

Pre-primary and social pedagogy approaches

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The paper "Pre-Primary and Social Pedagogy Approaches" is a great example of an education assignment.

The first approach is the use of curriculum models in early childhood education while the second talks about the use of curriculum in childhood care and education ((Goffin, 2000; Bennet, 2004). The two approaches provide frameworks that educators can use to evaluate and implement child education initiatives. Goffin (2000) recommends various models that have different strategies for educating children. The curriculum-based model enlightens educators on the best ways to ensure that children develop fully in their course of study. The other similarity is that both the approaches aim to realise the academic success of the children. However, these standard education strategies undermine teachers. Educators have to sit back and wait for developed models and curriculum so that they can implement them. The other clear similarity is the uniformity in the childhood development programs where teachers use the prepared curriculum as well as instructional techniques. On the other hand, these two approaches have predictable child outcomes. Finally, all of them affect child educational outcome. For instance, child performance decreases with the complexity of approaches that their instructors use. The significant difference is that the two approaches strive to achieve different goals. The model approach concentrates on the academic performance of the children (Goffin, 2000). This model provides the best incentives that educators can use in improving the academic performance of the children. However, the curriculum approach is development-oriented. It strives to achieve both academic and general development of the children. This is the early childhood education and care approach (Bennet, 2004). Its central aim is to produce children with

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good physical, emotional and social development. This approach considers that children come from different backgrounds and that they need to develop with changes in the environment. It gives special attention to children who are bilingual as they will need much guidance in pursuing their educational needs. On the other hand, the model provides statements and principles as well as pedagogical outlining processes of achieving outcomes among the children. This approach is important for the development of learning children (Bennet, 2004). The most admirable aspect of this model is that it considers the social development of the children. The world is changing towards social integration, and this initiative is only possible if education approaches recognise its importance to the childhood level. It infers that governments and international child development agencies recognise the differences in the needs of children and their families. The approach also respects the diversity in cultures that consider the minority groups. Through this initiative, governments allow minorities to develop their own educational curriculum by integrating them to the national educational curriculum (Bennet, 2004). Basic knowledge and skills are important for a child's development. The early childhood care approach teaches children skills like the essential rules that are applicable when living together, their personal health, nutrition, safety skills and interactions. Moreover, this strategy allows for interaction between poor and rich children. In this case, the poor children get to learn in rich environments where they can learn extra skills that lack within their background.