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Quality ECD project

A case study – appreciative inquiry, adaptation, resilience

October 2020



GOAL

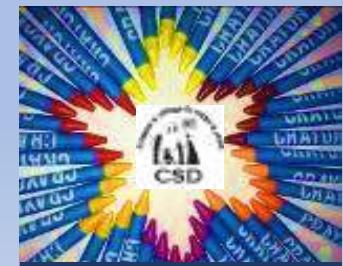
Nurture educational excellence

by

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

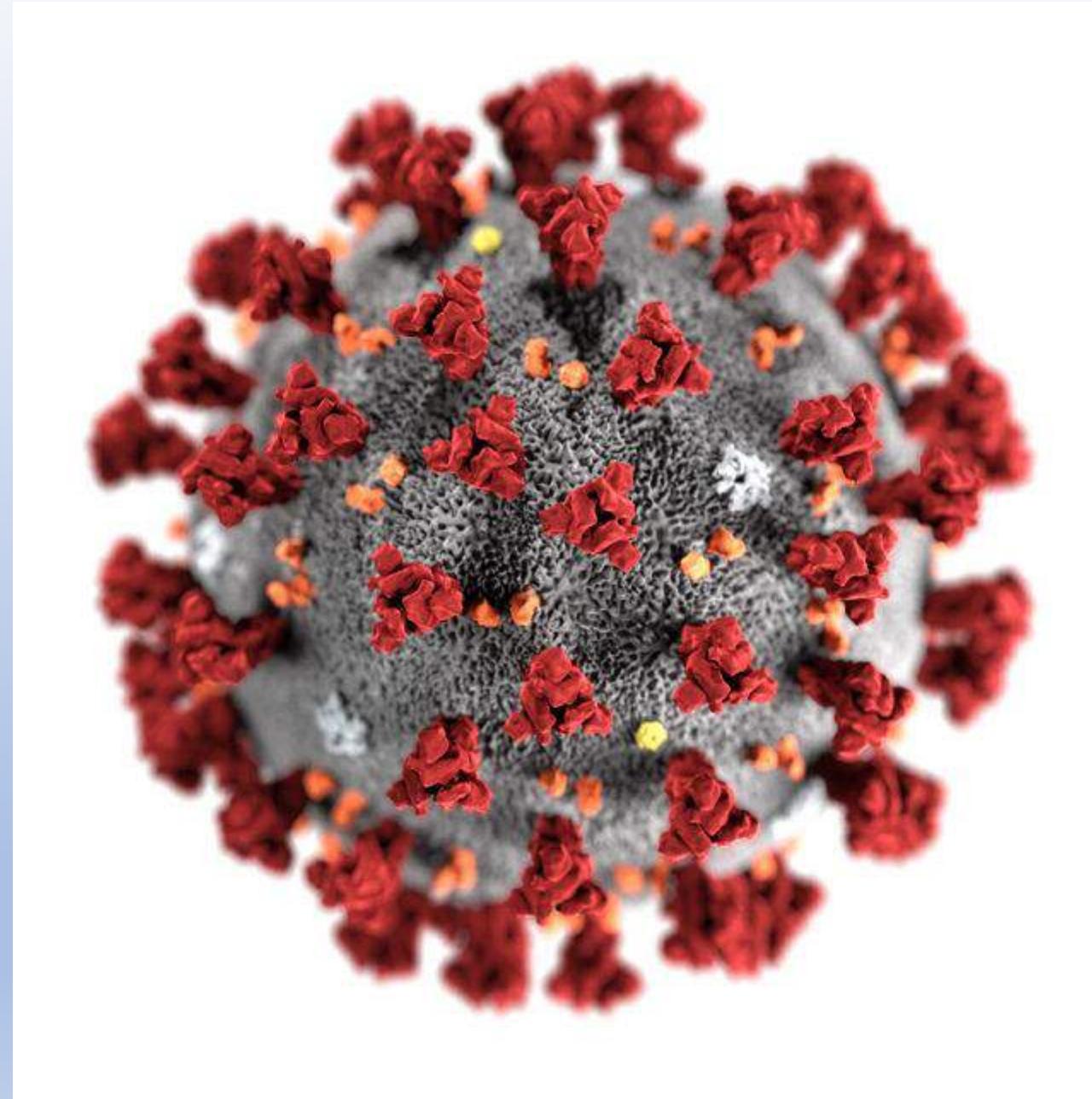
THE PLAN

- 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



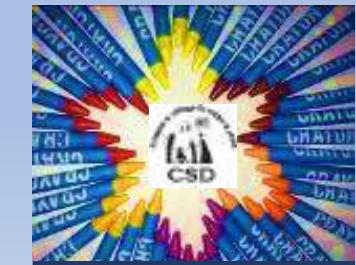
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THE PLAN



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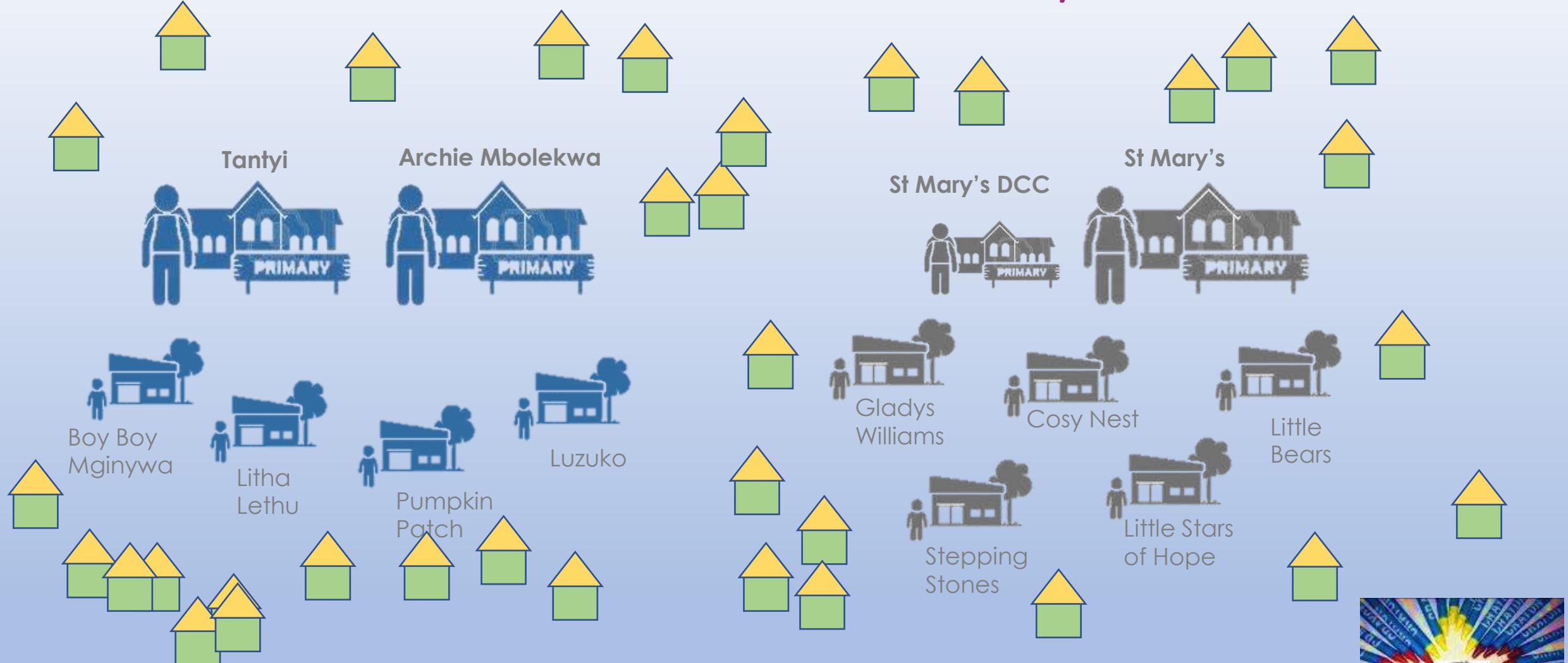
You are invited to

Stakeholder Engagement and Launch of

Ezine 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 2: Support for empowered, creative, passionate and qualified practitioners **AND PARENTS**

What do parents APPRECIATE about STEPPING STONES ECD CENTRE?

- The PARTNERSHIP** between the managers and the staff working. They are **UNIFIED** and they **COMPLEMENT** one another.
- COMFORT** and **FREEDOM**
- SECURITY** - the school is **secure**, the gate is always closed.
- INTERACT WELL** with parents.
- They are able to INTERACT** with children even though they speak different languages.
- COMMUNICATION** is **open** in the school, based on **DISCUSSED** and **IMPLEMENTED** **UNANIMOUSLY**.
- They are PATIENT** with children. I am very **HAPPY** with the way they **CARE** for our children.
- Teachers CARE** for the children so they feel **COMFORTABLE**.
- They are CLEAN**, the **classroom** is **CLEAN** and **ATTRACTIVE**.
- My children are HAPPY** there and they **ask** always **questions** about the **TEACHERS** and **school**.
- LEARNING** in another **LANGUAGE**.
- They create a BOND** between the **services** and the **children**.
- They teach** the **children** **RESPECT**, they can say that you and **respect**.



- Emotional support and encouragement
- Appreciative inquiry interviews & posters
- WhatsApp support groups for teachers & practitioners.
- Inclusion in workshops for parents
- Workshop on re-opening of ECD Centres
- Capacity building workshops started in September
- **OPPORTUNITY** – Challenging us to think creatively about how to engage using remote and blended approaches.

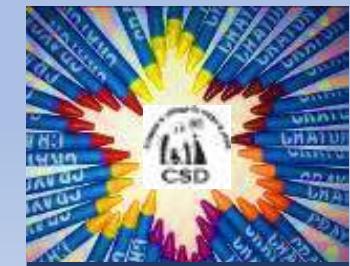


Indicator 5: Compliance with government requirements

- 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**



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WORKSHOP

HOSTED BY
CENTRE FOR SOCIAL DEVELOPMENT

Everything you need to know about
reopening your ECD Centre

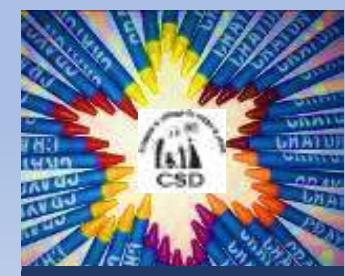
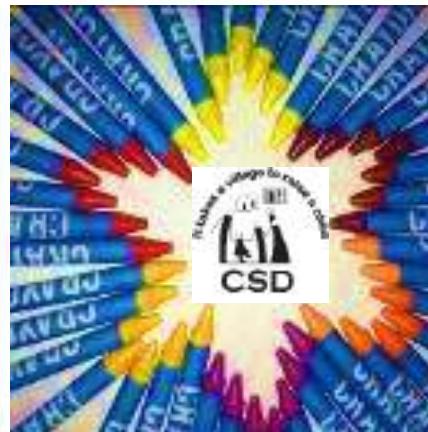
3 September, 10h00 8 September, 10h00
Raglan Road PreSchool Joza Youth Hub

- ✓ 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**



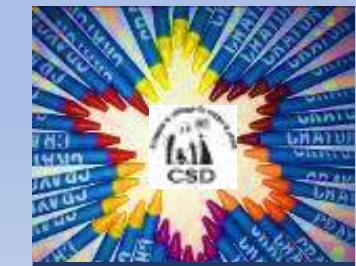


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Indicator 3: Ongoing development of well-resourced & structured learning environments **IN HOMES**



- 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



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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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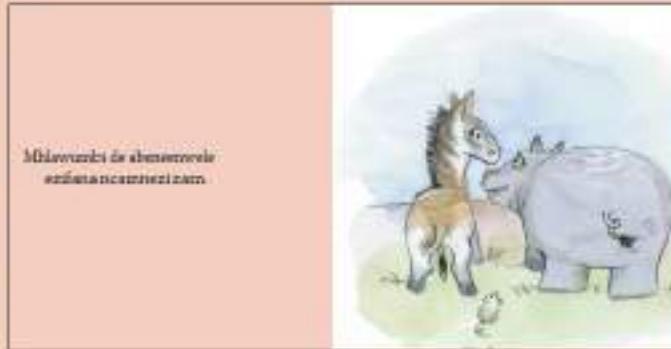
Ingaba ukhona na umntu ofana nam nqwa?



Fred Strydom

Jess Jardin-Wedepohl

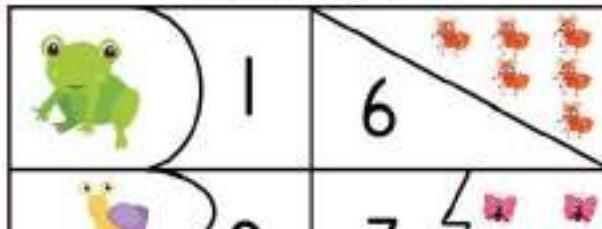
Stephen Wallace



Maths Activities

Puzzle Cards

Cut along the bold lines



Which blocks have the same number?



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

iTipoti

ISHI SAKENGELIZO SHAMISANA NDOKWENZIBA NGAMALINGU DMZIBA, UNIZIBA
SISANDA ESITHWEDU KHODAWA ENTLOQI XAKUBOMALISWA ISOKO, N



MNA NDITIPOTI

ESI-SISOKO

LO NGUMQHEB

LO NGUMLOMO

NDIMITHULULE



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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 Awareness: I see books
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...

Reading

Demonstrate (model) good use of language to your child by reading often. Encourage lots of talking - ask questions!

What do you think will happen next? What do you see in the picture? Why did...?

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!

Activities

While doing the activities allow your child to complete the task as independently as possible. Use encouraging phrases to keep them engaged longer!

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.

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).



Makhanda ECD Activities
WhatsApp Group invite
<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 elobat@ru.ac.za or Group Admin

elobat@ru.ac.za
www.ru.ac.za/CommunityEngagement



ADVANCED HIGH WORKERS
www.wondaworks.com



STRUCTURE
Gxotha
i-Covid-19
A RHODES UNIVERSITY
COMMUNITY ENGAGEMENT INITIATIVE

*THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (Article 28) OR OTHER LEGISLATION DOCUMENTS (165 IN ARTICLE 28 AND 3) RESPECTIVELY.



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BOOKS

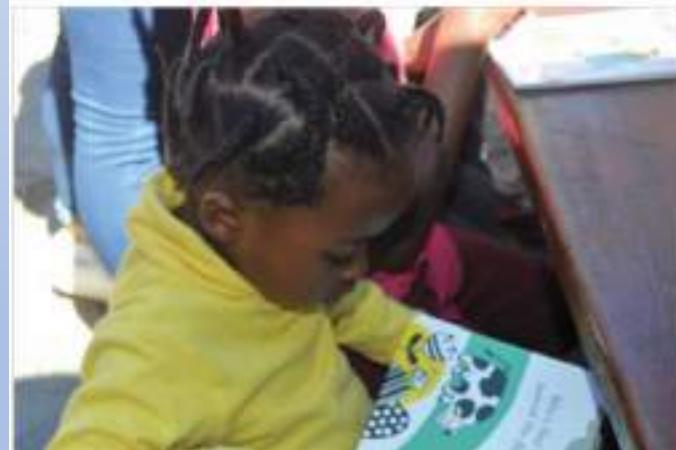
Grocott's Mail 11 SEPTEMBER 2020

CENTRE FOR SOCIAL DEVELOPMENT

23



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 Biblionefto 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 Makhanda 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-Nee



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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
- Praised 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



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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



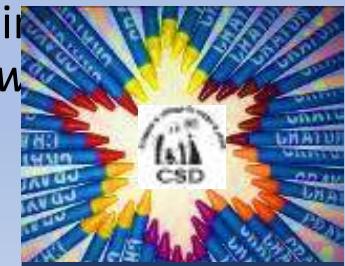
EASY!!!



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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.



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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

What do parents **APPRECIATE** about COSY NEST ECD CENTRE?

The fact that my child is **SAFE** from 7 o'clock to 5 o'clock.

The **ATTRACTIVE** playground, the **WELL-RESOURCED** classroom.

WARM welcoming by a **SMILE**, **VALUES** and **INTERACTION** with other children.

They **helping** him to be more **CONFIDENT** in himself and **BUILDING HIS CHARACTER**.

Being able to **LEARN** new things and being around **WARM** and **FRIENDLY** teachers.

They take good care of the children's **HEALTH**, **GROWTH** and **EDUCATION**.

The hours **ACCOMMODATE** my working times.

They **NOTICE** the change in the child before we as parent do.

They are **TRAINED** staff. The teachers learned the children lots of new things.

From her mother tongue now she learnt another **LANGUAGE**.

They are **TRAINED**, they know what they are doing in developing children **HOLISTICALLY**.

Everyone in the ECD are **TREATED THE SAME**.

The environment is **SAFE** and **CLEAN**.

Teaching them to **RESPECT** one another.

WELCOMING and **FRIENDLY** practitioners.

What do parents **APPRECIATE** about
GLADYS WILLIAMS ECD CENTRE?

"They are taking CARE of our children by giving us FOOD, PARCELS and LEARNING."

"They look after our children with LOVE."

"They COMMUNICATE with us."

"The Centre is CLEAN and SECURE."

"They changed my child's behaviour; CALM and COLLECTED."

"They are LOVING, CARING and SUPPORTIVE."

"My children do everything done or learned at school."

"Everyone welcomes her; she has blossomed them."

LANGUAGE DEVELOPMENT

GLADYS WILLIAMS ECD CENTRE CSD

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

OPPROTUNITIES 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?



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reach out and take
the learning where
it's needed



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



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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)

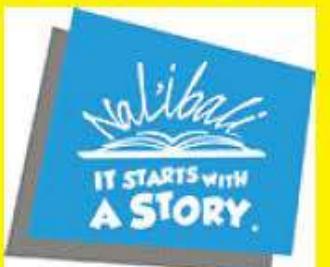


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Makhanda
Circle of Unity
Food Group

Stories from



book
dash



HEI foundation

JAM
HELPING AFRICA HELP ITSELF

In collaboration with



VOLKSWAGEN
Community Trust



for every child



HEI foundation



TOGETHER WE CAN
Cxotha
i-Covid-19
A RHODES UNIVERSITY
COMMUNITY ENGAGEMENT CAMPAIGN

Grocott's Mail

RHODES UNIVERSITY
Where leaders learn

Food & Trees
For Africa

KAGISO
TRUST
Overcoming poverty

CARE FOR
EDUCATION

It takes a village to raise a child
CSD