

UNIT SIX

Reading and writing for detail – Managing a centre

In this unit you will address the following:

Unit Standard 12462

- Use different ways to find meaning and structure in oral communication
- Show an understanding of different kinds of language use when speaking
- Use and respond to feelings, emotions and cultural and social ways of speaking
- Use and understand different acceptable customs and organization of speech

Unit Standard 12469

- Use different ways to read different things
- Look for meaning and understand writing
- Question how language is used in writing
- Understand the use of acceptable practices in text and how text is organized

Unit Standard 119636

- Write things which show that you know who are writing for and why you are writing
- Use grammar (the way words are used in sentences) to arrange or structure what you write.
- Use accepted practice for structuring what you write
- Plan your writing, do a practice, check it and correct it.

Reading different types of text

In this unit you will be working with different types of text like a report, an agenda, minutes, and a lease.



1. Reporting to funders

Funders usually ask for an annual report from ECD centres that they donate money to regularly. They want to see how the ECD site has spent the money. If they gave money for a specific project, they will want to know how you spent that money.

Sometimes funders also want to know what else is happening. These may be different from the things you spent the money on. This helps the funder to get a good idea of how the whole project or centre is working.

The funder's purpose in asking for and reading the report is to get clear and truthful information about the centre's progress.

The report writer must meet the needs of the reader by giving clear and truthful information.

If there are problems, you must be honest. Most funders want to know about the problems as well as the successes. Usually they will try and help with the

problems. It is not a good idea to pretend that everything is perfect because then the funder cannot help you.



Time needed
90 minutes

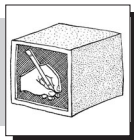
Activity 1: Reporting to funders

Work with a partner

Imagine that you are the head of an ECD centre. You have to write a report to a funder who gave you money to send all the staff on a training course called 'HIV and Children'.

We have suggested these headings for your funders report. Look at the headings and then answer the questions.

- a. Enrolment: number and ages of boys and girls
- b. Finances: monthly fee for current year, number of children who have paid, and number not paid, current monthly expenditure, government subsidies
- c. New equipment and consumables (resources that get used up) eg. First Aid Equipment, Educational toys, crayons etc.
- d. Parent involvement at the site
- e. Relationship with local government eg. Clinics, municipality, etc.
- f. Teaching programme
- g. Food



Write answers to the following questions on a separate paper, and put them in your portfolio.

1. Choose three headings which you think are relevant to the HIV project. For each heading write down the purpose of reporting on that heading.
2. Make a mind map or notes to plan what you will say under each heading.
3. Write a paragraph under each of these headings. Describe your success in the HIV project relevant to this heading. Also write what, if anything, you still need to finish this project.
4. Read what you have written. Check:
 - Have you given enough information to the funder?
 - Is your writing logically organised?
5. Change or add to your writing if you want to.
6. Give your writing to someone to read and edit. They can use the following checklist:

Tone	
Structure	
Appropriate language	

7. Edit your paragraphs if necessary.



What have you learned?

Your three paragraphs have given very specific information. You have not included any information that the funders do not need, and you have included everything they will want to know about the project that they gave you money to run. Your writing is clear and to the point so the funders can understand what you are saying.



2. An agenda

In Unit 4 you wrote an invitation letter to parents to attend a meeting at Mrs Maseko's centre. Normally when you hold a meeting you have an agenda. An agenda is a different text type from a report. Think about the purpose of an agenda. A good agenda will

- Tell people when the meeting is so they can plan ahead.
- Tell people how long the meeting will be so they can plan ahead.
- Tell people where the meeting is so they know where to go.
- Tell people what will be discussed so they can think about it beforehand.
- Tell people about any special guest speakers so they know what to expect.
- Help the chairperson to keep the meeting on track so that time is not wasted.



Time needed
40 minutes

Activity 2: Checking the agenda

Work with a partner

Read the agenda Mrs Maseko prepared for her meeting.

BANTWANA BAMU	
<u>Parents' Meeting</u>	
16 July 2005 @ 09h00	
<u>Agenda</u>	
1. Welcome	
2. Guest speaker - Sister Radebe: Presentation + discussion about child nutrition.	
3. Discussion: Bantwana Bami menu.	
4. First Aid Kit fundraising	
5. General questions	
6. Closure	

1. Does this agenda serve the purpose of a good agenda? Say why you think so.
2. Talk about what changes you will make to Mrs Maseko's agenda.



3. Minutes of a meeting

You have probably taken minutes at a meeting before. Most of us have. But let's stop and think about the purpose of taking minutes.

- Minutes record information discussed in a meeting
- Minutes record decisions taken at the meeting
- Minutes record attendance at a meeting.
- Minutes are useful to people who couldn't attend.
- Minutes can prevent arguments later about decisions and responsibilities.
- Minutes are a summary of the meeting.
- Minutes usually record the time the meeting finished.

The kind of language in minutes is careful, correct and neutral. This means that the writer only writes down what people say and does not provide her or his own interpretation. Minutes are a public record of a discussion so you do not want to write down anything that will offend someone. All the sentences need to be unambiguous. This means that the meaning should be clear so that there can be no argument later.

It is important that the minutes state clearly who is responsible for doing tasks that the meeting agreed on. The person who wrote the minutes will sign the minutes so if someone has questions about the minutes they can see who wrote them and go to them to ask questions.

On the following page are the minutes that were taken at Mrs Maseko's meeting. In the next activity you will analyse and discuss these minutes.

BANTWANA BAMI

Parents' Meeting: 16 July 2005

Minutes by: S. Mtshixa

Present: see Attendance Register.

ACTION

1. Mrs Maseko welcomed all the parents
Parents were reminded to sign the register.
 2. Mrs Maseko introduced the Guest Speaker, Sister Radebe, from Lesedi Clinic.
After the presentation parents asked many questions.
Sister Radebe agreed to provide some pamphlets about vaccinations. Mrs Maseko will fetch pamphlets from the clinic.
 3. Mrs Maseko asked the Bantwana Bami cook, Phili Sibisi, to talk about the tea and lunch menu.
After a general discussion it was agreed to include salad in the menu.
Mrs Sibeko agreed to provide lettuce and cucumber from her garden.
 4. Mrs Cindi, the treasurer, explained the raffle to raise money for a First Aid kit. Each parent received a raffle form.
 5. There were no general questions.
 6. The meeting closed at 11h30.
- Signed: _____

Mrs. Maseko

Mrs. Sibeko.



Time needed
70 minutes

Activity 3: Minutes

Work with a partner

Read the minutes that were taken at Mrs Maseko's meeting.

1. Discuss whether these minutes serve the purpose outlined above. Use these questions to help you:
 - a. What did the sister from the clinic tell parents?
 - b. What was decided about how much the school will pay for each lettuce and how often they will be delivered? Who will deliver them?
 - c. Why do you think the minutes refer to the attendance register instead of writing all the names down?

Answer this question:

2. Whose task is it to fetch pamphlets from the clinic?



What have you learned?

Did you notice that the venue is missing from the agenda? What about the venue and time in the minutes? You can imagine how long the minutes would be if 50 people attended the meeting and all their names were written under 'Present:'.

For those people who did not attend it will be useful for the minutes to summarise what the sister from the clinic said. In order to prevent arguments in the future there needs to be more detail about how the system of getting lettuces for the school is going to work.

Under 4, those who could not attend will need more detail.

You could probably work out that it was Mrs Maseko's responsibility to fetch the pamphlets from the clinic because her name is written in the right hand margin next to that point in the minutes. This is a quick and easy way to record that responsibility. Some people prefer to write this information in the body of the minutes.



Time needed
40 minutes

Activity 4: **Comparing an agenda with minutes**

Work with a partner

1. Compare the structure and function of agenda and minutes. Use these questions to help you:
 - a. What is the same about the structure of the agenda and the minutes?
 - b. What are the differences between the agenda and the minutes?



What have you learned?

Similarities

Many things are the same in the agenda and the minutes.

- There is a date and a time on both documents.
- The numbers in the minutes correspond to the numbered items on the agenda.

Differences

The main difference between the minutes and agenda is the language. The agenda is in point form but the minutes are in full sentences.



4. Lease agreements

A lease agreement is a different type of text to agendas and minutes. A lease agreement is an important legal document that you have to read carefully for detail and understand clearly. You do not just read a lease to get information. You read a lease to make an agreement that you sign.

What is a lease?

If you rent a room or a whole house you will have to have a lease. A lease is a legal contract between two people which sets out the rules about renting a space.

A legal document, such as a lease, is supposed to make things very clear so that there can be no argument about anything. But some leases are very difficult to understand because they are written in legal language.

When you sign a lease, it means you understand everything and you agree with everything. So you can't come back later and say you did not understand

This all means that you need to read a lease very, very carefully before you sign it. You have to understand every detail.

Many people who look after children need to rent a space from someone else because they have no space at home. Or they want to rent a room or house where there is a garden for the children to play in. So many ECD practitioners have to sign a lease for their centre.

In the next few activities you will examine and interpret parts of a lease that Bantwana Bami has signed to rent a house.



Time needed
60 minutes

Activity 5: Understanding a lease agreement

Work with a partner

1. Look at this example of a lease that Mrs Maseko signed. There are some legal words here that you might find difficult but you need to understand them. Read the lease and then do the activity on the meanings of the words.

Lease

(for renting a house)

Agreement

This agreement is made between the lessor who is:

Name: Mr. P. Nkosi

Identity Number: 50 0505 0000 111

Address: 1903 25th Avenue

Alexandra

Sandton

AND THE Lessee who is:

Name: Mrs. R. Maseko

Identity Number: 720202 0022 100

Address: 1711 23rd Avenue

Alexandra

Sandton

1. The Lessor lets the following immovable property to the Lessee:

Address: 1905 25th Avenue

Alexandra

Sandton

2. The lease is for a fixed period of one year starting on 1 July 2005 and terminating on 30 June 2006.

3. The Lessee can rehire the property for a period of one year.

4. The Lessee or the Lessor can terminate the lease if each party gives written notice of one month.

5. The rent for the fixed period is R _____ per month. Rent must be paid to the Lessor at the following address:

Address: _____

6. The Lessee may not let the property to any other person at any time.

7. The Lessee shall pay the Lessor a deposit of R 100,00 when the lease is signed. The Lessor shall return the deposit to the Lessee when the lease terminates, on condition that the property is in good order.

Thus signed at Sandton on the 25th day of June in the year 2005.

SIGNED: [Signature]
LESSOR

Witness 1.

Witness 2.

SIGNED: R Masacco
LESSEE

Witness 1.

Witness 2.

2. In the following table the left hand column is a list of words from the lease that people often find difficult to understand. Look at the list and match each word to one of the meanings in the right hand column.

Lessee	Person who rents something from someone else
Immovable property	Person rents something to someone else
Lessor	Property such as a house
To Let	Ending
To Hire	Set amount of time
Fixed period	Hire again
Terminating	To rent to someone
Rehire	To rent from someone



Check with a partner what you have done. Copy this for your portfolio.

3. Discuss these questions with a partner:
- Who is letting the house to Mrs Maseko?
 - What is the address of the 'immovable property'?
 - Who is hiring the property?
 - What is the fixed period of the rental?
 - When does the lessee have to tell the lessor that she wants to terminate the lease?



What have you learned?

The 'lessor' is the person who owns the property and the 'lessee' is the person who rents it. The house Mrs Maseko is renting from Mr Nkosi is next door to where Mr Nkosi lives at 1903 25th Avenue. Mr Nkosi is letting his house to Mrs Maseko for one year until 30 June 2006. If Mrs Maseko wants to terminate the lease she must give one month's notice in writing.

Format

The format of the lease is very specific:

- There are clear numbered points. These are called clauses.
- There are often open spaces. These are for the people agreeing to the lease to fill in information.

You will see from the next activity that there is good reason for the spaces and for the numbering of the clauses.



Time needed
40 minutes

Activity 6: Finding important information

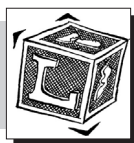
Work with a partner

Read the lease again. Look at the format of the lease. Mrs Maseko and Mr Nkosi have both agreed to information in the lease because they have both signed the lease.

Answer the questions alone or with a partner.

1. Find clause 6. What did the Lessor and the Lessee agree to in this clause?

2. Look at clause 7. What did they agree to in this clause?



Time needed
40 minutes

What have you learned?

Did you notice how the format of the document helped you to find the information in the different clauses?

Activity 7: Leaving out important information

Work with a partner

1. Which clause talks about the monthly rent? What important information has been left out of this clause?

DICTIONARY:

Valid – legal

2. Write in your own words what you think the clause should say.

Read the Signature clauses.

3. Who has not signed the lease?

Discuss your answers with a partner and agree together what the correct answers are.



What have you learned?

You can see that it is important for you to understand the difficult words in a lease otherwise you may sign something that you do not agree with. If ever you are not sure of what a document says you can discuss with someone to help you to understand. But if that does not help then you need to find another strategy for making sure that you understand the meaning. Do not sign a legal document unless you understand what you are signing! The document is not valid if witnesses have not also signed. A witness can be anyone who checks that the correct people sign the document.



5. Constitutions

Many of you may already have a constitution for your ECD centre or organization. Most funders and banks want a copy of your constitution before they will work with you. So it is important that you have a constitution.

A constitution is a written, legal document which describes the values and rules of an organization. A constitution cannot be written by one individual alone. All the members of the organization or company have to agree on the constitution because those are the rules of the organization. If one person could write the constitution alone then he or she could write it to suit themselves, and they could abuse the organization.



Time needed
90 minutes

Activity 8: A Constitution for an ECD Centre

Work with a partner

1. Scan the following example of a constitution¹², by looking at the headings.

CONSTITUTION

1. Name

1.1 The organisation hereby constituted will be called Example Masimbambane Pre-School

1.2 Its shortened name will be e.g. Example (referred to as the organisation).

1.3 Body corporate

The organisation shall:

- Exist in its own right, separately from its members.
- Continue to exist even when its membership changes and there are different office bearers.
- Be able to own property and other possessions.
- Be able to sue and be sued in its own name.

2. Objectives

(a) The organisation's main objectives are to e.g. To provide community service to all the communities regarding STD/HIV/AIDS and other related diseases and their conditions

(b) The organisation's secondary objectives shall be to: To work in collaboration with other organisations that mainly deal with health, transformation and education

3. Income and property

3.1 The organisation shall keep a record of everything it owns.

3.2 The organisation may not give away any of its money or property to its members or office bearers. The only time it can do this is when it pays for work that a member or office bearer has done for the organisation. The payment must be a reasonable amount for the work that has been done.

3.3 A member of the organisation can only get money back from the organisation for expenses that she or he has paid for or on behalf of the organisation.

3.4 Members or office bearers of the organisation shall not have any rights over things that belong to the organisation.

4. Membership and General Meetings

4.1 If a person wants to become a member of the organisation, she or he will have to ask the organisation's management committee. The management committee has the right to say no.

4.2 Members of the organisation must attend its annual general meetings. At the annual general meeting

members exercise their right to determine the policy of the organisation.

5. Management

- 5.1 A management committee will manage the organisation. The management committee will be made up of not less than e.g.6 members. They are the office bearers of the organisation.
- 5.2 Office bearers will serve for one year, but they can stand for re-election for another term in office after that. Depending on what kind of services they give to the organisation, they can stand for re-election into office again and again. This is so long as their services are needed and they are ready to give their services.
- 5.3 If a member of the management committee does not attend three management committee meetings in a row, without having applied for and obtaining leave of absence from the management committee, then the management committee will find a new member to take that person's place.
- 5.4 The management committee will meet at least once a month. More than half of members need to be at the meeting to make decisions that are allowed to be carried forward. This constitutes a quorum.
- 5.5 Minutes will be taken at every meeting to record the management committee's decisions. The minutes of each meeting will be given to management committee members at least two weeks before the next meeting. The minutes shall be confirmed as a true record of proceedings, by the next meeting of the management committee, and shall thereafter be signed by the chairperson.
- 5.6 The organisation has the right to form sub-committees. The decisions that sub-committees take must be given to the management committee. The management committee must decide whether to agree to them or not at its next meeting. This meeting should take place soon after the sub-committee's meeting. By agreeing to decisions the management committee ratifies them.
- 5.7 All members of the organisation have to abide by decisions that are taken by the management committee.

6. Powers of the organisation

The management committee may take on the power and authority that it believes it needs to be able to achieve the objectives that are stated in point number 2 of this constitution. Its activities must abide by the law.

- 6.1 The management committee has the power and authority to raise funds or to invite and receive contributions.
- 6.2 The management committee does, however, have the power to buy, hire or exchange for any property that it needs to achieve its objectives.
- 6.3 The management committee has the right to make by-laws for proper management, including

procedure for application, approval and termination of membership.

6.4 Organisations will decide on the powers and functions of office bearers.

7. Meetings and procedures of the committee

7.1 The management committee must hold at least two ordinary meetings each year.

7.2 The chairperson, or two members of the committee, can call a special meeting if they want to. But they must let the other management committee members know the date of the proposed meeting not less than 21 days before it is due to take place. They must also tell the other members of the committee which issues will be discussed at the meeting. If, however, one of the matters to be discussed is to appoint a new management committee member, then those calling the meeting must give the other committee members not less than 30 days notice.

7.3 The chairperson shall act as the chairperson of the management committee. If the chairperson does not attend a meeting, then members of the committee who are present choose which one of them will chair that meeting. This must be done before the meeting starts.

7.4 There shall be a quorum whenever such a meeting is held.

7.5 When necessary, the management committee will vote on issues. If the votes are equal on an issue, then the chairperson has either a second or a deciding vote.

7.6 Minutes of all meetings must be kept safely and always be on hand for members to consult.

7.7 If the management committee thinks it is necessary, then it can decide to set up one or more sub-committees. It may decide to do this to get some work done quickly. Or it may want a sub-committee to do an inquiry, for example. There must be at least three people on a sub-committee. The sub-committee must report back to the management committee on its activities. It should do this regularly.

8. Annual general meetings

The annual general meeting must be held once every year, towards the end of the organisation's financial year.

The organisation should deal with the following business, amongst others, at its annual general meeting:

- Agree to the items to be discussed on the agenda.
- Write down who is there and who has sent apologies because they cannot attend.
- Read and confirm the previous meeting's minutes with matters arising.
- Chairperson's report.
- Treasurer's report.

- Changes to the constitution that members may want to make.
- Elect new office bearers.
- General.
- Close the meeting.

9. Finance

- 9.1 An accounting officer shall be appointed at the annual general meeting. His or her duty is to audit and check on the finances of the organisation.
- 9.2 The treasurer's job is to control the day to day finances of the organisation. The treasurer shall arrange for all funds to be put into a bank account in the name of the organisation. The treasurer must also keep proper records of all the finances.
- 9.3 Whenever funds are taken out of the bank account, the chairperson and at least two other members of the organisation must sign the withdrawal or cheque.
- 9.4 The financial year of the organisation ends on eg 31 March 2002 (please cover a full 12 months period).
- 9.5 The organisation's accounting records and reports must be ready and handed to the Director of Nonprofit Organisations within six months after the financial year end.
- 9.6 If the organisation has funds that can be invested, the funds may only be invested with registered financial institutions. These institutions are listed in Section 1 of the Financial Institutions (Investment of Funds) Act, 1984. Or the organisation can get securities that are listed on a licensed stock exchange as set out in the Stock Exchange Control Act, 1985. The organisation can go to different banks to seek advice on the best way to look after its funds.

10. Changes to the constitution

- 10.1 The constitution can be changed by a resolution. The resolution has to be agreed upon and passed by not less than two thirds of the members who are at the annual general meeting or special general meeting. Members must vote at this meeting to change the constitution.
- 10.2 Two thirds of the members shall be present at a meeting ("the quorum") before a decision to change the constitution is taken. Any annual general meeting may vote upon such a notion, if the details of the changes are set out in the notice referred to in 7.3.
- 10.3 A written notice must go out not less than fourteen (14) days before the meeting at which the changes to the constitution are going to be proposed. The notice must indicate the proposed changes to the constitution that will be discussed at the meeting.
- 10.4 No amendments may be made which would have the effect of making the organisation cease to exist.

11. Dissolution/Winding-up

- 11.1 The organisation may close down if at least two-thirds of the members present and voting at a meeting convened for the purpose of considering such matter, are in favour of closing down.
- 11.2 When the organisation closes down it has to pay off all its debts. After doing this, if there is property or money left over it should not be paid or given to members of the organisation. It should be given in some way to another nonprofit organisation that has similar objectives. The organisation's general meeting can decide what organisation this should be.

This constitution was approved and accepted by members of

At a special (general) meeting held on -----
Day/Month/Year

Chairperson

Secretary

Now answer the following questions:

2. What is the name of the organisation?

3. Who is expected to manage the organisation?

4. How often should an Annual general meeting be held?

5. Can the constitution be changed? How do you know?

6. Who is allowed to make changes to the constitution?

7. Discuss why you think a group of people, and not one individual, have to agree on changes to the constitution.

8. Who has to approve and accept the constitution? How do they do this?

9. Who has to sign the constitution?

10. Look at the headings of each clause. Discuss what the purpose of each clause in the constitution is.

11. Think about the format of the constitution. In what ways is it the same as the lease you read in Activity 5? Why do you think a constitution has this format?

12. Imagine you are helping to write a constitution for your ECD site. Write down which headings you will use in your constitution and say why.

13. Write out the objectives of your ECD site.



What have you learned?

The model constitution has numbered headings, very similar to a lease. You probably found this helpful when you were looking for the information you needed.

A constitution is a legal document, like a lease, and everyone who accepts it also agrees to the contents. That is one reason why an individual person cannot make changes. The office-bearer who signs it signs on behalf of the organization, not for herself or himself.

Checking your constitution

Sometimes it is easier to get funding if you are registered as a non-profit organisation. You can register as a non-profit organisation through the Department of Social Development. To register you need to have a constitution. The constitution must meet the requirements of the Department.



**Time needed
40 minutes**

Activity 9: Checking your constitution

Work with a partner

The following excerpt is taken from the form used to register as a non-profit organisation. It tells you what your constitution must have to satisfy the Department.

- Fill in the table to show that the model constitution in Activity 8 meets all the requirements for the form. The first one has been done for you.

3. REQUIREMENTS FOR REGISTRATION OF THE ORGANISATION'S CONSTITUTION

(1) Compulsory requirements for registration in terms of section 12(2)

- Each requirement from (a) – (o) must be reflected in the constitution. If the requirements are not satisfied the director will not register the nonprofit organisation.
- Indicate in column 2 where in your organisation's constitution the requirements listed in column 1 are provided for.

Column 1	Column 2
REQUIREMENTS FOR REGISTRATION	Applicable reference in constitution
(a) Organisation's name(s)	1,
(b) Organisation's main and ancillary objectives	
(c) Organisation's income and property are not distributable to its members or office-bearers, except as reasonable compensation for services rendered	
(d) Provision for the organisation to be a body corporate and have an identity and existence distinct from its members or office-bearers	
(e) Provision for the organisation's continued existence notwithstanding changes in the composition of its membership or office-bearers	
(f) Members or office-bearers have no rights in the property or other assets of the organisation solely by virtue of their being members or office-bearers	
(g) Powers of the organisation	
(h) Organisational structures and mechanisms for its governance	
(i) Rules for convening and conducting meetings, including quorums required for and the minutes to kept of those meetings	
(j) Manner in which decisions are to be made	
(k) Provision made for the organisation's financial transactions to be conducted by means of a banking account	
(l) Date for the end of the organisation's financial year	
(m) Procedure for changing the constitution	
(n) Procedure by which the organisation may be wound up or dissolved and	
(o) Provision that, when the organisation is wound up or dissolved, any assets remaining after all its liabilities have been met, must be transferred to another non-profit organisation having similar objectives	



6. Curriculum Vitae

You have realised by now that you use many different kinds of communication to administer and manage the work you do with children. All this work counts as experience in your life. A curriculum vitae is a record of all the experience you have that you think is important. This is a useful document:

- It tells an employer what your qualifications and skills are.
- It can be used in an RPL portfolio to show what experience and skill you have.



Time needed
30 minutes

Activity 10: Reading a Curriculum Vitae

Work with a partner

Zinhle Mathebula sent this Curriculum Vitae (CV) to Mrs Maseko because she is looking for a job. Mrs Maseko is looking for a teaching assistant. Read Zinhle's CV and answer the questions:

Curriculum Vitae

Personal Details

Name: Zinhle Lina Mathebula

ID: 020382 0567 090

Date of Birth: 02 March 1982

Address: 93 River Road, River View 2111

Contact Number: 071 012 3456

Number of Dependents: one

Education

School attended: Mandla High School, Johannesburg

Highest Standard Passed: Grade 11 (Std 9), 1998.

Training Courses

2003: Level 1 ECD Practitioner, learnership Department of Labour,

2004: Level 4 ECD Practitioner, learnership Department of Labour,

Work Experience

2001-2005: Cook / cleaner, Smiley Preschool, Johannesburg

1998-1999: Stocktaker, Cheap Cheap Grocery chain

1997-1998: Part-time Domestic Worker, Bellevue, Johannesburg

References

S. Else

The Boss

Cheap Cheap Grocery chain

(011) 552 0721

A Nother

Smiley Preschool

087 991 1552

1. Do you think Zinhle is suitable for the work that Mrs Maseko wants done?
Why do you say so?

2. What was Zinhle doing between 1999 and 2001?

3. Does the CV tell you why Zinhle is leaving Smiley Preschool? How can Mrs Maseko find this out?



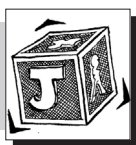
What have you learned?

You can see that Zinhle has experience working in a preschool. She worked at Smiley Preschool for nearly 5 years as a cook and cleaner. She has also done the ECD learnerships. Mrs Maseko will be interested and may call Zinhle to an interview. In the interview she can ask Zinhle questions about what she was doing between 1999 and 2001 and why she is leaving her job.



Linking your learning with your ECD work

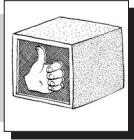
- Children will not need to fill in the kinds of forms that adults do. Remember that children learn a lot from what they see adults doing. Let them watch you when you fill out a form.
- Children can talk about the things they can do, and even write them down.



Journal Reflection

Spend time thinking about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- What did you learn about agendas, minutes, legal documents and forms?
- Write down one or two questions that you still have about these.
- How will you use these administrative reading and writing skills in your everyday life and work?
- Will you change your way of working with children because of what you have learned? What will you change?



Self-assessment Checklist

Reflect on the Outcomes that were set for this unit. Use one of these icons to record how well you can do these things now. Think about what you know, what you can do and how you can use what you have learned.



Well

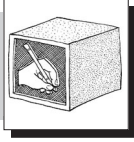


Quite Well



Not Well

Use different ways to find meaning and structure in oral communication	
Show an understanding of different kinds of language use when speaking	
Use and respond to feelings, emotions and cultural and social ways of speaking	
Use and understand different acceptable customs and organization of speech	
Use different ways to read different things	
Look for meaning and understand writing	
Question how language is used in writing	
Understand the use of acceptable practices in text and how text is organized	
Write things which show that I know who I am writing for and why I am writing	
Use grammar (the way words are used in sentences) to arrange or structure what I write.	
Use accepted practice for structuring what I write	
Plan my writing, do a practice, check it and correct it.	



Assignment 2:

1. Write an agenda for the next meeting you have at your ECD site and distribute to the relevant people. Make sure the agenda serves its purpose.
2. Take minutes of the meeting. Make sure the minutes serve their purpose.