA   University of South Africa
UP   University of Pretoria
UWC   University of the Western Cape
WIL   Work Integrated Learning
Wits   Witwatersrand University
WSU   Walter Sisulu University

Relationship building to promote health, safety and nutrition in ECCE

Introduction

Infants and toddlers require sensitive and responsive families and teachers in order to develop into capable and caring adults. Connections with others – family, care workers, teachers and peers – support infants and toddlers as they figure out who they are, sustain meaningful relationships and gain knowledge about their world. Children influence their families and teachers and, in turn, families, cultural perspectives and the wider world influence whom these infants and toddlers become.

The purpose of this illustrative pack is to give you, teacher educators, ideas about how to support student teachers to:

1. Understand and define a relationship-based model in the context of early childhood care and education (ECCE),
2. Think about ways of building parent-teacher relationships to support the development of the young child's health, safety and nutrition, and
3. Realise the importance of teacher-community relationships in sustaining the health, safety and nutrition of children.

Student teachers will hopefully become knowledgeable about and gain a passion for promoting **well-being**, **competence**, **good development outcomes** and **quality of life** of infants and toddlers and their families.

According to Dev et al. (2017), barriers to communication between parents and teachers of young children about nutrition include:

a. Parents are too busy to talk to teachers,
b. Parents offer unhealthy foods to their children,
c. Parents prioritise talking about children's food-issues over nutrition,
d. Teachers are unsure of how to communicate about nutrition without offending parents, and
e. Teachers are concerned if parents are receptive to nutrition education materials.

Strategies that teachers of young children can use to improve their communication with parents include:

a. Recognising the benefits of communicating with parents about nutrition to support child health,
b. Building a partnership with parents through education,
c. Leveraging policy to communicate positively and avoid conflict,
d. Implementing centre-level practices (compared to provider and classroom level) to reinforce policy, and
e. Fostering a respectful relationship between teacher and parents.

Policy and environmental changes have been recommended to foster a respectful relationship and to build a bridge between teachers and parents to improve communication about children's nutrition and health.

UNIT 1: The relationship-based model

We all know the importance of building relationships with parents and the community for the benefit of young children. It is, however, not an easy thing to do. Perhaps if we unpack what these relationships really mean, we will be able to find productive and innovative ways of engaging with parents and the community.

Notes to teacher educators

Ask students to do these activities to help them to understand the relationship-based model. Look critically at the activities yourself and make any changes that you think will support students in your context.

We need to acknowledge Donna Wittmer and Sandy Petersen as many of the ideas and a lot of the information in this unit have been taken from their publication:

Wittmer, D.S. and Petersen, S.H. 2014. *Infant and toddler development and responsive program planning: a relationship-based approach.* 3th ed. New York: Pearson.

You need to make sure that students have access to Resource 2 *The Human Factor* (DGMT, 2019) through your institutional library.

Activity 1.1

1. Brainstorm and write down why relationships between teachers, parents and communities are so important if we are working with young children.
2. How do young children benefit from these relationships?
3. Read Resource 2, *The Human Factor* (DGMT, 2019). Add more notes to what you have already written down about relationships between teachers, parent and communities.

Comment
In the DG Murray Trust publication *The Human Factor* (DGMT, 2019. see *Resource 2*), the **relationship** that teachers and parents have with a young child is described as 'the act of love, care and support to enhance learning and make real-life decisions'. Relationship also exist between caregivers, teachers, parents and the community for the ultimate well-being of the child. So relationships can also be defined as **responsiveness** between adults for the development of the young child.

Well-being refers to 'how a child feels and thinks about (herself) and the joy and satisfaction that the child experiences in regard to (her) relationships and accomplishments' (Erickson and Kurz-Reimer, 1999: 26).

Competence refers to how effectively the child adjusts to day-to-day changes, that is, how adaptable and flexible the child is. This is the outward manifestation of *good developmental outcomes*.

Developmental outcomes include the young child's increasing abilities in motor, emotional, social, language and cognitive skills.

Quality of life refers to the child's feelings about the value, worth, living conditions, and relationships that they experience.

Well-being, competence, good development outcomes and quality of life of infants and toddlers are related to their **health, safety and nutrition**. In most cases, relationship building in these major areas requires safe, respectful and responsive relationships between the early childhood care and education (ECCE) educator, families and the community workers.

We hope that your enthusiasm and excitement about the importance of collaboration with parents and teachers for the optimal growth and development of young children will grow and guide you in your interactions with, beliefs about, and support for infants and toddlers.

A relationship-based model

A relationship-based model promotes infants' and toddlers' health, safety and nutrition, and their social and emotional well-being. In the context of the family, the children:

a. Feel competent and confident,
b. Enjoy intimate and caring relationships,
c. Feel safe,
d. Have basic trust in others,
e. Regulate and express emotions in healthy ways,
f. Communicate and be heard,
g. Feel valued for their unique personalities, and
h. Have the energy and curiosity to learn.

We will explore the relationship-based model (Wittmer and Petersen, 2014: 4) to understand infant and toddler development and relationship building between different people in children's lives.

Activity 1.2

1. Look at Figure 1 and then answer the following questions:
   a. What do you think about the relationship configurations around the child? Who might be involved in those relationships? Are there any that have been left out?
   b. How do you think those relationships impact on the individual child?
   c. What do you think *ecology* means in this context? How do you think the ecology affects the relationships around the child?
   d. How do these relationships influence the child's development and behaviour as she grows?
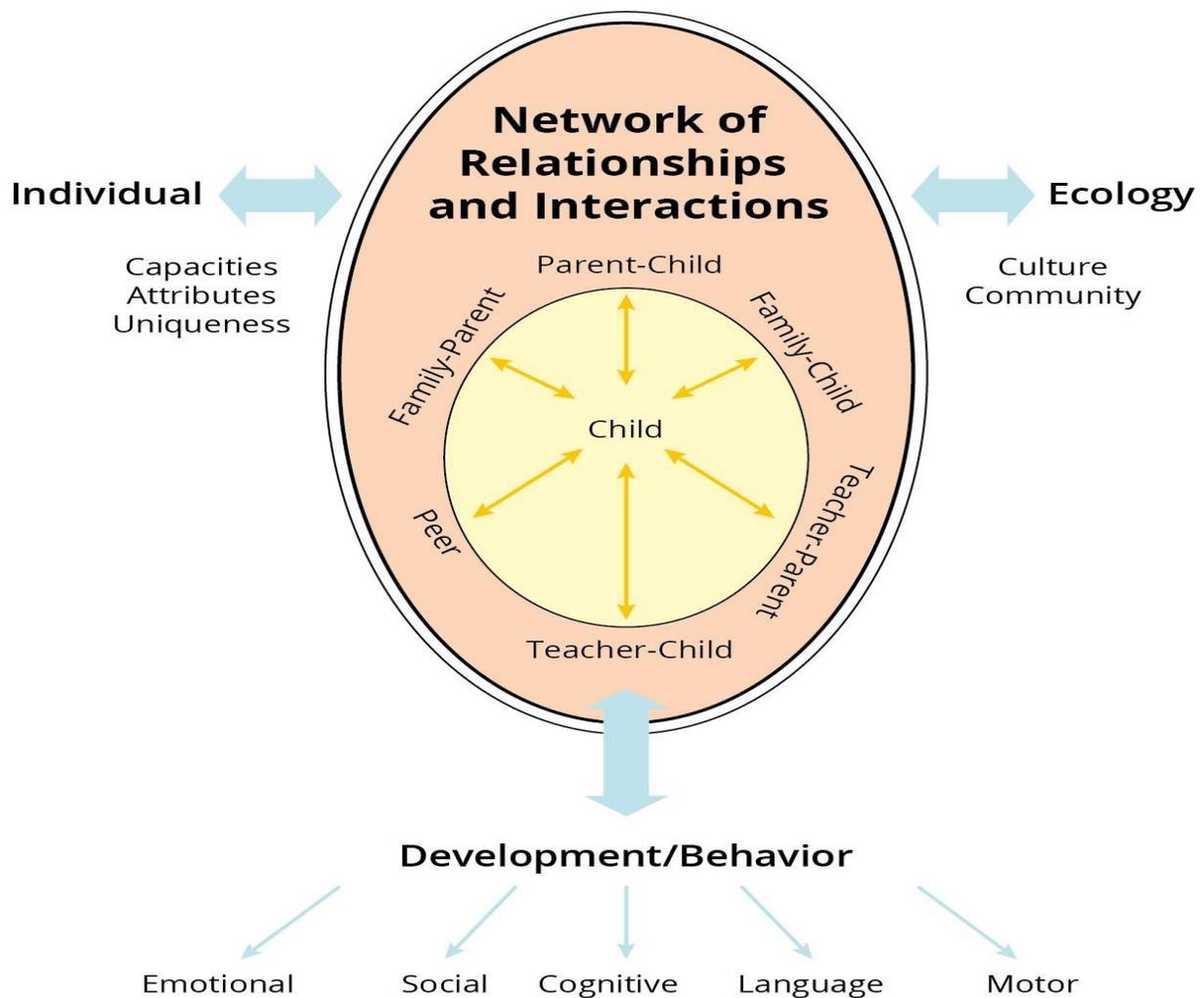
Figure 1 The relationship-based model for infant and toddler development
(Source: Adapted from Wittmer and Petersen, 2014: 4)

2. Carefully read the paragraphs below (right up to the start of Activity 1.3). Skim read them first, using the headings to guide you. Highlight keywords if necessary. Paraphrase the information. While you are reading, think about these questions:
   a. What relationships are important for the well-being of the child?
   b. How do teachers develop these healthy relationships with parents concerning health, safety and nutrition of the young child?
   c. How do teachers develop these healthy relationships with community helpers concerning health, safety and nutrition of the young child?

A **relationship-based model** (see Figure 1) recognises that constructive, caring relationships are fundamental to the human experience. As adults, we know that intimate relationships and worthwhile friendships are a source of joy.

Relationship-building skills, such as initiating interactions, are important in the workplace to maintain congenial relationships. Similarly, positive relationships are vital for infants and toddlers. They **need loving adults** to protect them, nurture them and help them learn. When adults respond to children respectfully, they promote the children's strengths. In fact, respectful responses from others are essential to infants' and toddlers' experiences of healthy relationships and are the foundation for their ability to love and learn. Infants and toddlers exist within a network of relationships – mother-child, father-child, mother-father, mother-grandmother, father-neighbour, mother-employer and many more. These relationships are influenced by, and in turn influence, infants' well-being (see Figure 1).

A relationship-based model predicts that the **quality of the relationship** in one dyad (two people who interact with each other) affects the quality of relationships in other dyads (Hinde and Stevenson-Hinde, 1987). For example, a parent's positive relationship with their infant can affect the expectations that the infant has for a relationship with an infant teacher. Both of these relationships can then have an impact on the nature of the child's peer interactions. The array and quality of children's relationships exist within and throughout a web of interconnected circles, with each relationship influencing the others.

Both the **ecology** (environment), including culture, and the child's individual characteristics influence the features of the relationships that a child experiences. Here, we briefly discuss how first the ecology and then a child's individual attributes and capacities influence the child's relationships with parents, families and teachers.

How ecology affects relationships
When infants and toddlers are physically, emotionally and cognitively healthy and experience positive relationships, it is because of a support system that involves family, culture, the neighbourhood, community and a society that knows and cares deeply about the importance of the first three years of life. According to (Bronfenbrenner, 2004), the ecology – the personal and physical environment – influences the nature of the relationships in the child's immediate settings. The immediate settings are the family, community and early care and education programme that the child is experiencing.

National and international laws and policies (e.g. Education White Paper 5 on ECD, NELDS and the National Curriculum Framework) and the environment are a part of the ecology that influences the quality of a child's relationships with parents, family and teachers. For example, how a nation's citizens view

families living in poverty, welfare reforms or the importance of quality child care intensely affects life's possibilities for infants and toddlers.

In addition to being influenced by the environment, infants and toddlers influence the relationships they have with their parents and families. Infants and toddlers are born with unique characteristics, attributes and capacities that have an effect on how we, as adults, interact and relate to them.

How children's attributes and capacities affect relationships
Transactional theory highlights how the feelings and reactions of families and teachers are affected by their children's attributes. These attributes include age, biological makeup, gender, temperament, appearance and actions (See Figure 1). These attributes influence how the family or teacher treats the infant or toddler. Not all babies within the same family or programme are treated the same. For example, race group, colour of skin and eyes sometimes determine how teachers treat children.

How much a child's characteristics influence a family, however, may depend on the ecology of the particular family and how the ecology affects the relationships within the family. A family (joint family system) under stress that has outside support from relatives, friends or a community programme may do well with a fussy baby. A family that is isolated (nuclear family system) from relatives or friends may have a difficult time with the same type of baby who cries often and requires sensitive adult responses. When families perceive that they have social support from a shared community, the family and the children in that family are more likely to thrive.

'It takes a village to raise a child' is an African proverb that means that an entire community of people must interact with children for those children to experience and grow in a safe and healthy environment. Teachers need to realise that there is support from community helpers regarding the health, safety and nutrition of the young child. Teachers also need to realise their important connection in assisting with the health, safety and nutrition of the young child.

Infants and toddlers come into this world with many capacities. They have the ability to be social, express emotions, learn, communicate and move. These capacities blossom throughout the infant and toddler years within loving relationships with family members and other caring adults and peers. In a relationship-based model of infant and toddler development, there is a constant interplay between children's attributes and capacities and ecology. All of these influence the quality of children's relationships, experiences and development in the emotional, social, cognitive, language and motor domains (see Figure 1).

We know that for many children a 'parent' is not necessarily a biological parent. Many children are raised by grandparents, older siblings or other members from the extended family.

Activity 1.3

1. What does *parent* and *family* mean to you? Who is the primary caregiver of the child? The teacher educator could ask student teachers to each bring a family photograph and discuss it in their groups. What were your feelings when you spoke about your favourite family members? How do you think young children would feel if they have a photograph of their families close to their cots or on their playroom walls?

2. Think about who the most important people are who need to be responsive to the child.

   Draw a mind map with the child in the centre and branches of all significant others who need to be responsive to the child. Your mind map can take any form or shape or colour. This is one example:
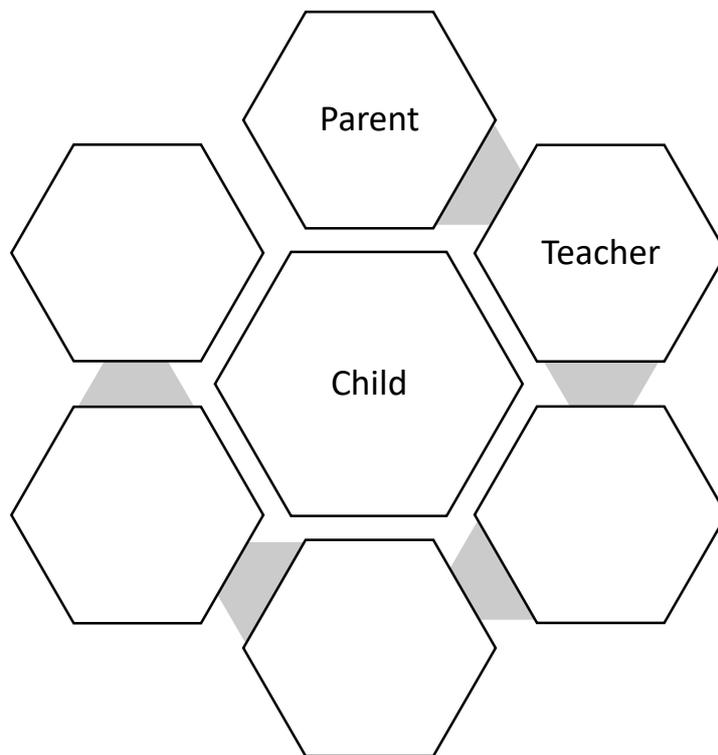
3. Read through the notes below about 'Research on the importance of relationships' that have been written by experts in the field.
4. While you are reading, think about how positive relationship building assists the young child to achieve her potential.
5. Add notes to your mind map.

Research on the importance of relationships

This section will focus on the research on the importance of relationships for children, families and infant-toddler professionals.

The research on the importance of infants' and toddlers' positive, caring relationships with family members, teachers in centres and child care home, and early interventionist (who work with children with special needs) is clear. Research found that young infants and toddlers who feel safe and secure with their parents and other family members feel less stressed. These children can express and control emotions in healthy ways (self-regulation) compared to young children who experience fearful or anxious relationships. The quality of the parent-child relationship also influences the quality of children's peer relationships. For example, children with secure attachments to their fathers at the age of 2 have more reciprocal and diverse friendships in preschool. With the absence of fathers in the lives of many young children in South Africa, this is a very important point.

How parents help young children feel secure
In South Africa, children come from diverse backgrounds and cultures. Teacher educators need to ensure that students know how to educate parents of different cultures on how to make their children feel secure. A responsive and affectionate relationship with parents and teachers will help a child to feel secure. Children should be allowed to have autonomy and teachers and parents should encourage children to develop their own personalities supporting them in self-directed activities. In Unit 2 there are activities where teachers are encouraged to have sessions with the parents to make the parents aware of the importance of being sensitive and responsive to their children's needs and distress. Ideas for this relationship building between parents and teachers are explained in Unit 2.

Responsiveness is a key term that is used frequently in early childhood development relationships. Babies communicate through their facial expressions, body postures, gestures and words. **Responsiveness** refers to both how well the adult understands what the infant or toddler is trying to communicate (the child's cues) and how effectively (promptly, contingently and appropriately) the adult acts in response to the child.

Responsiveness occurs from moment to moment in an interaction with the child and overtime as the adult plans future interactions, an environment and experiences that meet the child's needs and interests. Adult responsiveness influences how infants and toddlers expect others to treat them.

'Belonging' to the early childhood centre is made easier for the child when they feel respect for their families' belonging (Formosinho and Formosinho, 2008). When families are involved in their children's centre, it helps the children to participate with their inner strengths and their families' 'funds of knowledge'. The term, 'funds of knowledge' was coined by Moll et al. (1992) and represents cognitive and cultural resources for children's education in a democratic, pedagogical approach. South Africa's rich cultures need to be used as effective resources as they are the 'funds of

knowledge'. This will encourage working together with families and ensure greater trust and openness between centres, families and communities.

How ECCE teachers help infants and toddlers feel secure
The more engaged, sensitive, warm and attentive the teacher is with children as compared to being harsh, critical, threatening and punitive, the more secure the child feels. Teachers need to be aware that their skill in engaging in responsive and reciprocal, caring relationships with the children in their care, will contribute to the children's sense of security.

An activity where children bring cultural artefacts to school to show to their teachers and peers, allows children to be proud of their cultural heritage, build a positive relationship with the teacher and become more positive with their peers. The teacher will also begin to understand the child better. Children talk to their parents about what happens at school and these activities will make them aware of what is happening in the school. Activities should engage children about their personal identities, build up their self-esteem and increase cognitive and language skills.

Continuity of care in child care and education programmes is also important for infants' and toddlers' feelings of security. If teachers 'move up' with the group as they age, children and teachers develop close, trusting and affectionate relationships. Infants and toddlers learn to trust adults and learn how to be in quality relationships with continuous care.

UNIT 2: Building parent-teacher relationships for health, safety, nutrition

In this unit, we explore how parent-teacher relationships can promote the health, safety and nutrition of young children and what some of the barriers to those relationships might be. We will look at how to overcome those barriers in order to involve parents more in the health, safety and nutrition issues at an ECCE site.

Articles
- *Child and maternal health: nutrition.* Available at: https://www.unicef.org/southafrica/survival_devlop_755.html
- *Engaging parents to promote children's nutrition and health: providers' barriers and strategies in Head Start and Child Care Centres.* Available at: https://journals.sagepub.com/doi/pdf/10.1177/0890117116685426
- *Home visiting to improve maternal and child health.* Available at: http://ilifalabantwana.co.za/wp-content/uploads/2017/06/Home-visiting-to-improve-maternal-and-child-health.pdf

Policy documents
- *The National Integrated Early Childhood Development Policy, 2015.* Available at: https://www.gov.za/sites/default/files/gcis_document/201610/national-integrated-ecd-policy-web-version-final-01-08-2016a.pdf
- *The South African National Curriculum Framework for Children from Birth to Four, 2015.* Available at: https://www.education.gov.za/Portals/0/Documents/curriculum%20docs/NCF%202018/NCF%20English%202018%20web.pdf?ver=2018-05-14-124718-317

Other reading material
- *How to raise a healthy and happy child.* See Resource 3 at the end of this pack.
- *South African Early Childhood Review 2019.* Available at: https://ilifalabantwana.co.za/sa-early-childhood-review-2019/
- You can find many more useful resources at: http://ilifalabantwana.co.za/resources/

Notes to teacher educators

- In addition to the resources provided in this Illustrative Pack, there are many links to readings and other resources. If students do not have access to the internet, you will need to support them to get access to the articles either by facilitating access to the internet or by providing them with printed copies.
- These readings will help you and the student teachers to understand the concepts raised in this illustrative pack. Student teachers should also use them to complete some of the tasks in this unit, including the Handbook for Parents which is introduced in Activity 2.1 of this unit.

A Handbook for Parents

In Activity 2.1 student teachers will begin to develop their own Handbook for Parents. They will develop this through activities in the following sections. They can submit the activities for feedback and which then integrate them into a portfolio.

Activity 2.1

Setting up the handbook

1. Student teachers will compile an ECCE Handbook for Parents that can be given to parents at an ECCE site.
2. This handbook must address different issues about the parent's role within the ECCE site for sustaining the health, safety and nutrition of their child.
3. The Handbook for Parents must be written so parents can understand and engage with it.
4. Students can use their own creativity and present the handbook as they choose.
5. The handbook should have the following basic format:
   a. Cover page with a title: Handbook for Parents for ----- ECCE Centre (Student can make up a name for their ECCE centre and insert it in the title),
   b. Table of contents,
   c. School policy on developing relationships with parents, including why we communicate with parents, how parents are invited to communicate, etc.,
   d. Children's health,
   e. Children's safety,
   f. Children's nutrition, and
   g. Useful resources for parents.

Notes to teacher educator

Student teachers can do the observation in Activity 2.2 during a Work Integrated Learning (WIL) session or at another time. You may need to support them to make the arrangements for the observation. Refer also to the WIL illustrative pack for additional guidance on WIL.

You should consider making your own Parent Handbook. This will force you to engage with the same activities you want your students to do, including the observation, but it will also give you an opportunity to provide a model for your students.

Activity 2.2

This activity will help you to think about the content of your Handbook for Parents .

1. *The South African National Curriculum Framework for Children from Birth to Four* (NCF) is an important document for all people who work with young children. It is available online at: https://www.education.gov.za/Portals/0/Documents/curriculum%20docs/NCF%202018/NCF%20English%202018%20web.pdf?ver=2018-05-14-124718-317.

2. Read the NCF and while you are reading, think about these questions:
   a. What is the relationship between Early Learning and Development Area (ELDA) 1 (Well-being) and the other ELDAs?
   b. How do ELDA 2–6 contribute to the well-being of children?
3. Use the tool below to conduct an observation at your own or another ECCE site.
   a. This observation is a running record/narrative observation.
   b. Focus on issues relating to the health, safety and nutrition of children.
   c. Use the questions at the end of the running record to summarise your thoughts.

Observation of routines in relation to health, safety and nutrition

1. This observation is a running record/narrative observation.
2. Focus on issues relating to the health, safety and nutrition of children.
3. Write factual, sequential descriptions of events or behaviours as they happen.
4. Record in the present tense.
5. Record in time segments (Column 1).
6. Be discreet while taking notes. Try not to interact with the children.
7. Record objectively without interpretation. The interpretation comes afterwards.
8. Use the questions at the end to summarise your thoughts.

Name of ECCE site: ………………………………………………………………………

Date: …………………………………………………………………………….........

Name of student teacher: …………………………………………………………………….

Time (e.g. 09h15)	Location (e.g. in kitchen)	Greeting	Feeding	Sleeping	Nappy time	Toilet time	Playtime inside	Playtime outside

Relationship building in ECCE

Summary of thoughts:

1. What is going well for the children and teachers in relation to health, safety and nutrition?

2. What can we do to improve the health, safety and nutrition of children?

Parents in the relationship-based model

In the previous unit, you explored the relationship-based model as a network of relationships and interactions that ECCE centres can use to promote health, safety and nutrition. This unit will focus on ECCE teachers building strong relationships with parents using that model as a framework, in order to sustain the overall health, safety and nutrition of children.

Including parents in the education and care of their children and building relationships with parents for the benefit of their children is not a new initiative or concept. In the 18th century, educators Johann Heinrich Pestalozzi and Friedrich Froebel structured their educational procedures so that they could also be used at home. This brought awareness to the importance of parent-teacher relationships. Later, during the 1930s, including parents in the education of their children was discouraged as teachers were viewed as the experts that had to 'remedy parental mistakes' (Gordon and Browne, 2017: 250). This trend did not last very long and by the 1940s parental support and the establishment of parent-teacher relationships were encouraged.

Activity 2.3

1. Interview two ECCE practitioners from two different ECCE sites. Use these questions to guide your interviews, but also add your own if necessary:
   a. How often do you, as the teacher, communicate with parents regarding the health, safety and nutrition of their child?
   b. If you observe that a child is coughing, how do you inform that parent?
   c. Do you inform the parents if you notice the child is eating less than usual?
   d. If you observe a parent does not know about the different nutritional needs of a child, what do you do?
   e. How do you ensure ongoing relationships with parents of children?
   f. How do you encourage parents to communicate regularly with you?
   g. Describe ways that you as a teacher can ensure healthy relationships between yourself, children and parents.

Comment

For the wellbeing and optimal development of a child, there needs to be consistency between the centre of care and the home. For this consistency to be met, the relationship between the parent and the teacher is very important. It serves as a key contributor to ensure optimal development of the child by putting their health, safety and nutrition needs first to ensure their wellbeing (Sheridan, 2018).

Understanding parent-teacher relationships for the promotion of health, safety and nutrition

Building a healthy relationship with parents is imperative for the purpose of communicating important information regarding the health, safety and nutrition of a child at home and at school. The establishment of parent-teacher relationships fall under the *mesosystem* of Bronfenbrenner's ecological theory.

Notes to teacher educators

- To further understand the Bronfenbrenner ecological theory, read the section on exorisk in the article: Johnson, G. 1994. An ecological framework for conceptualizing educational risk. *Urban Education*, 29(1): 34–49. [Online] DOI: https://doi.org/10.1177/0042085994029001004.
- It will be useful for the students to understand the importance of building relationships at this level for the holistic development of the child with a focus on their health, safety and nutrition. You can refer them to this article to read up on the mesosystem of the Bronfenbrenner's ecological theory: Watson, M. 2017. Exploring the concept of community in relation to Early Years practice. *Education in the North*, 24(2): 63–71. [Online] Available at: https://www.abdn.ac.uk/education/research/eitn/journal/536/.

Each family has its own culture and each culture comes with its own way of rearing children. Different cultures have different nutritional requirements and different health requirements. The only way the teacher is going to become aware of this information is through communication with the parents (Wittmer and Petersen, 2014: 315).

Parents and teachers who engage in healthy dialogue will find it easy to negotiate agreed-upon practices regarding the health, safety and nutrition of their child. A relationship of mutual respect between the parent and the teacher needs to be developed in which one can ask and be listened to. No matter what culture a person comes from, the goal is to establish a person-to-person relationship. This will avoid any cross-cultural issues between the parent and the teacher (Wittmer and Petersen, 2014: 317).

Teachers are encouraged to use dialogue when communicating and building relationships with parents. This is better than trying to convince a parent of your point of view by arguing with them. Dialogue is when both parties try to understand each other's perspectives. Here is a comparison between arguing and dialoguing (Wittmer and Petersen, 2014: 317):

Teacher as the arguer	Teacher as the dialoguer
Object of an argument is to win	Object of a dialogue is to gather information
Arguer tells	Dialoguer asks
Tries to persuade	Tries to listen
Tries to convince	Tries to discover
Sees two opposing views and considers one valid or better	Willing to understand many viewpoints

Notes to teacher educator

In Activity 2.4 students need to write a policy for an ECCE site about how parents can be involved in the health, safety and nutrition.

Do this activity yourself beforehand so that you can model what an ECCE policy can look like.

Activity 2.4

1. Read paragraph 1.3.3.1 in *The National Integrated Early Childhood Development Policy*, about offering parental support and capacitating parents.

1.3.3   What early childhood development services and support must be publicly provided?[59]

Scientific evidence on the importance appropriate early childhood development interventions, services and programmes point clearly to services that are required to ensure realisation of the legal and developmental imperative to ensure children develop in their early years to their full potential[60].

1.3.3.1   Parenting support and capacity development

It is internationally recognised that the family is the natural environment for the growth and well-being of children and that parents bear the primary responsibility for promoting children's development and well-being. Government's role is to provide support, capacity development, counselling and, where necessary, resources to parents or, in their absence, primary caregivers to strengthen the nurturing parent-/caregiver-child relationships[61].

Parenting support may be delivered through a number of strategies, including community support groups, parent enrichment programmes, regular clinic visits, media and home visits, or a combination of these. There is a strong imperative for the provision of early and intensive support by trained home visitors to vulnerable families, beginning antenatally, and continuing through birth and until the age of 2 years[62].

Copied from https://www.gov.za/sites/default/files/gcis_document/201610/national-integrated-ecd-policy-web-version-final-01-08-2016a.pdf.

2. Create a table like the one below. List the barriers to effective parent-teacher relationships. For each barrier write possible solutions that are relevant to the South African context.

Barriers to effective parent-teacher relationships	Solutions for promoting parent-teacher relationships

3. Use the information you have written in the table to write a 'policy' for your Handbook for Parents . This policy should deal with how parents can be involved in the health, safety and nutrition of their child and how will they sustain and support this relationship.

Barriers affecting the development of effective parent-teacher relationships

Keyes (2000: 107) asserts that many teachers attempt to establish good relationships with the parents of the children they care for but it is not always straightforward. In reality, just as the images of the teaching and learning settings vary, so does the image of *good* parent-teacher relationships. On the one end of the spectrum, the image of a parent-teacher relationship that is good and effective is the idea that the parent and teacher serve separate roles and functions. On the other end of the spectrum, the teacher plays the role of an extended family member, forming a close relationship with the parent and both parties working together for the development of the child. These contrary relationship images can create barriers that affect the parent-teacher relationship.

Sanabria-Hernandez (2008) asserts that most parents have a desire to be engaged in their child's learning and development. These parents have the capacity to establish and maintain continuous and regular communication with teachers. However, there are barriers that restrict this relationship between the teacher and child. These barriers can include financial problems, separation or divorce, health issues, language differences or cultural differences, pressure from society that is placed on the school/home and the different ways that parents and teachers perceive their roles. As a result, both teachers and parents can present barriers that affect their ability to establish good relationships.

Differences in culture between the parent and the teacher

In the relationship between the teacher and the parent, the teacher comes with their own belief system regarding the health, safety and nutrition of children and so do the parents. Teachers and parents also come with their own cultures. This can spark disagreement between the parent and the teacher. According to Wittmer and Petersen (2014: 317) areas of agreement or disagreement may include:

- When a child should start feeding themselves,
- The manner in which a child should use the toilet and when this should be introduced,
- What types of food children should eat and when they should eat,
- To what extent children should be kept clean, and
- Whether a baby should be kept on the floor.

Some families may want their children to gain independence sooner than others and will require their children to start feeding themselves at an earlier age. For these families, this is a positive aspect as the child is gaining independence and will no longer be dependent on their parents. Other families may require their children to develop a stronger family bond with them and delaying children from feeding themselves will enhance this bond. Another example is that some families may come with the belief of not wasting food and will want to spoon-feed a 1-year old to avoid them picking up their food and throwing it on the floor.

Parent-teacher relationships for the promotion of nutrition

The food children eat is important for their health. The way food is prepared and stored is something any parent will be concerned about. Cleanliness is key for the preparation of food. A child that receives regular meals that are nutritious is likely to be healthier and less likely to contract diseases than a child whose meals are irregular and less nutritious. Nutritious meals are core for normal brain development in young children. Many children in South Africa do not have the benefits of healthy meals and snacks at home. On the other hand, many children are provided with sugary foods and fast foods.

Nutritional education is vital for parents and teachers because a child's physical activity and eating has a direct link to the executive functioning of the brain (Gordon and Browne, 2017: 283). Here are practical examples of how teachers can establish relationships with parents regarding nutrition:

- Teachers can invite parents for an information day regarding the nutritional practices of the ECCE centre. The parents can be shown where the food is made and given the menu of food prepared.
- Teachers can have a questionnaire for parents to fill in on the first day regarding their child's dietary requirements and any food the child is allergic to.
- It is important that the teachers and parents agree on issues such as, when the child will be taught to eat by itself, the kinds of food the child must eat and at what time.
- To support breastfeeding and mother-child bonding, the teachers should provide a private area for mothers who want to give their child a bottle, breast-feed their babies or spend some moments alone with their children.

Malnutrition in children is a big concern in South Africa. In the next activity, you will think about this issue.

Notes to teacher educators
In the next activity students need to read some online resources. If they do not have access to the internet you need to give students access to the readings either through wifi or by printing copies.

Remember to prepare your own Parent Handbook beforehand as an example for your students.

Activity 2.5

In this activity, you will do some reading to widen your understanding of malnutrition. Use the questions in the activity to guide your reading. You will then write a short section for your Handbook for Parents about nutrition and/or make a nutrition poster.

1. Read the following policies and articles:
   a. Read Section 3.3 on p. 40 of *The National Integrated Early Childhood Development Policy* found at:
   https://www.gov.za/sites/default/files/gcis_document/201610/national-integrated-ecd-policy-web-version-final-01-08-2016a.pdf
   b. Article on nutrition found at:
   https://www.unicef.org/southafrica/survival_devlop_755.html
   c. Pages 20–23 in *South African Early Childhood Review 2019* found at:
   https://ilifalabantwana.co.za/sa-early-childhood-review-2019/
   d. Pages 3–7 of Resource 3 at the end of this pack *How to raise a healthy and happy child* found at:
   https://mail.google.com/mail/u/0/?tab=rm&ogbl#inbox/FMfcgxwGBmxNzKxnmjZKVmWwDzPlbVrR?projector=1&messagePartId=0.2
2. Use these questions to guide your reading:
   a. Discuss why malnutrition of young children in South Africa is a serious concern.
   b. What are the micronutrient deficiencies in South African young children?
   c. What factors contribute to malnutrition in young children in South Africa?
   d. What recommendations and solutions should be implemented to reduce the number of children suffering from malnutrition in South Africa?
3. Use the information you have gathered from your reading to write a section in your Handbook for Parents about nutrition. You can use the following headings as a guideline:
   a. Good foods for children in the age groups:
      - Birth to 6 months,
      - 6 to 8 months,
      - 9 to 11 months,
      - 12 months to 5 years,
   b. Preparing food for babies,
   c. Feeding babies, and
   d. What to do when a child is choking.

Parent-teacher relationships for the promotion of safety

Children need to be physically safe, of course, but they also need to feel emotionally safe in their environment. Photographs, music and stories can all help children to feel calm and safe (Wittmer and Petersen, 2014: 316).

On the other hand, there are concerns that need to be considered with regard to the safety of a child. In the following activity, you will study a poster, discuss it and then create your own for your Parent Handbook or to put up on your wall for parents to see.

Activity 2.6

1. In Resource 3 look at the poster on p. 2 of *How to raise a healthy and happy child* at the end of this pack.
2. Create an informational poster which can be put on the wall for parents to see. The poster must highlight danger signs for children's safety. This poster can also be part of the Handbook for Parents under the heading **Safety**.

Parent-teacher relationships for the promotion of health

There are many issues related to health which are important, and which require co-operation between parents and ECCE teachers. We need to think of innovative ways of listening to parents' concerns about their children's health, but also ways of sharing information with caregivers that they may not have access to.

In the next activity you will do some reading and some creative thinking!

Activity 2.7

1. Again in Resource 3 read pp. 10–13 in *How to raise a healthy and happy child*
2. Discuss each of the following aspects of child health and think of a creative way of presenting information about these aspects to parents in your Handbook for Parents under the heading *Health*:
   a. The importance of protecting one's teeth,
   b. Protection from illnesses and diseases,
   c. The importance of washing hands for hygiene and the correct manner of washing hands,
   d. Immunisation awareness, and
   e. Diarrhoea remedy for a child.

UNIT 3: Building community relationships to promote health, safety, nutrition

In this unit you will further unpack strategies for building effective ECCE site-community relationships in order to promote health, safety and nutrition for young children. You will explore what some of the potential barriers are to effective ECCE centre-community relationships and how to overcome those.

Notes to teacher educators
Below is a list of resources that student teachers can read to deepen their understanding of the issues raised, and to be able to complete the activities in Unit 3.

If students do not have access to the internet you will need to support them to get access to these articles and readings.

Read them yourself too, as the teacher educator. In addition to deepening your own understanding reading them will help you to know what support students might need from an academic and language perspective.

There are ways you can support students to read, such as:

- Summarise and / or annotate the readings before you give them to students
- Allow students to read together and discuss what they read
- Break the readings up into appropriate sections so the reading is less intimidating
- Ask students thought-provoking questions related to the readings
- Draw on practical examples from the students' context to explain concepts, and
- Make it clear to students what you expect from them.

Articles
- *An ecological framework for conceptualizing educational risk.* Available at: https://journals.sagepub.com/doi/pdf/10.1177/0042085994029001004
- *Benefits of community involvement in early childhood.* Available at: https://www.all4kids.org/2018/03/02/benefits-of-community-involvement-in-early-childhood/
- *The impact of the ECE ICT PL programme: a synthesis report.* Available at: https://www.educationcounts.govt.nz/__data/assets/pdf_file/0011/79859/ECE-ICT-PL-Synthesis-Report_13082010.pdf
- *Parental and community engagement matters.* Available at: http://www.oecd.org/education/school/49322478.pdf


Other reading material needed for activities
- *A new wave of evidence: the impact of school, family, and community connections on student achievement.* Austin, TX: Southwest Educational Development Laboratory. Available at: https://files.eric.ed.gov/fulltext/ED474521.pdf

- *Beyond survival: the role of health care in promoting ECD.* Available at: http://www.ci.uct.ac.za/sites/default/files/image_tool/images/367/Child_Gauge/South_African_Child_Gauge_2013/Gauge2013HealthServices.pdf
- *Immunised communities are healthy communities.* Available at: https://sidebyside.co.za/wp-content/uploads/2019/03/Immunisation-poster-English.pdf
- *National Integrated Early Childhood Development Policy 2015.* Available at: https://www.gov.za/sites/default/files/gcis_document/201610/national-integrated-ecd-policy-web-version-final-01-08-2016a.pdf
- *South African Early Childhood Review 2017.* Available at: http://ilifalabantwana.co.za/wp-content/uploads/2017/10/SA-ECR_2017_WEB-new.pdf
- The Centre on School, Family and Community Partnerships at John Hopkins University conducts programmes that produce useful information to help parents, educators and community members work together to improve schools, strengthen families and enhance student learning and development. See http://web.jhu.edu/CSOS/about.html

Introduction

In the previous unit you explored building relationships with *parents* to promote health, safety and nutrition in ECCE centres. In this unit, the focus is on building relationships with *communities* to promote health, safety and nutrition in the ECCE centres. Building effective relationships improves collaboration and will foster trust between ECCE spaces and the community.

Go back to the mind map you drew in Unit 1 and add people from the community to your mind map, such as a healthcare worker.

Relationship building in ECCE
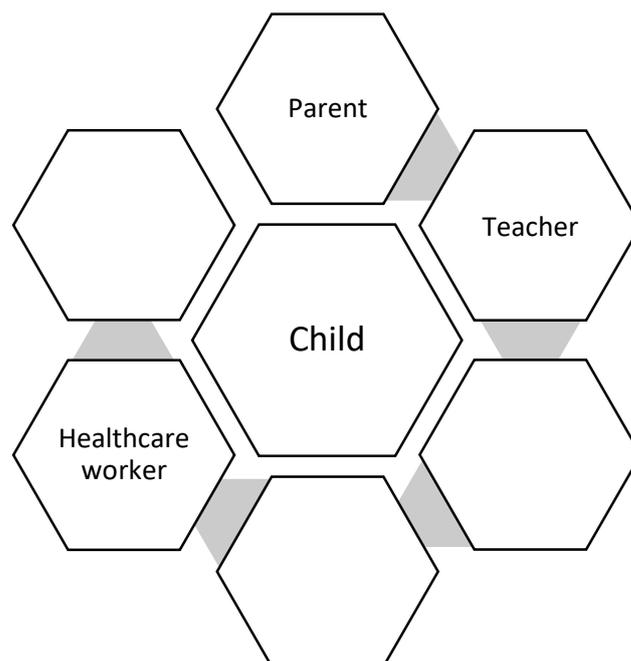
Weiss, Lopez and Rosenberg (2010) see family, school (in this case, the ECCE centres) and community engagement as a strategy to support student or learner success. Building relationships with communities plays a key role in supporting the outcomes and goals for health, safety and nutrition in the ECCE centres. If necessary, committees or structures need to be established to get ECCE programmes off the ground.

Epstein and Sheldon (2002) state that a key structure at the school level could be an Action Team for Partnerships (ATP). The ATP can serve as a structural committee of teachers, administrators, parents and *community service providers.* This ATP or committee can work together to plan, implement, evaluate and continuously improve the community engagement by building effective relationships.

You have heard the phrase 'it takes a village to raise a child' – meaning that ECCE teachers need to acknowledge that the community has an important role to play in the development and growth of the young children. In Unit 2 we saw that parents have a vital role to play in the life of the child. This unit highlights the equally important role that the whole community plays in meeting the health, safety and nutrition needs of the child. Collaborating with communities produces long-term benefits in the lives of young children. It gives ECCE children a sense of belonging and it is crucial in building their identity.

To get the community engaged in the business of the ECCE centre and to experience the benefits of its involvement, it is important to first establish effective relationships. To establish relationships with communities, it is important to unpack exactly what an ECCE centre-community relationship means and find out how to engage the community in promoting health, safety and nutrition in ECCE centres.

Notes to teacher educators

This activity links to becoming a thinking teacher. Integrate this observation into your WIL programme at the appropriate time. The PIECCE *WIL illustrative pack* can help you to think about the tools and the timing for this kind of observation.

Check if you need to apply to the university for ethical clearance in order for students to do this activity.

In Activity 3.1 you will visit an ECCE site.

Activity 3.1

Choose an ECCE site that is accessible to you. Observe, make notes and interview teachers on how they engage with the community in the promotion of health, safety and nutrition. You may record your interview, but ask for permission before you record. Use these questions to guide your discussion with teachers but you can add your own relevant questions too:

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1. Which community services are available in the area? For example, police services, clinics, places of worship, post offices, etc.
2. Does the centre have a community engagement committee, such as an ATP (Action Team for Partnerships)?
3. If yes:
   a. How was it established?
   b. For what purpose was it established?
   c. What programmes do you have that are aimed at improving the health, safety and nutrition of the children
3. If no, what are your views on collaborating with community helpers to enhance health, safety and nutrition of the children.

Stop and Think
Think about what you have learned from this visit. Did you find out exactly what the practices on the ground are with regard to the involvement of communities in the ECCE centre? Were you surprised at the results? Why or why not?

Understanding ECCE site-community relationships

To understand the concept *community relationship*, we first have to break the concept into two – *community* and *relationship*. According to the Cambridge Dictionary *community* means the 'people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality'. In Unit 1, *relationship* is defined as responsiveness between adults for the development of the young child.

In the context of this unit, ECCE site-community relationships mean ECCE sites need to establish collaborations with communities to meet the needs and interests of young children.

Activity 3.2

1. Read the following extract about Community Engagement from the article *Parental and community engagement matters*. You can read the full article at: http://www.oecd.org/education/school/49322478.pdf.
2. While you are reading identify and highlight ideas about:
   a. What kind of hardships does the article highlight as challenges for some children?
   b. How do they suggest that community engagement can help to overcome some of these challenges?

Community engagement
The involvement of wider community services (e.g., health or social services and sport organisations) or community members in ECEC plays an important role in the development of young children. Community support of the early development process is considered as one of the characteristics common to

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high-quality ECEC centres (Henderson et al., 2002). The earlier the role of the community in the lives of young children is recognised, the better the chances children have of achieving at school and in life in general (Cotton, 2000). If the connection between schools and communities is strong, it is easier for children to develop the skills needed to be successful socially and emotionally, physically and academically (Edwards et al., 2008, Oakes and Lipton, 2007; OECD, 2006).

Families with different socio-economic backgrounds (defined by factors such as parental education, income and occupation) have different capacities to provide their children with a nutritious and healthy lifestyle, provide for quality child care and invest in other learning resources, e.g., books and visits to libraries and museums (Bradley et al., 1989). Family's socio-economic background is, therefore, powerfully associated with children's educational development (Duncan et al., 1998) … ECEC services, in collaboration with other services that can mitigate the negative effects of family backgrounds, are especially important for children with socio-economically disadvantaged backgrounds.

In the child's environment (the family, the neighbourhood), risk factors have a negative effect on the child's development of intellectual skills, school achievement, social-emotional competence, social adjustment and health (Van Tuijl and Leseman, in press) even to the extent that poverty leads to irreversible effects on brain functioning (Hackman and Farrah, 2009). Edin and Lein (1997) show that, in poor families, child care and medical care arrangements are unstable or of low quality. Additionally, their economic hardship often results in chronic stress. This is more prevalent among low-income populations because they have fewer resources to mitigate these events (McLeod and Kessler, 1990; Shonkoff and Philips, 2000). The connection between economic status and mental health is important because poor mental health is related to harsh, inconsistent, less involved parenting and less caring interactions. In turn, this has been associated with behavioural problems, for example, children are more often involved in fights and less capable of collaborating with peers; and it can cause severe attention issues leading to decreasing school performance (Shonkoff and Philips, 2000). A strong community can act as a social network that supports parents to reduce stress and maintain positive emotions, and gives them tools for raising their child.

If the quality of the social network is low, it may lead to low emotional involvement and cohesion (Van Tuijl and Leseman, in press). Community engagement means a higher level of social cohesion (mutual trust between neighbours and common values) and (informal) social control and collective efficacy (Shonkoff and Phillips, 2000). Collective efficacy relates to neighbourhood levels of violence, personal victimization, homicide, etc.

Moreover, a continuum between ECEC services, parents, neighbours and other civil society stakeholders can enhance co-operation between different services leading to a comprehensive services approach. Comprehensive services are more responsive to what children actually need in terms of their overall development and to what parents need for child care, health care and other

opportunities. A strong comprehensive system of community and formal ECEC services empowers disadvantaged families to cope with their specific poverty-related problems (Van Tuijl and Leseman, in press, Weiss et al., 2008).

A precondition is that ECEC programmes and communities – as well as parents – design and implement common standards and foster similar goals, because standards reflect the values of people who set them (Bodrova et al. 2004). ECEC services engaging families and communities is especially important in low income, minority communities where differences in socio-economic background and cultural values about child rearing and education are likely to negatively affect child development (Larner, 1996).

3. Write a short summary of the ideas you highlighted in response to question #2.

Comment
The article suggests that the earlier the role of the community in the lives of young children is recognized the better. This is because collaboration between ECCE and other services can mitigate (lessen) the negative effects of family backgrounds. Economic hardship often results in chronic stress for families and their children.

A strong community can act as a social network that supports parents to reduce stress and maintain positive emotions. This social network can give parents, caregivers and families tools for supporting their children.

This kind of partnership between services, parents, neighbours and other civil society stakeholders can lead to and improve co-operation and a more comprehensive services approach. Comprehensive services are more responsive to what children actually need.

The authors suggest that it is imperative to design and implement common standards and foster similar goals amongst the partners in the social network.

To establish relationships and get the community to engage in ECCE activities requires availability of parents, older siblings and community helpers. Examples of community helpers are nurses, police, pastors, teachers and doctors. These various role players will influence the community in different ways. Ramsbottom et al. (2017) define the concept community as a dynamic entity that changes and adapts with variations in environmental factors.

Community engagement according to Christenson and Sheridan (2001) is a two-way street where the ECCE centres, families and the community actively work together, creating networks of shared responsibility for children's success and development. Community engagement is the hallmark of a community school (Berg, Melaville and Blank, 2006).

Healthy relationships with communities result in linkages between the ECCE centres and the community helpers' programmes. These linkages in turn, offer the ECCE

children experiences that ensure continuity of support across their development. Partnerships between ECCE sites and communities result in sharing and maximising resources, help children develop healthy behaviours and promote healthy families.

Activity 3.2

1. Watch the video *Parents Do Care: Overcoming Cultural Barriers* at https://www.youtube.com/watch?v=FAfX9f7nEMY. While you are watching write down:
   a. What barriers the speaker identifies to family involvement in school;
   b. What solutions she offers to overcome those barriers
   c. How can you relate this to your own context?
2. Imagine you want to hold a meeting with parents and caregivers of children in your ECCE site. You want to find out what they expect and need from the ECCE service in relation to health, nutrition, safety and education for their children, what challenges they have, and how you can come up with solutions together. Create an agenda for this meeting.
3. Write down the reasons why you would address those agenda items in your meeting.

Comment
Student teachers need to be sensitive to issues that create barriers preventing effective ECCE centre-community relationships. They need to acknowledge that each and every individual community member is important. No one person is more important because of, for example, their culture, language or gender.

Some ideas for fostering effective ECCE site-community relationships and engagement include:

- Integrating community relationships into a site's overall mission and goals;
- Linking community helpers' activities to the classrooms;
- Using a reciprocal dialogue with parents, families and the wider community to increase opportunities to develop children's learning through sharing, communicating and collaboration (Hatherly, Ham and Evans, 2010: 62);
- Building trust.

Engaging the community to promote health in ECCE centres
Health, safety and nutrition are interrelated and closely dependent on one another. According to Marotz (2019: 12), the status of each has a quality effect on the other. The relationship and engagement between an ECCE centre and the community offer a wide array of support and services for children and their families. These include feeding programmes, substance abuse prevention, crisis intervention and counseling.   Teachers can build culturally responsive and trusting relationship with

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communities by showing interest, encouraging questions and offering assistance in locating information and services to promote health (Marotz, 2019: 47).

Teachers need to be aware of universal health precautions, the symptoms of common early childhood diseases and the spread of infection. They must be instructed to follow procedures to implement healthy practices in their programmes for young children. Such practices and programmes would minimise the spread of infection and communicable diseases.

Information such as the signs and symptoms of communicable diseases and appropriate preventative measures could be shared. Health workers in the community could be brought in to the ECCE centre during parent meetings to address issues related to children's health. If convenient and practical, the teacher educator could invite health professionals to address student teachers on issues of health affecting them. In this way, a practical model that student teachers could follow to engage with community helpers could be presented. Such a presentation will also reinforce what student teachers have learned in the classroom.

Engaging the community to promote safety in ECCE centres
Community engagement refers to the connections between the ECCE services and all forms of input and contribution by community services to ECCE sites (Litjens and Taguma, 2010). In a narrow sense, community can be defined as 'people from the same neighbourhood' or in a broader sense as 'the whole community, including NGOs, etc.'.

ECCE sites need to be aware of policies promoting children's safety in their sites and how they can engage with the community helpers such as the police and social workers. Knowledge of the following key aspects need to be demonstrated by the ECCE site staff:

- Safety policies and precautions for young children and the use of emergency medical procedures,
- Giving emergency instructions using words easily understood by children,
- Following plans for monthly fire drills for moving children to safety,
- Maintaining and using first aid procedures and supplies,
- Teaching children simple safety rules and how to administer infant/child CPR when necessary,
- Demonstrating an awareness of safety for children by providing routine care and maintenance of materials and equipment,
- Keeping the environment free of hazards and debris and by anticipating and preventing potentially dangerous situations, and
- Developing an awareness of the adult's role and legal responsibility in protecting children by identifying the signs, symptoms and procedures for the referral and reporting of child abuse and neglect.

Madhlangobe and Gordon (2012) indicate that social welfare/social protection also have policies and programmes in place designed to reduce poverty and vulnerability. They aim to diminish the community's experience of risks related to unemployment,

exclusion, sickness and disability. The social welfare sector, therefore, has a crucial role to play in ensuring the welfare of children.

In South Africa, community members who look after children are provided with a stipend for each child in their care. There is also a grant paid to unemployed mothers in order to take care of their children. It is key for ECEC centres to establish relationships with the social services to support families entitled to these stipends and grants. Programmes can be established between the centres and the community to provide nutritional support to such families. This will require the centres to establish working relationships with the social development officials.

Collaborating with community helpers can foster effective community engagement. Parents are members of the community and establishing relationships with them can yield positive results affecting both the ECCE centres and the community.

Notes to teacher educators

There are a number of articles and resources available on the internet on these issues. You need to search for them, and encourage students to do their own searches when they have access to the internet.

A couple of examples of resources are:
- https://dgmt.co.za/i-love-the-feeling-of-keeping-them-safe-men-as-early-childhood-development-practitioners/
- https://dgmt.co.za/hands-on-learning-issue-14-building-communities-free-of-violence/

Engaging the community to promote nutrition in ECCE centres
According to the World Health Organisation, nutrition is a critical part of health and development. Better nutrition is related to improved infant, child and maternal health. It is also related to stronger immune systems, safer pregnancy and childbirth, lower risk of non-communicable diseases (such as diabetes and cardiovascular disease) and longevity. Healthy children learn better. People with adequate nutrition are more productive and can create opportunities to gradually break the cycles of poverty and hunger.

Stop and think
- In which ways will you make sure that children at your ECCE site are safe from abuse?
- What would you do if you noticed that some of your children come to school on a daily basis without having had breakfast or any nutritious meals?

Activity 3.3

1. Research what social services are available in your community and develop a **project** that will assist in building positive engagement between the ECCE centre and the community. In designing the project, look at the following aspects:
    - The purpose of the project,
    - The vision and goals of the project,
    - Activities that you will do to engage the community,
    - The reasons why you have chosen those activities (you must have identified the challenges that are experienced in the community that will affect the wellbeing of the child), and
    - How you will get the community involved in a partnership project.
2. Draw up an engagement plan reflecting how often will you meet, who will be the project team members, etc.

When schools, parents, families and communities work together to support learning, children tend to earn higher grades, attend school more regularly, stay in school longer and enrol in higher-level programmes (Van Roekel, 2008). This is also applicable to ECCE children. Involvement of communities can bring about a positive effect in the lives of the young children. Teachers can use this opportunity to advance the health, safety and nutrition of the pre-school children.

Resource 1: Resources at a click

1. **Ilifa Labantwana** is a learning organisation dedicated to producing and sharing accurate research based on evidence. These resources are available on an open source website and parents could be empowered to use these resources to ensure the health, safety and nutrition of their young children.

   Look at the following screenshot taken from:
   http://ilifalabantwana.co.za/resources/
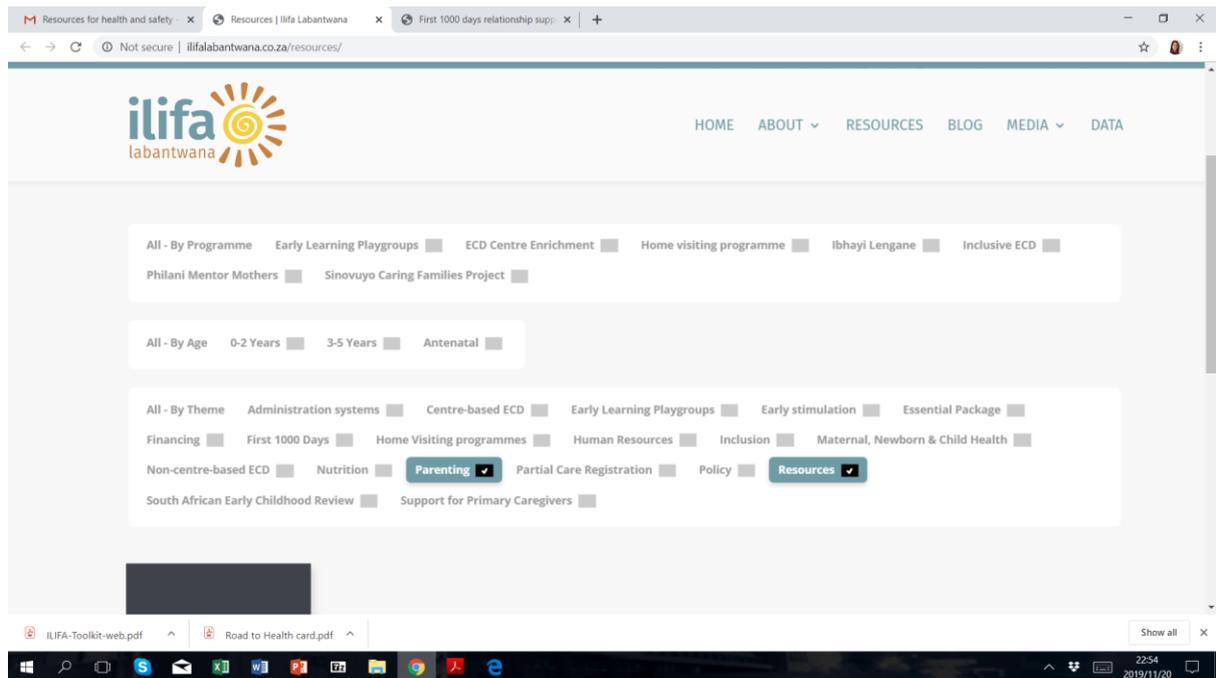
2. Resources about collaborative relationships with parents, caregivers, community helpers and sponsors are available at: http://ilifalabantwana.co.za/wp-content/uploads/2017/06/Group-programmes-for-parenting-education.pdf

3. Resources for assisting with relationship building are available at: http://ilifalabantwana.co.za/wp-content/uploads/2017/06/First-1000-Days-relationship-support-tool.pdf

4. Immunisation documents are available at: http://www.health.gov.za/index.php/component/phocadownload/category/165

5. Guidelines for early childhood development services in South Africa are available at: https://www.unicef.org/southafrica/SAF_resources_ecdguidlines.pdf

6. Early childhood development documents available at:
   - https://www.unicef.org/southafrica/early_childhood.html
   - https://ilifalabantwana.co.za/sa-early-childhood-review-2019/
   - https://ilifalabantwana.co.za/category/blog/parents-of-loveplaytalk/

- http://www.ci.uct.ac.za/sites/default/files/image_tool/images/367/Child_Gauge/South_African_Child_Gauge_2013/Gauge2013HealthServices.pdf
7. Information on children with disabilities is available at:
   - https://www.researchgate.net/publication/228477033_ECD_policies_in_South_Africa-What_about_children_with_disabilities/link/0fcfd511de00fd4cc9000000/download
8. Information on social development services is available at:
   - https://www.westerncape.gov.za/dept/social-development/services/1078
9. Information on informal early childhood development centres in informal settlement is available at:
   - http://thehda.co.za/pdf/uploads/multimedia/ISU_Guidelines_Informal_Early_Childhood_Development_Centres_in_Informal_Settlements-ilovepdf-compressed-compressed.pdf
10. **The Essential Package:** Look at the components of this package because they will be very useful for the whole module.
   - http://ilifalabantwana.co.za/project/the-essential-package/

11. PLMC *Play Materials*
12. **DG Murray Trust**
    A number of excellent publications are available from this trust:
    - The human factor: the heart of parenting
    - https://dgmt.co.za/the-human-factor2/
    - Men as early childhood development practitioners
    - https://dgmt.co.za/i-love-the-feeling-of-keeping-them-safe-men-as-early-childhood-development-practitioners/
    - Building communities free of violence

- https://dgmt.co.za/hands-on-learning-issue-14-building-communities-free-of-violence/
- Embrace: a movement for a supported motherhood
- https://dgmt.co.za/embrace/
- Nourishing the future we want
- https://dgmt.co.za/nourishing-the-future-we-want/
- Connecting South Africans around motherhood
- https://dgmt.co.za/connecting-south-africans-around-motherhood-three-strategic-insights-that-have-shaped-the-mission-of-embrace/
- What it's really like to be at school in South Africa
- https://dgmt.co.za/what-its-really-like-to-be-at-school-in-south-africa/

13. Information on how to prevent harsh parenting and child behaviour problems is available at: http://ilifalabantwana.co.za/wp-content/uploads/2019/10/Parenting-for-Lifelong-Health-for-young-children.pdf

14. **Grow Great**
The Grow Great Campaign seeks to mobilise South Africa towards achieving zero stunting by 2030:
- https://www.growgreat.co.za/
- https://www.growgreat.co.za/priorities/parents/

15. Information on executive function skills is available at:
- https://developingchild.harvard.edu/guide/a-guide-to-executive-function/
- https://developingchild.harvard.edu/resources/inbrief-executive-function-skills-for-life-and-learning/

16. HOPE Worldwide is an international charity that delivers sustainable, community-based services to the poor. Information on an ECD parenting programme is available at:
- http://www.bridge.org.za/wp-content/uploads/2018/10/HWW-COP-Presentation-pdf.pdf

Resource 2: The Human Factor

DGMT, The Human Factor, Issue 02 Oct 2019

Resource 3: How to raise a healthy and happy child

found at:
https://mail.google.com/mail/u/0/?tab=rm&ogbl#inbox/FMfcgxwGBmxNzKxnmjZKVmWwDzPlbVrR?projector=1&messagePartId=0.2

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The Department of Health (DoH), Department of Social Development (DSD) and Department of Basic Education (DBE) websites have a range of resources, including posters and booklets, regarding health, safety and nutrition which are freely

available. The links to some of these resources are provided in Resource 1 of this illustrative pack.