



MODULE

2

Working as an ECD Professional

ESTIMATED STUDY TIME: 3 HOURS



Learn
with purpose



Apply in
real life



Keep children
safe



Grow with
confidence



Become
work-ready

Suggested Study Plan

Session 1 (60 minutes)

- Lesson 1: What Does It Mean to Be an ECD Professional?
- Lesson 2: The Role of the ECD Practitioner

Session 2 (60 minutes)

- Lesson 3: The Role of the ECD Assistant
- Lesson 4: Working in Partnership with Families

Session 3 (60 minutes)

- Lesson 5: Professional Communication
- Lesson 6: Professional Behaviour and Ethics
- Activities
- Knowledge Check
- End-of-Module Assessment

"Professionalism is not about being perfect. It is about showing up every day ready to learn, care and grow."

Why This Module Matters

Being an ECD Assistant is much more than helping in a classroom. It is a profession that carries important responsibilities. Every day you will help create a safe, caring and stimulating environment where children can learn and develop.

Professionalism is not about wearing a uniform or having many years of experience. It is about the way you treat children, families and colleagues. It is about being reliable, respectful, honest and committed to doing your best every day.

This module will help you understand what it means to work as a professional member of the ECD team.

By completing this module, you will begin developing the professional attitudes, behaviours and relationships that employers value in ECD Assistants. Professionalism is not something you achieve overnight. It grows through your everyday actions, your willingness to learn and your commitment to putting children first

Learning Outcomes

By the end of this module, you will be able to:

- Explain what professionalism means in an ECD setting.
- Describe the role of the ECD Practitioner.
- Describe the role of the ECD Assistant.
- Explain why respectful communication is important.
- Describe how to work in partnership with families.
- Demonstrate professional behaviour in everyday situations.
- Recognise the importance of confidentiality and ethical behaviour



Lesson 1

What Does It Mean to Be an ECD Professional?

Why This Lesson Matters

Children learn from the adults around them every day.

The way you speak, listen, solve problems and treat other people influences the children in your care.

Professionalism helps create an environment where children and families feel respected, safe and welcome.

What is Professionalism

Professionalism means doing your work with care, responsibility and respect.

An ECD professional understands that every action, no matter how small, can make a difference in a child's life.

Professionalism is shown in the choices you make every day.

For example, a professional:

- arrives on time
- prepares for the day before children arrive
- treats every child fairly
- speaks respectfully to children, families and colleagues
- keeps children's information private
- asks questions when unsure
- continues learning and improving.

Professionalism is not about being perfect.

It is about always trying to do what is best for children

REMEMBER

Children may copy what adults do more often than what adults say.
Be the kind of role model you would like children to learn from

Everyday Professional Habits

Professional habits are the small actions that help an ECD centre run smoothly.

Good habits include:

- arriving a few minutes early
- dressing neatly and appropriately
- washing your hands regularly
- preparing activities before children arrive
- checking that the environment is safe
- greeting every child warmly
- listening carefully when others are speaking
- asking for help when you need it
- leaving the classroom clean and ready for the next day.

These habits show respect for children, families and your colleagues.

Professional habits become easier with practice. The small choices you make each day help build trust and confidence with children, families and colleagues.



IN PRACTICE

It is 7:30 in the morning at Siyakhula ECD Centre.

Children will begin arriving in 30 minutes.

Nomsa and Thandi have already opened the classroom.

Thandi checks that the safety gate is closed, washes her hands, prepares the art materials and places today's storybook in the reading corner.

Before the first child arrives, everything is ready.

When families enter the classroom, they are welcomed into a calm, organised environment.

Professionalism often begins before the children arrive.



Think about it: Which professional habits did Thandi demonstrate before the children arrived?

Activity 1

Professional or Not?

Read each statement.

Write **Professional** or **Needs Improvement** next to each one.

Statement

Your Answer

Arriving on time every day.

Speaking kindly to children.

Ignoring a safety concern.

Asking questions when you are unsure.

Leaving the classroom untidy at the end of the day.

Treating every family with respect.

Suggested Response

Arriving on time every day. : *Professional*

Speaking kindly to children. : *Professional*

Ignoring a safety concern. : *Needs Improvement*

Asking questions when you are unsure. : *Professional*

Leaving the classroom untidy at the end of the day. : *Needs Improvement*

Treating every family with respect. : *Professional*



Professionalism is built one day at a time.

Every professional habit you develop today helps prepare you for greater responsibility in the future

Key Idea

Professionalism is not about knowing everything.

It is about being willing to learn, working responsibly and always acting in the best interests of children

Looking Ahead

In the next lesson you will explore the leadership role of the ECD Practitioner and discover how practitioners and assistants work together to support every child's learning and wellbeing

Lesson 2

The Role of the ECD Practitioner?

Why This Lesson Matters

Every successful ECD centre needs good leadership.

The ECD Practitioner leads the learning programme, supports the children, works closely with families and guides the ECD team.

Understanding the practitioner's role will help you work confidently as part of the team and understand how your own role supports children's learning and wellbeing.

What Does an ECD Practitioner Do

The ECD Practitioner is responsible for planning and leading the daily learning programme.

The practitioner makes sure that children are cared for in a safe, nurturing and stimulating environment where they can learn through play and everyday experiences.

Although every ECD centre is different, ECD Practitioners usually:

- plan learning activities
- prepare the daily programme
- observe children's learning and development
- assess children's progress in age-appropriate ways
- adapt activities to meet children's different needs
- communicate with parents and families
- guide and support the ECD Assistant
- help create a safe, inclusive and welcoming environment
- maintain records required by the centre
- work with other professionals when necessary.

The practitioner has overall responsibility for the learning programme, but works as part of a team.



REMEMBER

A good ECD Practitioner is both a leader and a learner. Practitioners continue learning throughout their careers so that they can provide the best possible support for children and families.

Planning for Children's Learning

Young children learn best when activities are carefully planned.

Planning helps ensure that children experience a balance of:

- active and quiet play
- indoor and outdoor activities
- individual, small-group and whole-group experiences
- creative, physical and language activities
- time for meals, rest and free play.

Good planning also allows practitioners to respond to children's interests and changing needs.

Good planning provides structure while remaining flexible enough to respond to children's interests, questions and changing needs.



IN PRACTICE

At Siyakhula ECD Centre, Nomsa notices that many of the children are collecting leaves and talking about the different trees in the playground. Instead of following her original art activity, she plans a nature exploration for the next day.

She gathers leaves, seeds and small sticks and invites the children to compare their shapes, colours and textures.

Thandi helps prepare the materials and encourages the children to describe what they discover.

By observing the children's interests, Nomsa creates a meaningful learning experience while Thandi supports the children as they explore

Observing Children

Observation is an important part of Early Childhood Development.

Practitioners observe children to understand:

- what children can already do
- what they enjoy
- how they learn
- where they may need extra support
- how to plan future learning experiences.

Observation is not about judging children.

It is about getting to know each child better.

As an ECD Assistant, you also observe children throughout the day and share your observations with the practitioner.

By sharing your observations with the ECD Practitioner, you help ensure that every child receives the support, encouragement and learning opportunities they need

Working with Families

Families are important partners in every child's learning journey.

The practitioner communicates regularly with parents and caregivers to:

- share children's progress
- discuss concerns
- celebrate achievements
- answer questions
- build positive relationships.

Good communication helps create consistency between home and the ECD centre. Children benefit when families and the ECD team work together.



SAFETY FIRST

The ECD Practitioner helps create a safe environment, but keeping children safe is everyone's responsibility.

Always share any safety concerns or observations with the practitioner as soon as possible.

Never assume that someone else has already reported the problem

Activity 2

What Is the Practitioner's Responsibility?

Read each situation and decide whether it is mainly the responsibility of the ECD Practitioner.

Write **Yes** or **No**.

Situation	Yes / No
Planning tomorrow's learning activities.	_____
Greeting children warmly as they arrive.	_____
Observing children's development.	_____
Communicating with families about a child's progress.	_____
Preparing learning materials.	_____
Supporting children during play.	_____

Suggested responses

Planning tomorrow's learning activities. : Yes

Greeting children warmly as they arrive. : *No. This is a shared responsibility.*

Observing children's development. : *Yes, although the ECD Assistant also contributes observations.*

Communicating with families about a child's progress. : *Yes, with support from the ECD Assistant where appropriate.*

Preparing learning materials. : *No. This is often a shared responsibility.*

Supporting children during play. : *No. This is a shared responsibility.*



READY FOR WORK

Good ECD Assistants do not wait to be asked before helping.

Look for opportunities to take initiative while respecting the guidance of the ECD Practitioner. Small acts of preparation and teamwork make a big difference

Key Idea

The ECD Practitioner leads the learning programme, but quality Early Childhood Development is built through teamwork.

Practitioners, ECD Assistants and families each bring valuable knowledge and skills that help children learn, grow and thrive.

Looking Ahead

In the next lesson you will explore the important role of the ECD Assistant and discover how your everyday actions contribute to children's learning, safety and wellbeing.

Lesson 3

The Role of the ECD Assistant

Why This Lesson Matters

As an ECD Assistant, you are an important member of the ECD team.

Every day you help create a safe, caring and welcoming environment where children can learn, play and grow. Your kindness, encouragement and attention to children's needs help them feel secure and ready to learn.

Although the ECD Practitioner leads the learning programme, your contribution is valuable. By working together, you help give children the best possible start in life.

Your Role Matters

An ECD Assistant is much more than someone who helps in the classroom.

You are a trusted adult who builds positive relationships with children and supports their learning through everyday interactions.

Children learn from the way you speak to them, listen to them, encourage them and care for them.

The small things you do each day can make a lasting difference.

Never underestimate the impact of your daily interactions. The way you encourage, comfort and support children helps shape their confidence and love of learning



REMEMBER

Every smile, every encouraging word, every story you read and every moment you spend listening to a child helps build confidence, curiosity and a love of learning

What Does an ECD Assistant Do?

Your responsibilities may include:

- welcoming children and their families
- preparing learning areas and resources
- helping to set up activities
- supporting children during play and learning experiences
- encouraging children's independence
- reading stories and singing songs
- helping with meals, handwashing and rest time
- observing children and sharing important information with the ECD Practitioner
- helping to keep the environment clean, organised and safe
- supporting positive behaviour through kindness, encouragement and consistency
- helping children feel included and valued.

Although your daily tasks may vary from one ECD centre to another, your purpose remains the same:

To support children's learning, development, safety and wellbeing.

Building Relationships with Children

Young children learn best when they feel safe and secure.

One of your most important responsibilities is to build warm, respectful and trusting relationships with every child.

You can do this by:

- greeting children warmly each day
- learning and using their names
- listening carefully when they speak
- encouraging them to try new things
- noticing their achievements
- comforting them when they are upset
- treating every child with patience and respect.

Children who feel safe are more willing to explore, play and learn



IN PRACTICE

It is puzzle time at Siyakhula ECD Centre.

Lebo is becoming frustrated because one of the puzzle pieces will not fit.

Instead of completing the puzzle for him, Thandi kneels beside him and says, "You have already found many of the pieces. Let us look at this one together."

Lebo turns the piece around and smiles as it fits into place.

"You did it!" says Thandi.

By encouraging Lebo instead of doing the task for him, Thandi helps him develop confidence, perseverance and problem-solving skills.

Supporting Independence

Young children enjoy learning to do things for themselves.

As an ECD Assistant, encourage children to:

- wash their own hands
- pack away toys
- pour water with assistance when appropriate
- put on their shoes
- tidy their learning spaces
- make simple choices.

Helping children become independent builds confidence and prepares them for future learning.

Remember that every child develops at their own pace.

Offer support when needed, but allow children to do as much as they can for themselves. Encouraging independence teaches children that they are capable. Every small success helps build confidence for future learning.



SAFETY FIRST

Encouraging independence does not mean leaving children without supervision.

Always make sure activities are safe and provide support whenever needed.

Children should be appropriately supervised at all times, especially during outdoor play, meal times, handwashing and when using toilet facilities.

Activity 3

Everyday Opportunities to Help Children Learn

Read each situation.

Write one way you could respond as an ECD Assistant.

Situation 1

A child is trying to zip up their jacket but is finding it difficult.

My Response

Suggested Response

Encourage the child to keep trying. Offer help only if it is needed. Praise the child's effort and celebrate their success.

Situation 2

Two children both want to play with the same toy.

My Response

Suggested Response

Stay calm and help the children solve the problem together. Encourage them to talk, take turns or find another way to play. Use the opportunity to teach kindness and cooperation.

Situation 3

A child proudly shows you a picture they have drawn.

My Response

Suggested Response

Give the child your full attention. Comment on something specific in the picture and invite the child to tell you about it. This shows that you value the child's ideas and effort.



Children notice how adults respond to mistakes.

When a child is learning a new skill, encourage effort rather than expecting perfection.

Your patience helps children become confident learners

Key Idea

The ECD Assistant plays an important role in children's daily lives.

By showing kindness, encouraging independence and working closely with the ECD Practitioner and families, you help create an environment where every child can feel safe, valued and ready to learn.

Looking Ahead

In the next lesson you will learn how ECD Practitioners and ECD Assistants work in partnership with parents and families. Together, these important relationships help children learn, develop and thrive.

Lesson 4

Working in Partnership with Families

Why This Lesson Matters

Children grow and learn best when the important adults in their lives work together. Parents, caregivers and families know their children better than anyone else. They understand their children's personalities, interests, routines and needs.

When families and the ECD team communicate openly and respectfully, children benefit. As an ECD Assistant, you help build these important partnerships every day.

Families Are Children's First Teachers

Children begin learning long before they attend an ECD centre. At home they learn through everyday experiences such as talking, playing, singing, eating together and helping with simple tasks.

Parents, caregivers and families teach children values, language, culture, traditions and life skills.

The ECD centre builds on this strong foundation.

Working in partnership with families helps children feel secure because the important adults in their lives are working together to support them.



REMEMBER

Families know their children best.

Listen carefully, value what families share and always treat them with dignity and respect

Building Positive Relationships

Families should feel welcome every time they visit the ECD centre.

Simple actions can make a big difference.

You can build positive relationships by:

- greeting families warmly
- learning their names where possible
- listening carefully
- being approachable and respectful
- keeping conversations private when appropriate
- sharing concerns with the ECD Practitioner
- thanking families for sharing information about their children.

Families may have different experiences, expectations and challenges. Listening respectfully helps build trust and strengthens the partnership between home and the ECD centre.

Every family is unique.

Respect each family's background, language, culture and circumstances

Building Positive Relationships

Families should feel welcome every time they visit the ECD centre.

Simple actions can make a big difference.

You can build positive relationships by:

- greeting families warmly
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Respect each family's background, language, culture and circumstances



IN PRACTICE

Every morning at Siyakhula ECD Centre, Thandi greets each family with a smile. One morning, Musa's grandmother quietly tells her, "Musa did not sleep well last night. He may be tired today."

Thandi thanks her for letting the ECD team know and shares the information with Nomsa before the day begins.

Later, when Musa becomes tired during an activity, Nomsa and Thandi understand why and provide the extra support he needs.

A short conversation with a family member helped the team care for Musa more effectively.

Respecting Confidentiality

Families trust ECD professionals with personal information about their children.

This trust must be respected.

Confidential information should only be shared with the ECD Practitioner or other authorised people when it is necessary to support the child's wellbeing or to meet legal responsibilities.

Never discuss a child's personal information with other families or people who do not need to know. Protecting confidentiality helps build trust.



SAFETY FIRST

Sometimes a family may share information that is important for a child's safety or wellbeing.

Always pass important information to the ECD Practitioner as soon as possible.

If you are ever unsure whether information should be shared, speak to the ECD Practitioner immediately

Families Come in Many Forms

Children are cared for by many different people.

A child may live with:

- parents
- grandparents
- an aunt or uncle
- older brothers or sisters
- foster parents
- adoptive parents
- other caregivers.

Welcome and respect every family.

Avoid making assumptions about a child's home life.

Every child deserves to feel proud of their family

Activity 4

Building Trust with Families

Read each situation.

How would you respond.

Situation 1

A father tells you that his daughter is excited because it is her birthday.

My Response

Suggested Response

Thank him for sharing the news. Wish the child a happy birthday and, if appropriate, let the ECD Practitioner know so the occasion can be acknowledged during the day.

Situation 2

A grandmother tells you that her grandson has been worried because a family member is in hospital.

My Response

Suggested Response

Listen with care and thank her for sharing the information. Let the ECD Practitioner know so the team can provide additional emotional support if needed.

Situation 3

Another parent asks why one child has been absent for several days.

My Response

Suggested Response

Politely explain that you cannot discuss another child's personal information. Protecting confidentiality is part of your professional responsibility.



READY FOR WORK

Every conversation with a family is an opportunity to build trust.

A warm greeting, careful listening and respectful communication help families feel welcome and valued.

Key Idea

Strong partnerships between families and the ECD team help children feel safe, supported and ready to learn.

When adults communicate respectfully and work together, children receive the best possible care and learning opportunities.

Looking Ahead

In the next lesson you will discover how clear, respectful communication helps create strong relationships with children, families and colleagues.

Lesson 5

Professional Communication

Why This Lesson Matters

Good communication helps build strong relationships.

Every day you will communicate with children, families, colleagues and visitors. The way you speak, listen and respond helps create a welcoming, respectful and professional environment.

Good communication also helps keep children safe and ensures that important information is shared with the right people at the right time.

Communication Is More Than Talking

Communication includes:

- listening carefully
- speaking clearly
- using a calm and respectful tone
- paying attention to facial expressions and body language
- asking questions when you need more information
- checking that you have understood correctly.

Good communication begins with listening.

When people feel heard, they are more likely to trust and work with you.

Good communication also includes noticing when someone may need extra support, even if they have not said so directly.



REMEMBER

Listen to understand, not simply to reply.

People feel respected when they know you have listened carefully.

Communicating with Children

Young children learn through everyday conversations.

As an ECD Assistant, you can support children's language development by:

- speaking clearly and kindly
- getting down to the child's eye level when talking
- giving children time to answer
- asking simple open-ended questions
- encouraging children to express their thoughts and feelings
- listening patiently.

Every conversation is an opportunity for learning.

Every conversation is an opportunity to build language, confidence and trusting relationships.



IN PRACTICE

At Siyakhula ECD Centre, Thandi notices that Zanele is looking upset.

Instead of saying, "Do not cry," she kneels beside Zanele and says,

"I can see that you are feeling sad. Would you like to tell me what happened?"

Zanele explains that she cannot find the shell she collected during outdoor play.

Together they look for it, and when they find it, Zanele smiles with relief.

By listening first, Thandi helped Zanele feel understood before trying to solve the problem

Communicating with Families

Families appreciate clear, respectful communication.

Simple conversations at the beginning and end of the day help build trust.

When speaking with families:

- greet them warmly
- listen carefully
- speak respectfully
- share information honestly
- avoid discussing confidential matters where others can hear
- refer questions about children's progress to the ECD Practitioner when appropriate.

Remember that some families may speak a different home language.

Be patient, use simple language and check that you have understood each other.

Communicating with Colleagues

Strong teams communicate openly and respectfully.

Good communication includes:

- sharing important information promptly
- asking questions if you are unsure
- offering help when needed
- discussing concerns privately
- appreciating one another's contributions.

When adults communicate well, the ECD centre is calmer, more organised and better able to meet children's needs.



SAFETY FIRST

If information affects a child's safety, health or wellbeing, do not delay.

Share it with the ECD Practitioner immediately.

Clear communication helps protect children

Activity 5

Choosing the Best Response

Read each situation.

Write what you would say or do.

Situation 1

A child is struggling to explain what happened after a disagreement with another child.

My Response

Suggested Response

Stay calm, listen carefully and give the child time to explain. Ask simple questions without interrupting or blaming anyone.

Situation 2

A parent asks a question that you cannot answer.

My Response

Suggested Response

Thank the parent for the question. Explain that you would like to check with the ECD Practitioner so that you can provide accurate information.

Situation 3

A colleague seems very busy while you have finished your own task.

My Response

Suggested Response

Offer to help. Working together benefits everyone, especially the children.



Professional communication is respectful, honest and timely.

When you are unsure, ask.

When someone is speaking, listen.

When information affects a child, share it with the ECD Practitioner without delay

Key Idea

The way you communicate helps build trust.

Children, families and colleagues all benefit when you listen carefully, speak respectfully and share important information responsibly.

Looking Ahead

In the next lesson you will learn about professional behaviour and ethics. You will discover how honesty, reliability, confidentiality and respect help create a safe and trustworthy ECD environment.

Lesson 6

Professional Behaviour and Ethics

Why This Lesson Matters

Families trust ECD professionals with what matters most to them, their children. Children trust the adults who care for them to keep them safe, listen to them and treat them with kindness.

Professional behaviour helps build and protect that trust. As an ECD Assistant, the choices you make every day show your commitment to children, families and your profession.

What Does Professional Behaviour Mean?

Professional behaviour means acting responsibly, respectfully and honestly.

It means doing the right thing, even when no one is watching.

Professional behaviour includes:

- being honest
- being reliable
- treating everyone with respect
- keeping information confidential
- following the ECD centre's policies and procedures
- asking for guidance when you are unsure
- accepting responsibility for your actions
- continuing to learn and improve.

Professional behaviour is seen in the way you treat people every day.



REMEMBER

Professionalism is not about being perfect.
It is about learning, growing and always acting in the best interests of children.

Being Reliable

Children feel secure when adults are dependable.
Your colleagues also rely on you.

Being reliable means:

- arriving on time
- completing your responsibilities
- letting your supervisor know if you are unable to come to work
- being prepared for the day
- following through on what you have agreed to do.

Reliability helps create a calm and organised learning environment.
Reliability builds confidence. When children and colleagues know they can depend on you, the whole learning environment becomes calmer and more organised

Respecting Confidentiality

As an ECD Assistant, you may learn personal information about children and their families. This information must be treated with care and respect.

Always remember:

- only share information with authorised people who need it to support the child
- never discuss children with friends or family
- avoid conversations about children where other parents or visitors can hear
- keep written information safe and secure.

Protecting confidentiality helps families feel confident that their privacy is respected



IN PRACTICE

At Siyakhula ECD Centre, Thandi notices that two parents are talking about another child's recent absence.

One parent asks Thandi what has happened.

Thandi smiles kindly and replies,

"I am sorry, but I cannot discuss another child's personal information."

She changes the conversation and continues welcoming children as they arrive.

By protecting the child's privacy, Thandi demonstrates professionalism and respect

Learning from Mistakes

Everyone makes mistakes.

What matters is how we respond.

If you make a mistake:

- be honest about what happened
- tell the ECD Practitioner as soon as possible
- learn from the experience
- think about how to prevent it from happening again.

Being honest builds trust.

Trying to hide mistakes can place children at risk.

Mistakes are opportunities to learn. What matters most is responding honestly, taking responsibility and finding ways to improve



SAFETY FIRST

If a mistake affects a child's safety or wellbeing, report it immediately.

Children's safety must always come before embarrassment or fear of getting into trouble.

Activity 6

What Would You Do?

Read each situation and write how you would respond.

Situation 1

You accidentally spill water on the classroom floor while the children are outside.

My Response

Suggested Response

Clean the spill immediately or make sure it is cleaned before children return. If you need help, ask a colleague. Preventing slips and falls is the priority.

Situation 2

You forget to tell the ECD Practitioner that a parent said their child was not feeling well.

Later, you remember.

My Response

Suggested Response

Tell the ECD Practitioner as soon as you remember. Explain honestly what happened. The information may still be important for supporting the child.

Situation 3

A visitor asks you questions about a child's behaviour.

My Response

Suggested Response

Politely explain that you cannot discuss information about children. Refer the visitor to the appropriate person if necessary.



Professional behaviour is built through everyday choices.
Be honest.
Be prepared.
Be respectful.
Keep learning.
Always put children's wellbeing first.

Key Idea

Families place great trust in ECD professionals.

By acting with honesty, respect, reliability and integrity, you help create an environment where children feel safe, families feel confident and colleagues can depend on one another

Looking Ahead

You have now completed all the lessons in Module 2.

Next, you will review what you have learned through the Knowledge Check and End-of-Module Assessment before moving on to Module 3, where you will explore how young children grow and develop from birth to four years of age.

MODULE 2 SUMMARY

Congratulations on completing Module 2. You have continued building the knowledge, skills and professional attitudes that every ECD Assistant needs. By understanding professionalism, communication, teamwork and ethical behaviour, you are preparing yourself to become a trusted member of an ECD team.

In this module you explored what it means to work as an ECD professional.

You learned that professionalism is shown through everyday actions, including the way you speak to children, work with colleagues, communicate with families and carry out your responsibilities.

You also learned about the different roles of the ECD Practitioner and the ECD Assistant and how these roles work together to create a safe, caring and stimulating environment for children.

Most importantly, you discovered that professionalism is built on respect, responsibility, honesty and a commitment to doing what is in the best interests of every child.

Key Messages

As you prepare to move on to the next module, remember these important ideas.

- Professionalism is shown through everyday actions.
- The ECD Practitioner and ECD Assistant work together as one team.
- Parents, caregivers and families are valued partners in children's learning.
- Good communication builds trust.
- Confidentiality is an important professional responsibility.
- Children learn from the way adults behave.

Every decision should be guided by the best interests of the child



Knowledge Check

Complete these questions before reading the Suggested Answers.

Question 1

Choose the correct answer.

Professionalism means:

- ☐ Knowing all the answers.
- ☐ Acting responsibly, respectfully and honestly.
- ☐ Being the most experienced person in the centre.
- ☐ Telling other people what to do.

Question 2

True or False

Parents, caregivers and families are important partners in children's learning.

Answer: _____

Question 3

List three professional habits that help an ECD centre run well.

1 _____

2 _____

3 _____

Question 4

Who is responsible for keeping children safe?

- ☐ Only the ECD Practitioner.
- ☐ Only the Principal.
- ☐ Everyone working in the ECD centre

Question 5

True or False

It is acceptable to discuss a child's personal information with another parent if they ask.

Answer: _____

Question 6

Why is good communication important in an ECD centre?

Suggested Answers

Question 1

The correct answer is:

✓ Acting responsibly, respectfully and honestly.

Question 2

True.

Question 3

Possible answers include:

- Arriving on time.
- Preparing before children arrive.
- Communicating respectfully.
- Asking questions when unsure.
- Following safety procedures.
- Working well with colleagues

Question 4

✓ Everyone working in the ECD centre.

Question 5

True.

Every adult has a responsibility to help keep children safe.

Question 6

Possible answer:

Good communication helps adults work together, builds trust with families, supports children's wellbeing and helps keep children safe

End-of-Module Assessment

These questions will help you apply what you have learned.

There may be more than one good answer.

Scenario 1

You arrive at the ECD centre and notice that your colleague is helping a distressed child.

Several other children have just arrived and need to be welcomed.

What would you do.

Scenario 2

A parent asks you about another child's behaviour.

How would you respond?

Scenario 3

You notice that a child who is usually cheerful has become quiet and withdrawn over the past two days.

What should you do?

Scenario 4

You have been asked to prepare the classroom before the children arrive.

List four things you would check before welcoming the children

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Suggested Answers

Scenario 1

Welcome the arriving children warmly while your colleague continues supporting the distressed child. If appropriate, ask another colleague whether they need assistance. Working together ensures that all children receive the care they need.

Scenario 2

Politely explain that you cannot discuss another child's personal information because it is confidential.

Scenario 3

Share your observations with the ECD Practitioner. Continue to observe the child and provide reassurance and support while respecting the child's feelings.

Scenario 4

Possible answers include:

- Check that the classroom is clean and safe.
- Ensure gates and doors are secure.
- Prepare learning materials.
- Check the outdoor play area.
- Make sure toilets and handwashing facilities are clean and ready.
- Remove any hazards.

My Learning Journal

Take a few minutes to think about your learning

I now understand that professionalism means:

One professional habit I want to develop is:

One way I will help build positive relationships with families is:

Glossary

Key words you will use throughout this Module.

Word	Meaning
Professionalism	Acting responsibly, respectfully and honestly.
Confidentiality	Protecting private information.
Communication	Sharing and receiving information clearly and respectfully.
Partnership	Working together towards a shared goal.
Ethics	Principles that guide responsible and respectful behaviour.
Integrity	Doing the right thing, even when no one is watching.



Ready for Work Checklist

Before moving to Module 3, ask yourself:

- ☐ I understand what professionalism means.
- ☐ I understand the different roles of the ECD Practitioner and ECD Assistant.
- ☐ I know why families are important partners.
- ☐ I understand the importance of confidentiality.
- ☐ I know how to communicate respectfully with children, families and colleagues.
- ☐ I understand that children's wellbeing must always come first.
- ☐ I am ready to continue my learning

Looking Ahead

In Module 3 you will explore how young children grow and develop from birth to four years of age.

You will learn about developmental milestones, the different areas of development and how understanding child development helps you provide the right support at the right time.



CONGRATULATIONS!

You have completed Module 2 of Starting Strong.

Professionalism is not measured by how much you know. It is reflected in how you care for children, how you work with others and how willing you are to keep learning.

Take pride in what you have achieved. You are building the knowledge, skills and confidence that will help you make a positive difference in the lives of children and their families.