



Play and Programme Framework

Prof HB Ebrahim

PIECCE Mid-term Review – 10 July

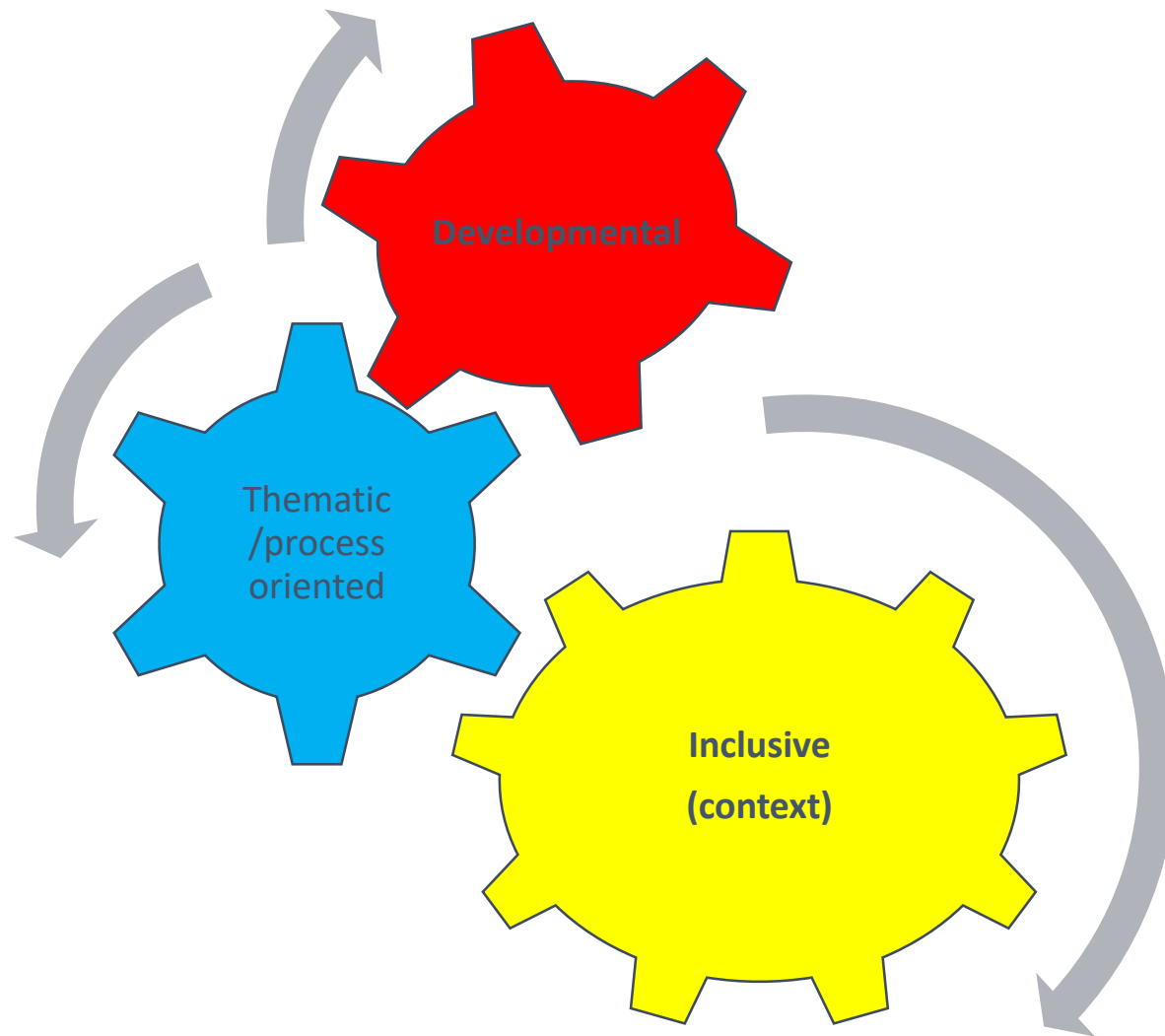
9 to 11 July 2018 – Manhattan Hotel



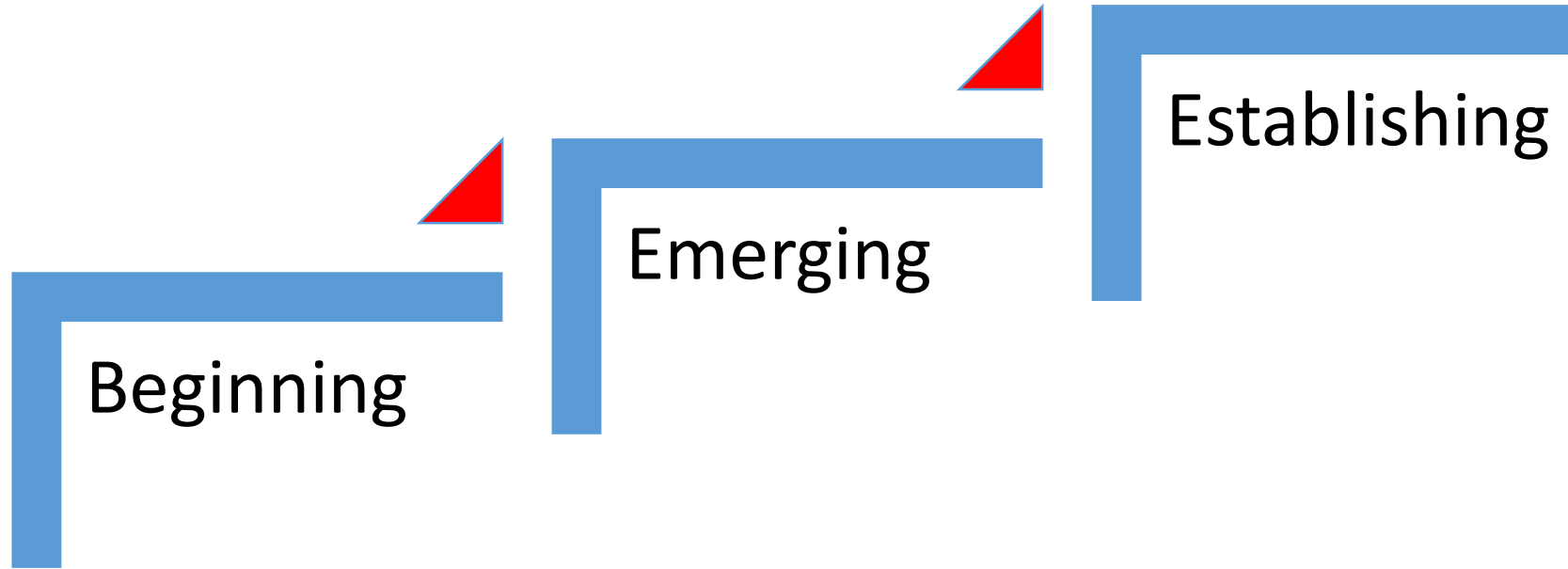
Play – rising in the national and African ECCE agenda – Report from Play Seminar 9 July 2018

- Play linked to Article 31 and SDGs 4.
- Growing awareness of:
 - schoolification and its effect on ECD
 - school readiness of the environment and not maturity of the child
 - common errors in diagnostic report for FET –points to ECD.
- Minister of Education = Ambassador for play-based learning in Africa.
- New platforms to discuss play in SA – national, provincial and continental conference – (maybe Dec 2018)
- Online course = approx. 75 000 practitioners completed this but mostly in the preschool phase.
- Looking at a minimal package of resources to support play.

The Play Framework Approach



The kind of teacher needed to drive quality ECCE – A critically reflective teacher



A continuum that is scaffolded to create mind and paradigm shifts

The Play Framework – bringing systemic change

Birth to 9 and Levels 4 to 7

General section

- Key topics in play

Specific section

- Babies, toddlers, nursery children
- Grade R
- Grades 1-3

Each age group follows five themes are as follows (tell us what practitioners should know and be able to do)

- Developmental guidelines (to be used flexibly in context)
- Learning environments/Play Spaces/Health and Safety/Resources
- Learning and Teaching
- Observing, documenting, assessing
- Supporting primary caregivers and families

Our Draft Programme Framework

**INTRODUCTION TO THE PROGRAMME FRAMEWORK FOR ECCE INITIAL
TEACHER EDUCATION**

**THE SOUTH AFRICAN ECCE CONTEXT AND PRINCIPLES FOR TEACHER EDUCATION
PROGRAMMES**

**KNOWLEDGE AND PRACTICE STANDARDS FOR EARLY CHILDHOOD CARE AND
EDUCATION**

AFRICANISATION, INDIGENOUS KNOWLEDGE AND BELONGING

**DEVELOPMENTAL EDUCATION – AN ALTERNATIVE APPROACH TO ACADEMIC
SUPPORT**

PEDAGOGIES IN TEACHER EDUCATION FOR ECCE

ASSESSMENT

WORK INTEGRATED LEARNING

MODES OF ENGAGEMENT

RECOGNITION OF PRIOR LEARNING

**HOW CAN WE DEEPEN
AND IMPROVE THESE
IDEAS AND WHO
SHOULD BE INVOLVED?**

**HOW CAN OUR KEY
STAKEHOLDER STRATEGY
SUPPORT US IN
ANSWERING OUR
QUALITY AND
INCLUSIVITY LEARNING
QUESTIONS?**