

Ezinkwenkwezini

Quality ECD project

A case study – appreciative inquiry, adaptation, resilience

October 2020



GOAL

Nurture educational excellence

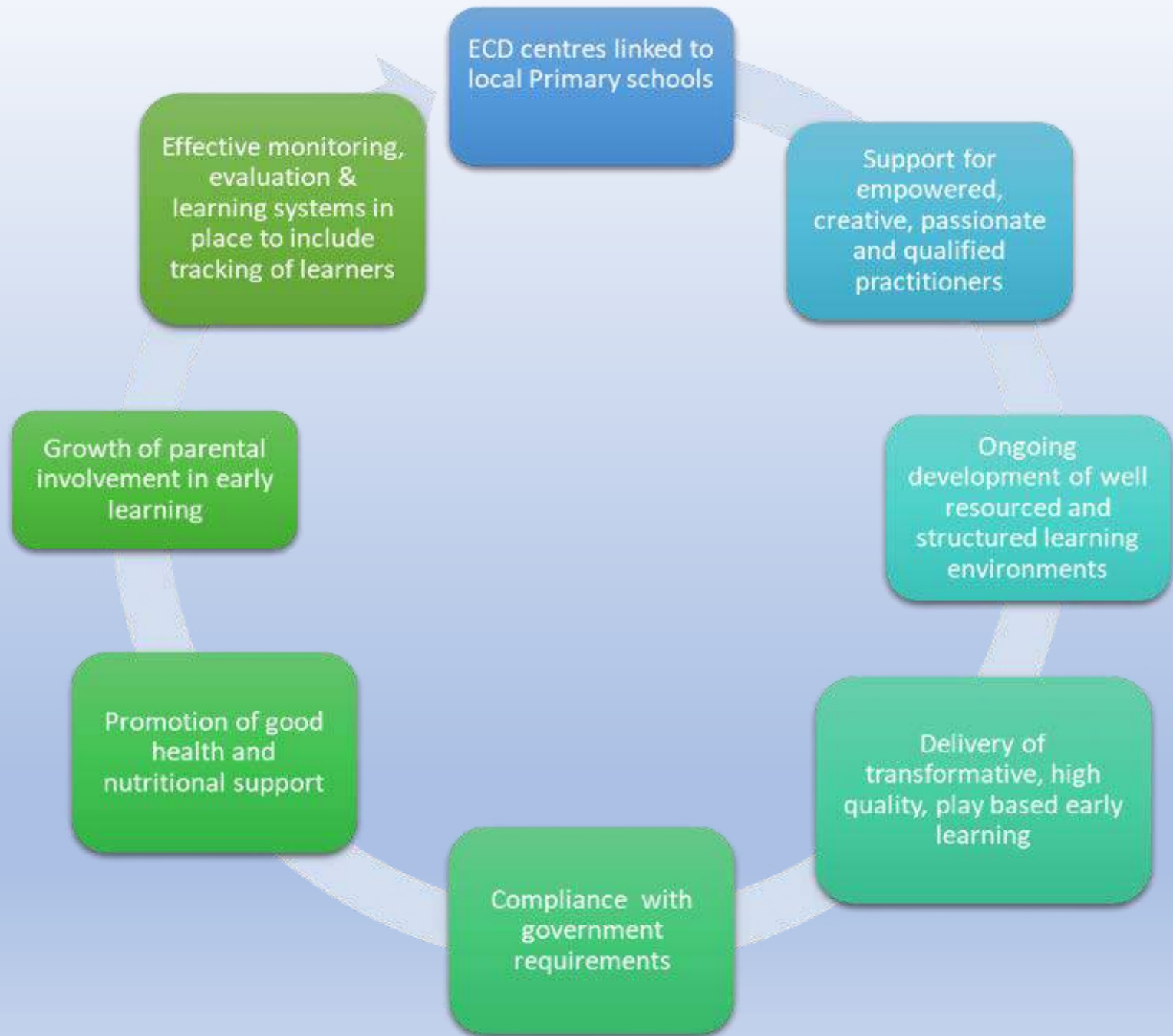
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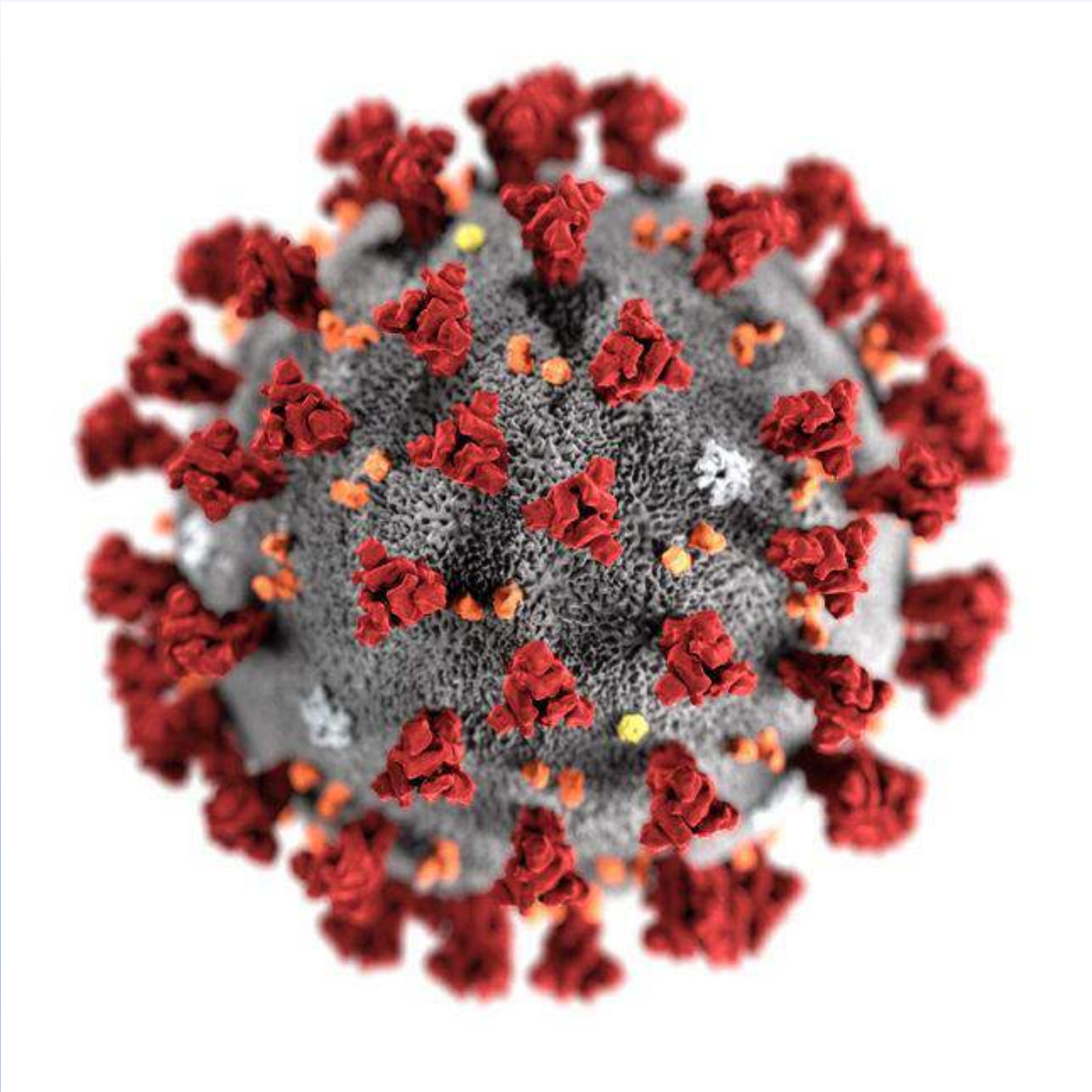
establishing two communities of neighbourhood
practice working towards developing a
neighbourhood of early childhood care and education
excellence

THE PLAN

- develop and deliver a short course of **twelve days** over the year to assist ECD **teachers** (Grade RR, Grade R and Grade 1) to achieve and to maintain **quality ECD programming** for children in the early years and in Grade R in both centres and public schools.
- **participating teachers promote parent child participation** in the curriculum through playful activities and reading joyfully at home.
- provide **support, mentoring and monitoring** for each participating centre and school through regular site visits and meetings
- **Stakeholder engagement**
 - Practitioners Capacity building
 - Parents' Capacity building
 - etc







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THE PLAN



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You are invited to

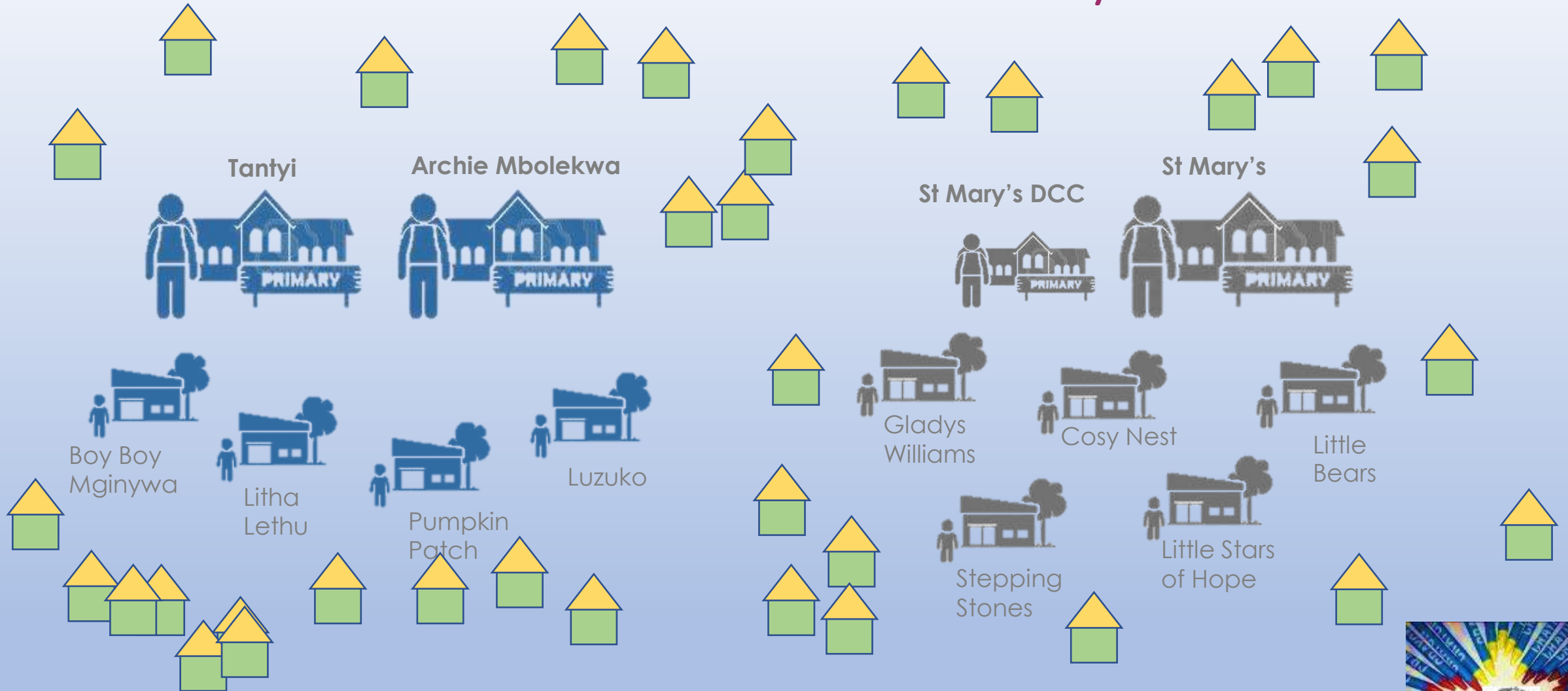
Stakeholder Engagement and Launch of

Ezira Project

27th March 2020



Indicator 1: ECD Centres linked to Primary Schools **AND HOMES**



- Buy-in from ECD Centres and Primary Schools
- Questionnaire for Grade R Teachers



Indicator 5: Compliance with government requirements

- Support for completion and submission of partial care forms
- Support pack with thermometers, masks, sanitizer, Jik, soap, basins
- Assistance to DSD in training and monitoring of centres for re-opening.
- Facilitated a workshop for ECD Centres to support re-opening and compliance.



**NEW RULES
NEW STANDARD OPERATING
PROCEDURES, NO MONEY**



WORKSHOP

HOSTED BY
CENTRE FOR SOCIAL DEVELOPMENT

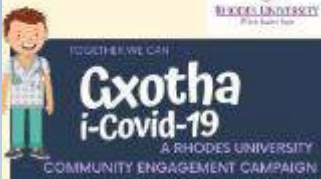
Everything you need to know about
reopening your ECD Centre

3 September, 10h00 8 September, 10h00
Raglan Road PreSchool Joza Youth Hub

- ✓ Free
- ✓ Each centre receives an information pack with templates and printouts.
- ✓ One staff member per site
- ✓ Government officials present to answer questions



TOGETHER
WE STAND
STRONGER



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Indicator 3: Ongoing development of well-resourced & structured learning environments

IN HOMES



- Distribution of newspapers with ECD educational supplements & a story paper.
- WhatsApp daily resources (story, rhyme and activity)
- Two small books developed, 1 book printed in a newspaper supplement,
- 1 book printed in isiXhosa and distributed
- Two tiny wordless book printed and distributed
- Bookdash books distributed 2-3 per household



Indicator 4: Delivery of transformative, high quality, play-based learning IN HOMES


- 1935 sets of LEGO 6 bricks sets with play-based booklets distributed
- Parent Workshops on NCF focusing on play-based learning
- Donation of activity to packs to parents in workshops
- Mobile toy and book library pilot
- Home visits





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Ingaba ukhona na umntu ofana nam nqwa?



Fred Strydom Jess Jardim-Wedepohl Stephen Wallace

Kazi ukhona na omnye wentsomi ordim nqwa kwenye indawo apha eNtshabeni.



Mhlawuzi de abantwana abafana abantwana nam.



Ofan nqwa nam ngam angokho... nothetha njengan lo kanye.







Uzama amasokko kanye phezulibe ukhona omnye nqwa. Oye abele njengalo kanye.



Maths Activities

SANCP (South African Numeracy Chair Project):
For daily updates and more activities go to their
Facebook page: @RUSANC

Puzzle Cards
Cut along the bold lines

	1		6
	2		3

Which blocks have the same number?

iTipoti

ESI SIKINGOLEZO SHAMBISWA NGOMNENIWA NGAMALINGI DUMBA, LINDISI
SASANDLA ESIKOTHEKO KUKHONWA ENTLOKO. KA KUBONAKALISWA ISICHO, N



- MNA NDITIPOTI
- ESI SISIKO
- LO NGUMQHEBE
- LO NGUMLOMO
- NDITHULULE



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Everything you need to know about Makhanda ECD Activities

The law says children have the right to education and to play*
 "Play is not an 'optional extra' – it is essential in children's lives" and learning. During this lockdown period we'd like to encourage and support parents and caregivers, as a child's first and most important teacher to take on the challenge.

The materials provided are locally sourced and designed to develop your child's early literacy skills.

EARLY LITERACY SKILLS
 Print Instructions: How to use
 Vocabulary: I know words
 Narrative Skills: Tell stories
 Phonological Awareness: I hear sounds
 Print Awareness: I see words
 Letter Knowledge: I know my ABCs

The approach...

<p>Reading Demonstrate (model) good use of language to your child by reading often. Encourage lots of talking - ask questions!</p> <p>What do you think will happen next? What do you see in the picture? Why did...?</p>	<p>Activities While doing the activities allow your child to complete the task as independently as possible. Use encouraging phrases to keep them engaged longer!</p>	<p>Movement All activities provided help develop core motor skills needed for literacy, such as hand-eye coordination, crossing the midline and direction (among others). Let your child master it.</p>	<p>Rhymes The rhymes we've provided are different in all three languages. All of them are simple enough to try learn them all if you want to! The aim of rhymes is to develop your child's rhythm and memory (for formal reading later on in their schooling).</p>
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ENCOURAGING PHRASES
 Good job!
 I like the way you are trying.
 I like your idea.
 Keep going.
 You are on the right track.
 Your work is great! Keep it up!



Makhanda ECD Activities
 WhatsApp Group Invite
[chat.whatsapp.com](https://chat.whatsapp.com/...)

Join Here!

This is an initiative of Rhodes University Community Engagement

For more information visit www.ru.ac.za/CommunityEngagement

 RUCE: Rhodes University Community Engagement

For suggestions, comments and queries contact efabota@ru.ac.za or Group Admin









*THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC) OR OTHER LEGISLATION DOCUMENTS: THIS IN ARTICLE 28 AND 31 RESPECTIVELY.



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BOOKS



The joy of reading!



8 September 2020 marked UNESCO's 54th International Literacy Day. In celebration and honour of this day, the CSD adopted a three-pronged 'attack' on literacy challenges in our town.

ACCESS TO BOOKS

CSD, hand in hand with LITASA, delivered over 200 books from Biblionefo Gladys Williams, Stepping Stones, and Bright Beginnings ECD Centres as well as the Home of Joy and the Lulama Soup Kitchen. This distribution event is only the start. In the coming weeks the CSD team will deliver over 2000 books (English, Afrikaans, isiXhosa and wordless) to Makhandan children. Among the books are BookDash as well as 2 story books and 2 wordless tiny books published by the CSD. One of these, Zinzi and Tamkulu, is designed to encourage reading in the home.



Ann-Nem-Oh-Ne



Indicator 6: Promotion of good health & nutritional support

- HCI food parcels
- JAM SA porridge & Food parcels
- Circle of unity soya and maize
- 3 weeks of food for SNP
- Food gardens questionnaire



SURVIVAL – Grocery packs, vouchers, soup kitchens, home and school gardens



FOOD





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Indicator 8: Effective Monitoring, evaluating and learning systems in place

M&E has a different flavor in this project which comes from a combination of Appreciative Enquiry's

- cultivation of aspiration
- participatory approach and the desire to develop
- “authority in determining [people’s] own sense of mastery” *
- or the nurturing of
- autonomy

More MENTORING than monitoring with Participatory Evaluation

*Reference: Flipped keynote address written on 22 September 2020 by Prof Sean Michael Morris from University of Denver Colorado for a colloquium entitled: Assessment during the Pandemic: Practices emanating from Critical Digital Pedagogy hosted by the university of Pretoria



Ezinkwenkwezini Capacity Building – Mentoring & Monitoring tool (to be loaded on EI App)

Example topic:



Topic indicator:

Practitioner models respectful communication and listening in the way she interacts with children.

Points to consider during visit:

- Models respect and listening
- Lets children express themselves and make their own decisions
- Praises children for their efforts
- Talks with children not to them

BASELINE MENTORING & MONITORING VISIT

Existing strengths (practitioner self-assessment):

What are the things I do really well in this area right now?

-
-
-

Evidence of existing strengths (observations of mentor):

Baseline rating (self & mentor assessment with negotiated final rating)



OR

Preparing the ground	Sowing	Growing	Bearing fruit
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Personal goal:

What would I love to be doing in 12 months time in this area? (*mentor helps to make SMART*)

6-MONTH CHECK-IN VISIT (self & mentor assessment with negotiated final rating)



OR

Preparing the ground	Sowing	Growing	Bearing fruit
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Comments:

12-MONTH CHECK-IN VISIT (self & mentor assessment with negotiated final rating)



OR

Preparing the ground	Sowing	Growing	Bearing fruit
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Comments:

Plus home visits



Indicator 7: Growth of parental involvement in early learning



- Engaging with parents through appreciative enquiry interviews
- Providing learning and play resources
- Workshops for parents
- Home visits
- OPPORTUNITY – Parents forced to spend more time with their children and engage with their learning at home



EASY!!!



INTERVIEWS of Parents and Practitioners

- Britto, Yoshikawa and Boller (2011, p.9)'s framework based on a 'conceptualization of the quality of ECD programs and policies from an **ecological systems** perspective'.
- They point out that often missing from dominant child assessment-based measures of quality are 'efforts to identify **local perspectives** regarding the purposes, intents and desired outcomes of early childhood care provision and forms of care that would appropriately address such desires (i.e., the match between cultural needs, context, goals and services)'
- **Reference:** Britto, P.R., Yoshikawa, H. & Boller, K., (2011). Measuring quality and using it to inform practice and policy in early childhood development. *Sharing Child and Youth Development Knowledge*, 25(2). http://www.srcd.org/sites/default/files/documents/spr_v252rev.pdf



What examples of people caring for and supporting children have you seen in your community during lockdown?

I had a lot of **support in the community** during lockdown.

I had **a visit by nurses to screen and police to keep people out of the street.** Even people from the community.

CSD giving **food parcels** to our children.; **Business owners** in town.

The food parcels that we were given by CSD that showed caring. And the **child was very happy that the groceries were received through her.**

By stopping the sale of alcohol now I could care for my children because I have been **sober** since the lockdown.

They **bought their children masks** and some even kept their children inside their yards.

The **police** were moving around making sure people were following the rules.

In my area we had **elderly people that brought things for kids** and constantly **reminded kids to sanitize** and wear mask always

Clinic staff doing home visits

Quite a few people who were **helping children with the soup kitchen** and I'm working at the **police** station so as **staff** members we were **donating clothes**

My child's grandmother is a teacher. She played a very big role during the lockdown.



What examples of good and inspiring leadership have you seen in your home or community?

My mother is a health care worker. When she is off duty, she takes time to do **home visits teaching about COVID 19.**

To help the needy by **cooking lots of food and share.** To keep together the family.

The community leadership bought **water tanks** for households.

Myself as a parent, **I led by example** by not going anywhere thereby ensuring my children will not interact with other people during lockdown.

No one is loitering around because there is no alcohol. There is no peer pressure because we do not visit each other.

Grandmother was taking care of all of us, she was giving us all roles of what we should do for the day.

If an adult sees a group of children in the street then someone would disperse that group

There is a woman in our area who feeds children and community members through **a soup kitchen.**



What are the values that have helped your family to cope during lockdown?

Discussing and **working together** as a family

To **sit down** with my family and **talk** a lot about the situation.

Quality time together made us **see things differently**. It is to **understand** each other and learn new things about one another.

Team work and we had the special relationship with my family.

Together we loved and more sharing was done.

Love for each other and our child brought us through.

It has made us **stronger** than before.



- We had **time to listen** and learn the activities they **taught** at school, we had **quality time** with our families and **love** them.
- **Doing school activities together** during lockdown and to **understand** my child more.
- We had to **explain** to him that he can no longer play outside with other children. We also had to **teach him** to count and write his name.
- We have **created games** and trying to **do things together** and I as a parent had to constantly **explain** why lockdown
- **Teaching each other new things and teaching them old generation things.**



Helping my child with **activities they get from school**. I don't know how teachers do this.

Spending time with them and **be attentive** to what they are saying.

Reading stories, asking questions to check his listening

I have used the work that I receive from school to help my child and I have **used my own skills** to be helpful

I was playing a role of **being a teacher**, teaching her to wash **dishes** and **sweep** the house. ... She was enjoying the dishes.

Teaching the **computer skills** to my family

What do parents appreciate about Practitioners and ECD Centres?

Posters created from responses generated from AI interviews with parents

Used to kick off initial workshops with Parents and Practitioners as lockdown eased and Centres were preparing to re-open

Boosted morale of ECD Practitioners and strengthen relationship with parents



IMPACT

- Direct Impact:** Teachers, practitioners, facilitators: 17
Parents interviewed: 48
Parent workshops: 44
- Indirect Impact:** 247 children post COVID
(468 children pre-COVID and hopefully next term)
- LEGO and books:** 633 children
- Reopening workshops:** 40 ECD centres

OPPORTUNITIES PRESENTED BY COVID 19

COVID had helped us to

- make broader connections (eg Circle of Unity, RUCE)
- rethink how we teach, who we teach, and what resources are available to us
- think new school – WhatsApp groups, zoom presentation
- think old school – small groups, home based intervention, print newspapers
- rethink who can do what
- THINK
- Create a sense of community like nothing else could have



Appreciative Inquiry – turned on ourselves

- What DO we have?



- What CAN we do?
- What WILL we do?





reach out and take
the learning where
it's needed



If you can't see the solution from where you are sitting – get up and take a closer look!



We in no way wish to be seen to be glorifying the pandemic! Indeed we lost one of our most beloved collages, Thuso Moss, during this time. We acknowledge with deep sadness our loss, the loss of his family and the loss of thousands of families across the country.

However, we know that Thuso would be supporting us in our conviction that, dark as this time has been, much as there is need for communal grieving, so to there is a need for communal recognition, affirmation and, moving forward, celebration of that which was achieved by so many unsung heroes in their own homes despite it all.

THE END
(but also just the beginning)



