



Addis Ababa University

College of Education and Behavioral Studies

Center for Early Childhood Care and Education

**Pedagogical Practices in Selected O- Classes
in Tahtay Maychew Wereda**

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October/ 2023

Addis Ababa, Ethiopia

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This thesis is submitted to the Center for Early Childhood Care and Education in partial fulfillment of the requirements for MA Degree in Early Childhood Care and Education

October/ 2023

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Acknowledgement

I wish to express my heartfelt gratitude to my advisor Ato Fiseha Teklu , Who has devoted his expensive time and knowledge to give me constructive and valuable suggestion and industriously marked the draft. His enthusiastic interest in the problems treated in this study and his patience served me as a source of enlightenment and encouragement is unforgettable. I am also greatly indebted to teacher Berhe Negash and Ato Berhe Alemayoh for their support and patiently guiding in dealing with the research and correcting the manuscript from the inception to the final work. Lastly, I would like to thank all the participants of study who devoted their time for interview.

Acronyms

DAP	Developmentally Appropriate Practice
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
ECD	Early Childhood Development
ECEC	Effects of Care and Early Education
ECEC	Early Childhood Education and Care
EFA	Education For All
ESDP	Education Sector Development Program
FGD	Focus Group Discussion
LCP	Learner Centered Pedagogy
MDGs	Millennium Development Goals
MOE	Ministry Of Education
NOE	National Organization for examination
OECD	Organization for Economic Cooperation and Development
UN	United Nation
UNESCO	United Nation Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
WHO	World Health Organization

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Abstract

Children arrive at school with different backgrounds, experiences and different stages of development. The purpose of this study was to identify the pedagogical practice used by O-class teachers in Tahtay Maychew Wereda.. To this end, qualitative research method was used for the study. Five (5) O-class teachers, Five (5) school principals and One (1) wereda curriculum coordinator were taken as sample of the study by applying purposive sampling technique. Interview and observation checklist were used to get data from the target population. The result of the study shows that the common method of learning - teaching practiced in the classroom situation was teacher-centered which is inappropriate at the preschool level. The result of the findings indicates Diploma graduate and specialized teachers in the area, but lack of resource and other related facilities hinder them from implementation of developmentally appropriate teaching method in O-classroom. The result of the finding indicates that O-class teachers select teaching method based on the teacher's Guide like song, local dance and play. O-class teachers assess children using oral question and observation checklist; in addition they use some instructional materials like small stones and sticks to count number and flash cards. Finally, based on the findings there was great problem related to indoor and outdoor materials and facilities in the selected school. Therefore Tahtay Maychew Wereda Educational Office and other non-governmental organization must pay their attention to the preschool students. Because the early years of the child in order to share the future hopes of this country.

Chapter one

1.1 Background

Early Childhood Care and Education (ECCE) began in Ancient Greeks particularly in Athens and Sparta. The ancient philosophers Plato and Aristotle were very much interested in children and have influenced child rearing and learning practices. These philosophers emphasized on play and punishment as means of shaping children (Lascarides & Hinitz, 2000).

ECCE was introduced in Ethiopia since the coming on of Christianity, in the form of priest schools. ZeraYaeqob was one of the activist's in promoting traditional church education in the 16th century (Demeke, 2007). According to (Hoot et al., (2004), the first modern preprimary education was built in Diredewa in 1900 to teach children of the Ethio-French rail way line workers. Later on, lots of pre- primary schools were attached to formal educational institutions like the German school, and the British school. These schools were serving children of rich families.

According to Haile (2010) children arrive at school with different backgrounds, experiences, and at different stages of development. To give each child the best possible start, it is essential that pre-school programs provide a variety of method of teaching and instructional experiences. Children's success in school and other aspects of their life can be considerably enhanced when quality educational experiences in their early years are taken seriously (Melhuish & Petrogiannis, 2010). Focus in learner-centered teaching in the early years is to enable an individual learner to construct knowledge for him or herself using the environment, including both the physical and social environments (Tracey & Morrow, 2012, Vygotsky, 1978).

ECCE often focuses on learning through play, based on the research and philosophy of Jean Piaget, which posits that play meets the physical, intellectual, language, emotional and social needs (PILES) of children's interest and imagination naturally evoke learning when unfettered. Learning through play will allow a child to develop cognitively. Thus, children learn more effectively and gain more knowledge through activities such as dramatic play, art, and social games.

The need to use effective pedagogical practices to the education children is important because early childhood is a time of remarkable brain growth, these years laid the basis for subsequent

development. Early childhood care and education is more than a preparatory stage assisting the child's transition to formal schooling. It places emphasis on developing the whole child attending to his or her social, emotional, cognitive and physical needs to establish a solid and broad foundation for lifelong learning and wellbeing (UNESCO, 2010).

Siraj-Blatchford (2002) define pedagogy as “that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the gaining of knowledge, skills, attitudes and dispositions within a particular social and material context. It refers to the interactive process between teacher and learner and to the learning environment.” In other words, it concerns the how of adult and child interaction. The way children learn and develop at this stage, however, is not just subject to what is intended to be taught, but how it is facilitated.

Pedagogical practice is influenced by a number of factors in different countries. These may vary between national and regional contexts, and between individual ECCE settings (OECD, 2014). A number of factors are at play, such as a country's political system and policy interests, its overarching pedagogical theory or approach, and the alignment of the ECCE system with formal schooling.

Stephanie Wall (2015) Stated research suggests that specific pedagogical approaches do not have better outcomes than more general pedagogical ones. In general, research has discovered a mixed picture in terms of the impact on children's outcomes of approaches with a specific pedagogical program, such as Montessori or Steiner. That said, it is necessary to point out that research evidence and studies considering the exact same approaches in the exact same context are very limited. Studies indicate that approaches that adhere strictly to a specific type of pedagogy do not always result in better child outcomes compared with programs that take a less prescriptive approach. For instance, evaluation of Developmentally Appropriate Practice (DAP) has found no direct effects on academic outcomes, although it was found to have positive impacts on children's ability to initiate and maintain interpersonal relations, and in the long-term children's motivation and interest in learning. Implementation of the Montessori approach demonstrates greater gains in, for example, reading, math and social problem solving, although the effectiveness is conditional on good implementation reliability. Alternative educational programs

such as Steiner and Freinet have been found not be any more effective in fostering children's development than regular programs.

Different theories contribute to countries' pedagogical principles; policies and guidance are usually based on a combination of ideas of well-known theorists, even if the links are not explicitly made. In an international survey on pedagogy, the theories of Piaget & Vygotsky, for example, are frequently mentioned to have influenced pedagogy and curriculum in England, Germany, France and New Zealand. The Montessori approach has influenced pedagogy in Germany and Japan (Stephanie Wall, 2015).

Pedagogical practices refer to the overall perspective used to plan and implement pedagogical strategies (Anders, 2015). According to OECD (2015) Pedagogical practices used with children are vary between countries and within countries based on their expectation of ECCE staff regarding caring, educating and instructing, as well as the value and goals of the country's ECCE system. NRC (2000) stated no one pedagogical practice is best it depends on what the teacher to do; the selection of tools depends on what the teacher is trying to accomplish and with which child. Many methods have been designed to promote young children's learning, some of which include: storytelling, dramatization, role playing, guided discussion, projects, well planned field trips, conversations, discovery, demonstration, short group sessions during which they learn to listen and singing together (Aggarwal 2006). With regard to pedagogical practice the Ministry of education of Ethiopia (2010) clearly put, the program should be child- centered and follow play-based approach.

According to REAL (Research for Equitable Access and Learning, 2018) the current practices early learning programs in Ethiopia are concerned with child development (i.e. socio-emotional development), child learning (i.e. their development of numeracy and literacy skills) and school readiness (i.e. a mix of academic foundations, socio-emotional skills and knowledge of health, safety and their environment)

Developmentally appropriate pedagogical practice has three dimensions: age appropriateness, individual appropriateness and culturally appropriateness practice. Age appropriateness refers the knowledge whether materials, equipment, or curriculum content is right for children. This requires a strong knowledge of child development. When an individual teacher knows about the

typical physical, social, emotional, language, and cognitive development of children, then that teacher have understand what needs to go into the framework of an age-appropriate classroom and age-appropriate activities. A teacher who does not have knowledge of this information will have difficulty with planning and implementing activities (Miller, 1996, J acman, 2001).

Individual appropriateness is to understand the uniqueness in each and every child. The number of children in a classroom means the amount of uniqueness that the teacher should be careful of the situation. Therefore, an early childhood teacher should know that each day in a preschool classroom is a challenge that needs to be solved systematically and professionally. Teachers must observe children in their classrooms under a variety of conditions in order to learn about the children and their special ways of doing and learning (Miller, 1996, Jacman, 2001).

Culturally appropriateness practice should regard the cultural and social contexts where the child grew up (Miller, 1996, J acman, 2001).

The best DAP occurs in a classroom where the teacher uses his or her knowledge of child development, observes the individual child's needs, and interests, recognizes the impacts of social and cultural factors on the child, is open to communication with parents, and seeks possible solution when contradictions occur(Bredenkamp & Copple,1997).

The importance of an appropriate learning - teaching process in ECCE help children in communicating and making their own learning visible to them which in turn promote children's own self-efficacy that is, belief in their own ability to take actions that will achieve their goals (Carr, 2001). An efficient pedagogy makes children academically, socially and psychologically competent in later life.

The consequence of inappropriate pedagogical practice however affects the developmental milestones achieved by children across multiple domains (cognitive development, fine and gross motor development, social-emotional development, language development) in the early years of life (Piaget,1954).

Factors that determine the choice of pedagogical practices are many: some are age, individual variations in development and learning, learning environment, uniqueness of each child, group difference in temperament, growth rate, personality, background, culture, curriculum, teacher's

knowledge about ECCE(Anders,2015).

According to Cogill (2008) to make pedagogical practice effective, it is essential to understand some of the basic concepts, which are the principles of teaching and learning. What the effective pedagogical practices are, pedagogical knowledge, content knowledge, pedagogical content knowledge and curriculum knowledge. There have been six core principles, if these are effectively implemented, pedagogical practices would be accurately put in to operation, these are student-centered planning, high expectations, alignment of curriculum, pedagogy and assessment, evidence-based decision making, targeted instruction and safe, supportive, connected and inclusive learning environment.

1.2 Statement of the Problem

Pedagogical practice is the learning activities that support the unit of content, the instructional approach such as active learning. It refers to the perspective used to plan and implement one or more pedagogical practices or techniques. A pedagogical approach explains the roles of the staff, the materials and space, the appropriate pedagogy (practices), and in some cases, the learning objectives. Pedagogical approaches are not clearly specified at national or regional level in any country. Instead, the curriculum frameworks provide guiding principles. ECCE settings and practitioners otherwise implement the pedagogical approaches and practices of their choice (Anders, 2015).

Pedagogy in early childhood education is an encompassing term concerned with what a teacher does to influence learning in others. As the importance of high quality early childhood care and education services for children has become more clearly understood so has the teacher's role in the provision of these services (OECD, 2014).

According to (Bemstein, 2000) pedagogy is a sustained process whereby somebody acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody or something deemed to be an appropriate provider and evaluator. Similarly (Watkins & Mortimore, 1999) define pedagogy as any conscious activity by one person designed to enhance learning in another.

Pedagogical practice contributes to the development of children. According to national policy frame work for early childhood care and education (2010) “brain development emphasizes that the first six years of life are extremely important because this is the fastest period of growth and development in all aspects”. By the end of the sixth year, the child’s brain has developed maximum connections, more than an individual requires in a lifetime. What remains to be done is to make these connections permanent through providing early stimulation and quality care.

It is during the early years that children learn and acquire knowledge, skills and attitudes quickly and with minimal effort. The brain is most malleable and environmental influences, especially care, nurture and stimulation, have their greatest impact. It is therefore a vital period for ensuring proper physiological growth and for significant health and nutrition interventions.

In Early childhood care and education program, a child is expected to develop social interaction, cognitive skills, emotional stability and fine motor and gross motor activities. To achieve this, ECCE instructional practices and the physical environment should be designed to address the holistic development of a child by using appropriate pedagogical practice. Otherwise, the child can’t be able to develop the skills.

There are Studies on early childhood care and education practice and challenges in AkakiKality sub city of Addis Ababa by (Girma, 2014),quality of early childhood care and education the case of selected Government ECCE centers in Bole and Chirkos sub-cites in Addis Ababa by(Rahel, 2014),Assessment of the practices of early childhood education for children with visual impairment the case of German church school in Addis Ababa (Selamawit,2015), Early childhood and education in rural Ethiopia: current practices, new initiatives, and pilot programs by(Teka & Belay,2015), School readiness programs in Ethiopia: practice, challenges and the way forwarded by(Belay& Belay,2016), Early childhood education in Ethiopia present practices and future directions Fantahun (2016), practice and challenges of public and private preschools of Jigjiga city administration by Ygzaw, Abdirahman (2017), identified gaps on implementation of the curriculum, material and facility, teachers’ competence, textbook production and usage, and the language of instruction, preschools had inadequate classroom space, had no any out-door playing materials, lack of instructional and learning resources as major concerns.

The gap is generally there is no access literature in early childhood care and education, specifically study on pedagogical practice O-classes in Thatay Maycew Wereda. Therefore this research will try to identify the pedagogical practice in selected O-classes in Tigray Region Tahtay Maychew Wereda.

1.3 Objective of the Study

- ❖ **The General objective:** is to identify the pedagogical practices used by O-class teachers.

1.4 Research Question

- ❖ What kind of pedagogical practice do O-class teachers used?
- ❖ How do teachers select a pedagogical practice?
- ❖ Do the pedagogical practices used in O-classes culturally and developmentally appropriate?
- ❖ What kind of instructional material do O-class teachers used?
- ❖ What assessment method O-class teachers use to assess children?

1.5 Significance of the Study

This study will be significant to identify the current pedagogical practices used in O-class rooms, the O-class teachers may help to improve their knowledge about how to teach young children, classroom pedagogical practice may become more interesting, significant worth the effort for learners experiencing problems in their learning, the findings of this study will help to provide first-hand information to Wereda Tahtay Maychew government and non-government organizations(Save the children Axum branch, UNICEF, TDA) to evaluate and revise the impact of their intervention on teachers knowledge about the O-class pedagogical practice. It serves as input for further study in this area.

The researcher of this study believes that the study may provide valuable suggestions and recommendations for Tahtay Maychew Wereda education office and teachers for further planning to fill the gaps limited studies concerning to early childhood education pedagogical practice to address the needs of children. In general, the research will contribute a lot in identifying and pointing out the practices and recommending possible solutions.

1.6 Scope/Delimitation/ of the Study

The study will be delimited to an assessment of pedagogical practices at Tahtay Maychew Wereda O-class rooms.

1.7 Operational Definition

O- Class = Part of the pre-primary education system which involves children of age 6 that do not have access to kindergarten.

Pedagogical practice = pedagogical practice includes teaching methods, assessment and instructional materials used by O-class teachers.

Chapter Two

Related Review Literature

2.1 Pedagogy

2.1.1 Definition of Pedagogy

Pedagogy refers to "that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context. It refers to the interactive process between teacher and learner and to the learning environment" (Siraj-Blatchford et al. 2002). It is concerned with the "how" of adult and child interaction in the classroom.

Different countries' pedagogies are influenced by a variety of variables, including as how ECCE settings are structured and whether they are in line with elementary education, as they are in France. Pedagogy refers to the science and art of teaching, educating and care giving, while the pedagogical/educational approach refers to the overall perspective used to plan and implement pedagogical strategies or practices (Anders, 2015). Examples of influential and well-known pedagogical/educational approaches include the Montessori and Steiner approach. When analyzing different pedagogical approaches, in general, and broadly speaking, two types of curriculum approaches can be distinguished (Folke-Fichtelius, 2013):

- The early education approach
- The comprehensive/social pedagogy approach.

2.1.2 The Early Education Approach

The behaviorist or social learning theories, which see learning as an input from the environment, are the foundation of the early education method. Early education-focused nations establish clear learning objectives; regularly evaluate children's progress through the use of standardized examinations, and/or both. Child outcomes are valued highly in this approach and are frequently seen as the main result of ECCE involvement. For two reasons, this approach is thought to be more in line with formal education than the comprehensive/social pedagogy approach. First off, an early education curriculum approach places less emphasis on the development of socio-emotional abilities and more on mastering fundamental academic skills like early mathematics or

pre literacy. Second, early education systems and environments frequently employ more teacher-directed (teacher-initiated) instructional strategies and practices. For instance, this is the situation in many American kindergartens and French preschools (Anders, 2015; OECD, 2014b). As a result, the early education strategy is also known as the direct instruction strategy.

2.1.3 The Comprehensive Social Pedagogy Approach

The experiences and actual teaching methods are given more attention in a comprehensive/socio-pedagogic approach than the results and accomplishments of the students. In social pedagogy, assessments through formal testing are less usual, but there are other ways to evaluate children's growth that are more qualitative (such as storybooks written by ECCE personnel that also feature the children's work). Some of these systems, such as the Reggio Emilia approach in Italy, firmly oppose evaluating ECCE-aged children's knowledge against any preconceived set of standards (OECD, 2006, 2012, 2014b).

Although early academic skills are not the main focus of this pedagogical style, it is also linked to emphasizing and developing socio emotional development and personal values alongside it. Instead of staff directed activities, the comprehensive approach typically places a heavy emphasize on child-centered teaching and child initiated experiences. Denmark, Finland, Germany and Norway all use the comprehensive / socio pedagogic tradition, which is common in ECCE system

Countries have been merging early education and social pedagogy approaches more regularly in recent years. According to this, academic and social-emotional abilities are both important and complementary, and a variety of educational techniques encourages kids to take the initiative in activities that support staff organization and planning (OECD, 2006).

The activity of teaching and caring for children, or more specifically, the actions, activities, and practices of ECCE professionals in relation to the children, is known as pedagogy. Pedagogy is strongly related to the ideas above. However, in the context of the early years, Siraj Blatchford (2002) highlighted that "any adequate conception of educative practice must be wide enough to include the frequently focused on primary school preparation, and provision of learning environments for play and exploration." In this view of ECCE pedagogy and practice, the labels

"teaching" and "classroom" are avoided because, in many countries, these concepts are connected to formal schooling.

By contrasting and misrepresenting the ECCE method and system in many OECD nations, where ECCE systems serve as an example of a more socio-pedagogical tradition, these phrases would be used. As stated in Siraj-Blatchford's definition of pedagogy (2002), the terms "instruction" and "educating" are favored when discussing pedagogy as opposed to the term "teaching."

The terms "instructing" and "educating" refer to all activities aimed at starting or sustaining learning and development processes, and they encompass the full range of specific didactic techniques, such as phonemic awareness methods, technology integration, co-operative learning methods, differentiated instruction, goal-setting, assessment, documentation, cross-curriculum teaching, sustained shared thinking methods, and physical education preparation.

There has been much discussion about the relative efficacy of various pedagogical techniques and pedagogies in early infancy (Stipek, 1991; Litjens and Taguma, 2010; Anders, 2015). Usually, child-centered techniques are contrasted with teacher-directed, didactic approaches. The former are linked to learning fundamental abilities and knowledge, whilst the latter are linked to socio-emotional growth and problem-solving skills.

2.1.4 Perspectives on Quality in Pedagogy

According to Sheridan (2001), debates of quality are dominated by two perspectives: relative quality and objective quality. The pedagogical viewpoint results from the blending of the two. Below is an explanation of various viewpoints and how they affect how the term "quality" is interpreted:-

➤ Relative perspective

According to Sheridan (2001), the relative approach views quality as a dynamic and relative notion that can only be comprehended in a certain context, such as a given scenario, period of time, or social or cultural setting. Some academics, according to Sheridan's additional explanation, "believe that high or low quality in early childhood education is a subjective, contextual, and cultural experience and not an objective reality, as definitions of quality must

evolve over time." An ecological systems theory framework frequently serves as the foundation for a relative approach to quality, in which the macro- and micro-systems of cultures and societies the family, ECCE settings, and economic and social policies influence and affect children's development (Sheridan, 2001). All of these factors need to be taken into account in order to comprehend the best ways for children to learn and develop. Relative "definitions of quality reflect the values and beliefs, needs and agendas, influence and empowerment of various' stakeholder' groups having an interest in these ECCE services" (Moss and Pence, 1994).

➤ Objective perspective

Contrarily, the objective approach asserts that quality may be uniformly described and defined. A shared knowledge of what quality implies and how its components relate to pedagogical practices in early childhood education are necessary for its definition (Sheridan, 2001). Research on learning theories and their use in ECCE settings, as well as theoretical and practical knowledge of the qualities of a high-quality environment for children's learning and development, can help people grasp quality in this way (Sheridan, 2001). The learning objectives and tactics that result from this information can be evaluated. The objective method, with its emphasis on the educational system, can be thought of as an educational perspective of quality. The ability of a program to give children the chance to learn and develop in accordance with its overarching aims can be measured by looking at its content, methodology, and effectiveness (Sheridan, 2001).

2.1.5 Classroom Assessment

Continuous assessment is another name for in-class evaluation. Classroom assessment, according to a NOE (2004) document, is the process of gathering data on how well students are learning using a variety of instruments, including checklists, formal examinations, observations, self-assessments, creative writing, and portfolios. Classroom assessment, according to Black and Wiliam (1998), "refers to all those activities undertaken by teachers and by their students in assessing themselves to provide information as feedback to modify teaching and learning activities." When the evidence is really used to modify the instruction to match the requirements of the students, such assessment transforms into formative assessment.

2.1.6 Instructional Materials

Teachers utilize instructional materials as teaching and learning tools to help students better understand and retain the information they give. According to Brown's study from 2010, instructional materials can range from straightforward and affordable options like chalkboards, flat pictures, text books, flash cards, counters, diagrams, worksheets, illustrations, and maps to complex and pricey options like televisions, computers, movie projectors, slides, and filmstrip projectors.

The two basic kinds of instructional resources are printed and non-printed materials (Brown, Oke & Brown, 2010). The planned curriculum cannot be implemented without instructional materials, according to the World Bank (2007), who claim that they are gradients in learning. Governments in both developing and established nations have realized in recent years how critical it is to have adequate learning and teaching resources (including textbooks, instructors' manuals, and supplemental materials) to support educational growth and quality improvement. Books and additional reading resources are among the wide types of printed materials that are utilized in classrooms, according to (Mollica, 2009).

The effectiveness of early learners in mastering the prerequisite skills taught in an Early Childhood Education (ECE) classroom is impacted by these main types of instructional resources. According to a study by Ndalo & Okoth (2010), instructional materials are thought to provide a range of experiences for the class, preventing repetition and boredom. Thus, they help abbreviate explanations and make it easier for students to understand abstract topics, which make learning engaging. Effective use of instructional materials promotes active engagement in the class and gives students first-hand exposure to the social and physical realities of their surroundings. They can appeal to multiple senses, which allow them to accommodate the variances between each learner. For instance, giving students sand paper flash cards with letters so they can touch and feel the strokes as they are produced helps them strengthen their fine motor skills. The power of observation, imagination, and reasoning are all skills that learning materials aid in the development of in students, especially when they use real things as they manage and handle the resources.

Teachers should give a variety of useful materials, such as picture books, in order to make learning and teaching meaningful and entertaining to preschoolers.

2.2 Early Childhood Care and Education

2.2.1 Definition of Early Childhood Care and Education

Early childhood education is known by a variety of titles and is defined differently in different countries and among different stakeholders, according to the 2010 Education International Report. For instance, early education is referred to as early childhood care and education (ECCE) by UNESCO, early childhood education and care (ECEC) by the OECD, early child development (ECD) by the World Bank, and early childhood development (ECD) by UNICEF.

The time from birth to the age of eight depends on the angle from which the issue is seen in terms of a child's existence (Miles & Browne, 2004). This concept was also offered by Grotewell and Burton (2008), who expanded it to include the years between 0 and 8.

However, according to academic terminology, early childhood care and education includes group settings for infants through third grade in elementary school (Miles & Browne, 2004). In other words, early childhood education is a unique area of education that works with kids from the time they are born up to the third grade (Gonzalez-Mena, 2008).

Early childhood education, as its definitions suggest, involves young children (ages 0–8). Over the past 20 years, the importance of early childhood care and education has significantly expanded worldwide. In light of research findings on the long-term benefits of early schooling on later life (Groark, 2007), this situation is complementary.

2.2.2 The Importance of Early Childhood Care and Education

Early childhood care and education have recently displaced other disciplines like developmental psychology, cultural psychology, childhood studies, cultural anthropology, history, and philosophy, according to Roopnarine & Johnson (2005), because recent research has demonstrated that infants and young children are born with the ability to understand (Nutbrown, 2006). In other words, when they are born, their brains are prepared to learn, and during this process, both the environment and genes play a significant part in the development of the brain (Levitt, 2008). The way that disciplines perceive early childhood care and education or the

education of children has altered as a result of this perspective on children, which sees them as capable learners rather than as blank canvases. Early childhood care and education are essential for both the individual kid and society as a whole, in the broadest sense, as evidenced by the children's readiness to learn even from birth.

Early childhood care and education is the time when children's growth is at its fastest and when they are most impacted by environmental variables, according to longitudinal research. Additionally, according to AEV (2006), between the ages of 0 and 4 the brain developed in its entirety by two thirds. As a result, education at this phase of development is significant because it raised children's IQ levels immediately and over the long term, as well as their academic performance.

Particularly for children from low socioeconomic backgrounds, early care and education is more advantageous. Cognitive development and school preparation are two advantages of early education exposure for children from low-income households, according to Bassok, Bridges, Fuller, Loeb, and Rumberger's 2007 study. Children from high and intermediate socioeconomic level also benefit from early reading and math abilities acquired through high-quality early childhood care and education, in addition to children from low socioeconomic backgrounds.

Rather than just improving their academic skills in subjects like arithmetic and reading, early education cultivates youngsters in terms of socializing. Children acquire collaboration through education in child care facilities, according to Webb (2003, in detail), and these abilities aid them in abiding by the law and being safe in society. The same viewpoint is shared by parents in regards to socialization. According to Seng's (1994) study, socialization is one of the main reasons parents enroll their children in early childhood care and education programs. In fact, Katçbaş (1991) noted that compared to children who did not receive early education, individuals who got early childhood care and education were more emotionally and socially competent.

In terms of children, early education offers them a better future in the long run, such as preparing them for school and increasing high school graduation rates, in addition to social emotional and academic benefits. Knowing the immediate and long-term advantages of early education for individuals inevitably leads to a discussion on the value of early childhood education in society as a whole.

According to Durkheim, modern societies are made up of a variety of institutions that interact in a dynamic way. To survive and foster social harmony, each institution depends on the others (Greve, 1998). Considering this logic, societies require people who are effective inside the system. Consequently, the importance of educational institutions increases from early childhood education to university to reach that harmonic society.

After it was established that high-quality early education has long-lasting benefits on children's subsequent productivity for society, governments began incorporating early childhood care and education into their agendas. For instance, children who receive early education are less likely to become involved in crime and more likely to graduate from high school and enroll in college, according to (Oppenheim and MacGregor, 2002). A high-quality early education helps children become effective students and citizens in their later life, according to other research such as the Chicago Longitudinal Study and the Cost, Quality, and Child Outcome Study (Reynolds & Ou, 2004).

The productivity gained via early childhood education, on the other hand, will result in a return on investment of 7.6 dollars for every dollar spent on children aged 0 to 6, according to a 2005 World Bank report. Everingham, Karoly, and Kilbourne (1997) made a similar observation in relation to this study, stating that "the rate of return on investment in people during the early childhood period is higher than that of the investment in other periods of human life."

Additionally, studies showing that the earlier children are exposed to high-quality experiences, the more connections in their brains grow; have led to a rise in the importance of early childhood care and education in society. These findings paved the door for brain instruction to begin as soon as possible.

According to a study by Knudson (2004), both genes and early environmental circumstances have an impact on how adaptable the brain wiring is as it develops or on its capacity to alter as a result of experience. Therefore, it becomes necessary for educators, decision-makers, and other members of society to assist youngsters in developing their initial brain architecture by providing information for them at a young age.

The results of longitudinal and cross-sectional studies on the advantages of early childhood education (Katçbaş, 1991; Barnett, 1995; Openheim & MacGregor, 2002; Reynolds & Ou, 2004) gave logical justifications for emphasizing early education for a better society. In addition to everything else, over the past twenty years, socio-cultural shifts like entering the information age and changes in the globalized world order have made early childhood education a worry for many cultures.

2.2.3 Globalization and Early Childhood Care and Education

International relations, population growth, development, human rights, the environment, labor, health care, and poverty are just a few of the topics that have changed as a result of globalization. It had an impact on and changed schooling as well. We might observe the effects of globalization in everything from child care and schooling to higher education (Grant & Grant, 2007; Koggel, 2003).

After the year 1985, when the globe entered the information era due to the widespread use of computers and the internet, effects of globalization appeared to be more noticeable in all nations. At this time, the importance of education and having information in your hands increased.

In other words, information turned into power. In light of this, those who are energetic, industrious, knowledgeable about creating their own technology, fluent in numerous foreign languages, and a leader by nature are valued. In order to cultivate those types of people, governments began to modify their curricula at all levels of education (from preschool to college) (Dülger, 2000). The countries are searching for the ideal curriculum model for early childhood education because this nurturing process begins at the first level, which is early education.

Along with the growing concern over early childhood education, there is also a need for fully competent people who are equipped to handle the demands of the modern world (Morrison, 2007). Examples of this include more mothers entering the workforce or wealthy parents who want to send their kids to the best schools as soon as possible.

In contrast, more women than ever before have been given preference in the workplace (Anning & Edwards, 2006). Service industries grew while manufacturing sectors shrank. Employers

looking for a more adaptable, part-time, less expensive, non-unionized workforce discovered that women fit into such patterns of employment more passively than men.

Additionally, women have historically had greater "people skills," which has been advantageous for businesses that interact directly with customers. When a result, when more women entered the workforce, the issue of educating those women's offspring emerged.

Asking what the best curriculum model for teaching young children is was prompted by the need to educate the children of working moms as well as the requirement to develop people who could handle the demands of the modern world. As a result, nations began to look at ways to improve the quality of early childhood education, such as by creating early childhood curriculum models.

Early childhood education (ECCE) services are described in the 2010 Education International Report. This covers all forms of education given prior to the start of compulsory schooling and delivered in a variety of settings, including nurseries, crèches, childcare facilities, kindergartens, pre-schools, and other institutions of a like nature. Similar to this, the OECD (2013) defines early childhood education (ECCE) as all types of planned and ongoing center-based activities, including those provided by pre-schools, kindergartens, and daycare facilities, with the aim of promoting children's learning as well as their emotional and social development.

Early Childhood Education and Care (ECCE) in Ethiopia refers to a holistic and all-encompassing approach to policies and programs for kids from birth to age seven, as well as their parents and carers. Through the program, it will be possible to guarantee a significant improvement in providing children with a healthy start in life as well as a stimulating environment that will enable them to develop their talents and help them become kind and useful citizens (National Policy Framework for ECCE in Ethiopia, 2010).

2.2.4 Early Childhood Care and Education in Ethiopia

Early childhood education has a long history in Ethiopia, with churches and mosques playing a significant role before various modern varieties appeared in the nation (Okirin, Workneh&, 2012). These include government-sponsored early childcare centers, neighborhood non-profits, religious institutions, and the corporate sector. Recently, there has been a surge in preschools across the nation due to rising interest in creating community-sponsored early development

centers. In urban locations, particularly Addis Abeba, the private sector has increased its investments in early childhood education (MoE, 2010).

The Government of Ethiopia has created a national Policy Framework for Early Childhood Care and Education (ECCE) in recognition of the importance of early childhood education. This is consistent with global practice based on recent findings in developmental psychology and the requirement for seamless transitions. The ECCE in Ethiopia includes prenatal to 3+ years and 4 till 6+ years when describing the developmental needs. The beginning of the child's attendance at early childhood educational facilities marks the milestone for the second phase of the ECCE program. This time spans four to six years in Ethiopia (MoE, 2010).

2.3 Concept and Theoretical Framework of Early Childhood Care and Education

Even though there is a growing amount of agreement on the value of high-quality education, there is still much disagreement on its exact definition. This topic continues to be a hot topic of discussion. Cognitive growth and social and emotional development are at least two qualities that are frequently noted in the literature on education, as stated in the Education for All Global Monitoring Report (2005): The Quality Imperative (UNESCO, 2004). Both are seen as crucial objectives of a system of education.

The UNESCO conceptualization of quality is based on the four pillars of:

- a) Learning to know acknowledges that learners build their own knowledge daily, combining indigenous and 'external' elements.
- b) Learning to do focuses on the practical application of what is learned.
- c) Learning to live together addresses the critical skills for a life free from discrimination, where all have equal opportunity to develop themselves, their families and their communities.
- d) Learning to be emphasizes the skills needed for individuals to develop their full potential.

UNESCO (2012) In the Convention on the Rights of the Child, Article 29 (1), the State Parties agree that the education of the child shall be directed to:

- a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

- b) The development of respect for human rights and fundamental freedoms and for the principles enshrined in the Charter of the United Nations;
- c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- e) The development of respect for the natural environment. (Delors , 1996).

The ultimate indicator of educational quality, according to UNESCO (2012), is learning outcomes, which are increasingly being measured through international assessments as well as numerous national learning evaluations. Although there is a growing interest in evaluating non-academic characteristics like values, attitudes, and emotional development, doing so remains extremely challenging. Other indicators, such as making it to the last grade of primary school, the child teacher ratio, and completion rate, are also used as proxies - albeit limited - for gauging quality in the absence of learning evaluations that provide suitable measurements of educational outcomes.

Although specifics may vary, the human capital approach and the rights-based approach are two significant discourses that can be linked to a variety of quality frameworks in the education literature. Human and resource inputs are taken into consideration in linear "input-process-outcome" models, which result in outcomes in a specific organizational setting, in frameworks based on the human capital theory. These models are frequently employed by education economics and serve as the foundation for numerous studies on educational functions that pinpoint the best methods for allocating resources and utilizing them to produce high-quality results (Barrett and Tikly, 2010).

2.4 What Is O-Class

An O-class is a one-year program that is held on the grounds of a public primary school for kids between the ages of 5 and 6, shortly before the start of the first year of primary school. However, there is frequently confusion regarding the operational definitions of pre-schools and O-classes. Preschools are currently mostly run by non-state actors and typically offer a three-year program for kids ages 3-6. According to Britto (2012), referenced in Belay Hagos and Belay Tefera (2015), certain primary schools do, however, have their own linked pre-schools.

To close access gaps in places where kindergartens are not readily available, primarily in rural regions, the O-class and child-to-child initiatives have been implemented. The kindergarten program, however, might be the most advantageous strategy. Children who had three years of kindergarten experience were more prepared to start normal school than children who had only received one year of O-class or Child-to-Child programs, as it is acknowledged in ESDP V (ESDP V, 2015 referenced in Fantasy, 2017). It is concerning that children from various socioeconomic backgrounds will not benefit equally from the three approaches O-class, Child to Child, and Kindergarten Program as indicated in ESDP V about the pattern of ECCE expansion.

Children participate in O-class, a one-year program in Ethiopia's early childhood education system, at age 6 and remain there for a year before entering primary schools (MoE, 2015 cited in Teka and Belay in, 2015).

In a similar vein, Teka and Belay (2015) define O-class as "Zero-Grades: In order to improve the alarmingly lower rate of access to ECCE programs in the country in general and in rural areas in particular, the Ethiopian Government instituted a new mode of delivery known as ""Zero Class or O- Class in the year 2003 E.C."

However, there are numerous more ways in which priest schools and zero grades differ from one another. For instance, Zero-Grades are a government-initiated initiative, unlike priest schools, whose very existence is not acknowledged by the government. The latter is growing while the former is on the decline. Although they both existed informally and would have been scaled up even earlier if there had been an inward-looking mentality that would have allowed space to examine best practices on the ground across historical periods, the former is older and the latter is newer. In the past, elementary schools in Ethiopia used to set up certain preparatory programs

to make up for the deficiencies when enrolling pupils who lacked pre-reading and pre-writing skills. These classes mimic what is currently known as "Zero Class" and serve as springboards towards school preparedness. In fact, some analyses suggest that this practice existed much more formally throughout the socialist administration. For instance, it was discovered that some KGs were discovered annexed with elementary schools in a study report of the overall situation of KGs in Addis Abeba in 1986 (Government, kebele, public, church, missionaries, community, and private preschools) (AAEOPU, 1978 E.C referenced in Teka and Belay, 2015). In a more or less similar manner to how Zero-Grades are functioning now

2.4.1 O-Class and Other Programs

The preprimary educational system includes the O-class, which contrasts and compares with the current standard ECCE procedures. O-class, a one-year curriculum for older preschoolers in government primary schools until the regular ECCE structure is in place, is comparable to the regular ECCE (preschool education). Preschool education, on the other hand, is a three-year curriculum with three levels (lower KG for 3 to 4 years, middle KG for 4 to 5 years, and upper KG for 5 to 6 years) that is primarily run by the private sector in urban areas, although in a different compound of the same school where primary grades are run. In fact, in recent years there has been a decline in the number of centers offering private daycare for kids between the ages of 6 months and 3 years (Martha, 2013; Belay & Hawaz, 2015).

Contributions and difficulties:- The adoption of these O-classes and their variations both domestically and abroad has advantages and disadvantages. Regarding contributions, O-classes are typically held on the grounds of public elementary schools using the same resources (material, human, and financial) allotted for elementary schools. In a country like Ethiopia where resources are scarce, this is actually a wise use of resources that works sustainably. Government primary schools in particular have larger facilities that are unique to them, especially in remote locations. Surprisingly, in a setting (rural) where it is believed to be in great supply, lack of a plot of land for ECCE establishment was found to be the main issue. Since residents are concerned about losing their homes and land, it has been challenging to persuade the community to secure a building site (Teka and Belay, 2015). For children from low-income households, the "O" class, which was recently added to primary schools, plays a key role in aiding in the development of school preparation and child socialization (Tirussew & Belay, 2016).

✓ **Child To Child Program**

The Ethiopian government has also implemented a child-to-child initiative where older kids in grades five and six help younger kids in their community in an effort to enroll as many kids as possible in preschools. Additionally, older siblings (younger facilitators of grade 5 or grade 6 students) interact with their younger siblings and neighborhood kids as part of the early childhood education system. In this program, counting, differentiating colors, and identifying letters are learned through play (MoE, 2016).

✓ **Kindergarten**

Kids between the ages of four and six attend kindergarten. At ages 3-4, 4-5, and 5-6, lower kindergarten, upper kindergarten, and nursery, respectively, are the main three-year kindergarten programs. This program features a unique curriculum, qualified instructors, a support team, and secure school grounds. According to the Ministry of Education (2016), communities, private institutions, and religious organizations run the majority of kindergartens.

2.5 Concept of Learning-Teaching Process (Child Pedagogy) In ECCE

Pedagogy (and pedagogical interactions) deals with the approaches used by adults in early childhood settings to interact with children in order to attain developmental goals. According to Siraj-Blatchford et al. (2002), pedagogy is "that body of instructional techniques and strategies that facilitate learning and provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context."

In other words, according to Siraj-Blatchford et al. (2002), it refers to the interaction between the teacher and the student as well as the learning environment. It focuses on the how of adult and child interaction, which is crucial in an ECCE setting given how young children learn and develop. At this age, children's learning and development depend not only on what is taught but also and maybe more importantly on how it is facilitated (Anders, 2015).

2.6 Early Childhood Care and Education Teaching and Learning Process

The curriculum is brought to life during the teaching and learning process. Even though ECCE programs are hard to compare, research shows that the education level of the instructor, small

group activities, and the accessibility of tools and materials all contribute to effective teaching and learning (EFA, 2005).

Most preschool instructors and preschool student teachers believe that toddlers learn by observing how other children behave, according to a study by Johansson and Sandberg (2010), and they support a group-oriented approach in which children's interactions are given a considerable deal of flexibility. This is in line with Vygotsky's theory of a zone of proximal development, where children's capabilities are stretched in order to encourage learning in relation to their existing level of knowledge and abilities.

The children's main objective is to get specific knowledge and skills that help them understand how to participate in the current peer culture. In the preschool, children are eager to share what they have learned with one another via play and regular daily activities. Children actively interact with their surroundings as they learn through exploration (Pramling Samuelsson, Sommer, and Hundeide, 2011).

This places particular expectations on the preschool teacher: to inspire and relate to children's natural curiosity for learning, as well as to direct children's interests to specific learning objectives. As a result, the instructor must establish engaging learning environments, or "rooms for learning," which encourage active experiences and engagement (Björklid 2005). Although there is little study on how teachers use textbooks in the classroom, it is obvious that these resources have an impact on the caliber of teaching and learning. Regular, accurate, and timely evaluation is also essential for raising students' levels of learning, according to (EFA, 2005). Assessments in the classroom can be summative (which evaluates performance using tests created by outside sources) or formative (which uses observation to determine how each student learns).

Giving students feedback and improving teaching and learning methods are the objectives. Formative assessment has been introduced in certain nations as an addition to regular exams, including Ghana, South Africa, and Sri Lanka. Local conditions in many nations hinder the practice from being broadly adopted: sufficient resources, teachers who have received training in evaluation methods, and relatively small class sizes are necessary. (EFA, 2005) Early childhood educators' responsibilities, according to McDonnell (1999), include having expertise in twelve

different areas; (1) foundations, (2) child development and growth, (3) curriculum, (4) health, safety and nutrition, (5) child observation, record keeping and assessment, (6) creating environments for young children, (7) child guidance and disciplines, (8) cultural diversity, (9) special needs, (10) family and community relationships (11) professionalism and professional development (12) administration and supervision. Numerous studies have shown that children do better on cognitive (mathematics and science) and linguistic (language, reading, and word recognition) exams when there is a lower child-staff ratio (OECD, 2013).

In OECD nations, there are about 14 students for every ECCE teacher. Less than 10 students per instructor are found in Chile, Iceland, New Zealand, Slovenia, and Sweden, while more than 20 students are found in France, Israel, Mexico, and Turkey (OECD, 2013).

2.6.1 Common Methods of Teaching Learning Used In Early Childhood Care an Education

Children arrive at school with a variety of backgrounds, life experiences, and developmental stages. Pre-school programs must offer a diversity of teaching techniques and learning opportunities in order to give each student the greatest possible start (Haile, 2010:20). Play is an integral element of a child's existence, according to Chowdhury&Choudhury (2002); play is enjoyable; without play, children are deprived of childhood.

Each child has the fundamental right to play. In fact, encouraging play is unquestionably a component of preventive medicine, regardless of the social or economic status. Furthermore, play helps youngsters gain knowledge, social skills, and motor skills, according to Sawyers (1994). Children can practice and explore the skills they will need as adults through play, which helps them get ready for adult life. "Play is the purest, most spiritual activity of the child and gives joy, freedom, contentment, inner rest, and peace in the world," says Aggarwall (2006:153).

It is the origin of everything nice. Therefore, the majority of academics concurred that the best and first technique of instruction in kindergarten or pre-schools is play. Children enjoy and gain from short group sessions where they learn to listen to each other and the teacher sing together, listen to stories, and develop a sense of time by remembering what they have done and planning ahead. There are other appropriate teaching methods suitable for facilitating pre-school children development and learning aside from play. Learning centers can be created to draw kids' attention to a particular idea, procedure, or skill while also giving them the chance to explore and

practice on their own. Children gain from carefully thought out field trips and get a lot from the ensuing facilitated discussion.

The definition of high-quality early childhood programs is "highly organized and structured environments that teachers have carefully prepared and in which teachers are in control" (Bredekamp & Rosegrant, 1995). They use a range of teaching techniques, including task modification and adjustment, expectation setting, demonstrating, aiding, and facilitation (Berk & Winsler, 1997). Sometimes a single learning encounter will involve all of these teaching actions (Bredekamp & Rosegrant, 1995), Vygotsky emphasized that educators should concentrate on the abilities and qualities of the students, and he recommended that all students be taught in groups. Mixed age groups give learners access to other resources outside of the instructor and surroundings, which has a positive impact on a child's development.

The idea that children build knowledge through interactions with their physical and social environments was held by this educational pioneer. This interaction and construction model offers a sound framework for decisions regarding teaching methods, subject matter, performance criteria, setting, and resources. This manual, which is based on a foundation laid by these educators, supports teachers who want to create early childhood environments where play-based learning is valued as being crucial to children's experiences, problem-solving opportunities occur in the context of genuine questions and investigations, interactions are encouraged, and appropriate and rich materials are chosen and provided in accordance with each child's individual interests.

Children's daily life naturally include both play and study. When asked what they enjoy doing most, youngsters always say playing. On the other hand, the majority of children's education is set up to encourage learning rather than play. However, preschool is typically linked with play rather than learning, from the child's perspective, whereas school is historically considered as a place of learning and not of play (Pramling, Klerfelt, & Williams Granel, 1995).

Play is also regarded as an activity started by kids, whereas learning is perceived as the outcome of an activity started by an adult. Play and learning are frequently separated in early childhood education, both in terms of time and location. While play is delayed until leisure time or outdoor hours and is part of children's own resort, teaching and instruction techniques such as circle time, literacy hours, creative art projects, etc. are considered as the source of learning. Worldwide

early childhood education curricula suggest that play is meant to be of the utmost importance. It has been discovered that some pedagogical practices i.e., the activities that staff members utilize and implement have a stronger impact on children's development than others: First of all, adult-child interactions are essential for promoting early learning.

Organizations that monitor settings' results and practices have an impact on pedagogical practices. In fact, staff members will think on this to some level and be able to improve their interactions and practices if they are evaluated on their real interactions and activities with children and given feedback. However, it is unclear how monitoring affects pedagogy in practice and what components of monitoring have the most influence on pedagogy given the existing limits of the data and information available (Pramling, Klerfelt, & Williams Granelid, 1995).

Understanding, characterizing, and enhancing interactions occurring within the micro-system that supports the social ecology of the transitional period is crucial to the care and education of preschoolers (Pianta, & Kaufman, 2006). Preschoolers' level of connection with their caregivers in center-based settings is a key component of their preparedness for school. According to Palermo (2007), who cited a number of sources, kids who have warm or close ties with their teachers tend to behave better, enjoy school more, and perform better academically than kids who have more tense relationships with their teachers.

The idea behind the child-adult interaction process that determines preparation for school is that neither the kid nor the surroundings by themselves would significantly contribute to easing the transition. Instead, the "child-by-environment model" (Palermo, 2007) paints a complete picture of the elements that influence children's preparedness for school. (Birch and Ladd, 1997) demonstrated a positive correlation between teacher-child connection and preschoolers' self-directedness and higher levels of competent behavior, such as assertive social skills and peer sociability by the end of first grade.

Preschool teachers, kids, and materials are interacted with in high-quality ways, which reflects the generally held belief that these interactions are what cause early care and education settings to have their desired impacts (Howes & Richie, 2002; cited in Crouch et al., 2006). Early childhood care and education centers' classrooms and playgrounds serve as developmental niches where interactions between the three components of the child-care provider-setting triad shape

preschool children's developmental outcomes. ECCE classrooms are "the most proximal settings nested within child care centers" for predicting the quality of child care services since they are similar to the child's home environment (Phillipsen, Burchinal, Howes, & Debby, 1997).

Numerous studies have shown that giving children high-quality educational experiences in their early years can significantly increase their achievement in school and other areas of their lives (Melhuish & Petrogiannis, 2006; Sylva, Whitebread, & Yelland, 2010). It is hypothesized in the literature that the goal of learner-centered teaching in the early years is to enable each learner to construct knowledge for themselves using the environment, including both the physical and social environments (Tracey and Morrow, 2012; Vygotsky, 1978). As a result, it is necessary to have a flexible curriculum that falls within the general guidelines of the socially constructed curriculum (Bell, 2011, Mligo, 2008).

2.6.2 Teachers Professional Development in Early Childhood Care and Education

How much a young kid learns and how well-prepared that child is for entering school are both heavily influenced by the knowledge, abilities, and practices of early childhood care and educators (Howes, 1995). With greater demands for accountability and, in some cases, fewer resources than ever before, early childhood educators are being asked to have deeper understandings of child development and early education issues, provide richer educational experiences for all children, including those who are vulnerable and disadvantaged, engage children of different abilities and backgrounds, and connect with a diverse range of families.

With the enactment of the No Child Left Behind Act of 2001 and its early childhood policy companion, Good Start, Grow Smart, the significance of comprehending the characteristics of early childhood educators that contribute to the best possible learning and development of children has increased in recent years. Individuals caring for children are required to meet specific educational requirements and receive professional development to improve their abilities to support young children's learning as part of this early childhood initiative. Early learning guidelines serve as a Framework for practice and assessment. In fact, it is believed that the quality of the experiences provided to children is directly related to the professional development of working early childhood educators (Martinez-Beck & Zaslow, 2006).

In early childhood programs, "professional development" broadly refers to a range of possibilities for early childhood practitioners who now deal with or want to work with young children ranging in age from birth to eight and their families. Accordingly, professional development encompasses a wide range of endeavors that aim to broaden a practitioner's knowledge base, skill set, or attitudinal perspectives as they engage in home visits, parent education, child care, preschool education, and/or teaching kindergarten through third grade or other educational support services (Harvard Family Research Project, 2004).

Its ultimate, long-term objective is to encourage critical family-specific attitudes or abilities to assist children's learning and development, as well as to help early children's acquisition of certain learning and social emotional capabilities.

In other words, improving children's learning across cognitive, communicative, social-emotional, and behavioral domains is the desired long-term, indirect outcome of all early childhood professional development initiatives Guskey (2000, 2001), and such outcomes are the ultimate indicator of successful professional development initiatives.

Professional development in early childhood is carried out to achieve two main goals in a more immediate sense. First and foremost, it is expected that professional development would increase the information, abilities, character traits, and methods used by early childhood educators in their efforts to teach children and assist families. The promotion of an environment that encourages both individual and systemic professional progress is a secondary goal (Candy, 1991; Johnson & Johnson, 1989). The first goal focuses on improving practitioner knowledge, abilities, and attitudes (Katz, 1992).

2.6.3 Training and Competence of Early Childhood Care and Education Teachers

The growth of the youngsters is significantly influenced by the pre-school teachers. Today, it is widely accepted that early childhood educators must be active in a child's social, emotional, intellectual, and physical development (Feeney et al., 1987, quoted in Yalaw, 2011). Similar to this, Chowdhury and Choudhury (2002) explain that pre-school teachers and other caregivers have a greater influence on children's development than any particular curriculum or educational methodology, and they are also in charge of providing the children with immediate, face-to-face care (both physically and psychologically).

According to Feeney (1987), teaching young children is a varied and difficult task that calls for knowledge, skill, compassion, and creativity. Similarly, Miller and McDowelle (1993); went on to highlight the necessity for fundamental expertise in the fields of education, curriculum creation, health and nutrition, as well as addressing interpersonal and intergroup connections with kids, parents, experts, and colleagues. Woodfield (2004) emphasized the importance of preschool teachers having knowledge and understanding of the following topics: All facets of children's development, including theories and approaches to learning; How to combine and apply pedagogical knowledge and understanding; Multi-sensory learning and teaching approaches for young children; and Safety issues and their practical application. Marguaruta and Cohen (1984) added that the following topics are also covered in the professional training for pre-school teachers: curriculum and methods, school-parent relationships, materials and equipment experiences and resources, current issues, history, educational philosophy, and administration and school organization.

From one nation to the next, pre-school teachers receive different training. The duration of the training spans from less than a year for certificates to two years or more for diploma and degree levels.

In general, the implementation of the preschool program depends heavily on the pre-school teachers' training. Because what happens in the pre-school teacher training program ultimately has an impact on how well children learn in pre-schools, (Yale, 2011).

According to Chowdhury and Choudhury (2002), preschool teachers must meet a number of fundamental standards, including: A minimum age of 18 is required to be mature enough to supervise young children; should be in sufficient health to carry out all tasks safely and free from any illness that could be transmitted to the kids; must be capable of performing the tasks outlined in the curriculum; Must be capable of working with children without inflicting physical or emotional harm; be able and eager to gain more expertise and knowledge through training, experience, and supervision; Be extremely forward-thinking and energetic, constantly working for the care and development of children; possess a strong academic background and credentials. training in early childhood teaching, child development, or child psychology would be preferred; Taking these realities into account, the Ethiopian government's education strategy, as stated in article 3.4.5 of the 1994 Education and Training strategy, has placed adequate emphasis on the

value of teacher preparation and competency as the medium of instruction from kindergarten through higher education.

The proper training of teachers and other caregivers in ECCE programs is ultimately a requirement for the general development of kids in their home environments. In addition, the report described above recommends that the disparities in time granted and used between private and public training facilities for pre-school teachers be addressed by all parties involved in the relevant bodies.(Yalew,2011).

The information, skills, and competencies that are taught and promoted by practitioners are the primary means through which the training and education of ECCE professionals has an impact on the quality of services and outcomes. Staff members' confidence in their abilities to plan and carry out the actions required to achieve desired objectives is also regarded as significant (Herschkowitz, 2002).

Qualifications might be relevant in terms of what knowledge and skill sets are acknowledged as essential for working with young children. The ability to develop children's perspectives, the capacity to praise, comfort, question, and show responsiveness to children, leadership skills, problem-solving abilities, ability to develop targeted lesson plans, and a strong vocabulary are among the staff qualities and skills that research has identified as crucial for facilitating high-quality services and outcomes (Herschkowitz, 2002).

However, the capacity of staff employees who are better equipped to provide a high-quality pedagogical atmosphere makes the difference and not the qualification parse (Sheridan, 2009).

There is compelling evidence that better qualified staff generate enriched stimulating settings and high-quality pedagogy, and that better pedagogy results in improved learning outcomes (Litjens & Taguma, 2010). The way staff engages children and encourages connection with and between children, as well as staff scaffolding tactics like leading, modeling, and questioning, are key components of great staff quality.

Stable, sensitive, and exciting interactions are substantially correlated with more specialized staff education and training on ECCE (Shonkoff & Philips, 2000). The understanding of staff members' subject matter (curriculum) and their capacity to foster a multidisciplinary learning

environment are further indicators of strong staff quality (Pramling& Pramling Samuelsson, 2011).

Studies that examined whether higher staff credentials result in better instructional practice have produced conflicting findings. Numerous research have demonstrated that in ECCE contexts, pedagogical quality is generally correlated with education level. Preschool teachers with bachelor's degrees were found to be the most successful practitioners, according to one study. The children's stimulation, responsiveness, and engagement in learning activities were used to gauge their success in the classroom (Howes, 2003).

The Effective Provision of Pre-school Education (EPPE) study's findings from England (United Kingdom) also indicated that "staff with higher qualifications, staff with leadership skills and long-serving staff; trained staff working alongside and supporting less qualified staff; staff with a good understanding of child development and learning" were key explanatory factors for high-quality ECCE (Siraj-Blatchford, 2010). Less favorable kid outcomes in the socio emotional domain (social ties with their peers and cooperation) were linked to higher staff proportions with low-level qualifications.

All research, however, do not support the generalization that more education of ECCE professionals results in higher pedagogical quality and, hence, in better child outcomes. According to Early et al. (2007), the topic of teacher quality is extremely complicated. Professional development in early childhood programs, on the surface, refers to a variety of possibilities for education, training, and growth for early childhood practitioners who currently deal with or will work with young children between the ages of birth and eight and their families. Accordingly, professional development encompasses a wide range of endeavors that aim to broaden a practitioner's knowledge base, skill set, or attitudinal perspectives as they engage in home visits, parent education, child care, preschool education, and/or kindergarten through third-grade teaching, or educational support services (Harvard Family Research Project, 2006). Its ultimate, long-term objective is to encourage critical family-specific attitudes or abilities to support children's learning and development, as well as to help early children's acquisition of certain learning and social-emotional capabilities. In other words, improving children's learning across cognitive, communicative, social-emotional, and behavioral domains is the desired long-term, indirect outcome of all early childhood professional development initiatives Guskey (2000,

2001), and such outcomes are the ultimate indicator of successful professional development initiatives.

Professional development in early childhood is carried out to achieve two main goals in a more immediate sense. First and foremost, it is expected that professional development will increase the knowledge, abilities, attitudes, and practices of early childhood educators in their efforts to teach children and assist families. The promotion of an environment that encourages both individual and systemic professional progress is a secondary goal (Candy, 1991; Johnson & Johnson, 1989).

The majority of structural definitions of early childhood professional development categorize it according to the different ways that it is organized. According to Zaslow and Martinez-Beck (2006), professional development initiatives typically take one of five shapes: formal education, credentialing, specialized on-the-job in-service training, coaching and/or consultative interactions, and communities of practice (CoPs) or collegial study groups. Despite the fact that formal education (a degree obtained prior to employment) and credentialing (agency or organizational qualifications or standards) fall under the purview of a professional development structure, this project intends to focus on those forms and related processes of professional (or "staff") development that are most frequently connected with employed practitioners.

The research on the subject of staff credentials and child outcomes discovered no or conflicting relationships between the two. They contend that boosting staff education alone won't be enough to maximize students' academic progress or enhance classroom quality. Instead, improving the effectiveness of early childhood education would probably need for a variety of staff-staff interaction training programs and professional development activities. Supporting staff members' ability to interact and communicate with children in a shared and long-lasting manner is one area that might improve the pedagogical practices of ECCE personnel (Sheridan, 2009).

Not only the level of education but also the content of the staff's educational or training curriculum is important for the level of quality in ECCE. Specialized education is associated with better child outcomes and improved staff competences to provide suitable pedagogical learning opportunities. Specialization can refer to "any education or training focusing on early childhood education, child development or similar, above and beyond general educational attainments" (Litjens & Taguma, 2010).

Initial education and training in areas such as early child development and early education increase the likelihood that practitioners are effective in promoting the educational, socio-emotional and healthy development of children.

The practitioners' ability to create rich, stimulating environments in ECCE is jeopardized when staff have inadequate, insufficient or incorrect content and pedagogical knowledge. Staff members who have received training in early development and care issues are more able to understand the viewpoint of a child and better able to incorporate play and learning into practice (Pramling Samuelsson, 2009).

Additionally, employees with advanced degrees and specialized training interact with children in more positive ways, including by complimenting them, offering them comfort, asking them questions, and being receptive to their needs (Howes, 2003).

Specialized education and training, however, do not ensure increased efficacy (Hyson, 2009). The staff's capacity to encourage children's development and learning may be more critically dependent on the caliber of the education or training program. In order to improve quality, there is a desire for more consistency across first professional preparation programs and for good initial staff preparation (Elliot, 2000).

2.6.4 Early Childhood Care and Education Human Resources

The greatest influence on learning is exerted by teachers. EFA (2005) Teachers and partitions have continuously been identified as the foundation of effective early childhood programs and positive child outcomes throughout the past 20 years of research. The early childhood literature, which focuses on early childhood instructors, has references to this (NICHD Early Child Care Research Network, 1996). There is a need to look more closely at the quality of preparation programs for teachers and practitioners because a study from the recent collaborative data analysis by Early (2007) has shown that the relationship between teacher education and child outcomes is not as strong as previously claimed. Simply having a degree may not be enough for early childhood instructors to support all children's learning and development to their fullest potential. Additionally, because the body of information about early childhood is continually growing, practitioners must continue their professional development to stay abreast of new findings.

Regardless of educational background, lifelong learning is essential for career advancement. The effectiveness of the ongoing professional development and support experiences that are offered to early childhood practitioners should therefore also be considered.

Early (2007) emphasizes the complexity of the topic of teacher quality. The quality of the classroom or learning outcomes is not directly correlated with the education level of the teaching team. They investigated the link between staff credentials and child outcomes and discovered no, or inconsistent, connections between the two. They contend that boosting staff education alone won't be enough to maximize students' academic progress or enhance classroom quality. Instead, improving the effectiveness of early childhood education would probably need for a variety of staff-staff interaction training programs and professional development activities.

Studies that examined whether higher staff credentials result in better instructional practice have produced conflicting findings. Numerous researches have demonstrated the general relationship between educational attainment and pedagogical quality in Early Childhood Education settings. Preschool teachers with bachelor's degrees were found to be the most successful practitioners, according to one study. The children's stimulation, responsiveness, and engagement in learning activities were used to gauge their success in the classroom (Howes, 2003).

The Effective Provision of Pre-school Education (EPPE) study's findings from England (United Kingdom) also indicated that "staff with higher qualifications, staff with leadership skills and long serving staff; trained staff working alongside and supporting less qualified staff; staff with a good understanding of child development and learning" were key explanatory factors for high-quality ECEC (Siraj-Blatchford, 2010). Less favorable kid outcomes in the socio emotional domain (social ties with their peers and cooperation) were linked to higher staff proportions with low-level qualifications.

However, not all research lend credence to the generalization that increased education of ECE professionals results in higher pedagogical quality and, thus, in better child outcomes. OECD (2012) Supporting staff members' ability to interact and communicate with children in a shared and long-lasting way is one area that might help ECEC staff members' pedagogical practices (Sheridan et al., 2009). Additionally, research shows that not all staff members need to hold advanced degrees in general education. The people they work with who don't have the same high

qualifications as they can benefit from the presence of highly qualified workers. Working alongside highly trained workers appears to have a good effect on the conduct of lower-qualified employees, according to the EPPE study (Sammons, 2010).

2.6.5 Early Childhood Care and Education Physical Environment

The third teacher at Reggio Emilia schools, or the learning environment, is one of the most crucial factors in the teaching and development of children with special needs (Gandini, 2002). The social/emotional environment, the behavioral environment, and the physical environment are only a few of the numerous components that make up a learning environment. According to the literature review, preschools' physical surroundings have a significant impact on the education and growth of their students. According to Greenman (1988), an environment "indicates the way time is structured and the roles we are expected to perform, more so than the physical space.

It significantly lowers the quality of our lives and conditions the way we feel, think, and act. Additionally highlighting the significance of the physical environment for children's education, Caples (1996) asserts that "the better the architect understands the school's philosophy, schedule, and operations, the more likely the design will embody the school's fundamental goals". As a result, it's critical to consider how preschoolers are impacted by their physical surroundings, including whether it is effectively or poorly designed.

According to Dukes and Lamar-Dukes (2009), it's crucial to establish the problem's boundaries before thinking about the challenges associated in creating a child-friendly setting. The physical environment is discussed in the current study in terms of more than just physical space, including how it relates to the curriculum philosophy, the general schedule of activities, modifications, safety and security, areas, placement of various areas, furniture and materials, lighting, textures, and colors, and the outdoor space. Since children's needs and interests can vary from classroom to classroom, the goal is not to recommend a particular environmental setup or individually analyze each subject or topic. Since the physical environment must be modified to meet each child's unique needs, general aspects of the physical environment will be addressed.

It is crucial to characterize the physical environment before looking at it. When classroom planning is a problem, the curriculum may be the first thing that comes to mind. However,

because it will support the instructor, the students, and the curriculum, establishing a supportive atmosphere is just as crucial as planning the curriculum.

Intervention and educational programs, according to Wolery (2004), "manipulate children's environments; therefore, understanding those environments is central to making decisions about using assessment results in planning children's individualized intervention programs." If the physical environment is not prepared carefully, negative repercussions could happen. According to some data, a badly planned and structured classroom will not assist children's growth and development and will instead result in children who are unfocused and frustrated (Kentucky State Dept. of Education, 2016).

According to Dukes and Lamar-Dukes (2009), the environmental design process starts by recognizing all of the problems that could either support or obstruct children's learning and growth. Problems may arise if parents fail to appreciate how much influence their physical surroundings have over children. For instance, the physical environment can harm children or impede their development. Understanding how the physical environment can be thoughtfully and intentionally set up is crucial for avoiding the negative effects of the physical environment and adding a significant dimension to children's experience and development.

The child's ability to take care of himself, initiate and finish activities, take charge of his own actions and responsibilities, communicate and interact with others easily, and have better perceptual and motor skills are all enhanced and supported by the physical environment and the curriculum together. Furthermore, if the physical environment is intelligently planned, it can support student choice, teacher-student interaction, and discovery. A good physical arrangement, according to Bailey and Wolery (1992), satisfies the following three criteria: (a) "the ideal space allows the teacher to observe ongoing activities in the classroom and yet reduces distractions across activity areas"; (b) "the space should be functional, comfortable, and safe for both children and adults"; and (c) "lastly, the space should be designed to encourage and facilitate learning"

To understand how the physical environment might benefit early children, several researchers and educators researched it. There are numerous hypotheses regarding how the physical environment and its relationship to its inhabitants underlie the research. Many theorists concur,

according to Bailey and Wolery (1992), that the environment affects early children's experiences, education, and development. Different areas of interest can be developed, such as an art/science area, a dramatic play/water area, a computer area, a reading/language area, a block area, a huge group area, and a therapeutic area, depending on the objectives of the curriculum and the changing needs of preschoolers. Diverse interest zones are crucial because they help kids feel safe and less intimidated by a large room's complexity (Caples, 1996; Greenman, 1988). Children gain a sense of control as a result, making it easier for them to investigate their surroundings (Kentucky State Dept. of Education, 1991). Additionally, different interest areas help teachers offer a variety of activities for individualization. As a result, every child has the freedom to decide what to do (Kentucky State Dept. of Education, 1991). Since each region is a unique source of activity, Moore (1996) referred to these areas as resource-rich activity pockets.

According to Allen and Schwartz (1996), reducing distractions may be the best way to promote learning for children with attention or learning disorders, since it improves all children's capacity to focus on the activities at hand. Children will use a place more appropriately and successfully if it is clearly defined with distinct borders and visible pathways, according to Clayton and Forton (2001). According to Caples (1996) and Greenman (1988), a physical order in the spaces can make the environment more predictable and comfortable for the children, as well as help them develop independence and competence (Kentucky State Dept. of Education, 1991; Greenman, 1988). According to Shepherd and Eaton (1997), young children require stability and familiarity in their physical surroundings.

They add, "Children are safe in their knowledge of where things are and aimless wandering is therefore reduced in a stable and structured environment. Playgrounds are typically the locations for high mobility activities, which include sliding, climbing, gardening, spraying, crawling, balancing, riding, and running. Children require and adore high mobility activities like these. According to Prescott (1994), many children will never select sitting-down activities when given an option. Playgrounds are another physical setting that should be evaluated for the benefit of kids in light of this. Children's social skills and imaginations, as well as physical activity and coordination, all benefit greatly from outside play areas. Rubber matting is necessary to make safe play spaces. They should be utilized specifically in places near machinery and stairways.

A high degree of bodily movement can also be accommodated by well-designed equipment. Additionally, it can give children the forms and arrangements they need to connect their imaginations with the natural world and come up with stories (Caples, 1996). Teachers should also be mindful of the presence of shade since it gives kids a location to play pretend games and provides them with a medical necessity to get away from the heat and sunlight. For any purpose, including drinking or watering plants, teachers should offer a source of water (Allison, 1999; Caples, 1996). According to Allison (1999), it's critical for kids to have quick access to restrooms in order to meet their diverse demands. Furthermore, Shepherd and Eaton (1997) point out that with good planning and straightforward room setups, teachers can commit more time and effort to deep connections with students.

According to research, a child's learning, creativity, conduct, and cultural interests can be influenced by the design, layout, and space of their ECE environment (Dearing et al., 2009). Studies of preschool quality conducted across cultures show that physical space, staff-to-child ratios, and the working environment of staff are all factors that affect how well conditions are for children to learn. More specifically, good classroom interactions and more time spent investigating environments are related to clearly defined spaces and boundaries (CCL, 2006). Numerous nations have established minimal "space per child" criteria that gradually decrease with age in light of research findings (Childhood Resource and Research Unit, 2004).

Chapter Three

Research Method

3.1 Research Design

The focus of the study was to identify pedagogical practices used by O-class teachers in Tahtay Maychew Wereda. In order to this, qualitative research method is used to understand the experiences of pedagogical practices used by O-class teachers.

3.2 Study Area/Site

The study was conducted in Tigray region central zone Tahtay Maychew Wereda which is 17 K.M far from the historical town Axum to the west. The researcher decided to conduct the study at this site because his work place is Tahtay Maychew Wereda education office.

3.3 Sample and Sampling

3.3.1 Sampling Frame

The population of this study was O-Class teachers, principals and wereda curriculum experts working at Tahtay Maychew Wereda. There are 12 kebeles, 30 primary schools, 30 O-classrooms in the wereda. In the whole wereda there are 28 male and 2 female which is a total of 30 principals. Regarding the number of teachers there are, 30 female O-class teachers and 2 male wereda curriculum experts in the selected wereda. The qualification of the O-class teachers is diploma (5 teachers) and grade 10 completers (25 teachers). Concerning the number of children is 752 male and 822 female which is a total of 1574 children.

3.3.2 Sampling Procedure

Total sample size for this study were 5 diploma graduated O-class teachers, 5 O-class rooms, 5 principals of the selected O-class teachers and one wereda curriculum expert. The reason why the researcher selected 5 O-class diploma graduate teachers is because the researcher assumes that they have better understanding about pedagogical practice than the other grade 10 O-class teachers. The study was employed non-probably purposive sampling technique based on their field of study and responsibilities. Information cases are those from which one can earn a great deal about issues of central importance to the purpose of the research.

3.4 Research Instrument

Observation check list and open ended interview guides were used to collect data from the key participants.

The observation guides focused on the indoor and outdoor setting (e.g. are the learning centers well defined, are there enough space for the activity to take place, are noisy and quite centers separated, are equipment and furniture movable, is the furniture age appropriate, are there playground, equipment, dining room and etc.) The number of observation items is 29 for O-class teachers and observed from the all sampled O-class teachers.

An open in-depth interview was conducted with all the selected Tahtay Maychew Wereda 5 O-class teachers, 5 principals of the selected O-class teacher's school and one wereda curriculum expert coordinator. The item of interview comprised of background question (code, age, sex, qualification and training) and pedagogical practice related questions(e.g., do you have adequate and appropriate indoor and outdoor facilities to promote child learning, how do you assess your children, what type of pedagogical practices do you use, do you treat your children appropriately and etc.). The interview items adopted from a study by Girma (2014) and MOE (2013) Practicum Experience I – IV. The number of items is 8 for teachers and 6 for the wereda curriculum expert and school principals. The interview items are translated in to Tigrigna.

Document analysis also used in this research. Different documents such as strategic plan and guide line for ECCE, national policy framework for ECCE, student assessment forms and lesson plan forms.

3.5 Data Collection Procedure

Before data collection letter of cooperation for data collection was received from Addis Ababa University College of education and behavioral studies center for early childhood care and education and the letter was given to the selected school to get their permission and collaboration. In the school, first communicate with the school principal and the researcher explained the purpose of the research and its importance in education sector, second one O-class teacher and the principal of the school purposely selected also explained the background of the study issued with observation checklist and interview guiding questions.

The observation time is from 2:30 – 5:00 (2:30) o'clock for one school in a day a total of 12:30 hour and total of five days to each selected O-class teachers using nonparticipant observations. During the observation time the researcher took note based on the prepared checklist.

Interviews were made with O-class teachers, school principals and wereda curriculum expert coordinator at different time and place then asked to reflect on the above mentioned research question. Each session of the interview was done by the researcher him-self. Interview session Mobile phone were recorded and organized so as to make it transcribe able at the end .Each sessions of the interview discussion took about 30 to 35 minutes for O-class teachers and 20 to 25 minutes for principal and wereda curriculum expert coordinator.

3.6 Methods of Data Analysis

The data which were collect from the informants were analyzed using thematic analysis method. The analysis involve grouping the emerging themes together by going through the content of the in-depth explanations which was given by the participants and present them in a narrative form according to their patterns. The data collected were transcribed, read and reread, coded, categorized under recurring themes, integrated and interpreted. The data collected by using interview and observation checklist were transcribed from audio to the paper, coded, classified, in to the theme and finally analyzed and reported in the form of narration and paragraph respectively.

3.7 Ethical Consideration

Participation of respondents was strictly on voluntary basis. Informed consent was solicited in written form, measures were taken to ensure the respect, dignity, freedom and assure confidentiality of each individual participating in the study. Participants were informed that the information they provide on the observation and the interviews will be kept confidential and only be used for the purpose of this study. It was ethical to inform to school principals the researcher intention to take photographs where needed. These photos will to be used only for purposes of the study to emphasize a point. In this study, anonymity was adhered to by using alphabetic letters to hide the identity of schools and participants. The following alphabetic identities were assigned: O-class teacher A,B,C,D,E, School principal A,B,C,D,E and wereda curriculum expert coordinator A.

Chapter Four

Findings

The findings presented in this section are mainly based on analysis from the interviews, and classroom observations with the preschool principals, classroom teachers and wereda curriculum coordinator. The interview and observation checklists were applied to collect information about the common method teaching learning used by O-class teachers, The degree of preschool teachers used developmentally appropriate method, professional development to capacitates the O-class teachers pedagogical skills, curriculum usage, assessment of children performance , usage of instructional materials and results of observations(indoor and outdoor). In addition, representative quotes were included to clarify the points under discussion.

The following were details of the findings of the study grouped under major themes.

Common method of Teaching Learning Used by O-Class Teachers.

Researcher asked the following question for O-class teachers (i.e. what type of pedagogical techniques do you employ?)The findings indicated that current method of teaching learning practiced in the classroom situation was teacher-centered which is inappropriate at the preschool level. During interview with O-class teacher, researcher found teachers guided children with teacher- centered approaches.

School ‘A’ teacher mentioned the difficulty in using child-centered pedagogy due to overcrowded classes with a single teacher, lack of materials and facilities. Inside the classroom, children were forced to sit in crowded. The number of Children was male 27 and female 31 total 58.

The findings of interview with O-class teachers confirmed as all of them were specialized (diploma graduate) in teaching pre-school classes. As mentioned by teachers during the session of interview they try to implement the child-centered approach during the teaching learning process. Moreover they claim to get refreshment training on the child- centered pedagogies. For example, the following quotes illustrate the views of classroom teachers during interview.

“I implement child- centered approach by singing songs, play and local dance to teach numbers and Tigrigna alphabets in the class.

For example, when I teach alphabets first I write the alphabets on black board, I read with song by constructing word by the alphabet and the children say after me. All respondent O-class teachers respond when they teach they follow the principle 'I say, you say and we say'. if time allows I pick one by one to read a letter or number written on the blackboard.

The degree of O-class Teachers Use of Developmentally Appropriate Method

Researcher raised the following question for O-class teachers (i.e. do you use developmentally appropriate practice?)

The findings indicated that the implementation/use of developmentally appropriate practice in and outside class room situation was practiced with many limitations.

During interview with O-class teachers the researcher found that teachers have practiced developmentally appropriate teaching practices. As I understood from their response during the session almost all teachers mentioned the difficulties in using developmentally appropriate practice due to lack of skill and knowledge in the area, lack of materials and facilities.

As I understand in all school the problem of implementing developmentally appropriate teaching practice was related to teacher's skill and related to school facilities.

During observation session at preschool inside and outside classroom I confirmed that teachers were not appropriately implementing developmentally appropriate practice in teaching learning process in O-classroom, e.g. the chair is not child size and there is no different materials which select children individually.

The above findings show that, O-class teachers lack knowledge and facilities regarding developmentally appropriate practice.

In addition, during observation, in all of preschool environment, what the participants responded and what is in real situation is the same.

Professional Development to improve the O-Class Teachers Pedagogical Skills

Another question that was asked to O-class teachers, school principals and wereda curriculum coordinator were if they have taken training on preschool teaching and care or not, Where and for how long? According to their response all the O-class teachers taken four summer courses at Aduwa Teacher College but the principals and wereda curriculum coordinator didn't take any

training related to O-class. All the O-class teachers, the researchers could see required practice of preschool teaching and care and education inside classroom and outside during observation. Based on researcher own reflection, it was very apparent that preschool teachers had skills and knowledge on how teacher teach and approach children. The problem was there were no any materials and facilities in classroom and outside classroom. If the school principals and wereda curriculum coordinator had no knowledge it is difficult to support O-class teacher related to pedagogical practice.

Curriculum Usage in O-classroom

The researcher asked question to O-class teachers, school principals and wereda curriculum coordinator (Is there curriculum related to O-class? if yes, who prepared it?). All the participants answered, yes; there is teacher's guide and student textbook prepared by Tigray region education bureau. The textbook has three types of subject in one i.e. math from 0 – 20 number reading, adding and subtracting, environmental science and Tigrigna 14 letters (ሰ፣ መ፣ ቦ፣ ደ፣ ሐ፣ ረ፣ ለ፣ ተ፣ ነ፣ ፈ፣ ፀ፣ ገ፣ የ፣ ከ) writing and reading. All participants have agreed they found the curriculum as a useful guide and they use follow instructions strictly. Based on the textbook content and teacher's guide teachers select teaching learning methodology.

Assessment of Children Performance in O-classroom

In order to understand the processes of assessment, the researcher posed questions to O-class teachers (how do you assess your children performance?)

According to the respondent assessment of children in all Schools was based on observation, oral question, and checklist. Assessment is an integral part of the curriculum to all teachers and they usually do this.

The assessment processes in the study schools were the same. The major techniques to assess children performance were observation; oral question and checklist were used. In the checklist record the performance of each children's give grade 'A', 'B' and 'C', 'A' is for mastered, 'B' is for improved and 'C' is for poor .

Finally, performance assessment of children in preschools was concentrated on specific developmental domains. Lastly all children pass to grade one at end of the year.

Usage of Instructional Materials in O-classroom

Instructional materials are the teaching and learning aids used by teachers to make the content of what they present more vivid, interesting and pragmatic to learners.

Regarding the above the researcher asked questions to O-class teachers (Do you use real objects and locally made instructional materials during the pedagogical practice?) and to school principals and wereda curriculum coordinator if they allocate budget for O-class student and their role in promoting O-class pedagogical practice.

All O-class teachers respond yes we use like small stones and sticks to count numbers, flash cards, book and pencil.

During observation the researcher observed O-class teachers use instructional materials mentioned in the above in addition in school 'B' and 'E' visual teaching materials are posted on the wall but it is not children eye level.

School principals and wereda curriculum coordinator said that no allocate budget for O-class child but sometimes Dane supervision to promote O-class pedagogical practice, but there were no strategic plan and guide line for ECCE and National policy framework for ECCE in all school.

Finding from Observation (Indoor and Outdoor)

This section revisited the implementation of the curriculum from O-classes indoor and outdoor services. Arrangement of appropriate indoor and outdoor environment in an early education program is significant to promote children's learning, comfort, health, and safety (Jackman, 2001). A child-centered early education environment focuses on children playing and learning. Children acquire the skills, concepts, and knowledge of the curriculum through rich and varied interaction with peers, teachers, and materials.

Indoor

The observation shows that, Presence of large number of children beyond the capacity of classroom in school 'A'. The standard is 40 children in one class, but in school 'B', 'C', 'D' and 'E' was manageable. The number of children in classroom was in school 'A' male 27 female 31 total 58, school 'B' male 09 female 12 total 21, school 'C' male 18 female 20 total 38, school 'D' male 23 female 12 total 35, and school 'E' male 17 female 21 total 38. As it was observed all

of preschool were the windows and doors are made of metal, the classroom is clean, some visual aid posted on classroom wall, teachers had lesson plan and teacher began lesson presentation with song and the approach was teacher-centered like singing song, play and local dance (e.g. when the teacher teach alphabets first she write the alphabets on blackboard, she read with song by constructing word by the alphabet and the children say after her and pick the child one by one to read the written on the blackboard). but there is no child-sized tables/chairs, reading corner, blocks corner, art corner mat, dramatic play corner, child individual space for storage, sleeping rooms, and dining rooms. In addition, during observation in all of preschool environment, what the participants responded and what is in real situation is the same.

Outdoor

According to Catron and Allen as cited in Jackman (2001) “arrangement of a balanced and varied outdoor environment, involves understanding children’s perceptual motor development, incorporating outdoor activities into lesson plans, and regularly altering the outdoor environment to enhance opportunities for skill development.” Planning also includes a process for developing curriculum for the outdoors in a way that parallels what teachers do indoors. This is done by putting out new props for the children to discover and respond to, keeping an eye on the evolving play, and planning for emerging developmental interests and skills (Curtis & Carter, 1996).

According to my observation in the five O-class schools, there is no playground, different size ball, skipping rope, foam javelin and gymnastic mat

To summarize, there is no materials and equipment in the study schools.

Chapter Five

Discussion

In the discussion section, major themes of the study were discussed in relation to literature and other studies vis-à-vis answering the basic questions of the research.

Research question #1 what kind of pedagogical practice used by O-class teachers?

Common method Learning-Teaching Used by O-Class Teachers

The findings indicated that classroom began at 2:30 and end 5:00 o'clock. The current method of teaching learning practiced in the classroom situation was teacher-centered which is inappropriate at the preschool level. During interview with O-class teacher, researcher found teachers guided children with teacher-centered approaches.

Current method of teaching learning practiced in the classroom situation was teacher-centered which is inappropriate at the preschool level.

School 'A' teacher mentioned the difficulty in using child-centered pedagogy due to overcrowded classes with a single teacher, lack of materials and facilities. Inside the classroom, children were forced to sit in crowded spaces. The number of Children was male 27 and female 31 total 58.

The finding of interview with O-class teachers they confirmed themselves as all of them were specialized (diploma graduate) in teaching pre-school classes. As mentioned by teachers during the session of interview they try to implement the child-centered approach during the teaching learning process. Moreover they claim to get refreshment training on the child-centered pedagogies.

The findings of this study is inconsistent with the previous finding of Yelland, (2010) who found that, child-centered teaching in the early years enable an individual learner to construct knowledge for him or herself using the environment, including both the physical and social environments. Similarly, this finding is agree with Pre-school standards of (2007) that suggests "Pre-school education should be child-centered pedagogy rather than teacher directed".

Research Question # 2 How Do Teachers Select a Pedagogical Practice?

Curriculum Usage in O-classroom

All the participants Saied there is teachers guide and student textbook prepared by Tigray region education bureau. The textbook has three types of subject in one i.e. math from 0 – 20 number reading, adding and subtracting, environmental science and Tigrigna 14 letters (ሰ፣ መ፣ በ፣ ደ፣ ሐ፣ ረ፣ ለ፣ ተ፣ ነ፣ ፈ፣ ፀ፣ ገ፣ የ፣ ከ) writing and reading. All participants have agreed they found the curriculum as a useful guide and they use follow instructions strictly. Based on the textbook content and teacher’s guide teachers select teaching learning methodology.

In the joint policy framework of the Ministry of Education, Ministry of Health, and Ministry of Women and Child Affairs (2010), preschools in Ethiopia are designed to foster “holistic development of the child”. The preschool program is prepared for the achievement of basic skills (pre-reading, pre-writing, pre-counting and pre- arithmetic) in preparation for the child’s formal schooling. Self-regulation, intrinsic learning motivation and the ability to cooperate with other students are among the social-emotional competences that children may gain from attending preschool.

In general, the implementation of the O-class curriculum was done in the same ways.

Research Question #3 Do the Pedagogical Practice Used In O-Class Culturally and Developmentally Appropriate?

The Degree of O-class Teachers Used Developmentally Appropriate method

The findings indicated that the implementation/use of developmentally appropriate practice in and outside class room situation was practiced with many limitations.

During interview with O-class teachers the researcher found that teachers were practiced developmentally appropriate teaching practices. As the researcher understood from their response during the session almost all teachers mentioned the difficulties in using developmentally appropriate practice due to lack of skill and knowledge in the area, lack of materials and facilities.

As the researcher understood in all school the problem of implementing developmentally appropriate teaching practice was related to teacher’s skill and related to school facilities.

During observation session at preschool inside and outside classroom the researcher established that teachers were not appropriately implement developmentally appropriate practice in teaching learning process in preschool. This is because there is no appropriate physical environment in the school and any materials and facilities which are appropriate to children.

The findings show that, O-class teachers lack knowledge and facilities regarding developmentally appropriate practice. This is inconsistent with the finding of (Kostelnik, 1992; Bredekamp, 1993; Charles worth, 1998) whom suggested that, DAP Guidelines are tools that allow teachers to examine, and improve the effectiveness of; their teaching and classroom decisions should rely on teachers' knowledge and understanding of their students.

Research Question #4 What Kind Of Instructional Material Do O-Class Used

Usage of Instructional Materials in O-classroom

Instructional materials are the teaching and learning aids used by teachers to make the content of what they present more vivid, interesting and pragmatic to learners. The study by Brown (2010) indicated that Instructional materials vary from simple and inexpensive ones, such as the chalkboard, flat pictures ,text books, flash cards, diagrams, worksheets, illustrations, and maps, to more complicated and expensive ones like the television, computers, movie projectors, slides and filmstrip projectors.

Instructional materials are broadly grouped into two categories printed and non-printed materials (Brown, Oke& Brown, 2010). According to World Bank (2007), instructional materials are gradients in learning and the intended curriculum cannot be implemented without them. Over the past years, the importance of adequate learning and teaching materials (including text books, teachers' guide and supplementary materials) to support educational development and quality upgrading has been recognized by governments among developing and developed countries. According to Mollica (2009) the broad categories of printed materials that are being used in classrooms include books, and supplementary reading materials

The finding shows that all O-class teachers use instructional material like small stones and sticks to count numbers, flesh cards, book and pencil.

During observation I observed O-class teachers use instructional materials mentioned in the above in addition in school 'B' and 'E' visual teaching materials are posted on the wall but it is not children eye level. In addition all teachers said there are no enough teaching aids in their respective school.

School principals and wereda curriculum coordinator said that no allocate budget for O-class child but sometimes Dane supervision to promote O-class pedagogical practice.

Research Question # 5 What Assessment Method O-Class Teachers Use To Assess Children Assessment of children performance in O-classroom

According to NOE (2004) document, classroom assessment is a process of collecting information on the progress of students learning using varieties of tools like checklist, formal tests, observations, self-assessment, creative writing and portfolios. For Black and wiliam (1998)"classroom assessment refers to all those activities undertaken by teachers and by their students in assessing themselves to provide information as feedback to modify teaching and learning activities". Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs.

According to the respondent assessment of children in all Schools was based on observation, oral question, and checklist. Assessment is an integral part of the curriculum to all teachers and they usually do this through "observing children inside and outside the classroom setting and record performances and behaviors regularly on a performance sheet." they added that "the classroom observation includes how each child is accomplishing the tasks she/he is doing. They record what they observed on the individual performance sheet developed by the school and put in his/her personal profile regularly depending on the observable behavior he/she is exhibiting"

The assessment processes in the study schools were the same. The major techniques to assess children performance were observation; oral question and checklist were used. In the checklist record the performance of each children's give grade 'A', 'B' and 'C', 'A' is for mastered, 'B' is for improved and 'C' is for poor .

Finally, performance assessment of children in preschools was concentrated on specific developmental domains. Lastly all children pass to grade one at end of the year.

Chapter Six

Summary, Conclusions and Recommendations

This chapter contains three sub sections. The first sub section dealt with the summary of the major findings, the second sub section presented conclusions which were drawn from the summary of the major findings and the third one introduces alternative solutions which were recommended to ease the problems encountered during pedagogical practice in O-classroom.

6.1 Summary

In the section below, summary of the major findings are presented. These are:

- All O-class teachers were using teacher-centered method for O-class children.
- Because of lack of knowledge and skill and indoor and outdoor materials and facilities all O-class teachers were not implement developmentally appropriate practice.
- All the O-class teachers taken four summer courses at Aduwa Teacher College, but they do not take any refreshment cores, and the principals and wereda curriculum coordinator were not taken any training related to O-class.
- Implementation of the O-class curriculum was done in the same ways. All O-class teachers use textbook and teacher's Guide which is prepared by Tigray Region education Bureau. In addition they use lesson plan and teach according the lesson plan. The teaching learning method select based on the teacher's Gide.
- Performance assessment of children in O-classroom was mainly used observations, oral question, and checklist.
- All O-class teachers were used like small stones and stick to count numbers, flesh cards, book and pencil, in addition in school 'B' and 'E' visual teaching materials are posted on the wall but it is not children eye level.
- Principals and wereda curriculum coordinator no allocate budget to O-class children.
- In all O-classroom there were no any indoor and outdoor materials. In school 'A' Children were forced to sit in a crowded space, and in all school the desks provided are too high and children are always standing to use the desk for writing.

There were no strategic plan and guide line for ECCE and national policy framework for ECCE in all school.

6.2 Conclusions

Based on the finding the following conclusions are presented:

All of O-class teachers were specialized (diploma graduate) in preschool education. The common teaching learning method was teacher- centered which is inappropriate to preschool.

The implementation of developmentally appropriate method was another issue that needs attention in all preschool. As the summary of the study verified in all O-class teacher didn't implement developmentally appropriate practice in appropriate manner during teaching learning process inside and outside the classroom. There is no any out-door playing materials and indoor facilities, lack of playing ground and age appropriate playing material and insecure playing ground were areas that needed great improvement in all O-class schools.

Improvement in relation with school facilities desired extremely. The children need to be more comfortable and feel happy in the classroom. Preschool needs to be more proactive to meet children's interest and needs. Trained teachers, good school facilities and other related factors were needed to fulfill the child interest, and to make children learning smooth.

Teaching and learning process practice in all O-class was teacher- centered approach was implemented. Learning through song, play and local dance in most of O-class visited was practiced appropriately. There is Textbook and teacher's Guide prepared by Tigray education Bureau, the O-class teachers teach and select teaching method based on the curriculum (content).

The findings of the study indicated that there was no short training provided for the O-class teacher to develop their pedagogical knowledge and skills. This can be achieved when relevant and varied training provided frequently by the concerned body in the area. Teachers' pedagogical skills are important because such knowledge may inform us about the benefits of developing a whole child in all aspects of learning. Also, the school principals and wereda curriculum coordinator did not have knowledge related in child pedagogy, so it is difficult to support O-class teacher and children. For meaningful learning in early childhood care and education, teachers, principals and other educational expertise should be trained in a preschool education particularly in child pedagogy.

Generally the early childhood period was so complex that involved the collaborative effort of parents, schools, governments, NGO and other supporters in realizing the holistic development of the child. The data analysis indicated that teachers' qualifications and teaching methods, the indoor and outdoor environment and its organization, playgrounds and play equipment, instructional materials, assessment practices were the basic processes that determine the practices of O-classroom in the Wereda.

6.3 Recommendations

Based on the findings from the study the following recommendations were provided:

- As understood from the finding of the study teachers in selected preschool were implementing the common teaching learning method teacher-centered which not needed in preschool - teaching learning. Therefore Tahtay Maychew Wereda Education Office and other concerned body must give training about child-centered approach.
- Another issue O-class teachers were not implementing developmentally appropriate method which needed in preschool - teaching learning due to different factors such as, overcrowded classes with a single teacher, no any indoor and outdoor materials and facilities. Therefore Tahtay Maychew Wereda Educational Office and other non-governmental organization need to pay their attention to the preschool students.
- To improve the O-class teachers pedagogical skill in-service training should be regularly organized for these teachers by government and NGO like (Save the Children and READ II) or other concerned institutions.
- It is recommended that O-class teacher should follow the unified curriculum that prepared by Tigray education bureau that can enhance the holistic development of the child. Implementation of the preschool curriculum should be strictly monitored and technically supported by the Tahtay Maychew Wereda education office.
- O-class teachers select teaching – learning method based on the teacher Guide like song, play, and local dance, in addition O-class teacher recommended to use game, drawing, and Storytelling to develop children's critical thinking.
- The findings of the study show O-class children performance assessment concentrated mainly on conceptual development domains of the child. Hence, practitioners should be aware of the techniques to assess holistic development of the child. It should also be made clear that assessment of children should focus on the strengths and emerging

capabilities of the child rather than the weaknesses and deficiencies of the child.

- O-class teachers used some instructional materials, the school principal and wereda education office should support to make and use printed and non-printed instructional materials.
- Wereda Tahtay Maychew education office should focus on the early years of the child in order to share the future hopes of this country. In this regard, budget should be allocated to the sector.

Finally, Tahtay Maychew Wereda education office and school principals should use strategic plan and guide line for ECCE and national policy framework for ECCE.

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APPENDIX I

Addis Ababa University

College of Education and Behavioral Studies

Center for Early Childhood Care and Education

Consent to participate in the research project

Data collector G/slasie Girmay students of AAU

Pedagogical practices in Tahtay Maychew wereda

I -----here by agree to participate in the above mentioned research project. I am aware that my participation is voluntary and that I am withdraw from the study at any time, I am aware that anonymity is guaranteed and that no mention will be made of my identity. My biographical details as well as that of the school at which I am employed will therefore not be mention in the study.

I agree to participate in this study

Participant's signature ----- Date-----

Researcher's signature ----- Date-----

Appendix II: Interview guide for O-class teachers

Addis Ababa University

College of Education and Behavioral studies

Center for Early Childhood Care and Education

Interview guide for O-class teachers

General direction: this interview is designed to study the pedagogical practices in Tahtay Maychew wereda in selected schools. The questions below call for your knowledge and experience in the field of O-class pedagogical practices. The information will be used only for academic purposes. In turn, I want to assure you are anonymous, keep your ideas confidential, and used pseudonyms across my research report.

Thank you in advance

Background Questions:

1. code -----
2. Age ----- Sex-----
3. qualification-----
4. Experience -----
5. Are you having O-class training? Where? For how long?
6. Have you got on-the-job training? Who provide the training? For how long? On what topics? Was it helpful?

Interview guide for O-class teachers

1. Do you have adequate and appropriate indoor and outdoor facilities to promote child learning and development? If yes? How do you use them?
2. Do you use developmentally appropriate method?
3. Do you have student text book and teacher guide? Who prepared it?
4. How do you assess your children performance? Why?
5. What type of pedagogical techniques do you employ?
6. Do you treat your children appropriately?
7. Do you use real objects and locally made instructional materials during the pedagogical practices?
8. Any other issue you want to tell me related to O-class pedagogical practice?

Thank you for your time

Appendix III: Interview guide for principals and wereda curriculum expert

Addis Ababa University

College of Education and Behavioral studies

Center for Early Childhood Care and Education

General direction: this interview is designed to study the pedagogical practice in Tahtay Maychew Wereda in selected schools. The questions below call for your knowledge and experience in the field of O-class education. The information will be used only for academic purposes. In turn, I want to assure you are anonymous, keep your ideas confidential, and used pseudonyms across my research report.

Background Questions:

1. code-----
2. Age ----- Sex -----
3. Qualification-----
4. How long have you been in your position?
5. Are you having O-class training? Where? For how long?
6. Have you got on-the-job training? Who provide the training? For how long? On what topics? Was it helpful?

Interview guide for principals and wereda curriculum expert

1. Is there curriculum related to O-class? Who prepared it?
2. Do you have Knowledge about national policy frame work for ECCE?
3. Do you allocate budget for O-class student? If yes how many for per child?
4. How do you evaluate the O-class teachers in terms of pedagogical practice?
5. What is your role in promoting O-class pedagogical practice?
6. Any other issue you want to tell me?

Thank you for your time

Appendix IV: Observation guide (Indoor out Door)

Code of school -----

Name of teacher ----- sex -----

Date -----

A/ Indoor

1. Is the class room clean?
2. How many Children are there in the classroom?
3. Is the number of children per class is controlled?
4. Is there enough desk, chair, and table? If yes? Are they child size?
5. Are equipment and furniture movable and is the arrangement flexible according to changing needs?
6. Is the furniture appropriate for the physical size of the children?
7. Are the materials and supplies for each center visible to and available for use by the children? Are directions clear and age appropriate?
8. Is there enough space for the activity to take place?
9. Are enough lights available in the classroom?
10. Are windows made of glasses?
11. The class has some visual aid posted on class wall(pictures, figures, photographs, charts)
12. Are pictures and bulletin boards placed at the eye level of children?
13. Is the environment flexible to accommodate children with special needs?
14. Do children have access to materials and books that are appropriate to them?
15. Are noisy and quiet centers separated?
16. Are storage containers labeled with objects, pictures, photographs, or outlines of the contents?
17. Does each child have individual space for storage?
18. Are there sleeping rooms for children?
19. Are there dining rooms?
20. The teacher has his/her lesson plan in hand
21. The teacher began lesson presentation with song
22. The teacher has taught according to his/her plan

23. Are the classroom arranged in different ways/corners that can promote development of the 'whole child'?

- reading corner
- blocks corner
- art corner
- dramatic play corner

B/ Out Door

24. Are the learning centers well defined?

25. Are there playground equipment? If yes? Are they developmentally appropriate to children and culture?

- different size ball
- skipping rope
- foam javelin
- gymnastic mat
- large and small mobile toys

26. Do O-class have clear schedule?

27. Does each center offer visual clues for placement of materials and equipment while encouraging cleanup?

28. Are the learning centers organized and attractive and appropriate for young children? If yes? Do they reflect cultural diversity free of stereotyping?

29. Is there a space for a child to have some alone time?

Adapted from (Girma, 2014, cited in Jackman, 2001) and Practicum experience

I-IV (MOE, 2013).

ልጋባት VI: ትርጉም ናብ ትግርኛ

አዲስ አበባ ዩኒቨርሲቲ

ኮሌጅ ፅንዖት ስነ ባህርን ትምህርትን

ማእኸል ምሕብራብን ትምህርትን ቀዳማይ ቁልዕነት

ልጋብ-II ቃለ ምሕትት ንመ ምህራን ኡ-ክፍሊ

ሕቶታት ድሕረ ባይታ

- 1.ኮድ-----]
- 2.ዕድሙ-----ይታ-----
- 3.ደረጃ ት/ቲ -----
- 4.ግልጋሎት ዘመን-----
- 5. ናይ ኡ-ክፍሊ ስልጠና ወሲድክ ዶ? እወ እንተኾይኑ አባይ? ንክንደይ ግዘ?
- 6. ኣብ እዋን ስራሕ ስልጠና ወሲድክንዶ? እወ እንተኾይኑ ስልጠና ዝሃበ ኣካል መን እዩ? ኣብ ምንታይ ርእሲ ጠቓሚ ዶ ነይሩ?

ሕቶተተት ስነ ምምሃር ዝምልከት

- 1. ንህፃናት ትምህርትን ዕቤትን ዝሕግዝ እኹል ናይ ዉሽጥን ናይ ደገን ናዉቲ ኣሎዶ? እወ እንተኾይኑ? ብኸመይ ትጥቀመቀሉ?
- 2. ዕቤት ህፃናት መሰረት ዝገበረ ሜላ ኣመሃህራ ዶ ትጥቀማ?
- 3. መፅሓፍ ተምሃራይን መምርሒ ንመምህርን ኣለክን ዶ?
- 4. ብቐዓት ተምሃሮኽን ብኸመይ ትፍትሸእም? ንምንታይ?
- 5. ታይ ዓይነት ሜላ ኣመሃህራ ትጥቀማ?
- 6. ተምሃሮኽን ብኣግባቡ ዶ ትኣልየኡም?
- 7. ኣብ ከይዲ ምምሃር ምስትምሃር ዝጭብጥን ካብ ከባቢ ማተርያል ዝተሰረሐን ትጥቀማዶ?
- 8. ካለእ ምስ ስነ ምምሃር ህፃናት እትብልእ ነገር እንተሃልዩ ንገራኒ?

ዝኹኸን ሰዊእኹን ንዝሃብክናኒ ቃለ መሕትት ብጣዕሚ የመስግን