PROJECT FOR INCLUSIVE EARLY CHILDHOOD CARE & EDUCATION

OVERVIEW: PIECCE PROGRAMME FRAMEWORK AND ILLUSTRATIVE PACKS

A PIECCE Knowledge Product
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The **Project for Inclusive Early Childhood Care & Education (PIECCE)** was a multi-stakeholder, collaborative project which took place from January 2017 to January 2020. The project was designed to support professionalisation of the ECCE sector. This will be done by increasing access to qualifications for ECCE educators working with children in Birth to Four, standardising educator training, and helping to align occupational and professional qualification pathways. The main output was a common Programme Framework for the ECCE Diploma and Bachelor of Education (supported by exemplar materials). An overview of the Framework and the Support Materials is given in this Knowledge Product. Detailed information on all PIECCE outputs can be found at www.piecce.co.za.

PIECCE was funded by the European Union (EU), the Department of Higher Education and Training (DHET) and the United Nations Children's Fund (UNICEF). The collaboration was led by UNISA, Saide, BRIDGE and Rhodes CSD. Consulting partners were TREE, Ntataise and False Bay College. Other universities in the consortium were University of Pretoria, Witwatersrand University, University of Fort Hare, University of Free State, University of KwaZulu-Natal, Walter Sisulu University, Cape Peninsula University of Technology, North West University, and University of the Western Cape (joined in 2019).

WHAT IS THE PROGRAMME FRAMEWORK IN PIECCE?

The Programme Framework (PIECCE Output 3) describes the principles, content and approaches which should inform programmes offered in Initial Teacher Education (ITE) by HEIs for the ECCE Diploma (NQF Level 6) and the ECCE Bachelor of Education (NQF Level 7).

PIECCE DRIVERS

QUALITY

INCLUSIVITY

COLLABORATION

PIECCE ECCE ITE PROGRAMME FRAMEWORK

PURPOSE OF THE FRAMEWORK

The Framework provides guidelines to help standardise the development of programmes leading to a Diploma and a Degree in ECCE, to be offered by Higher Education Institutions in Initial Teacher Education (ITE).

TARGET AUDIENCE

- Programme developers
- Curriculum designers
- Managers
- Policy makers
- Quality assurers
- Teacher educators
- Other ECCE professionals
- Academics
- Researchers
- Student teachers

SHAPING PRINCIPLES

The development of Output 3 was driven by the need to prepare a quality workforce that is responsive to ECCE contexts, and made up of educators who reflect critically on all aspects of their practice.

Develop **educators** who:

- reflect critically

- respond to children and their settings

- respect the rights of all children, through understanding diversity and practising equity and inclusion

- are informed regarding special needs

- understand holistic development of children (culturally, linguistically and developmentally)

- have a mix of skills, knowledge and pedagogical expertise.

Develop **curricula** which:

- give attention to ways of dealing with different contexts

- afford opportunities for collaboration in terms of exposure to different types of sites, and other professionals in the field

- promote understanding of research

- promote professionalism

- take into account potential role differentiation such as centre management

- embed the principles of quality, inclusivity and collaboration in all programmes.

DESIGN APPROACH

The collaborative approach to designing the Programme Framework aimed at ensuring that it was sensitive to all ECCE student teacher contexts and those of their future learners. It also ensured that current debates and perspectives on ECCE were taken into account.

PROGRAMME FRAMEWORK & ILLUSTRATIVE PACKS

CONTENT informed by

- Research Review and Survey (Output 1)

- Existing ECCE policies, e.g. policy on *Minimum Requirements for Programmes Leading to Qualifications in Higher Education for ECD Educators* (2017)

- Other ECCE qualifications

- Work in specific areas undertaken by other projects

- Workshop deliberations and sharing of knowledge and practice by consortium members

- General sector consultations

WORK PROCESSES

- Programme Framework and Illustrative Packs developed by topic-specific Working Groups

- Working Groups included consortium members from universities and NGOs

- Capacity building element in that novice and experienced academics or NGO practitioners took part

- Input on key topics gathered from external experts through two PIECCE Community of Practice events and a Knowledge Seminar

- Site visits to different ECCE centres organised by NGO partners served to provide experiential insight to developers

STRUCTURE OF PROGRAMME FRAMEWORK

- 11 chapters on different ECCE teacher education themes

- Knowledge and Practice Standards are overarching guidelines for all themes

- 'Quality' and 'Inclusivity' are cross-cutting elements throughout

- Emphasis on the **professional and reflective teacher**

- **Each chapter** covers the following:
  » **Introduction and purpose** - background and context to the theme
  » **Concept and issues** – conceptual focus and debates around the theme
  » **Guidelines for programme development** – key elements to consider in translating the Framework into a learning programme

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The vision on which PIECCE is based is to build a society where ECCE professionals are developed to reach their full potential for acting in the best interests of all young children. The mission is to prepare ECCE professionals who are equipped with the knowledge, skills and professional dispositions to effect quality ECCE practice in diverse contexts. (PIECCE Programme Framework, Chapter 1)
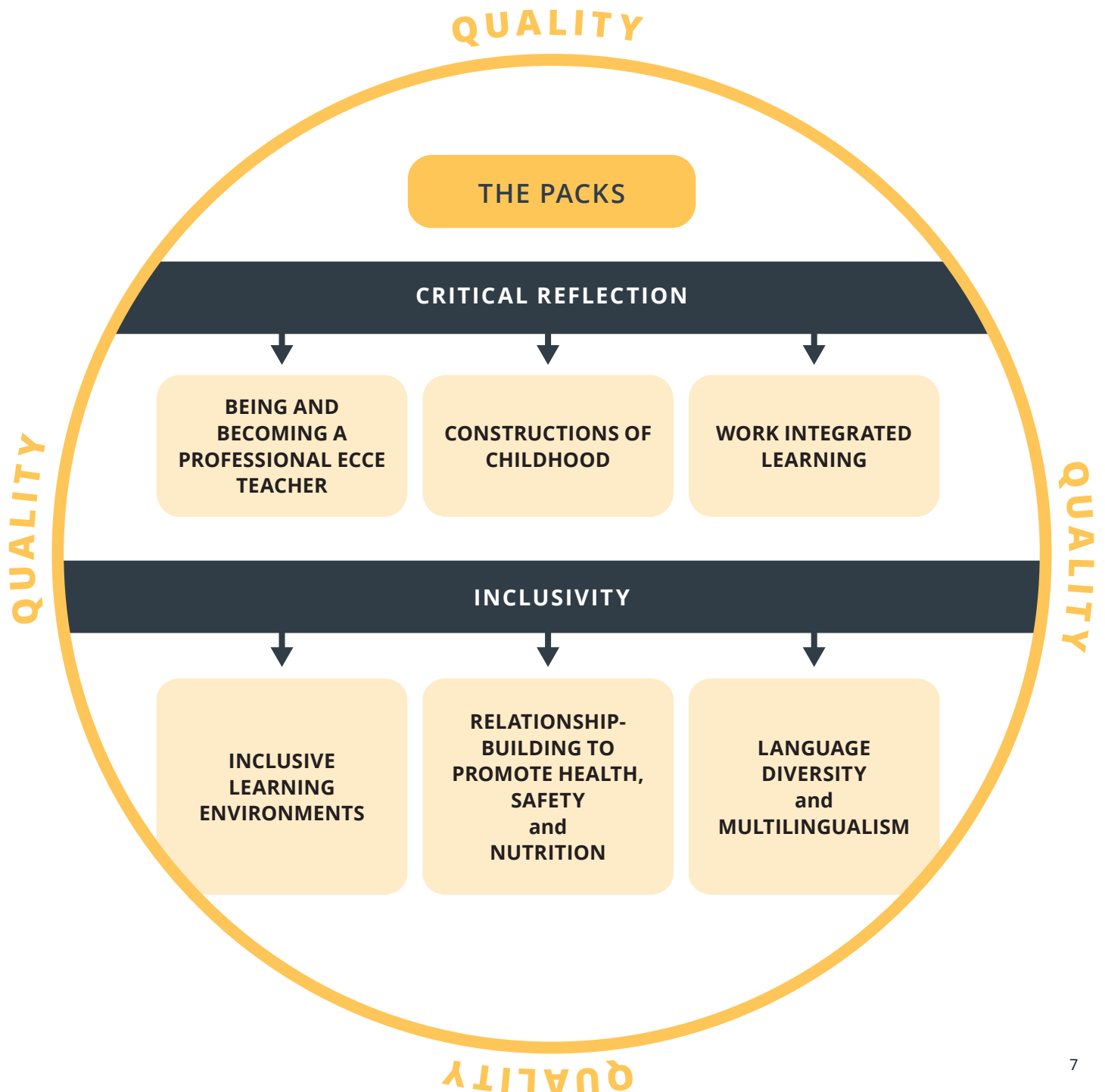
PROGRAMME FRAMEWORK CHAPTERS

1

Introduction to the Programme Framework for ECCE Initial Teacher Education
[Background to PIECCE and Framework Overview]

2

The South African ECCE Context and Principles for Teacher Education Programmes
[The policy landscape and the environmental contexts for ECCE, and principles for inclusivity and professionalism]

3

Knowledge and Practice Standards for ECCE
[10 core competencies for Professional Knowledge (knowing), Professional Practice (doing), and Professional Mindset, Roles and Responsibilities]

4

Africanisation, Indigenous Knowledge and Belonging
[The role of Indigenous Knowledge Systems, language and culture in making curricula and learning experiences relevant and relatable for children]

5

Developmental Education – An Alternative Approach to Academic Support
[Ways of integrating student support (academic and other) into the study programme, using techniques such as mentoring, peer and online support]

6

Pedagogies in Teacher Education for ECCE
[Professional practice requires a mix of pedagogies as explored in this chapter]

7

Play
[The value of a play-based approach in ECCE and its importance to child development, and how to address playful pedagogies in teacher education]

8

Assessment
[Different types and methods of assessment and their roles in ECCE teacher education]

9

Work Integrated Learning (WIL)
[Ways of approaching WIL as on-site teaching practice in ECCE contexts, illustrated by case studies]

10

Modes of Engagement
[The concept of 'open education' in relation to different delivery mechanisms such as face-to-face on campus, mixed mode or blended learning, or off-campus distance education]

11

Recognition of Prior Learning (RPL)
[The concept, range of purposes, modes and status of RPL, and the implications of the ECCE teacher education context on RPL practices in HEIs]

THE TEACHER EDUCATOR SUPPORT MATERIALS:
Illustrative Packs

In support of the Programme Framework, PIECCE Output 3 includes illustrative packs as teacher educator support materials. The aim of these is to guide curriculum developers in translating the Framework into deliverable programmes. The materials are designed for interactive learning, for use by teacher educators and ECCE student teachers. The materials draw on the knowledge base for ECCE, with references and tips for pedagogies and learning activities.

The Packs draw on the PIECCE Programme Framework themes and principles, including Critical Reflection, Inclusivity, and Quality.

QUALITY

QUALITY

QUALITY

QUALITY

THE PACKS

CRITICAL REFLECTION

| BEING AND BECOMING A PROFESSIONAL ECCE TEACHER | CONSTRUCTIONS OF CHILDHOOD | WORK INTEGRATED LEARNING |

INCLUSIVITY

| INCLUSIVE LEARNING ENVIRONMENTS | RELATIONSHIP-BUILDING TO PROMOTE HEALTH, SAFETY and NUTRITION | LANGUAGE DIVERSITY and MULTILINGUALISM |

PIECCE

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All PIECCE Outputs can be found at www.piecce.co.za. For further information, please contact; sheila@saide.org.za

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