

DEVELOPING A MODEL OF AN IDEAL EARLY CHILDHOOD EDUCATION TEACHER

M. Hameed-ur-Rehman¹, Nuzhat Naz²

Hamdard Institute of Education and Social, Hamdard University, Karachi,
PAKISTAN.

¹ dean.fhss@hamdard.edu.pk, ² welcomenuzhat39@yahoo.com

ABSTRACT

The overall purpose of the study was to develop a model of an ideal early childhood education teacher. Seven hypotheses were formulated regarding the perception of early childhood education teacher. A portrait of an ideal education teacher emerged which represents the collective thinking of the participants concerned.

The population of the study consisted of 216 teachers drawn randomly from the population on the basis of stratified random sampling design.

A questionnaire was made and collected data from teachers of different schools from Karachi that's helped to understand and explored the topic. For collecting data, both qualitative and quantitative analytical techniques were used. Data was collected through review of the related literature; Discussion and consultation with stakeholders; Administering questionnaire to early childhood education teachers. The numerical data were analyzed and showed by using tables and graphs. In the light of findings several recommendations were made.

Although the responses were mixed but majority were agreed and suggested that it had to be putted more efforts towards the development of an ideal early childhood education teacher for better learning of our young children because these years (2.5-8years) are the milestone of any human life.

The experience of the research has opened up a new avenue for the future study in the field of early childhood education which would help early childhood education teachers to improve professionalism and to develop their personality to be an ideal early childhood education teacher.

Keywords: Early childhood education, teacher, teacher education

INTRODUCTION

Early childhood education is a new phenomenon in Pakistan but it is historically significant. Since the time that its autonomy from the subcontinent in August 1945, the administration of Pakistan is variably as well as reliably focusing on its resolve to accomplish cent percent enlistment of school age kids at the Primary and Secondary school levels. When the phenomena of early years of education are brought to notice, it is to notify that that has not reaped much effective outcomes. Government insights demonstrate that there are around nineteen million offspring of age band five to nine years in Pakistan, out of which six million are not enlisted in any school. Moreover, forty five percent of the selected school kids drop out without finishing the essential cycle, while another 30% drop out at the center school level.

The financial states of the poor are declining reliably. Beggary is the most predominant social detestable, being the greatest marker of open area disappointment in Pakistan. This single component discourteously mirrors the inadequacy of Government's administration

conveyance in all real open part areas specifically; Education, Health, Social Welfare and Policing (Arif, 2007).

The masses living in provincial territories consider educating as an open door cost for their youngsters working in the fields or notwithstanding asking, which guarantees no less than one day's nourishment for them. The main motivating force for sending their kids to schools, for larger part of poor families, is the trust of youngsters having the capacity to realize some wage producing abilities. Figuring out how to peruse and compose is aimless for such families unless it is connected with gaining an average living. For the overall population living in towns and towns of Pakistan training is an extravagance that must be enjoyed by the more special area of the general public (Cotton and Wikelun 2011).

As per United Nations International Children Emergency Fund, the rate of out-of-school youngsters matured 5-9 years in Pakistan is as high as 30%. This rate is multiplied for youngsters matured 10-19 years, sixty percent of whom have never been inside a classroom.

The dropout rate is alarmingly high as just a large portion of the selected youngsters achieve grade five. A report distributed by the Human Rights Commission of Pakistan in the year 2004 lays weight on need-based, socially solid Primary training to assemble shared values and advance the yearning for self-change. As indicated by the report, it is basic to put vigorously in the poorest populace bunches keeping in mind the end goal to expand their efficiency.

This must be guaranteed through state funded training projects centering life aptitudes and group living. Interest in need-based, socially proper essential educating offers a generally safe procedure for handling the issue of far reaching neediness. In this setting, it will be most suitable to basically dissect every single instructive system contributing towards fundamental/essential training or proficiency in Pakistan.

ECE should be seen not as an end in itself but rather as a fundamental forerunner to mandatory essential instruction, coming full circle in any event the fundamental pre-imperative for professional/specialized/agro-based training or preparing (Syed, Asif and Yousaf, 2009).

BACKGROUND

The beginning of early childhood development is historically significant. Normal tyke consideration is found to have the littlest introductory consequences for kids' learning and improvement. Ordinarily, family day consideration homes demonstrate no impact on psychological advancement, while youngster consideration focuses create little transient impacts on subjective and dialect improvement. A few non-test studies in the global communities have discovered focus based tyke consideration to create little negative Preschool training and its enduring impacts 6 of 35 consequences for social-enthusiastic advancement and conduct—specifically, expanded hostility. Some confirmation negative impacts increment with number of years in consideration, however reduce when kids go to higher quality projects.

Moreover, a few studies, however not all, discover bigger advantages for kids from monetarily burdened families. These discoveries are from non-test studies, in any case; impacts may be affected by imperceptibly contrasts in the middle of kids and families who do and don't utilize tyke care (Fuchs & Wossmann, 2006).

At last, proof proposes that youngster consideration sponsorships expand job for moms of youthful kids. Given the little introductory impacts of tyke consideration, it is not amazing that the assessed long haul impacts are little too. A few youngsters may profit by long haul

increments in family pay because of expansions in maternal occupation, however work could lead moms to diminish time with their young kids, maybe in part counterbalancing pay advantages. The methodologically most grounded long haul investigation of tyke care's belongings in the United States finds that both positive and negative impacts tend to decrease after some time (Cook and Cook 2005).

Diligent impacts are few. More prominent youngster consideration quality is connected with higher vocabulary scores through evaluation 5 (an impact size of 0.06), and additional time in focus based consideration builds instructor reported conduct issues through evaluation 6 (an impact size of 0.08). The weaker Early Childhood Longitudinal Study Kindergarten Cohort of 1998 (ECLSK) studies observe that middle based projects have little leftover consequences for perusing and math test scores until the end of third grade (Sylva et al, 2004)

In addition, some studies, but not all, find larger benefits for children from economically disadvantaged families. These findings are from non-experimental studies, however; effects may be influenced by unobserved differences between children and families who do and do not use child care (Fuchs & Wossmann, 2006).

The methodologically strongest long-term study of child care's effects in the United States finds that both positive and negative effects tend to decline over time. Persistent effects are few. Greater child care quality is associated with higher vocabulary scores through grade 5 (an effect size of 0.06), and more time in center-based care increases teacher-reported behavior problems through grade 6 (an effect size of 0.08). The weaker Early Childhood Longitudinal Study Kindergarten Cohort of 1998 (ECLSK) studies find that center-based programs have small residual effects on reading and math test scores until the end of third grade (Sylva et al, 2004)

The early years are in like manner essential for the thoughts' getting, aptitudes and demeanors that set up the system for durable learning. Hypotheses join the getting of vernacular, acknowledgment motor aptitudes required for making sense of how to examine and create & key numeracy thoughts and capacities. Mediating in the most prompt years serves to diminish the social & budgetary varieties, race and sex inconsistencies that segment our overall population. By the time youths accomplish age two, their brains contain the same number of neurotransmitters and use up as much imperativeness as the ordinary's psyche adult.

The capriciousness of this headway is delineated by analyst as a strange "move" which lies at the very heart of every person and his/her learning system, beginning amid labor, and even some time as of late. This new appreciation of psychological wellness has fundamental implications for society, and particularly for instructors and the way children are taught (National Education Policy, 2009).

Across the country overview investigates the condition of essential instruction highlight some disturbing truths connected with state funded schools of Pakistan. An extensive number of elementary schools the nation over (very nearly 17%) are operational with no school structures (Gazdar, 1999).

There is a general absence of essential necessities like writing board, chalk, outlines, tangles and even extremely essential furniture. An expansive number of schools have no procurement for protected and solid drinking water and represent a security danger by virtue of having no limit dividers. The trusts accommodated Public schools are frequently bound by strict particulars in regards to their dispensing which by and large neglect to correspond with the most squeezing needs of individual schools. In this way the as of now small spending plan accessible for school change and upkeep is further diminished on account of indiscreet consumption designs.

As indicated by Malik (2007), the devolution program in Pakistan was started to accomplish closer connection between open powers and the electorate, in the trust of expanding responsibility and defining open arrangements as per nearby needs. In any case, the decentralized arrangement of administration did not turn out to be as successful as foreseen in view of insufficient subsidizing and low limit of neighborhood bodies for choice making, responsibility and execution. The neighborhood Nazims were insignificant nonentities as respects choice making about neighborhood educators' pay rates and exchanges, which were still taken up at the common level.

The constant powerlessness of government funded schools to hold kids for the complete essential cycle at the national level showed itself in a 14% expansion of dropout rate somewhere around 1996 and 2000. Components in charge of the upward pattern in dropout rate can be sorted as Economic components, reflected in poor school conditions, for example, shield less, packed classrooms; Geographical variables counting remotely found and hard to get to schools without satisfactory correspondence frameworks; Administrative components reflected by powerless school administration and a distinction between social standards and school educational modules; Authoritative components, demonstrating an absence of usage or nonattendance of clear laws with respect to rights and obligations of the residents of Pakistan.

Elements bringing on low school enlistment incorporate the long separations understudies need to cover for coming to schools in specific parts of the nation; absence of motivational learning materials; non-favorable learning environment and insignificant school educational programs; unlucky deficiency of appropriately prepared, honest instructors; neediness and small family unit wages; absence of association in the middle of instruction and social wellbeing and a general recognition that asking in avenues and youngster work give more material advantages to underprivileged families than essential instruction. The aforementioned reasons for low enlistment and high drop-out rate outlined by HRCP are too confirmed by the Economic Survey of Pakistan 2000-2001.

RESEARCH METHOD

Research has own specific nature and purposes. There are different types of studies and each of these is differ from other and employee's different methods or techniques based on the research design of the study. Type of the study was Descriptive Research. According to L. R. Gay, "Descriptive Research is typically collected through a questionnaire, survey on interview or observation."

The researcher adopted mixed research strategy. Mixed method research is quite new and a growing area of methodological choice for many academics and researchers from across a variety of discipline areas. Research involves the use of more than one approach to or method of design, data collection or data analysis within a single program of study, with integration of the different approaches or methods occurring during the program of study, and not just at its concluding point. It is a combination of qualitative and quantitative research along with combinations of different approaches.

Mixed method study is one that plan fully contrasts or combines methods of different types (qualitative and quantitative) to provide a more explained understanding of the Mixed methods can be combined in such a way that qualitative and quantitative methods maintain their original structures and procedures (pure form mixed methods). Mixed methods research involves the sequential or simultaneous use of both qualitative and quantitative data collection and data analysis techniques. Mixed methods research is the class of research where the researcher combines or mixes quantitative and qualitative research methods, approaches, techniques, concepts or language into a set of related studies or a single study.

Mixed methods research is a type of research design in which qualitative and quantitative approaches are used in type of research methods, data collection, questions, and analysis procedures, or in inferences (Ismail. 2010).

The population of the study consisted of all early childhood education teachers of Karachi. It is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher.

A sample is a limited numbers of people selected from the population being studied (Ismail, 2010). The sample in research study is the group on which information is obtained. In the study the researcher used his judgment to select a sample that they believe would provide the data he needed based on prior information (Best and Kahn, 1995).

DATA ANALYSIS

1. Do you feel that the highly qualified (Graduate or above) ECE teacher has the following qualities for using better teaching methodologies?

Table 4.1.1b Showing the distribution of Percentage of Respondents for Q.1

	SA	A	N	D	SD
Respondents	97	78	37	4	0
Percentage	45	36	17	2	0

2. Do you think that the professional qualified ECE teacher has the following qualities for better planning?

Table 4.1.b Showing the distribution of Percentage of Respondents for Q.2

	SA	A	N	D	SD
Respondents	101	96	19	0	0
Percentage	47	44	9	0	0

3. Do you agree that the experienced ECE teacher (who has 3 or more years of experience) has the qualities for the guidance of early childhood education students?

4.1.3b Showing the distribution of Percentage of Respondents for Q.3

	SA	A	N	D	SD
Respondents	117	93	6	0	0
Percentage	54	43	3	0	0

4. Do you feel that the married ECE teacher knows the techniques for better home and school relationship?

Table 4.1.4b Showing the distribution of Percentage of Respondents for Q.4

	SA	A	N	D	SD
Respondents	165	42	7	1	1
Percentage	76	19	3	1	1

5. Do you feel that the younger (15-30 years) ECE teacher has creative qualities?
Table 4.1.5b Showing the distribution of Percentage of Respondents for Q.6

	SA	A	N	D	SD
Respondents	120	63	26	7	0
Percentage	56	29	12	3	0

6. Do you agree that the female ECE teacher has teaching characteristics such as time management, humble attitude, motherly love, etc?

Table 4.1.6b Showing the distribution of Percentage of Respondents for Q.7

	SA	A	N	D	SD
Respondents	99	83	33	1	0
Percentage	46	38	15	11	0

7. Early Childhood Teacher has better subject command

Table 4.1.7b Showing the distribution of Percentage of Respondents for Q.8

	SA	A	N	D	SD
Respondents	106	80	20	10	0
Total	49	37	9	5	0

8. Trainer Early Childhood Teacher Prepare better school development program.

Table 4.1.8b Showing the distribution of Percentage of Respondents for Q.9

	SA	A	N	D	SD
Respondents	169	40	7	0	0
Total	78	19	3	0	0

Hypothesis No.1

There will be no significant difference in the thinking and using teaching methodologies among the highly qualified (Graduate or above) and less qualified early childhood education teacher.

Table 4.1.1c: Application of χ^2 for Hypothesis No. 1

	(a)	(b)	(c)	(d)	(e)	Total
fo	97	78	37	4	0	216
fe	43	43	43	43	43	
fo- fe	54	35	-6	-39	-43	
(fo- fe) ²	2916	1225	36	1521	1849	
$\frac{(fo- fe)^2}{fe}$	67.81	28.48	0.83	35.37	43	

$$\chi^2 = 175.49$$

Conclusion: Referring to the table of χ^2 , we found that the tabulated value of χ^2 is 11.07 with degree of freedom (df) = 5 at $\alpha = 0.05$ is less than the computed value of $\chi^2 = 175.49$. Therefore, the null hypothesis is rejected.

Hypothesis No.2

There will be no significant difference in the planning among trained and untrained early childhood education teachers.

Table 4.1.2c Application of χ^2 for Hypothesis No. 2

	(a)	(b)	(c)	(d)	(e)	Total
fo	101	96	19	0	0	216
fe	43	43	43	43	43	
fo- fe	58	53	-24	43	43	
(fo- fe) ²	3364	2809	576	1849	1849	
$\frac{(fo- fe)^2}{fe}$	78.23	65.32	13.39	43	43	

$$\chi^2 = 242.94$$

Conclusion: Referring to the table of χ^2 , we found that the tabulated value of χ^2 is 11.07 with degree of freedom (df) = 5 at $\alpha = 0.05$ is less than the computed value of $\chi^2 = 242.94$. Therefore, the null hypothesis is rejected.

Hypothesis No.3

There will be no significant difference in the guidance among experienced (3 or more years) and inexperienced early childhood education teachers.

Table 4.2.3 Application of χ^2 for Hypothesis No. 3

	(a)	(b)	(c)	(d)	(e)	Total
fo	117	93	6	0	0	216
fe	43	43	43	43	43	
fo- fe	74	50	-37	43	43	
(fo- fe) ²	5476	2500	1369	1849	1849	
$\frac{(fo- fe)^2}{fe}$	127.34	58.13	31.83	43	43	

$$\chi^2 = 303.3$$

Conclusion: Referring to the table of χ^2 , we found that the tabulated value of χ^2 is 11.07 with degree of freedom (df) = 5 at $\alpha = 0.05$ is less than the computed value of $\chi^2 = 303.3$. Therefore, the null hypothesis is rejected.

Hypothesis No.4

There will be no significant difference in knowing and maintaining better home and school relationship among married and unmarried early childhood education teachers.

Table 4.2.4. Application of χ^2 for Hypothesis No. 4

	(a)	(b)	(c)	(d)	(e)	Total
fo	165	42	7	1	1	216
fe	43	43	43	43	43	
fo- fe	122	-1	-36	-42	-42	
(fo- fe) ²	14884	1	1296	1764	1764	
$\frac{(fo- fe)^2}{fe}$	346	0.02	30.13	41.02	41.02	

$$\chi^2 = 458.19$$

Conclusion: Referring to the table of χ^2 , we found that the tabulated value of χ^2 is 11.07 with degree of freedom (df) = 5 at $\alpha = 0.05$ is less than the computed value of $\chi^2 = 458.19$. Therefore, the null hypothesis is rejected.

Hypothesis No.5

There will be no significant difference in explaining among early childhood education teachers who has or not better language command.

Table 4.2.5. Application of χ^2 for Hypothesis No.5

	(a)	(b)	(c)	(d)	(e)	Total
fo	106	80	20	10	0	216
fe	43	43	43	43	43	
fo- fe	63	37	-23	-33	43	
(fo- fe) ²	3969	1369	529	1089	1849	
$\frac{(fo- fe)^2}{fe}$	92.30	31.83	12.30	25.32	43	

$$\chi^2 = 227.03$$

Conclusion: Referring to the table of χ^2 , we found that the tabulated value of χ^2 is 11.07 with degree of freedom (df) = 5 at $\alpha = 0.05$ is less than the computed value of $\chi^2 = 227.03$. Therefore, the null hypothesis is rejected.

Hypothesis No.6

There will be no significant difference in creativity among younger (15-30 years) and older early childhood education teachers.

Table 4.2.6: Application of χ^2 for Hypothesis No.6

	(a)	(b)	(c)	(d)	(e)	Total
fo	120	63	26	7	0	216
fe	43	43	43	43	43	
fo- fe	77	20	-17	-36	43	
(fo- fe) ²	5929	400	289	1296	1849	
$\frac{(fo- fe)^2}{fe}$	137.88	9.30	6.72	30.13	43	

$$\chi^2 = 196.47$$

Conclusion: Referring to the table of χ^2 , we found that the tabulated value of χ^2 is 11.07 with degree of freedom (df) = 5 at $\alpha = 0.05$ is less than the computed value of $\chi^2 = 196.47$. Therefore, the null hypothesis is rejected.

Hypothesis No.7

There will be no significant difference in caring and dealing with early childhood education students among male and female early childhood education teachers.

Table 4.2.7. Application of χ^2 for Hypothesis No.7

	(a)	(b)	(c)	(d)	(e)	Total
fo	99	83	33	1	0	216
fe	43	43	43	43	43	
fo- fe	56	40	10	-42	43	
(fo- fe) ²	3136	1600	100	1764	1849	
$\frac{(fo- fe)^2}{fe}$	72.93	37.20	2.32	41.02	43	

$$\chi^2 = 204.75$$

Conclusion: Referring to the table of χ^2 , we found that the tabulated value of χ^2 is 11.07 with degree of freedom (df) = 5 at $\alpha = 0.05$ is less than the computed value of $\chi^2 = 204.75$. Therefore, the null hypothesis is rejected.

Hypothesis No.8

There will be no significant difference in teaching learning process at early childhood education level among the early childhood education teachers who loves children more.

Table 4.2.8: Application of χ^2 for Hypothesis No.8

	(a)	(b)	(c)	(d)	(e)	Total
fo	169	40	7	0	0	216
fe	43	43	43	43	43	
fo- fe	126	-3	-36	43	43	
(fo- fe) ²	15876	9	1296	1849	1849	
$\frac{(fo- fe)^2}{fe}$	369.20	0.209	30.13	43	43	

$$\chi^2 = 485.5$$

Conclusion: Referring to the table of χ^2 , we found that the tabulated value of χ^2 is 11.07 with degree of freedom (df) = 5 at $\alpha = 0.05$ is less than the computed value of $\chi^2 = 485.5$. Therefore, the null hypothesis is rejected.

FINDINGS

The study identified the importance of high level of academic qualifications and Professional training of early child hood education and their impact on delivery of quality provision for

children. Qualities and skills of twenty-first century teachers: respondents' views to set out their perceptions of what should characterize a good teacher now and in the future. The analysis of the findings highlighted a number of key features of good teachers. They should be reflective with critical and creative thinking skills, committed to teaching, committed to the development and learning of each child, work in a range of partnerships to support the learning and development of each child, have a passion for learning and deep understanding of and enthusiasm for their teaching and children's learning, able to put relevant theory into practice, share ideas and network with colleagues and be keen to participate in their own personal learning and development.

An early childhood education teacher has an ability to manage a class and 'time in the classroom' is the most useful element in teaching to the young children. They should be good in technical skill which is best acquired by being 'apprenticed' to experienced teachers. Being effective in the classroom and learning from able and experienced colleagues are both essential. Review would support a broader view of the teacher's role. They will be committed to a learner-centered approach and to enabling all learners to achieve their full potential. They will work within an ethical framework. They will receive good support and supervision. They will be encouraged to review and reflect on their practice. They will be committed to learning as a lifelong process.

Findings of the study shows that the highly qualified (Graduate or above) early childhood education teachers have good qualities for using better teaching methodologies because they are more confident, communicate properly, know the types of teaching methodology, has better subject command and their planning is better. Professional qualified early childhood education teachers are work committed, maintain better school and community relationship, prepare better school development program, works willingly and able to develop workshop for parents. Experienced early childhood education teacher (who has 3 or more years of experience) love their profession. Their guidance is better, prepares interesting activities, easily identify and solve learning problems, observation is better and their guidance is better.

Married early childhood education teacher knows better techniques for better home and school relationship. They are more caring, kind, children are more satisfied. They love children better and know the child's psychology. The early childhood education teacher who has command on language creates better listening activities, explain better and develop good reading activities. They are creative writer and a good story teller. The younger (15-30 years) early childhood education teacher has many creative qualities like they prepare beautiful learning corners, makes learning a fun, prepare beautiful charts and plays new indoor and outdoor games with children. Female early childhood education teachers are good in time management. They are more responsible, humble. Their dealings with early childhood education students are better and they are like mothers.

CONCLUSION

At this early stage of learning, the educator should be well aware of the actual need of our young children and they should be hard worker, humble, and well equipped to teach young children for the shining future of our next generation.

There are so many qualities of an ideal early childhood teacher but here are some important and essential qualities of an early childhood teacher because without these essential qualities they are unable to guide young children.

With educational and professional education and training it is necessary that they should be experienced and good in their personal characteristics like external appearance, health (physical and mental both) has balanced emotions and good in nature. They should love

children and their profession. They should have a good character and sense of humor, should be punctual, confident, hard worker, cooperative, obedient, resource person, and industrious. Their attitude should be pleasant, friendly, professional, enthusiastic, loyal, cheerful, trustworthy, jolly, supportive, friendly, making work interesting for children, motivating them to work with pleasure, respect for child, parents, other teachers and management.

Early childhood educators must know the importance of play and planning for play. They should provide students self-identity and self-esteem different ways to say very good to children, classroom needs and how children learn and communicating with young children. They should listen and care children properly and be sure the child is paying attention. They should be positive and specific, give children tasks, let the children know what you expect and play games with different mediums like sand, water, air etc...all indoor, outdoor, individual and group play.

Early childhood education teacher be early to class, clean classroom before start teaching, pray for the children, love children, reporting to parents, pay attention and be positive during parent-teacher meetings. Must know where parental cooperation is needed like home work, medical welfare, lunch program, disciplinary problems, moral and religious problems, curriculum and co-curriculum program, school's improvement projects and school's developmental projects. Early childhood educators know the goals of a home-school relationship and for this purpose they arrange teacher-parents meetings and workshops for parents, letter to parents, by teachers, by students, report cards, annual report, monthly report, weekly follow up reports, personal and informal letters, daily diary, and evaluation progress and make school as community centre. Early childhood educators know about children rights, history of education, thoughts of philosophers and methodologies and know about the social, emotional, physical and intellectual developments of children. Early childhood educators must know different stages of child development and the child's world. they know about the basic needs of children like breathing, food, water, sleep, safety, resources, morality, health, property, love, friendship, family, self-esteem, confidence, achievements, respect of others, respect by others and self-actualization.

An early childhood Education teachers plays an important role in overall success of young children not only academically but also in all aspects of child development. So every educator should be well equipped with the necessary skills required to make a positive impact in the child's life.

At this early stage of learning, the educator should be well aware of the actual need of our young children and they should be hard worker, humble, and well equipped to teach young children for the shining future of our next generation.

RECOMMENDATION

In the light of the characteristics of early childhood Education teachers we can say that an early childhood Education teachers is not only responsible to complete the syllabus but also help the child to get the best result. Best teacher is the one who pay individual attention to every child.

An ideal early childhood education teacher has an ability to provide inclusive programs which are based on recorded observations and interpretation of children's needs interests, and responses. Ability to plan, implement and evaluate high quality educational programs for preschool aged children.

The educational background required to be a preschool teacher varies by state. Some states require little more than a high-school degree while others may require a bachelor's degree in

early childhood education. We can expect a good preschool teacher to have a solid educational background, but the qualities of an ideal early childhood education teacher go beyond that. Be sure the teacher also exhibits empathy and professionalism. Young children can be unpredictable. Preschool teachers may have to deal with students who can't do simple things like tying shoes or putting on a jacket. Children also aren't always aware of social norms, such as sharing or being nice to others. A good early childhood education teacher can take all of these things gently guiding the students without overreacting (Bugwadia, 2011).

Though it may seem that any adult could teach a child colors and counting, early childhood education is a serious discipline. Early childhood education teacher should have knowledge about classroom management as well as the stages of child development and know how young children learn. Anything can happen in the preschool classroom, and a teacher needs to be flexible enough to handle any situation that comes her way. While it's best to start the day with a lesson plan, that may need to change based on student interests, abilities or moods. It can help if a teacher can understand what a child is going through. Things that don't seem very important in an adult's eye can be a big challenge to a small child. Preschool teachers should understand that students will want to do things by themselves, for example, but can get frustrated quickly if things don't go quite right. Teachers need to maintain order in the classroom, but must also work well with other teachers and have positive interactions with parents.

For early childhood education, it is necessary for the educators and management that they know all important qualities of childhood Education teachers. Management should provide qualified, trained, professional, dedicated, experienced, hard worker, humble and well equipped educators to their young children. It is very important for the better health, growth, development and learning of our young children.

Schools must share the results of the Profile with parents and explain to them when and how they can discuss the Profile with the teacher who completed it. The Profile must be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate.

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