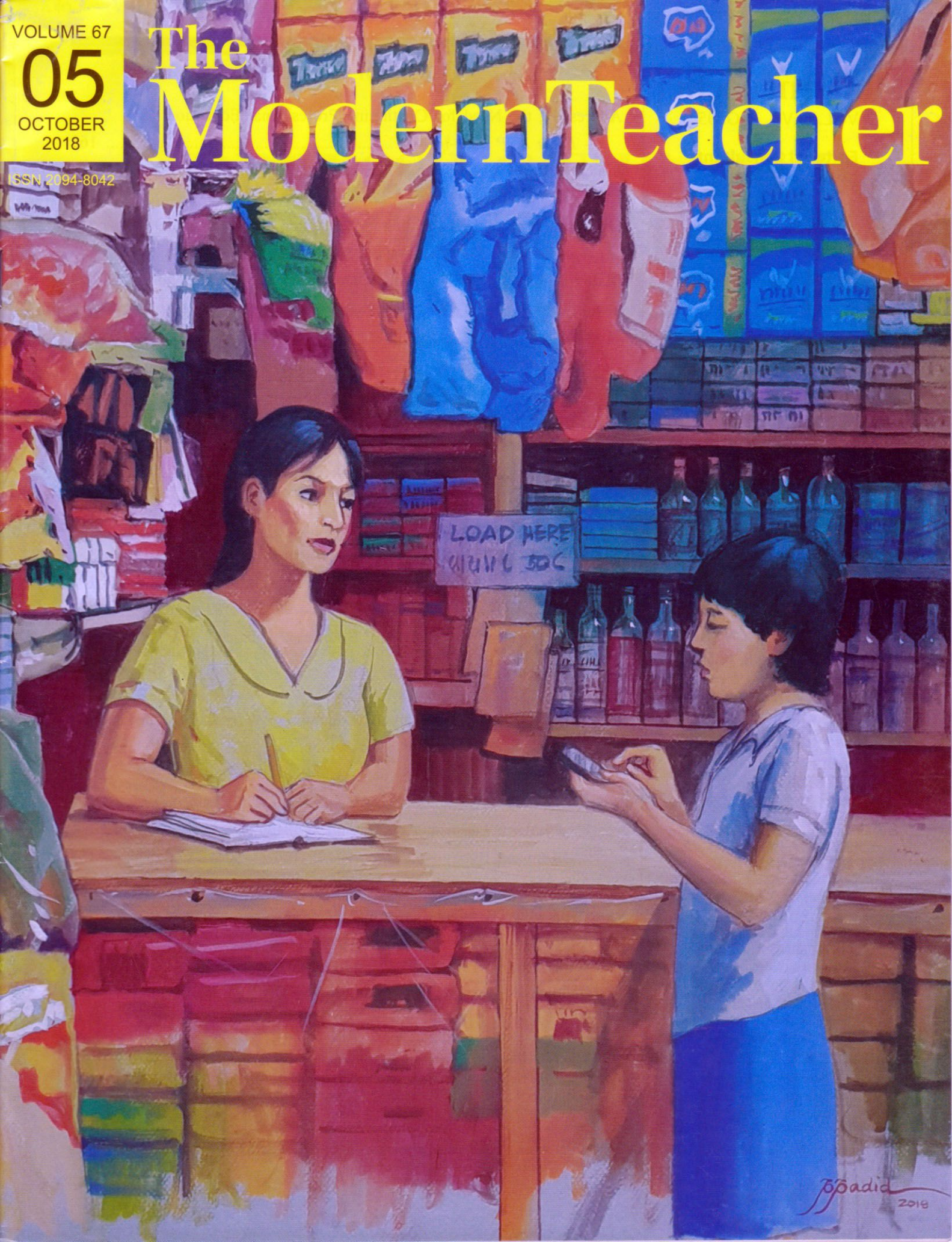


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ADDRESSING THE NEED FOR CONTINUING PROFESSIONAL EDUCATION

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All professionals, more so teachers, must continue to grow. Growth is measured in terms of positive changes such as progress in knowledge assimilation and pedagogical skills development. In teaching, from the first day a teacher is inducted into the classroom, she is expected to mature with the children onwards. There is vast opportunity for the teachers to continue learning. "Strictly speaking, learning to teach naturally starts from day one when she enters the first classroom."

Following are some reliable means of addressing the need for a continuing teacher education:

A. Learning from "best practices" of colleagues

The science teachers from a town high school received an invitation to participate in a division-wide environmental science contest. A return letter suggested a short meeting and a visit to the science department of the host school. When they met they exchanged notes on what new procedures they are trying especially focusing on the use of some indigenous products and substances, on an experimental basis. A visit to the science exhibits, museum and tool improvisation shop, gave the visitors rich ideas on how to improve their own collections and displays. An on-the-spot observation and a two-way exchange of new procedures and teaching techniques are laudable means of continuing learning. The teaching tips that they can share with one another are surely effective since they have been tested in real life situations. Demonstrations and group discussions

on some topics and strategies are always well-accepted and better yet, assured of being tried, especially if modeled.

Even an instant or casual visit which may be individually initiated between teachers teaching the same subjects and experiencing common problems is a fast and easy way of resolving difficulties rather than waiting for big assemblies. Such an early response from both can promote inter-school cooperation and a symbiotic relationship among teachers belonging to the same discipline. They stand to continue learning from one another, especially if undertaken more frequently.

Colleagues may come from the same school or from a neighboring school. Supervisors should encourage and initiate this worthwhile mode of information exchange among teachers within the division. This is sometimes termed inter-school visits, a popular component of in-service training programs. It can be held informally among neighbors or formally through mutually agreed schedules. This is probably the best way to grow via sharpened competence, most suitable for those who may not have time to enroll in advanced courses. All that is needed is a positive desire to learn and the persistence to start and sustain it.

B. Self-initiated steps

By herself, a teacher should take steps that can move her to the status of "well-informed." This includes a high degree of motivation to continue to know more and better ways of making children learn.

Citing testimonies from teachers who charted their own learning, here are some steps that

Continued on the next page

Maria Teresa D. Genio
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Intelligence quotient (IQ) cognitive skills are vital in the development of a child, while emotional intelligence (EQ's) performance is the foundation for the development of every child's competencies. The following traits which include resilience, resourcefulness, and taking initiatives, have an intense impact on people's brains and determine an individual's performance.

Research nowadays shows it may be more important to nurture and develop our children's EQ and IQ as they are key factors in their success and quality of relationships. But what do parents need to build children's emotional foundation? Here are five (5) things to focus on:

1. **Creating a strong family bond.** Having a tight-knit family not only forges strong bonds between its members but also helps children understand that they belong to a family, one that cares and loves them no matter what. This helps them view the world in a positive light. With the presence of a strong support system in place, children become confident in handling problems and their relationships with others.
2. **Making them feel they are valued.** Children need and deserve positive and constructive attention. Focused interaction is essential, emphasized by Edward Div-

RAISING CONFIDENT CHILDREN



inagracia, educator and father of two girls, Ehlana (14) and Elisha (2). "Each child needs your full attention at his/her own time which is not shared with any other sibling." Divinagracia explains. Making your children feel they are valued by giving them your time and attention builds a strong self-image and helps keep the parenthood bond stronger. Spend quality time with each of your children separately. Go biking, go brisk walking, or jogging, watch movies together, dine out, share a hobby, and a lot more.

3. **Validating their emotions.** According to a study of the human mind, all of our emotions, be it positive or negative, play critical roles in our emotional health. Every emotion our children express should be validated and supported properly, says Daisy Pingol, a

special education teacher and mother of tweens.

It is unhealthy to deny children (and teens) the means of expressing their emotions – even if those emotions are anger. When you tell your daughter, for instance, that she cannot go to a party until a school project or assignment is accomplished, let your child express anger and disappointment. "You can talk to make your child understand this consequence," adds Pingol. Always acknowledge the emotion your child is trying to express at the moment, whether it is anger, self-doubt, joy, or excitement. Label it too, says Pingol, so that it is "out there" and the child understands what is going on and, in her/his mind, why she/he is reacting in a certain way.

4. **Being more understanding.** It
- Continued on the next page*

Good Practices in Early Childhood Care and Development Quality Assurance in Southeast Asia

SEAMEO INNOTECH

Research Studies Unit

Introduction

The Convention on the Rights of the Child recognizes education and development as children's rights. How these rights should be dispensed was extensively tackled and effectively worked out during the World Education Forum held in Dakar, Senegal in April 2000 that focused on education for all (EFA) and aimed to specifically expand and improve comprehensive Early Childhood Care and Education (ECCE), especially for the most vulnerable and disadvantaged children.

ECCE is considered a contributing factor to the first Millennium Development Goal (MDG) of reducing poverty and a key to meeting the second MDG – to achieve universal primary education by ensuring that by 2015, all boys and girls will be able to complete primary education.

In the 2010 World Conference on ECCE: Building the Wealth of Nations, participating nations adopted the broad and holistic concept of ECCE as “the provision of care, education, health, nutrition, and protection to children aged 0 to 6.” ECCE then became a right and an indispensable foundation for lifelong learning.

The growing recognition of education as a right and increased awareness of the importance of ECCE both to human and economic development as well as the eventual upsurge in ECCE programs and services paved the way for more opportunities for children to develop their full potential.

In Southeast Asia, governments, the private sector, and nongovernmental organizations



(NGOs) offer a wide range of ECCE programs and services, particularly for children aged 0–6, except in Timor-Leste where ECCE services are offered to children aged 0–8. Care is specifically provided to children from birth to 6 years old while education is provided to children aged 3–6.

Good practices on quality assurance of ECCD were identified during a SEAMEO INNOTECH Regional Research Forum on Quality Assurance in Early Childhood Care and Development (ECCD) in Southeast Asia held in October 2011. These good practices included innovative approaches to ECCD in Indonesia, Malaysia, and Philippines.

Case 1: Indonesia

The establishment of the Directorate of Early Childhood Education (ECE) under the Ministry of Education and Culture (MoEC) in 2011 prompted the Indonesian government to prioritize ECE program development, which focuses on expanding access to