

UNICEF
Teacher TRAINING Packages

Assessment Tool

NQF Levels 4-7

Play Learning Materials Consortium (PLMC)

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ACRONYMS

CAPS	Curriculum and Assessment Policy Statements
ECCE	Early Childhood Care and Education
ELO	Exit Level Outcome
FETC	Further Education and Training Certificate
FP	Foundation Phase
NQF	National Qualifications Framework
OC	Occupational Certificate
SAQA	South African Qualifications Authority
PIECCE	Project for Inclusive Early Childhood Care and Education
ZPD	Zone of Proximal Development

ASSESSMENT TOOL FOR TEACHER TRAINING PACKAGES - PLAY-BASED LEARNING LEVEL 4

This Assessment Tool is aligned to the Exit Level Outcomes of the

- A. Further Education and Training Certificate: Early Childhood Development (Level 4) qualification
- B. Occupational Certificate: Early Childhood Development Practitioner (Level 4) qualification.

INTRODUCTION

The assessment tool has been designed to assess students' knowledge and skills of a play-based approach to teaching and learning, gained through the play sessions presented during the Level 4 learning programme.

- ◆ This is not intended as a stand-alone assessment tool but should be used flexibly within the existing learning programme's assessment tool in a way that suits your students and as additional evidence of learning.
- ◆ A number of assessment tasks are provided for students to complete. Assessors can select relevant activities depending on the play sessions that have been offered.

What is our approach?

The aim of the play sessions has been to strengthen learning through play in all education programmes. What is important in the assessment is for students to demonstrate what they have learned about play-based teaching and learning. All of the assessment tasks have been designed as learning experiences that require students to apply their skills and knowledge, and provide evidence of learning in work-related situations. The assessment tasks comply with SAQA standards of:

- ◆ **Practical competence.** The student is able to perform a set of tasks in a real work environment.
- ◆ **Foundational competence.** The student understands and explains what they are doing and why.
- ◆ **Reflexive competence.** The student is able to learn from their actions, make changes when they are needed and explain their reasons for these changes.

What is in the tool?

- ◆ **Section 1: Assessment Overview**
This section describes the different assessment components, the methods that are used and the steps to take in using the tool.
- ◆ **Section 2: Assessment Plan**
The Assessment Plan shows how the assessment tool covers:

- ◆ The exit level outcomes and associated assessment criteria of the Further Education and Training Certificate: Early Childhood Development (Level 4) qualification and the Occupational Certificate: Early Childhood Development Practitioner (Level 4)
- ◆ The evidence required for competence (foundational, practical and reflexive)
- ◆ **Section 3: Assessment Tasks**

The assessment tasks are set out in this section. Based on the sessions offered, assessors should choose the assessment activities that are most relevant. The assessment tasks integrate the exit level outcomes of the qualification and each task references the relevant exit level outcome(s) and their associated assessment criteria.

A full set of instructions for each assessment task can be found in this section.
- ◆ **Section 4: Performance Indicators**

The associated assessment criteria in the qualification only give broad indications of what needs to be achieved. **Performance indicators** for each assessment criterion provide more detailed information about the level and quality of what needs to be achieved. The assessor will make use of these performance indicators when drawing up marking sheets for the assessment tasks they select.

SECTION 1: ASSESSMENT OVERVIEW

This section explains the different elements of the tool and provides an overview of the methods of assessment.

Aligning the assessment

- ◆ **Exit Level Outcomes and Assessment Criteria.** The assessment tool is informed by the Exit Level Outcomes and the associated Assessment Criteria of the *Further Education and Training Certificate: Early Childhood Development (Level 4)* and the *Occupational Certificate: Early Childhood Development Practitioner (Level 4)* qualification.
- ◆ **Performance indicators.** Performance Indicators that describe what the student needs to do (skills) and understand (knowledge), and provide guidance to the assessor on what to look for when assessing a play-based approach to teaching and learning. These play-based performance indicators are only examples and can be adapted to the context of the teaching and learning environment. Assessors can add further performance indicators to assist them in collecting evidence of competence.
- ◆ **Level Descriptors.** SAQA has designed level descriptors to provide a standard of competence for each level of the NQF. These descriptors are hierarchical across the levels with each level building on the understanding and skills of the previous level's content.
- ◆ The **performance indicators** for the assessment tasks have been informed by the Level 4 level descriptors (see Appendix 1).

http://www.saqa.org.za/docs/misc/2012/level_descriptors.pdf

Methods of assessment

A range of assessment methods has been used to support students in providing evidence of learning on play-based teaching and learning.

- ◆ Students need to provide evidence of their knowledge and understanding of play-based teaching and learning.
- ◆ Students need to be able to demonstrate skills using a play-based approach in a real work environment.

The assessment tool has been designed so that students can select and apply the knowledge and skills of different topics explored in the play sessions in an integrated manner to complete their tasks.

A summary of the assessment methods is as follows:

Workplace Observation	A planned play experience in a real work environment is observed by the assessor and a written account of what is observed is recorded.
Interview	A follow-up interview between the student and the assessor provides evidence of understanding of the topic as well as the ability to reflect on their actions and make suggestions for future practice.
Work product	Work products include activity and lesson plans, observation records and other documents used during the day-to-day programme in the setting.
Case Study	Students are presented with a case study and given the opportunity to demonstrate their knowledge in a real-life situation or apply what they have learned to solve a problem.

SECTION 2: ASSESSMENT PLAN

ASSESSMENT PLAN FOR THE FURTHER EDUCATION AND TRAINING CERTIFICATE: EARLY CHILDHOOD DEVELOPMENT

EXIT LEVEL OUTCOMES AND ASSESSMENT CRITERIA	Foundational	Practical	Reflexive
Exit Level Outcome 3: Plan and prepare for Early Childhood Development.			
3.1 A practical knowledge of how children learn and develop underpins the planning of a wide range of learning activities and resources to facilitate integrated learning and holistic development	Interview (Task 4)		Interview (Task 4)
3.2 Decisions about children and programme planning are based on knowledge of early childhood development and teaching practices, showing recognition of how personal values, opinions and biases can influence one's judgement.	Work product (Task 2)	Work product (Task 2)	Work product (Task 2)
3.3 Activities are designed that are stimulating and developmentally appropriate.	Case Study (Task 1)	Case Study (Task 1) Work product (Task 2)	Case Study (Task 1)
3.4 Space, equipment, materials and the environment are prepared to stimulate children's interest and promote development	Case Study (Task 1)	Case Study (Task 1) Work product (Task 2)	Case Study (Task 1)
Exit Level Outcome 4. Facilitate and monitor the development of babies, toddlers and young children.			
4.1 Facilitation is carried out using a developmentally appropriate range of activities and resources, thus promoting	Interview (Task 4)	Workplace Observation (Task 3)	Interview (Task 4)

integrated learning and holistic development.			
4.6 Records of child development are useful for contributing towards assessment of individual development, referrals, design of programmes and activities and evaluation of activities and programmes.	Work Product (Task 2)		Work product (Task 2)

B. ASSESSMENT PLAN FOR THE OCCUPATIONAL CERTIFICATE: EARLY CHILDHOOD DEVELOPMENT PRACTITIONER

EXIT LEVEL OUTCOMES AND ASSESSMENT CRITERIA	Foundational	Practical	Reflexive
Exit Level Outcome 1: Plan and prepare broad-phase learning environment and stimulating activities that meet the holistic needs of all children in centre- based or non-centre- based settings.			
1.1 An inclusive physical learning environment for the selected broad phase is set up to encourage play, exploration and learning for all children in a centre-based or non-centre-based setting.	Case Study (Task 1)	Case Study (Task 1)	Case Study (Task 1)
1.4 The activities are planned and prepared, and resources are adapted to meet the learning and developmental needs, including special needs, of a selected broad phase within the planned programme.	Case Study (Task 1)	Case Study (Task 1) Work product (Task 2)	Case Study (Task 1)
Exit Level Outcome 2: Facilitate and mediate all aspects of the daily programme in a centre-based or non-centre-based setting.			
2.1 The importance and benefits of both indoor and outdoor play are explained with examples.	Interview (Task 4)		

2.2 Types of play that support the areas of learning and development are identified and analysed as outlined in the early childhood development curriculum.	Work product (Task 2) Interview (Task 4)	Work product (Task 2)	Work product (Task 2)
2.4 Reasons why both adult-directed and child-initiated play and learning activities are important for children are explained, in relation to development and learning of children.	Interview (Task 4)		
2.6 The facilitation of child-initiated and adult-directed activities is demonstrated.	Case study (Task 1)	Workplace Observation (Task 3)	
2.7 The development of children's language and thinking is mediated through integrated activities using different methods.	Interview (Task 4)	Workplace Observation (Task 3)	Interview (Task 3)

SECTION 3: THE ASSESSMENT TASKS

The purpose of the tasks is to provide opportunities for students to demonstrate practical application of their knowledge and skills in a play- based approach to teaching and learning.

The **assessment tasks** outlined in the assessment plan are included in this section. Each assessment task indicates the exit level outcomes and assessment criteria of the qualification against which it will be measured.

Task 1: The Play Environment

This assessment task relates to the following Exit Level Outcome(s):

FETC	OC
ELO 3: Plan and prepare for Early Childhood Development (3.3, 3.4)	ELO 1: Plan and prepare broad-phase learning environment and stimulating activities that meet the holistic needs of all children in centre-based or non-centre-based settings (1.1, 1.4).
	ELO 2: Facilitate and mediate all aspects of the daily programme in a centre-based or non-centre-based setting (2.6).

- ◆ Read the task carefully and complete it on your own.

Case Study

It is the beginning of the year and you are preparing for a new group of children. You need to set up interesting and imaginative play activities that are suitable for the ages, needs and interests of the children in your group.

Plan to set up the play environment:

- 1.1 Identify a) the ages of the children and b) the number of children in the group.
- 1.2 Give examples of the types of play (e.g. physical, play with objects, symbolic play etc.) that you think are important to consider in your programme for children of this age.
- 1.3 List the play materials you will provide.
- 1.4 Draw the floor plan of the play environment that shows
 - ◆ where each play activity fits
 - ◆ the teacher work area
 - ◆ the whole-group space
- 1.5 Give one example of a child-initiated and child-directed play experience that has been set up.
- 1.6 Explain how you would guide and support learning during this activity.

TASK 2: Planning a play activity

This assessment task relates to the following Exit Level Outcome (s):

FETC	OC
ELO 3: Plan and prepare for Early Childhood Development (3.2, 3.3, 4.1, 4.6)	ELO 1: Plan and prepare broad-phase learning environment and stimulating activities that meet the holistic needs of all children in centre-based or non-centre-based settings (1.4)
	ELO 2: Facilitate and mediate all aspects of the daily programme in a centre-based or non-centre-based setting (2.2)

Use your knowledge of a play-based approach to plan a PLAYFUL teacher-directed activity to introduce a new concept or skill.

You will implement the activity and be observed and interviewed immediately afterwards.

- 2.1 State the chosen age range.
- 2.2 List the CAPS or NCF curriculum outcomes you hope to achieve through this activity.
- 2.3 Describe the planned activity.
- 2.4 List the materials you need.
- 2.5 Identify five questions you plan to ask children to extend their learning.
- 2.6 Describe your role in scaffolding their learning through play.
- 2.7 Complete a planning form. Use an appropriate planning sheet or the planning template provided on the following page.

Following the activity, reflect on and evaluate the experience.

How did children learn through play?

- 2.8 Did any children initiate play/ How?
- 2.9 What do you think the children learned?
- 2.10 How did you help children learn?
- 2.11 What questions did you ask to stimulate their thinking?
- 2.12 What worked well?
- 2.13 What did not work so well?
- 2.14 What would you do differently to improve your teaching practice?

Planning Sheet

Activity:

Age Group

Date:

Location:

Description of activity	Objective(s)
Links to Curriculum Outcomes	
Resources	Teacher's role
Evaluation of activity	

TASK 3: Workplace Observation

Note to assessor. Practical competence is a requirement of a Level 4 learning programme. This observation could be combined with any other workplace observation done during the course of the programme. If the additional time proves challenging, an alternative is for the student to submit a video clip of the play activity that is to be observed.

This assessment task relates to the following Exit Level Outcome (s):

FETC	OC
ELO 4: Facilitate and monitor the development of babies, toddlers and young children (4.1)	ELO 2: Facilitate and mediate all aspects of the daily programme in a centre-based or non-centre-based setting (2.6, 2.7)

Implement your planned play activity (Task 2).

- 3.1 Set a date and time with your assessor and carry out the planned play activity.
- 3.2 Read the Assessor's Observation Form on the following page and note the criteria.
- 3.3 Implement the planned activity.

Assessor Observation Form

From your observations of the play activity ✓	Yes	No
The activity was:		
◆ fun		
◆ interesting and meaningful		
◆ actively involved the children		
◆ encouraged children to play together		
The children:		
◆ were interested		
◆ were challenged		
◆ were active		
◆ asked questions		
◆ answered questions		
◆ expressed their own ideas		
◆ played		
The teacher/caregiver		
◆ conversed with the children		
◆ followed the child/ren's lead		
◆ asked questions		
◆ responded to questions		
◆ modelled or demonstrated skills		

TASK 4: Interview

Note to assessor: This task requires students to reflect on the implementation of the planned activity in Task 3. It can be presented to students in the form of an interview immediately following the workplace observation of Task 3, the student could record responses to the questions, or it can be completed as a written assignment during class time following the activity. Should you decide on interviewing the students please be advised that this is a lengthy process and you will need to plan sufficient time for each interview.

This assessment task relates to the following Exit Level Outcome (s):

FETC	OC
ELO 3: Plan and prepare for Early Childhood Development (3.1)	ELO 2: Facilitate and mediate all aspects of the daily programme in a centre-based or non-centre-based setting (2.1, 2.2, 2.4, 2.7)
ELO 4: Facilitate and monitor the development of babies, toddlers and young children (4.1)	

The purpose of the interview is to assess your knowledge and understanding related to a play-based approach to teaching and learning.

- 4.1 Explain how the activity you have implemented is playful?
- 4.2 What is your understanding of a play-based approach?
- 4.3 How do children develop and learn through play?
- 4.4 What challenges do you / would you face in helping parents understand the importance of play in their child's education and development?
- 4.5 What stage(s) of play do you think the children in the group (Task 3) are in? Give reasons for your answer.
- 4.6 Give two examples of other adult-directed activities for this age group.
- 4.7 Give two examples child-initiated and directed activities for this age group.
- 4.8 When an activity is adult-directed do you think children should be actively involved? Why or why not?
- 4.9 What three teaching strategies do you think are most effective to use in a play-based approach? Give reasons.
- 4.10 Explain how the teacher can use their observations of children's play in their planning.
- 4.11 What is play-based assessment?

SECTION 4: PERFORMANCE INDICATORS

The performance indicators provided in this section align to the following Level 4 qualifications:

- A. Further Education and Training Certificate: Early Childhood Development
- B. Occupational Certificate: Early Childhood Development Practitioner.

A. Further Education and Training Certificate

ELO 3: Plan and prepare for Early Childhood Development	
Assessment criteria	Performance Indicators
A practical knowledge of how children learn and develop underpins the planning of a wide range of learning activities and resources to facilitate integrated learning and holistic development	<p>Demonstrates basic knowledge of child development required to apply a play- based approach to teaching and learning, including:</p> <ul style="list-style-type: none"> ◆ How children develop physically, socially, emotionally and cognitively ◆ Basic developmental guidelines ◆ The importance of play in children’s development and learning ◆ Play and the development of executive function ◆ The stages of development and types of play that children engage in. ◆ Examples: solitary play, parallel play, associative play, cooperative play
Decisions about children and programme planning are based on knowledge of early childhood development and teaching practices, showing recognition of how personal values, opinions and biases can influence one's judgement.	<p>Demonstrates basic knowledge of a play- based approach to teaching and learning, including:</p> <ul style="list-style-type: none"> ◆ The value of play in children’s learning and development ◆ The rights of children to play ◆ Types of play suitable for the age range ◆ Examples: physical play, play with objects, symbolic play, pretend play, games with rules ◆ Characteristics of play ◆ Examples: joyful, meaningful, actively engaging, iterative, socially interactive ◆ A play continuum ◆ Understands that children learn from both child-initiated/directed play and adult-directed play

	<ul style="list-style-type: none"> ◆ Identifies resources needed and how to set up a stimulating play environment and activities throughout the daily programme ◆ Knows which aspects of the play environment affirm cultural identity ◆ Knows teaching strategies that scaffold learning ◆ Play-based assessment.
Activities are designed that are stimulating and developmentally appropriate.	<ul style="list-style-type: none"> ◆ Uses information gathered about children to inform the planning of play experiences. ◆ Organises the daily programme so that there is a balance of child-initiated/directed and teacher-initiated/directed learning experiences. ◆ Play experiences and the environment reflect the lives of the children and their families. ◆ Provides differentiated (inclusive) play experiences for all children. ◆ All activities (child-directed and adult-directed) promote fun, active, meaningful, iterative and socially interactive learning. ◆ All activities and materials are appropriately challenging for the ages of the children.
Space, equipment, materials and the environment are prepared to stimulate children's interest and promote development	<ul style="list-style-type: none"> ◆ Provides a play environment and play experiences that support children's developmental needs and interests. ◆ Sets up play areas to encourage different types of play and learning. ◆ Space is organised appropriately for the ages of the children. ◆ Space, equipment and materials are organised to promote children playing on their own, in small and in large groups. ◆ Play materials are set out so that children choose and use them in their own way (agency). ◆ There are enough play materials for the number of children in the group (making allowances for children to choose according to their interests).
Exit Level Outcome 4. Facilitate and monitor the development of babies, toddlers and young children.	
Facilitation is carried out using a developmentally	<ul style="list-style-type: none"> ◆ Active learning is facilitated in both child-directed and teacher-directed play.

appropriate range of activities and resources, thus promoting integrated learning and holistic development	<ul style="list-style-type: none"> ◆ Uses scaffolding strategies appropriately in both child-directed and teacher-directed play ◆ Examples: following the child’s lead, asking questions to extend thinking and solve problems, having a conversation, using and extending children’s ideas, providing vocabulary needed to learn or explain thinking, adding more play materials, modelling or demonstrating skills.
Records of child development are useful for contributing towards assessment of individual development, referrals, design of programmes and activities and evaluation of activities and programmes.	<ul style="list-style-type: none"> ◆ Observes, listens and talks to children as they play to gather information. ◆ Takes notes on how children are playing. ◆ Uses the information from child records to contribute to the planning of play activities to promote children’s learning and development.

B. Occupational Certificate

Exit Level Outcome 1: Plan and prepare broad-phase learning environment and stimulating activities that meet the holistic needs of all children in centre- based or non-centre- based settings.	
Assessment criteria	Performance Indicators
An inclusive physical learning environment for the selected broad phase is set up to encourage play, exploration and learning for all children in a centre-based or non-centre-based setting.	<ul style="list-style-type: none"> ◆ Identifies resources needed and knows how to set up a stimulating play environment and activities throughout the daily programme ◆ Knows which aspects of the play environment affirm cultural identity ◆ Sets up play areas to encourage different types of play and learning. ◆ Space is organised appropriately for the ages of the children. ◆ Space, equipment and materials are organised to promote children playing on their own, in small and in large groups. ◆ Play materials are set out so that children choose and use them in their own way (agency). ◆ There are enough play materials for the number of children in the group (making allowances for children to choose according to their interests).

<p>The activities are planned and prepared, and resources are adapted to meet the learning and developmental needs, including special needs, of a selected broad phase within the planned programme.</p>	<ul style="list-style-type: none"> ◆ Provides a play environment and play experiences that support children’s developmental needs and interests. ◆ Uses information gathered about children to inform the planning of play experiences ◆ Organises the daily programme so that there is a balance of child-initiated/directed and teacher-initiated/directed learning experiences. ◆ Play experiences and the environment reflect the lives of the children and their families. ◆ Provides differentiated (inclusive) play experiences for all children. ◆ All activities (child-directed and adult-directed) promote fun, active, meaningful, iterative and socially interactive learning. ◆ All activities and materials are appropriately challenging for the ages of the children. ◆ Observes, listens and talks to children as they play to gather information. ◆ Takes notes on how children are playing. ◆ Uses the information from child records to contribute to the planning of play activities to promote children’s learning and development.
<p>Exit Level Outcome 2: Facilitate and mediate all aspects of the daily programme in a centre-based or non-centre-based setting.</p>	
<p>The importance and benefits of both indoor and outdoor play are explained with examples.</p>	<p>Demonstrates basic knowledge of child development required to apply a play- based approach to teaching and learning, including:</p> <ul style="list-style-type: none"> ◆ How children develop physically, socially, emotionally and cognitively ◆ Basic developmental guidelines ◆ The importance of play in children’s development and learning ◆ The right of children to play ◆ Play and the development of executive function ◆ The stages of development and types of play that children engage in <p>Examples: solitary play, parallel play, associative play, cooperative play</p> <ul style="list-style-type: none"> ◆ Characteristics of play

	<i>Examples: joyful, meaningful, actively engaging, iterative, socially interactive.</i>
Types of play that support the areas of learning and development are identified and analysed as outlined in the early childhood development curriculum.	Demonstrates basic knowledge of a play- based approach to teaching and learning, including: <ul style="list-style-type: none"> ◆ Types of play suitable for the age range ◆ Examples: physical play, play with objects, symbolic play, pretend play, games with rules.
Reasons why both adult-directed and child-initiated play and learning activities are important for children are explained, in relation to development and learning of children.	Demonstrates basic knowledge of a play- based approach to teaching and learning, including <ul style="list-style-type: none"> ◆ A play continuum ◆ Understands that children learn from both child-initiated/directed play and adult-directed play
The facilitation of child-initiated and adult-directed activities is demonstrated.	◆ Active learning is facilitated in both child-directed and teacher-directed play.
The development of children’s language and thinking is mediated through integrated activities using different methods.	◆ Uses scaffolding strategies appropriately in both child-directed and teacher-directed play Examples: following the child’s lead, asking questions to extend thinking and solve problems, having a conversation, using and extending children’s ideas, providing vocabulary needed to learn or explain thinking, adding more play materials, modelling or demonstrating skills.

ASSESSMENT TOOL FOR TEACHER EDUCATION

PLAY-BASED LEARNING LEVEL 5

This Assessment Tool is aligned to the Exit Level Outcomes of the Higher Certificate: Early Childhood Development (Level 5) qualification.

INTRODUCTION

The assessment tool has been designed to assess students' knowledge and skills of a play-based approach to teaching and learning, gained through the play sessions presented during the Level 5 learning programme.

- ◆ This is not intended as a stand-alone assessment tool but should be used flexibly within the existing learning programme's assessment tool in a way that suits your students and as additional evidence of learning.
- ◆ A number of assessment tasks are provided for students to complete. Assessors can select relevant activities depending on the play sessions that have been offered.

What is our approach?

The aim of the play sessions has been to strengthen learning through play in all education programmes. What is important in the assessment is for students to demonstrate what they have learned about play-based teaching and learning. All of the assessment tasks have been designed as learning experiences that require students to apply their skills and knowledge, and provide evidence of learning in work-related situations. The assessment tasks comply with SAQA standards of:

- ◆ **Practical competence.** The student is able to perform a set of tasks in a real work environment.
- ◆ **Foundational competence.** The student understands and explains what they are doing and why.
- ◆ **Reflexive competence.** The student is able to learn from their actions, make changes when they are needed and explain their reasons for these changes.

What is in the tool?

- ◆ **Section 1: Assessment Overview**

This section describes the different assessment components, the methods that are used and the steps to take in using the tool.

- ◆ **Section 2: Assessment Plan**

The Assessment Plan shows how the assessment tool covers:

- ◆ The exit level outcomes and associated assessment criteria of the Higher Certificate: Early Childhood Development (Level 5) qualification.
- ◆ The evidence required for competence (foundational, practical and reflexive).

◆ **Section 3: Assessment Tasks**

The assessment tasks are set out in this section. Based on the sessions offered, assessors should choose the assessment activities that are most relevant. The assessment tasks integrate the exit level outcomes of the qualification and each task references the relevant exit level outcome(s) and their associated assessment criteria.

A full set of instructions for each assessment task can be found in this section.

◆ **Section 4: Performance Indicators**

The associated assessment criteria in the qualification only give broad indications of what needs to be achieved. **Performance indicators** for each assessment criterion provide more detailed information about the level and quality of what needs to be achieved. The assessor will make use of these performance indicators when drawing up marking sheets for the assessment tasks they select.

SECTION 1: ASSESSMENT OVERVIEW

This section explains the different elements of the tool and provides an overview of the methods of assessment.

Aligning the assessment

- ◆ **Exit Level Outcomes and Assessment Criteria.** The assessment tool is informed by the Exit Level Outcomes and the associated Assessment Criteria of the *Higher Certificate: Early Childhood Development (Level 5)*.
- ◆ **Performance indicators.** Performance Indicators that describe what the student needs to do (skills) and understand (knowledge), and provide guidance to the assessor on what to look for when assessing a play-based approach to teaching and learning. These play-based performance indicators are only examples and can be adapted to the context of the teaching and learning environment. Assessors can add further performance indicators to assist them in collecting evidence of competence.
- ◆ **Level Descriptors.** SAQA has designed level descriptors to provide a standard of competence for each level of the NQF. These descriptors are hierarchical across the levels with each level building on the understanding and skills of the previous level's content.
- ◆ The **performance indicators** for the assessment tasks have been informed by the Level 5 level descriptors (See Appendix 1).

(http://www.saga.org.za/docs/misc/2012/level_descriptors.pdf)

Methods of assessment

A range of assessment methods has been used to support students in providing evidence of learning on play-based teaching and learning.

- ◆ Students need to provide evidence of their knowledge and understanding of play-based teaching and learning.
- ◆ Students need to be able to demonstrate skills using a play-based approach in a real work environment.

The assessment tool has been designed so that students can select and apply the knowledge and skills of different topics explored in the play sessions in an integrated manner to complete their tasks.

A summary of the assessment methods is as follows:

Workplace Observation	A planned play experience in a real work environment is observed by the assessor and a written account of what is observed is recorded.
Interview	A follow-up interview between the student and the assessor provides evidence of understanding of the topic as well as the ability to reflect on their actions and make suggestions for future practice.
Work product	Work products include activity and lesson plans, observation records and other documents used during the day-to-day programme in the setting.
Case Study	Students are presented with a case study and given the opportunity to demonstrate their knowledge in a real-life situation or apply what they have learned to solve a problem.

SECTION 2: ASSESSMENT PLAN

EXIT LEVEL OUTCOMES AND ASSESSMENT CRITERIA	Foundational	Practical	Reflexive
Exit Level Outcome 1: Mediate active learning in an integrated and holistic learning programme.			
1.1 The planning and delivery of a developmentally appropriate learning programme is underpinned by the critical understanding of child development and learning theories, including the importance of play in the early years.	Case Study (Task 1) Work Product (Task 2) Interview (Task 4)	Case Study (Task 1)	Case Study (Task 1) Work Product (Task 2) Interview (Task 4)
1.3 Children’s learning, development and responses to the learning environment are observed and assessed continuously in order to inform practice and planning on an individual basis.		Case Study (Task 1)	
1.4 Interactions with children in a range of situations demonstrate an understanding of theories of ‘scaffolding’ and mediating learning.		Workplace Observation	
1.5 A wide repertoire of skills is used appropriately in working with individuals, small groups and large groups of children.		Workplace Observation	
Exit Level Outcome 5. Manage a well-planned and organised learning environment to meet the needs of individual children within the framework of the national school curriculum (where appropriate)			
5.2 The learning programme is planned to help children achieve the specific outcomes of the national school curriculum in developmentally appropriate ways learning at their own pace.	Work Product (Task 2)		

SECTION 3: THE ASSESSMENT TASKS

The purpose of the tasks is to provide opportunities for students to demonstrate practical application of their knowledge and skills in a play-based approach to teaching and learning.

The **assessment tasks** outlined in the assessment plan are included in this section. Each assessment task indicates the exit level outcomes and assessment criteria of the qualification against which it will be measured.

Task 1: The Play Environment

This assessment task relates to the following Exit Level Outcome(s):

- ◆ ELO 1: Mediate active learning in an integrated and holistic learning programme (1.1, 1.3).

Read the task carefully and plan to complete it on your own.

Case Study/Observation

It is the beginning of the year and you are preparing for a new group of children. You need to set up interesting and imaginative play activities that are suitable for the ages, needs and interests of the children in your group.

In preparation for this, you will choose an ECD setting of your choice where an experienced teacher/caregiver provides a range of different play and learning activities for an age group of your choice. You will observe how the children interact with the materials and how the teacher/caregiver engages with the children.

After the visit write a report on your observations.

A. Write a report that includes the following:

- 1.1 Identify a) the ages of the children and b) the number of children in the group.
- 1.2 Draw a floor plan of the environment that shows
 - ◆ where each play activity fits
 - ◆ the teacher work area
 - ◆ the whole-group space.
- 1.3 Describe the stages of play you observed with examples.
- 1.4 Identify the types of play you observed.
- 1.5 Describe the characteristics of the play you observed.
- 1.6 Reflect on the child-directed and adult-directed play activities and whether there a balance of experiences to support children's development. Give examples.
- 1.7 Describe the role of the adult in extending children's learning and development.

B. Reflect on your observations

- 1.8 Explain how effective the play environment is in supporting children's learning and development?

C. Plan the play environment

- 1.9 Describe how you will use the information from the observation to design your own ECD play environment, including any changes that you consider to be appropriate.
- 1.10 Draw a floorplan of your play environment.

TASK 2: Planning a play activity

This assessment task relates to the following Exit Level Outcome (s):

- ◆ ELO 1: Mediate active learning in an integrated and holistic learning programme (1.1).
- ◆ ELO 5: Manage a well-planned and organised learning environment to meet the needs of individual children within the framework of the national school curriculum as appropriate (5.2).

Use your knowledge of a play-based approach to plan a PLAYFUL teacher-initiated, teacher-directed activity in an age range of your choice to introduce a new concept or skill.

You will implement the activity and be observed and interviewed immediately afterwards.

- 2.1 Give a brief description of the children for whom you are planning the activity, e.g. ages and stages of development, interests, individual differences and any other factors that need to be considered.
- 2.2 List the CAPS or NCF curriculum outcomes you hope to achieve through this activity.
- 2.3 Explain how you will use Vygotsky's Zone of Proximal Development in your planning.
- 2.4 Describe the planned activity and explain how it will meet the intended outcomes.
- 2.5 List the materials you will need.
- 2.6 Identify the scaffolding strategies you plan to use during this activity.
- 2.7 Complete a planning form. Use an appropriate planning sheet or the planning template provided on the following page.

Following the activity, reflect on and evaluate the experience.

- 2.8 Describe what happened.
- 2.9 Explain how the activity was playful.
- 2.10 Explain how the activity helped children to learn the concept or develop the skill and whether you met your planned outcomes.
- 2.11 Explain your role in supporting children in the play and learning activity.
- 2.12 Did everything go as planned? Explain why or why not.
- 2.13 What would you do differently to improve your teaching practice?

Planning Sheet

Activity:

Age Group

Date:

Location:

Description of activity	Objective(s)
Links to Curriculum Outcomes	
Resources	Teacher's role
Evaluation of activity	

TASK 3: Workplace Observation

Note to assessor. Practical competence is a requirement of a Level 5 learning programme. This observation could be combined with any other workplace observation done during the course of the programme. If the additional time proves challenging, an alternative is for the student to submit a video clip of the play activity that is to be observed

This assessment task relates to the following Exit Level Outcome (s):

- ◆ ELO 1: Mediate active learning in an integrated and holistic learning programme (1.4, 1.5).

Implement your planned play activity (Task 2).

- ◆ Set a date and time with your assessor and carry out the planned play activity.
- ◆ Read the Assessor's Observation Form (on the next page) and note the criteria.
- ◆ Implement the planned activity.

Assessor Observation Form

From your observations of the play activity ✓	Yes	No
The activity:		
◆ developmentally appropriate		
◆ in line with curriculum goals		
◆ fun		
◆ interesting and meaningful		
◆ actively involved the children		
◆ explored a new concept or skill		
◆ encouraged children to play together		
The children:		
◆ interested and involved		
◆ challenged		
◆ active		
◆ asked questions		
◆ answered questions		
◆ expressed their own ideas		
◆ predicted what might happen		
◆ experimented / tried out their ideas		
The intentional teacher/caregiver:		
◆ involved children in conversations		
◆ built on what children did and said		
◆ described what children did and said		
◆ gave children choices		
◆ encouraged problem solving		
◆ introduced language needed to learn the concept		
◆ asked appropriate questions (open and/or closed)		
◆ responded to questions		
◆ modelled or demonstrated skills		
◆ didn't interrupt children		

TASK 4: Interview

Note to assessor: This task requires students to reflect on the implementation of the planned activity in Task 3. It can be presented to students in the form of an interview immediately following the workplace observation of Task 3, the student could record responses to the questions, or it can be completed as a written assignment during class time following the activity. Should you decide on interviewing the students please be advised that this is a lengthy process and you will need to plan sufficient time for each interview.

This assessment task relates to the following Exit Level Outcome (s):

ELO 1: Mediate active learning in an integrated and holistic learning programme (1.1).

The interview will follow the observation of the planned activity.

The purpose of the interview is to assess your knowledge and understanding related to a play-based approach to teaching and learning.

- 4.1 Explain how the activity you implemented is play-based.
- 4.2 Where is this activity positioned on the play continuum (according to Zosh et al)? Give reasons for your answer.
- 4.3 Give an example of a play activity for each form of play on the play continuum that you would provide for this age range.
- 4.4 From your own point of view, what is play?
- 4.5 How does play benefit young children?
- 4.6 Five types of play are suggested that can be seen in all cultures. Give an example of one type of play in your own community and culture that promotes learning and development?
- 4.7 If you were a constructivist what kinds of activities would you provide in your play environment?
- 4.8 What is agency and how can you encourage this in play-based teaching and learning?
- 4.9 Many children in South Africa do not have the same opportunities to play as others, even though it is their right. Can you give one example of this?
- 4.10 According to Vygotsky, what is the ZPD? Explain how you could use this in your role as an intentional teacher.
- 4.11 How would you explain intentional teaching to a parent?
- 4.12 Describe three teaching strategies that the intentional teacher uses to scaffold children's play and learning.
- 4.13 Why is play-based assessment a more effective approach to assessing young children than formal testing of children? Give reasons.

SECTION 4: PERFORMANCE INDICATORS

The performance indicators provided in this section align to the following Level 5 qualification: Higher Certificate: Early Childhood Development

Exit Level Outcome 1: Mediate active learning in an integrated and holistic learning programme.	
Assessment criteria	Performance Indicators: required knowledge and skills
1.1 The planning and delivery of a developmentally appropriate learning programme is underpinned by the critical understanding of child development and learning theories, including the importance of play in the early years	<p>Demonstrates essential knowledge of child development and learning theories required to apply a play-based approach to teaching and learning, including:</p> <ul style="list-style-type: none"> ◆ How play benefits children across all developmental domains ◆ Stages of social development and types of behaviour children engage in as they play ◆ Brain development in young children ◆ Executive function in young children ◆ The right to play ◆ Principles of play ◆ Theoretical and historical views on play (Piaget, Vygotsky, Erikson, Parten) ◆ Types of play found in all cultures ◆ Characteristics of play ◆ Encouraging agency in young children ◆ A play continuum and knowledge of the four forms of play ◆ Intentional teaching and associated strategies ◆ Play-based assessment
1.3 Children’s learning, development and responses to the learning environment are observed and assessed continuously in order to inform practice and planning on an individual basis.	<ul style="list-style-type: none"> ◆ Observes, listens and talks to children as they play to gather information about how children play ◆ Takes notes about how children play and the types of play they are engaged in ◆ Gather information about how each child is meeting the curriculum goals as they play ◆ Use the information from the child records to contribute to planning of play activities to promote children’s learning and development ◆ Identify children who may need additional support to achieve the learning goals
1.4 Interactions with children in a range of	<ul style="list-style-type: none"> ◆ Scaffolds children’s learning within their ZPD.

<p>situations demonstrate an understanding of theories of 'scaffolding' and mediating learning.</p>	<ul style="list-style-type: none"> ◆ Interactions with children build on what they already know and can do ◆ Explains their own role on teaching and links it to intentional teaching and scaffolding theories ◆ Uses scaffolding strategies appropriately in both child directed co-opted play and teacher-directed play Examples: following the child's lead, asking questions to extend thinking and solve problems, having a conversation, using and extending children's ideas, providing vocabulary needed to learn or explain thinking, adding more play materials, modelling or demonstrating skills
<p>1.5 A wide repertoire of skills is used appropriately in working with individuals, small groups and large groups of children.</p>	<ul style="list-style-type: none"> ◆ Active learning is facilitated in both child-directed and teacher-directed play ◆ Responds positively to children's ideas and questions and requests for help ◆ Uses spontaneous teachable moments to build on children's learning as they play ◆ Allow children to direct their own play ◆ Creates opportunities for children to learn from one another as they play
<p>Exit Level Outcome 5. Manage a well-planned and organised learning environment to meet the needs of individual children within the framework of the national school curriculum (where appropriate)</p>	
<p>5.2 The learning programme is planned to help children achieve the specific outcomes of the national school curriculum in developmentally appropriate ways learning at their own pace</p>	<ul style="list-style-type: none"> ◆ Applies knowledge of the CAPS or NCF framework and relevant subjects in the planning and implementation of play activities. ◆ Plans and implements play experiences that are relevant to the children and their families ◆ Organises the daily programme so that there is a balance of child-initiated/directed and teacher-initiated/directed learning experiences. ◆ Provides a variety of activities that have different levels of difficulty ◆ Programme activities maximise opportunities for playing in different ways ◆ Plans with the learning context and available play resources in mind ◆ Provides differentiated (inclusive) play experiences for all the children

	<ul style="list-style-type: none">◆ All activities (child-directed and adult-directed) promote fun, active, meaningful, iterative and socially interactive learning◆ Provides play experiences which challenge the skills and abilities of the children◆ Provides play activities that promote language and literacy development◆ Provides play activities that promote development of mathematical concepts and skills◆ Provides play experiences that encourage children to collaborate to solve problems◆ Teacher-directed activities provide opportunities for children to participate in active and meaningful ways and to make decisions
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ASSESSMENT TOOL FOR TEACHER TRAINING PACKAGES - PLAY-BASED LEARNING LEVEL 6

This Assessment Tool is aligned to the Exit Level Outcomes of the

- ◆ Advanced Certificate in Foundation Phase Teaching (Level 6) (SAQA ID 96436)
- ◆ Diploma in Grade R Teaching (Level 6) (SAQA ID 91726).¹

INTRODUCTION

The assessment tool has been designed to assess students' knowledge and skills of a play-based approach to teaching and learning, gained through the play sessions presented during the Level 6 learning programme.

- ◆ This is not intended as a stand-alone assessment tool but should be used flexibly within the existing learning programme's assessment tool in a way that suits your students and as additional evidence of learning.
- ◆ A number of assessment tasks are provided for students to complete. Assessors can select relevant activities depending on the play sessions that have been offered.

What is our approach?

The aim of the play sessions has been to strengthen learning through play in all education programmes. What is important in the assessment is for students to demonstrate what they have learned about play-based teaching and learning. All of the assessment tasks have been designed as learning experiences that require students to apply their skills and knowledge, and provide evidence of learning in work-related situations. The assessment tasks comply with SAQA standards of:

- ◆ **Practical competence.** The student is able to perform a set of tasks in a real work environment.
- ◆ **Foundational competence.** The student understands and explains what they are doing and why.
- ◆ **Reflexive competence.** The student is able to learn from their actions, make changes when they are needed and explain their reasons for these changes.

What is in the tool?

- ◆ **Section 1: Assessment Overview**

This section describes the different components, the assessment methods that are used and the steps to take in using the tool.

¹ The Diploma in ECCE at Level 6 is currently under development by PIECCE. The assessment tasks and performance indicators in this assessment tool can be modified to meet the ELOs of the qualification once it has been registered on the National Qualifications Framework (NQF).

◆ **Section 2: Assessment Plan**

The Assessment Plan shows how the assessment tool covers:

- ◆ The exit level outcomes and associated assessment criteria of 1) the Advanced Certificate in Foundation Phase Teaching qualification and 2) the Diploma in Grade R Teaching (Level 6).
- ◆ The evidence required for competence (foundational, practical and reflexive).

◆ **Section 3: Assessment Tasks**

The assessment tasks are set out in this section. Based on the sessions offered, assessors should choose the assessment activities that are most relevant. The assessment tasks integrate the exit level outcomes of the qualification and each task references the relevant exit level outcome(s) and their associated assessment criteria.

A full set of instructions for each assessment task can be found in this section.

Performance indicators provide information about the level and quality of what needs to be achieved for the identified exit level outcomes and associated criteria of each qualification.

SECTION 1: ASSESSMENT OVERVIEW

This section explains the different elements of the tool and provides an overview of the methods of assessment.

Aligning the assessment

- ◆ **Exit Level Outcomes and Assessment Criteria.** The assessment tool is informed by the Exit Level Outcomes and the associated Assessment Criteria of a) the Advanced Certificate in Foundation Phase Teaching and b) the Diploma in Grade R Teaching (Level 6).
- ◆ **Performance indicators.** Performance Indicators that describe what the student needs to do (skills) and understand (knowledge), and provide guidance to the assessor on what to look for when assessing a play-based approach to teaching and learning. These play-based performance indicators are only examples and can be adapted to the context of the teaching and learning environment. Assessors can add further performance indicators to assist them in collecting evidence of competence.
- ◆ **Level Descriptors.** SAQA has designed level descriptors to provide a standard of competence for each level of the NQF. These descriptors are hierarchical across the levels with each level building on the understanding and skills of the previous level's content.

The performance indicators for the assessment tasks have been informed by the Level 6 level descriptors. (See Appendix 1)

(http://www.saqa.org.za/docs/misc/2012/level_descriptors.pdf)

Methods of assessment

A range of assessment methods has been used to support students in providing evidence of learning on play-based teaching and learning.

- ◆ Students need to provide evidence of their knowledge and understanding of play-based teaching and learning.
- ◆ Students need to be able to demonstrate skills using a play-based approach in a real work environment.

The assessment tool has been designed so that students can select and apply the knowledge and skills of different topics explored in the play sessions in an integrated manner to complete their tasks.

A summary of the assessment methods is as follows:

Workplace Observation	A planned play experience in a real work environment is observed by the assessor and a written account of what is observed is recorded.
Interview	A follow-up interview between the student and the assessor provides evidence of understanding of the topic as well as the ability to reflect on their actions and make suggestions for future practice.
Work product	Work products include activity and lesson plans, observation records and other documents used during the day-to-day programme in the setting.
Case Study	Case study and given the opportunity to demonstrate their knowledge in a real-life situation or apply what they have learned to solve a problem.

SECTION 2: ASSESSMENT PLAN

ADVANCED CERTIFICATE IN FOUNDATION PHASE TEACHING (SAQA ID 96436)

EXIT LEVEL OUTCOMES AND ASSESSMENT CRITERIA	Foundational	Practical	Reflexive
ELO 1: Detailed knowledge of key terms, concepts, facts, principles, rules and theories related to foundation phase teaching and how to apply the knowledge to enable effective teaching strategies and methods consonant with the foundation phase context.			
1.1 Terms, concepts, facts, principles, rules and theories related to foundation phase teaching are discussed and applied to enable effective teaching and learning strategies and methods in the foundation phase classroom.	Case Study (Task 1)	Case Study (Task 1)	Case Study (Task 1)
1.2 Knowledge of a classroom situation when doing practical and situational teaching is applied.	Case Study (Task 1) Interview (Task 4)	Work product (Task 2) Workplace Observation (Task 3)	Case Study (Task 1) Work product (Task 2)
ELO 3: Demonstrate knowledge and insight into the development and learning of children.			
3.1 Theories on child development and learning (0-9 years) are understood and applied.	Interview (Task 4)	Work product (Task 2) Workplace Observation (Task 3)	Interview (Task 4)
ELO 4: Monitor own learning progress and apply relevant learning strategies to realise all the outcomes of this qualification.			
4.1 The effectiveness of their own learning strategies is evaluated.			Work product (Task 2) Interview (Task 4)

4.2 Different strategies to improve their learning in order to realise the outcomes are developed.			Work product (Task 2) Interview (Task 4)
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DIPLOMA IN GRADE R TEACHING (SAQA ID 91726)

EXIT LEVEL OUTCOMES AND ASSESSMENT CRITERIA	Foundational	Practical	Reflexive
ELO 4 Interpret the school curriculum and unpack its specialised contents for Grade R and use available resources to promote learning.			
4.1 Apply acquired content and pedagogical knowledge and skills in different contexts.	Case Study (Task 1) Work product (Task 2) Interview (Task 4)	Workplace observation	Case Study (Task 1) Work product (Task 2)
ELO 5 Plan, design, and reflect on learning programmes appropriate for Grade R learners and diverse learning needs.			
5.2 Plan lessons and other learning experiences by selecting appropriate teaching and learning strategies most suitable to Grade R learner needs, abilities and interests.	Work product (Task 2)	Work product (Task 2)	Work product (Task 2)
5.3 Evaluate and select the learning resource material for use in the Grade R classroom and accommodate diversity in the planning, adjustment and use of teaching and learning strategies.	Case Study (Task 1)		Case Study (Task 1)
5.4 Justify selection and design of learning activities in ways which show knowledge and understanding of a range of theories about teaching, learning, child development and curriculum.	Work product (Task 2) Interview (Task 4)	Work product (Task 2)	Work product (Task 2)

ELO 6 Accommodate diversity in the classroom, and identify and accommodate specific learning and social problems of learners.

6.1 Create and maintain learning environments which are safe and conducive to learning.	Case Study (Task 1)		Case Study (Task 1)
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SECTION 3: THE ASSESSMENT TASKS

The purpose of the tasks is to provide opportunities for students to demonstrate practical application of their knowledge and skills in a play- based approach to teaching and learning.

The **assessment tasks** outlined in the assessment plan are included in this section. Each assessment task indicates the exit level outcomes and assessment criteria of the qualification against which it will be measured.

The assessment criteria only give broad indications of what needs to be achieved.

Performance indicators for each assessment criterion provide more detailed information about the level and quality of what needs to be achieved. The assessor will make use of these performance indicators when drawing up marking sheets for the assessment tasks they select.

The performance indicators provided in this assessment tool align to the following Level 6 qualifications:

- A. Advanced Certificate in FP Teaching (SAQA ID 96436)
- B. Diploma in Grade R Teaching (SAQA ID 91726)

Note that different HEI have registered these qualifications and there may be differences in exit level outcomes and assessment criteria. This tool uses the qualifications listed above, if another institution’s qualification is used the assessor will need to align the tasks to the exit level outcomes and assessment criteria of that qualification.

Task 1: The Play Environment

This assessment task relates to the following Exit Level Outcome(s):

Advanced Certificate in FP Teaching	Diploma in Grade R Teaching
<p>ELO 1: Detailed knowledge of key terms, concepts, facts, principles, rules and theories related to foundation phase teaching and how to apply the knowledge to enable effective teaching strategies and methods consonant with the foundation phase context (1.1, 1.2)</p>	<p>ELO 4 Interpret the school curriculum and unpack its specialised contents for Grade R and use available resources to promote learning (4.1)</p> <p>ELO 5 Plan, design, and reflect on learning programmes appropriate for Grade R learners and diverse learning needs (5.3)</p> <p>ELO 6 Accommodate diversity in the classroom, and identify and accommodate specific learning and social problems of learners (6.1)</p>

- ◆ Read the task carefully and plan to complete it on your own.

Case Study

It is the beginning of the year and you are busy preparing for a new class of learners. Your school recognises that children of all ages learn best by being actively involved in their learning, and is taking steps to make active learning practice more intentional in the classroom.

You have recently been attending sessions on a play-based approach to teaching and learning. Reflect on what you have learned, and produce an information pack that will help you in planning a stimulating and challenging active learning environment for the learners in your class.

1.1 **Readings.** Gather information about what currently influences a play-based active learning environment with hands-on learning for children of all ages.

- ◆ National Childhood Network (no date). Aistear learning and developing through play. Ireland: National Childhood Network.
http://www.ncca.biz/Aistear/pdfs/Guidelines_ENG/Play_ENG.pdf
- ◆ Whitebread, D., Neale, D., Jensen, H., Liu, C., Solis, S.L., Hopkins, E., Hirsh-Pasek, K. Zosh, J. M. (2017). The role of play in children's development: a review of the evidence (research summary). Denmark: The LEGO Foundation.
https://www.legofoundation.com/media/1065/play-types--development-review_web.pdf
- ◆ Parker, R. and Thomsen, B. S (2019). Learning through play at school. Denmark: The LEGO Foundation. <https://www.legofoundation.com/media/1687/learning-through-play-school.pdf>
- ◆ Active Learning and Teaching Methods for Key Stage 3. Northern Ireland Curriculum. http://www.nicurriculum.org.uk/docs/key_stage_3/ALTM-KS3.pdf

1.2 **Reflect on the current learning environment in the classroom.**

Reflect on the extent to which the environment you are working in encourages play-based active learning (your own or as assigned for your teaching practice) and write a report on the following:

- ◆ **Learner profile:** Produce details about what you know about the learners, e.g. grade, ages, gender, culture, family background, health, ability.
- ◆ **The classroom.** Consider whether the classroom is conducive to active learning and how the furniture, equipment and seating arrangements could maximise space for play and active experiences. Identify resources that are readily available.
- ◆ **The class schedule.** Describe how children are engaged in learning for the different subjects during the day, and identify the opportunities that arise during these times that could make the most of active learning.
- ◆ **Teaching methods.** Reflect on whether you have ever used an active learning approach to learning and teaching before. Give examples of learning experiences that have encouraged agency, promoted higher-order thinking, collaboration, decision making and reflection.

- ◆ **Review.** Assess your strengths and limitations in providing an active, play-based teaching and learning environment.

1.3 **Reflect on learning.**

- ◆ Provide a summary of what you have learnt about a play-based learning environment from the sessions on play and the readings, and explain how this applies to the grade you are teaching.
- ◆ Identify the benefits to learners in this grade.

1.4 **Play-based learning environment**

- ◆ Describe how you will integrate play-based active learning and teaching activities into the learning environment.
- ◆ Draw a seating plan for your classroom that promotes active teaching and learning.
- ◆ Provide information on how the play-based learning and teaching activities will be used to promote learning.
- ◆ Write about how you see your role changing in creating a play-based environment.

TASK 2: Planning a play activity

This assessment task relates to the following Exit Level Outcome (s):

Advanced Certificate in FP Teaching	Diploma in Grade R Teaching
<p>ELO 1: Detailed knowledge of key terms, concepts, facts, principles, rules and theories related to foundation phase teaching and how to apply the knowledge to enable effective teaching strategies and methods consonant with the foundation phase context (1.2)</p> <p>ELO 3: Demonstrate knowledge and insight into the development and learning of children (3.1)</p> <p>ELO 4: Monitor own learning progress and apply relevant learning strategies to realise all the outcomes of this qualification (4.1, 4.2)</p>	<p>ELO 4 Interpret the school curriculum and unpack its specialised contents for Grade R and use available resources to promote learning (4.1)</p> <p>ELO 5 Plan, design, and reflect on learning programmes appropriate for Grade R learners and diverse learning needs (5.2, 5.4)</p>

Work product

Use your knowledge of an integrated approach to teaching and learning that aligns with the characteristics of playful learning to plan the following:

1. A teacher-directed lesson that incorporates the principles of play-based active learning
2. Interesting materials to stimulate a follow-up playful and fun child-directed activity.

You will implement the activity and be observed and interviewed immediately afterwards.

Read articles relevant to your chosen FP grade that provide information about what currently influences planning purposefully with a goal in mind:

- ◆ The Intentional Teacher. Choosing the best strategies for young children’s learning. NAEYC. <https://www.semanticscholar.org/paper/The-Intentional-Teacher%3A-Choosing-the-Best-for-Epstein/42766a16313527b74a69e7180622b96047fa6f99>
- ◆ Full-Day Kindergarten Play-Based Learning: Promoting a Common Understanding. Canada https://www.gov.nl.ca/eecd/files/pdf_fdk_common_understandings_document_eng_2016.pdf
- ◆ Active Learning and Teaching Methods for Key Stage 3. Northern Ireland. http://www.nicurriculum.org.uk/docs/key_stage_3/ALTM-KS3.pdf.
- ◆ Parker, R. and Thomsen, B. S (2019). Learning through play at school. Denmark: The LEGO Foundation. <https://www.legofoundation.com/media/1687/learning-through-play-school.pdf>

- 2.1 Give a brief description of the learners for whom you are planning the activity: e.g. stages of development, interests, individual differences, barriers to learning, and any other factors that need to be considered. Explain how ongoing observations of the learners will inform your planning.
- 2.2 Choose a mathematics concept OR a language concept that you want to teach.
- 2.3 Identify the CAPS content and skills being focused on in the two activities.
- 2.4 Describe the activities and explain how they will meet the planned outcomes.
- 2.5 List the materials you will need.
- 2.6 Explain the strategies you will use as an 'Intentional Teacher' to teach the concept.
- 2.7 Explain how the learners will be assessed.
- 2.8 Complete and submit a lesson plan for each activity. Use the template provided on the following or use one of your own.

Following the activity, write a reflective review and evaluation of the experience.

- 2.9 Describe what happened.
- 2.10 Consider how each activity was playful and give reasons for your answers.
- 2.11 Explain how each activity promoted skills and content knowledge in mathematics/literacy and whether you achieved your planned outcomes.
- 2.12 Assess your strengths in teaching and facilitating learning and give suggestions for how you could improve your teaching practice.

Planning Sheet

Grade		
Curriculum:		
Subject:		
Content Area:		
Topic (Add curriculum reference)		
Concept (Describe the concept that is to be taught.)		
Resources to be used		
Prior knowledge (What experiences do learners have/what lesson was previously taught on this concept/topic?)		
Introduction (How is the concept 'opened'. How does the introduction engage learners and link to the main part of the lesson?)		
Body of the lesson (How is the concept modelled? How is the content scaffolded for learners? What questions will be asked? How will all learners be engaged?)		
Application (How is the new knowledge applied in a new context?)		
Differentiation (How is the application designed for learners at different competence levels? How do the activities link to the concept taught and increased levels of progression?)		
Initial Factual with closed questions.	Intermediary Factual with questions that require explanation.	Advanced Open ended questions that require analysis and reflection.

TASK 3: Workplace Observation

Note to assessor. Practical competence is a requirement of a Level 6 learning programme. This observation could be combined with any other workplace observation done during the course of the programme. If the additional time proves challenging, an alternative is for the student to submit a video clip of the play activity that is to be observed.

This assessment task relates to the following Exit Level Outcome(s):

Advanced Certificate in FP Teaching	Diploma in Grade R Teaching
<p>ELO 1: Detailed knowledge of key terms, concepts, facts, principles, rules and theories related to foundation phase teaching and how to apply the knowledge to enable effective teaching strategies and methods consonant with the foundation phase context (1.2)</p> <p>ELO 3: Demonstrate knowledge and insight into the development and learning of children (3.1)</p>	<p>ELO 4 Interpret the school curriculum and unpack its specialised contents for Grade R and use available resources to promote learning (4.1)</p>

Readings. In preparation, read the relevant articles and reflect on the teacher’s role in play-based teaching and learning:

- ◆ The Intentional Teacher. Choosing the best strategies for young children’s learning. NAEYC <https://www.semanticscholar.org/paper/The-Intentional-Teacher%3A-Choosing-the-Best-for-Epstein/42766a16313527b74a69e7180622b96047fa6f99>
- ◆ Parker, R. and Thomsen, B. S (2019). Learning through play at school. Denmark: The LEGO Foundation. <https://www.legofoundation.com/media/1687/learning-through-play-school.pdf>
- ◆ Full–Day Kindergarten Play-Based Learning: Promoting a Common Understanding. Canada https://www.gov.nl.ca/eecd/files/pdf_fdk_common_understandings_-_document_eng_2016.pdf

3.1 Set dates and times with your assessor and carry out the planned play activities. Read the Assessor’s Observation Form and note the criteria.

3.2 Implement the planned activity (Task 2).

Assessor Observation Form

From your observations of the play activity ✓	Yes	No
The activity:		
◆ developmentally appropriate		
◆ suited the class's level		
◆ effective in promoting understanding of the concept		
◆ in line with lesson outcomes		
◆ fun		
◆ interesting and meaningful		
◆ actively involved the children		
◆ explored a new concept or skill		
◆ encouraged children to collaborate		
The learners:		
◆ active and participated		
◆ took initiative		
◆ asked questions		
◆ expressed their own ideas		
◆ predicted what might happen		
◆ experimented / tried out their ideas		
◆ collaborated with each other		
◆ asked questions		
◆ made decisions		
◆ listened to others		
◆ took responsibility for own learning		
◆ reflective		
The intentional teacher/caregiver:		
◆ involved children in conversations		
◆ challenged children		
◆ encouraged children to express their own ideas and viewpoints		
◆ built on what children did and said		

◆ gave children choices		
◆ asked open-ended questions		
◆ ask probing questions		
◆ encouraged problem solving		
◆ introduced language needed to learn the concept		
◆ modelled or demonstrated a skill or concept		

TASK 4: Interview

Note to assessor: This task requires students to reflect on the implementation of the planned activity in Task 3. It can be presented to students in the form of an interview immediately following the workplace observation of Task 3 or it can be completed as a written assignment during class time following the activity. Should you decide on interviewing the students please be advised that this is a lengthy process and you will need to plan sufficient time for each interview.

- ◆ This assessment task relates to the following Exit Level Outcome (s):

Advanced Certificate in FP Teaching	Diploma in Grade R Teaching
<p>ELO 1: Detailed knowledge of key terms, concepts, facts, principles, rules and theories related to foundation phase teaching and how to apply the knowledge to enable effective teaching strategies and methods consonant with the foundation phase context (1.2)</p> <p>ELO 3: Demonstrate knowledge and insight into the development and learning of children (3.1)</p> <p>ELO 4: Monitor own learning progress and apply relevant learning strategies to realise all the outcomes of this qualification (4.1, 4.2)</p>	<p>ELO 4 Interpret the school curriculum and unpack its specialised contents for Grade R and use available resources to promote learning (4.1)</p> <p>ELO 5 Plan, design, and reflect on learning programmes appropriate for Grade R learners and diverse learning needs (5.4)</p>

The interview will follow the observation of the planned activity.

The purpose of the interview is to assess your knowledge and understanding related to a play-based approach to teaching and learning.

Readings. In preparation for the interview, review all the content and readings in your student guide and reflect on what you have learned about play-based teaching and learning.

Respond to the questions:

- 4.1 Explain how each of the two activities you have implemented is play-based.
- 4.2 Where is each of these activities positioned on the play continuum (according to Zosh et al)? Give reasons for your answer.
- 4.3 What is your understanding of agency for children in this grade?
- 4.4 How did these two experiences promote agency in children?
- 4.5 What teaching strategies did you use for each activity? How were they different across activities?
- 4.6 Explain why you chose these strategies. Did they work? How do you know?

- 4.7 How would you assess children's learning of the concept you have introduced?
- 4.8 How could an active play-based approach benefit children in this grade?
- 4.9 Give an example from your readings of how a play theory influenced the way you decided to promote children's development and learning in these activities. What was your motivation?
- 4.10 What are some of the challenges you face (or could face) in implementing a play-based active approach to teaching and learning for children in this grade?
- 4.11 If you had to change anything from your planned approach what would it be and why?
- 4.12 How can you continue to build an active play-based approach into your existing teaching practice? What would you hope to achieve?

SECTION 4: PERFORMANCE INDICATORS

The performance indicators provided in this section align to the following Level 6 qualifications:

- A. Advanced Certificate in FP Teaching (SAQA ID 96436)
- B. Diploma in Grade R Teaching (SAQA ID 91726)

Advanced Certificate in FP Teaching

ELO 1: Detailed knowledge of key terms, concepts, facts, principles, rules and theories related to foundation phase teaching and how to apply the knowledge to enable effective teaching strategies and methods consonant with the foundation phase context.	
Assessment criteria	Performance Indicators: Knowledge and skills
1.1 Terms, concepts, facts, principles, rules and theories related to foundation phase teaching are discussed and applied to enable effective teaching and learning strategies and methods in the foundation phase classroom.	<p>Demonstrates in-depth knowledge of principles, rules and theories required to apply a play-based approach to teaching and learning by:</p> <ul style="list-style-type: none"> ◆ Gathering information about theoretical perspectives and approaches to play that currently influence teaching and learning. ◆ Applying theories and play approaches to classroom practice including the provision of child-initiated/directed play and adult initiated/directed play. ◆ Identifying contextual factors which influence play and learning. ◆ Applying core principles of play when establishing an environment and planning active teaching and learning methods. ◆ Selecting appropriate play-based assessment methods for children in the age-range.
1.2 Knowledge of a classroom situation when doing practical and situational teaching is applied.	<p>Demonstrates knowledge and skills in planning an active classroom by:</p> <ul style="list-style-type: none"> ◆ Creating an active classroom environment that encourages learner-centred and process-focused learning. ◆ Applies knowledge of the CAPs and relevant subjects in the planning and implementation of active learning activities.

	<ul style="list-style-type: none"> ◆ Planning active learning activities that are in the children’s ZPD (slightly above the level of what they can do on their own). ◆ Planning activities that are fun, active, meaningful, iterative and promote socially interactive learning. ◆ Planning a range of active play activities where children <ul style="list-style-type: none"> ◆ are encouraged to hypothesize, follow their own ideas and solve problems in self-directed play ◆ collaborate to solve problems ◆ participate in meaningful discussions ◆ share decision-making ◆ participate in hands-on, concrete science and maths learning <ul style="list-style-type: none"> ◆ participate in fun and engaging language and literacy experiences ◆ participate in music, movement, art, and drama. ◆ Drawing up an activity/lesson plan that provides information on the curriculum goals and how the activity will meet these, the resources needed and the role of the teacher in mediating learning through play. <p>Demonstrates knowledge and skills of intentional teaching in mediating learning by:</p> <ul style="list-style-type: none"> ◆ Using scaffolding strategies appropriately in both co-opted child-directed and teacher-directed play. Examples: asking probing and open-ended questions, engaging in discussions, consulting with children in decision-making, supporting inquiry-based learning by allowing children to pursue their own ideas, inviting children to ask questions, involving children in critical thinking, providing vocabulary needed to extend thinking, modelling or demonstrating skills.
<p>ELO 3: Demonstrate knowledge and insight into the development and learning of children.</p>	
<p>3.1 Theories on child development and learning (0-9 years) are understood and applied.</p>	<p>Demonstrates detailed knowledge of child development and its application to a play-based approach to teaching and learning, including:</p> <ul style="list-style-type: none"> ◆ Describing developmental theories for children (0-9 years).

	<ul style="list-style-type: none"> ◆ Identifying developmental guidelines for children in the age range. ◆ Applying knowledge of the different areas of holistic development for children in the age range to teaching and learning: Examples: Selecting appropriate play experiences and intentional teaching strategies for the age/stage of development.
ELO 4: Monitor own learning progress and apply relevant learning strategies to realise all the outcomes of this qualification.	
4.1 The effectiveness of their own learning strategies is evaluated.	<ul style="list-style-type: none"> ◆ Regularly evaluates the active learning environment and play experiences provided. ◆ Reflects on how the experiences promoted skills and concept learning and whether the curriculum goals were achieved. ◆ Regularly evaluates own teaching practice in terms of what worked well or not.
4.2 Different strategies to improve their learning in order to realise the outcomes are developed.	<ul style="list-style-type: none"> ◆ Uses the evidence provided in the evaluation to identify ways to improve on the active learning environment and own practice. ◆ Modifies the learning environment and materials and applies the identified strategies to promote active learning through play.

DIPLOMA IN GRADE R TEACHING

ELO 4 Interpret the school curriculum and unpack its specialised contents for Grade R and use available resources to promote learning.	
Assessment criteria	Performance Indicators
4.1 Apply acquired content and pedagogical knowledge and skills in different contexts.	<ul style="list-style-type: none"> ◆ Uses detailed knowledge of different areas of holistic development for children in Grade R to: ◆ select developmentally-appropriate play experiences ◆ apply intentional teaching strategies to scaffold learning and development ◆ Gathers information about theoretical perspectives and approaches to play that currently influence teaching and learning. ◆ Applies theories and approaches to play to classroom practice including the provision for child-initiated/directed play and adult initiated/directed play.

	<ul style="list-style-type: none"> ◆ Identifies contextual factors which influence play and learning. ◆ Applies core principles of play when establishing an environment and planning active teaching and learning methods. ◆ Selects appropriate play-based assessment methods for children in the age-range.
<p>ELO 5 Plan, design, and reflect on learning programmes appropriate for Grade R learners and diverse learning needs.</p>	
<p>5.2 Plan lessons and other learning experiences by selecting appropriate teaching and learning strategies most suitable to Grade R learner needs, abilities and interests.</p>	<ul style="list-style-type: none"> ◆ Demonstrates knowledge and skills in planning an active classroom by: ◆ Applying knowledge of the CAPs and relevant subjects in the planning and implementation of active learning activities. ◆ Planning active learning activities that are in the children’s ZPD (slightly above the level of what they can do on their own). ◆ Planning activities that are fun, active, meaningful, iterative and promote socially interactive learning. ◆ Planning a range of active play activities where children <ul style="list-style-type: none"> ◆ are encouraged to hypothesize, follow their own ideas and solve problems in self-directed play ◆ collaborate to solve problems ◆ participate in meaningful discussions ◆ share decision-making ◆ participate in hands-on, concrete science and maths learning ◆ participate in fun and engaging language and literacy experiences ◆ participate in music, movement, art, and drama. ◆ Drawing up an activity/lesson plan that provides information on the curriculum goals and how the activity will meet these, the resources needed and the role of the teacher in mediating learning through play. ◆ Demonstrates knowledge and skills of intentional teaching in mediating learning by: ◆ Using scaffolding strategies appropriately in both child-directed and teacher-directed play.

	<ul style="list-style-type: none"> ◆ Examples: asking probing and open-ended questions, engaging in discussions, consulting with children in decision-making, supporting inquiry-based learning by allowing children to pursue their own ideas, inviting children to ask questions, involving children in critical thinking, providing vocabulary needed to extend thinking, modelling or demonstrating skills.
5.3 Evaluate and select the learning resource material for use in the Grade R classroom and accommodate diversity in the planning, adjustment and use of teaching and learning strategies.	<ul style="list-style-type: none"> ◆ Regularly evaluates the active learning environment and play resources provided. ◆ Reflects on the play learning experiences and whether the curriculum goals were achieved. ◆ Uses the evidence provided in the evaluation to identify ways to improve on the active learning environment and resources required. ◆ Modifies the learning environment and materials to promote active learning through play.
5.4 Justify selection and design of learning activities in ways which show knowledge and understanding of a range of theories about teaching, learning, child development and curriculum.	<ul style="list-style-type: none"> ◆ Describes the planned active play experiences and explains how they will meet the planned outcomes of the CAPS curriculum. ◆ Gives examples of how planned active play learning activities link to theories of play and the curriculum. ◆ Makes reference to developmental guidelines or milestones in play-based planning and assessment of children.
ELO 6 Accommodate diversity in the classroom, and identify and accommodate specific learning and social problems of learners.	
6.1 Create and maintain learning environments which are safe and conducive to learning.	<ul style="list-style-type: none"> ◆ Creates an active classroom environment that encourages learner-centred and process-focused learning.

ASSESSMENT TOOL FOR TEACHER TRAINING PACKAGES - PLAY-BASED LEARNING LEVEL 7

This Assessment Tool is aligned to the Exit Level Outcomes of the Bachelor of Education in Foundation Phase Teaching (SAQA ID 96058).

INTRODUCTION

The assessment tool has been designed to assess students' knowledge and skills of a play-based approach to teaching and learning, gained through the play sessions presented during the Level 7 learning programme.

This is not intended as a stand-alone assessment tool but should be used flexibly within the existing learning programme's assessment tool in a way that suits your students and as additional evidence of learning.

A number of assessment tasks are provided for students to complete. Assessors can select relevant activities depending on the play sessions that have been offered.

What is our approach?

The aim of the play sessions has been to strengthen learning through play in all education programmes. What is important in the assessment is for students to demonstrate what they have learned about play-based teaching and learning. All of the assessment tasks have been designed as learning experiences that require students to apply their skills and knowledge, and provide evidence of learning in work-related situations. The assessment tasks comply with SAQA standards of:

- ◆ **Practical competence.** The student is able to perform a set of tasks in a real work environment.
- ◆ **Foundational competence.** The student understands and explains what they are doing and why.
- ◆ **Reflexive competence.** The student is able to learn from their actions, make changes when they are needed and explain their reasons for these changes.

What is in the tool?

- ◆ **Section 1: Assessment Overview**

This section describes the different components, the assessment methods that are used and the steps to take in using the tool.

- ◆ **Section 2: Assessment Plan**

The Assessment Plan shows how the assessment tool covers:

- ◆ The exit level outcomes and associated assessment criteria of the Bachelor of Education in Foundation Phase Teaching.
- ◆ The evidence required for competence (foundational, practical and reflexive).

◆ **Section 3: Assessment Tasks**

The assessment tasks are set out in this section. Based on the sessions offered, assessors should choose the assessment activities that are most relevant. The assessment tasks integrate the exit level outcomes of the qualification and each task references the relevant exit level outcome(s) and their associated assessment criteria.

A full set of instructions for each assessment task can be found in this section.

Performance indicators provide information about the level and quality of what needs to be achieved for the identified exit level outcomes and associated criteria of each qualification.

SECTION 1: ASSESSMENT OVERVIEW

This section explains the different elements of the tool and provides an overview of the methods of assessment.

Aligning the assessment

- ◆ **Exit Level Outcomes and Assessment Criteria.** The assessment tool is informed by the Exit Level Outcomes and the associated Assessment Criteria of the Bachelor of Education in Foundation Phase Teaching.
- ◆ **Performance indicators.** Performance Indicators that describe what the student needs to do (skills) and understand (knowledge), and provide guidance to the assessor on what to look for when assessing a play-based approach to teaching and learning. These play-based performance indicators are only examples and can be adapted to the context of the teaching and learning environment. Assessors can add further performance indicators to assist them in collecting evidence of competence.
- ◆ **Level Descriptors.** SAQA has designed level descriptors to provide a standard of competence for each level of the NQF. These descriptors are hierarchical across the levels with each level building on the understanding and skills of the previous level's content.
- ◆ The performance indicators for the assessment tasks have been informed by the Level 7 level descriptors. (See Appendix 1).
- ◆ (http://www.saqa.org.za/docs/misc/2012/level_descriptors.pdf)

Methods of assessment

A range of assessment methods has been used to support students in providing evidence of learning on play-based teaching and learning.

- ◆ Students need to provide evidence of their knowledge and understanding of play-based teaching and learning.
- ◆ Students need to be able to demonstrate skills using a play-based approach in a real work environment.

The assessment tool has been designed so that students can select and apply the knowledge and skills of different topics explored in the play sessions in an integrated manner to complete their tasks.

A summary of the assessment methods is as follows:

Observation of teacher by the student	The student observes and records information about teaching practice during a planned activity, and analyses the observation to inform own practice.
Teaching practice and self-evaluation	The student implements a planned activity and reflects on their own actions during the teaching practice in order to suggest improvements for future learning and practice.
Written and visual information	A brochure is created by the student that links theory to practice and provides evidence of knowledge and understanding of the key concepts and ideas.
Work product	Work products include activity/ lesson plans, and other documents used during the day-to-day programme in the setting.
Case Study	Case study and given the opportunity to demonstrate their knowledge in a real-life situation or apply what they have learned to solve a problem.

SECTION 2: ASSESSMENT PLAN

BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING (SAQA ID 96058)

EXIT LEVEL OUTCOMES AND ASSESSMENT CRITERIA	Foundational	Practical	Reflexive
ELO 1: Acquire adequate knowledge and skills to facilitate FP teachers' epistemological access to Literacy, Numeracy and Life Skills which are the fundamental components of the Foundation Phase (FP) curriculum.			
1.2 A well-rounded teacher with deep subject content and pedagogical knowledge is developed, particularly in the key subjects of the Foundation Phase (FP), namely Literacy, Numeracy and Lifeskills.	Case Study (Task 1) Written and visual information (Task 4)		
1.3 An understanding of the notion of child development in the cognitive, emotional, social and psycho-motor domains is applied when teaching.	Case Study (Task 1) Written and visual information (Task 4)		
1.4 Literature on various theories relevant to literacy, numeracy and life skills teaching is understood and critically engaged with.	Case Study (Task 1) Written and visual information (Task 4)		
ELO 2: Be exposed to diverse and inclusive learning environments in order to understand the complexities and dynamics of teaching in the South African context.			
2.1 FP teachers are empowered with practical skills in different areas of the curriculum e.g. designing and preparing lessons, developing materials for the Foundation Phase (FP) classroom, designing FP learning programmes and	Observation and work product (Task 2)	Observation and Work product (Task 2) Teaching practice and self-evaluation (Task 3)	Observation and Work product (Task 2) Teaching practice and self-evaluation (Task 3)

teaching and assessing lessons in the FP, and reflecting on them.			
2.4 Understanding of their work and their ability to apply it in different settings is evaluated, e.g. presentations to peers and micro teaching, as well as supervised teaching practice in the FP classrooms.	Case Study (Task 1) Written and visual information (Task 4)	Teaching practice and self-evaluation (Task 3)	Teaching practice and self-evaluation (Task 3)
ELO 3 Conduct research and develop theoretical foundations for orientations in FP classrooms.			
3.2 Theories of development and learning in the FP classroom are examined, critically analysed and applied in the teaching and learning of literacy, numeracy and life skills in the Foundation Phase.	Case Study (Task 1) Observation and work product (Task 2) Teaching practice and self-evaluation (Task 3) Written and visual information (Task 4)	Observation and Work product (Task 2)	Observation and Work product (Task 2)
3.3 FP teachers are challenged to go beyond the theory into researching their own practices as prospective teachers in preparation for postgraduate studies in various areas within early childhood education.	Observation and work product (Task 2) Teaching practice and self-evaluation (Task 3)	Observation and Work product (Task 2)	Observation and Work product (Task 2)

SECTION 3: THE ASSESSMENT TASKS

The purpose of the tasks is to provide opportunities for students to demonstrate practical application of their knowledge and skills in a play- based approach to teaching and learning. The **assessment tasks** outlined in the assessment plan are included in this section. Each assessment task indicates the exit level outcomes and assessment criteria of the qualification against which it will be measured.

The assessment criteria only give broad indications of what needs to be achieved. **Performance indicators** for each assessment criterion provide more detailed information about the level and quality of what needs to be achieved. The assessor will make use of these performance indicators when drawing up marking sheets for the assessment tasks they select.

The performance indicators provided in this assessment tool align to the following Level 7 qualification:

- ◆ Bachelor of Education in Foundation Phase Teaching (SAQA ID 96058).
- ◆ Note that different HEI have registered this qualification and there may be differences in exit level outcomes and assessment criteria. This tool uses the qualification listed above, if another institution’s qualification is used the assessor will need to align the tasks to the exit level outcomes and assessment criteria of that qualification.

Task 1: An Active Learning Environment

This assessment task relates to the following Exit Level Outcome(s):

ELO 1: Acquire adequate knowledge and skills to facilitate FP teachers’ epistemological access to Literacy, Numeracy and Life Skills which are the fundamental components of the Foundation Phase (FP) curriculum (1.2, 1.3, 1.4)

ELO 2: Be exposed to diverse and inclusive learning environments in order to understand the complexities and dynamics of teaching in the South African context (2.4)

ELO 3 Conduct research and develop theoretical foundations for orientations in FP classrooms (3.2)

- ◆ Read the task carefully and plan to complete it on your own.

Case Study

It is the beginning of the year and the school where you teach is reviewing their traditional, didactic approach to teaching and learning. All teachers have been asked to do research on different approaches to teaching and the impact each has on children’s learning.

You have recently been attending sessions on a play-based approach to teaching and learning. Research, and then prepare a PowerPoint presentation that describes the difference between the traditional teacher-centred classroom and an active learner-centred classroom that reflects the principles of play.

Research.

- ◆ Review your course materials and the readings in your student guide. An additional reading for teachers of Grades 1 – 3 will provide further insights into what active

learning through play looks like in a school environment: Parker, R. and Thomsen, B. S (2019). Learning through play at school. Denmark: The LEGO Foundation)
<https://www.legofoundation.com/media/1687/learning-through-play-school.pdf>

- ◆ Collate the information you have gathered about current influences on play:
 - ◆ Definition(s) of play from the literature and a statement of belief that reflects your own viewpoint about what play is
 - ◆ Theories and relevant research on play, including an explanation of theories to which you align yourself
 - ◆ Examples of theoretical models of how children learn through play
 - ◆ Cultural perspectives on play
 - ◆ National curriculum policies and guidelines
 - ◆ How play impacts on learning and development
 - ◆ How play theory applies to the learning environment and classroom practice
 - ◆ The role of the teacher in supporting active learning through play.
- 1.2 **Presentation.** Use your findings to prepare a PowerPoint presentation with presenter's notes that clearly explain what an active play-based approach to learning is and how it applies to the Foundation Phase learning environment.
 - ◆ Sequence the information in a meaningful way.
 - ◆ Describe how classroom practice is influenced by both the traditional viewpoint as well as the play-based approach. Reflect on the advantages and disadvantages of each approach.
 - ◆ Present a perspective that challenges the traditional approach and argues in favour of a play-based active learning environment. Make sure you provide enough information to support your argument.
- 1.3 **References and bibliography.** Include citations, provide references and a bibliography.

TASK 2: Observing and planning play activities

This assessment task relates to the following Exit Level Outcome (s):

ELO 2: Be exposed to diverse and inclusive learning environments in order to understand the complexities and dynamics of teaching in the South African context (2.1)

ELO 3: Conduct research and develop theoretical foundations for orientations in FP classrooms (3.2, 3.3)

Work product

This task requires you to use your knowledge of a play-based approach to teaching and learning to 1) observe a teacher-initiated and directed activity and reflect on how children were learning, and 2) use what you have learned to plan a PLAYFUL teacher-initiated and directed activity in an age range of your choice to teach a concept or skill.

- 2.1 Choose a teacher you would like to observe and consult with them to find out more about what the learners need to learn and the learning activity they will engage in in order to develop the required knowledge and skills.
- 2.2 Write a summary of the
 - ◆ the learning objectives of the activity/lesson
 - ◆ the concept to be taught
 - ◆ the pedagogy/method of teaching.
- 2.3 Arrange a time to observe the activity.
- 2.4 During the activity, take notes about what you see and hear. The Observation Form on the following page can be used as a guide.
- 2.5 After the activity, reflect on and evaluate your observation of the teaching-learning situation you observed.
 - ◆ Read the following article: Parker, R. and Thomsen, B. S (2019). Learning through play at school. Denmark: The LEGO Foundation) <https://www.legofoundation.com/media/1687/learning-through-play-school.pdf>
 - ◆ Evaluate the extent to which children learned through the integrated pedagogies of active learning, collaborative and cooperative learning, guided discovery learning, inquiry-based learning, problem-based learning, project- based learning, and Montessori education.
- 2.6 Use the reflection and evaluation to plan and implement a lesson or activity that incorporates integrated pedagogies that align with the characteristics of playful learning experiences.
 - ◆ Give a brief description of the learners for whom you are planning the activity: e.g. stages of development, interests, individual differences, barriers to learning and any other factors that need to be considered. Explain how ongoing observations of the learners will inform your planning.
 - ◆ Choose a concept/skill that you want to teach.
 - ◆ Identify the CAPS content and skills being focused on in the activity.

- ◆ Describe the activity and identify the strategies you will use to incorporate pedagogies that align with playful learning experiences.
- ◆ Explain how you will assess learning.
- ◆ List the materials you will need.
- ◆ Complete and submit a lesson plan for each activity. Use the template provided or use one of your own.

Assessor Observation Form

From your observations of the activity ✓	Yes	No
The activity:		
◆ developmentally appropriate		
◆ suited the class's level		
◆ effective in promoting understanding of the concept		
◆ in line with lesson objectives		
◆ fun		
◆ interesting and meaningful		
◆ actively involved the children		
◆ explored a new concept or skill		
◆ encouraged children to collaborate		
The learners:		
◆ active and participated		
◆ took initiative		
◆ asked questions		
◆ expressed their own ideas		
◆ predicted what might happen		
◆ experimented / tried out their ideas		
◆ collaborated with each other		
◆ asked questions		
◆ made decisions		
◆ listened to others		
◆ took responsibility for own learning		
◆ reflective		
The teacher:		
◆ involved children in conversations		
◆ challenged children		
◆ encouraged children to express their own ideas and viewpoints		
◆ built on what children did and said		

◆ gave children choices		
◆ asked open-ended questions		
◆ ask probing questions		
◆ encouraged problem solving		
◆ introduced language needed to learn the concept		
◆ modelled or demonstrated a skill or concept		

Planning Sheet

Grade		
Curriculum:		
Subject:		
Content Area:		
Topic (Add curriculum reference)		
Concept (Describe the concept that is to be taught.)		
Resources to be used		
Prior knowledge (What experiences do learners have/what lesson was previously taught on this concept/topic?)		
Introduction (How is the concept 'opened'. How does the introduction engage learners and link to the main part of the lesson?)		
Body of the lesson (How is the concept modelled? How is the content scaffolded for learners? What questions will be asked? How will all learners be engaged?)		
Application (How is the new knowledge applied in a new context?)		
Differentiation (How is the application designed for learners at different competence levels? How do the activities link to the concept taught and increased levels of progression?)		
Initial Factual with closed questions.	Intermediary Factual with questions that require explanation.	Advanced Open ended questions that require analysis and reflection.

TASK 3: Teaching and self-evaluation

This assessment task relates to the following Exit Level Outcome (s):

ELO 2: Be exposed to diverse and inclusive learning environments in order to understand the complexities and dynamics of teaching in the South African context (2.1, 2.4)

ELO 3 Conduct research and develop theoretical foundations for orientations in FP classrooms (3.2, 3.3)

Teaching practice

3.1 Implement the planned activity (Task 2).

Self-evaluation

3.2 Following the activity, write a reflective report in which you evaluate the activity and the extent to which you engaged in teaching practice that supports a play-based approach to learning: Detail what happened and the learning that occurred:

- ◆ How did the activity meet the intended learning objectives? Give examples.
- ◆ How was the activity meaningful, socially interactive, actively engaging, iterative and joyful? Give examples.
- ◆ How did your teaching pedagogy promote active learning, collaborative and cooperative learning, guided discovery learning, inquiry- based learning, problem-based learning, project- based learning, and Montessori education? Give examples.

3.3 Assess your strengths in teaching and mediating learning and give suggestions for how you could improve your teaching practice so that learners are actively engaged with and draw meaning from learning.

3.4 Describe any challenges you could face in implementing an approach that aligns with the characteristics of playful learning experiences.

TASK 4: Play information brochure

This assessment task relates to the following Exit Level Outcome (s):

ELO 1: Acquire adequate knowledge and skills to facilitate FP teachers' epistemological access to Literacy, Numeracy and Life Skills which are the fundamental components of the Foundation Phase (FP) curriculum (1.2, 1.3, 1.4)

ELO 2: Be exposed to diverse and inclusive learning environments in order to understand the complexities and dynamics of teaching in the South African context (2.4)

ELO 3 Conduct research and develop theoretical foundations for orientations in FP classrooms (3.2)

Information brochure

For this task you will create an information brochure for teachers to help them understand a play-based approach to teaching and learning for an age range of your choice.

4.1 **Research.** In preparation for this task you will need to research the topic carefully.

Review all the content and readings in your student guide and other readings and reflect on what you have learned about play-based teaching and learning.

4.2 **Content.**

◆ The brochure must

Outline the key concepts and ideas relating to play-based learning and teaching for the age group you have chosen.

Give examples of how these concepts and ideas apply to everyday teaching practice for the age group you have chosen.

4.3 **Presentation and format.**

◆ The brochure is limited to one A4 size page (front and back). This is an introduction to a play-based approach, not a detailed study. The brochure should aim to capture teachers' attention and make them feel curious and excited about the importance of play for the age range you have chosen.

◆ Write in your own words. Do not just copy definitions or paste information from readings. Make sure the information provided is clear and correct.

◆ Include visual elements. Find or produce photographs and or illustrations to accompany the text.

◆ Organise the information in a meaningful and eye-catching way. Decide what you want to say and where best to place the text and images on your pages.

4.4 **Sources.** It is important to cite the sources you used for your brochure. On a separate sheet of paper, provide references of web sites, articles and books.

SECTION 4: PERFORMANCE INDICATORS

The performance indicators provided in this section align to the following Level 7 qualification:

Bachelor of Education in Foundation Phase Teaching

ELO 1: Acquire adequate knowledge and skills to facilitate FP teachers' epistemological access to Literacy, Numeracy and Life Skills which are the fundamental components of the Foundation Phase (FP) curriculum.	
Assessment criteria	Performance Indicators
1.2 A well-rounded teacher with deep subject content and pedagogical knowledge is developed, particularly in the key subjects of the Foundation Phase (FP), namely Literacy, Numeracy and Lifeskills.	<ul style="list-style-type: none"> ◆ Articulates knowledge of developmental theory and pedagogy related to a play-based approach to teaching and learning. ◆ Applies knowledge of current literature and research about play to decisions regarding teaching practice in the Foundation Phase. ◆ Conducts research concerning scaffolding, intentional teaching and play-based assessment.
1.3 An understanding of the notion of child development in the cognitive, emotional, social and psycho-motor domains is applied when teaching.	<ul style="list-style-type: none"> ◆ Analyses the impact of play on children's learning and development. ◆ Selects and applies a range of developmentally appropriate play activities and teaching strategies to classroom practice,
1.4 Literature on various theories relevant to literacy, numeracy and life skills teaching is understood and critically engaged with.	<ul style="list-style-type: none"> ◆ Understands how a play-based pedagogy stimulates mathematics, literacy and life skills learning. ◆ Actively provides hands-on experiences to promote understanding of mathematics, literacy and life skills.
ELO 2: Be exposed to diverse and inclusive learning environments in order to understand the complexities and dynamics of teaching in the South African context.	
2.1 FP teachers are empowered with practical skills in different areas of the curriculum e.g.	<ul style="list-style-type: none"> ◆ Evaluates and modifies the learning environment to promote opportunities for hands-on active and collaborative learning ◆ Implements a learner-centred approach which features a balance between child-directed learning,

<p>designing and preparing lessons, developing materials for the Foundation Phase (FP) classroom, designing FP learning programmes and teaching and assessing lessons in the FP, and reflecting on them.</p>	<p>teacher-guided learning and teacher-directed learning.</p> <ul style="list-style-type: none"> ◆ Applies research about scaffolding, intentional teaching and play to classroom practice: <i>Examples: asking probing and open-ended questions, engaging in discussions, consulting with children in decision-making, supporting inquiry-based learning by allowing children to pursue their own ideas, inviting children to ask questions, involving children in critical thinking, providing vocabulary needed to extend thinking, modelling or demonstrating skills.</i> ◆ Uses a range of play-based assessment strategies to document children’s learning. ◆ Uses reflective strategies to learn more about and improve on own teaching practice.
<p>ELO 3 Conduct research and develop theoretical foundations for orientations in FP classrooms.</p>	
<p>3.2 Theories of development and learning in the FP classroom are examined, critically analysed and applied in the teaching and learning of literacy, numeracy and life skills in the Foundation Phase.</p>	<ul style="list-style-type: none"> ◆ Conducts research on current literature and developmental theory related to play-based teaching and learning. ◆ Analyses current literature and developmental theories related to play-based teaching and learning for relevance to teaching practice in the Foundation Phase. ◆ Conducts research concerning scaffolding, intentional teaching and play.
<p>3.3 FP teachers are challenged to go beyond the theory into researching their own practices as prospective teachers in preparation for postgraduate studies in various areas within early childhood education.</p>	<ul style="list-style-type: none"> ◆ Makes the link between current research on play and own classroom context. ◆ Evaluates own knowledge and skills and their application to play-based teaching and learning. ◆ Applies the knowledge and skills identified in the research to improve own teaching practice.

APPENDIX 1 LEVEL DESCRIPTORS

http://www.saqa.org.za/docs/misc/2012/level_descriptors.pdf

NQF Level 4

- a. Scope of knowledge, in respect of which a learner is able to demonstrate a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study, and a fundamental understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines.
- b. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding that knowledge in one field can be applied to related fields.
- c. Method and procedure, in respect of which a learner is able to demonstrate the ability to apply essential methods, procedures and techniques of the field or discipline to a given familiar context, and the ability to motivate a change using relevant evidence.
- d. Problem solving, in respect of which a learner is able to demonstrate the ability to use own knowledge to solve common problems within a familiar context, and the ability to adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context with an understanding of the consequences of related actions.
- e. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to adhere to organisational ethics and a code of conduct, and the ability to understand societal values and ethics.
- f. Accessing, processing and managing information, in respect of which a learner is able to demonstrate a basic ability in gathering relevant information, analysis and evaluation skills, and the ability to apply and carry out actions by interpreting information from text and operational symbols or representations.
- g. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to communicate and present information reliably and accurately in written and in oral or signed form.
- h. Context and systems, in respect of which a learner is able to demonstrate an understanding of the organisation or operating environment as a system within a wider context.
- i. Management of learning, in respect of which a learner is able to demonstrate the capacity to take responsibility for own learning within a supervised environment, and the capacity to evaluate own performance against given criteria.
- j. Accountability, in respect of which a learner is able to demonstrate the capacity to take decisions about and responsibility for actions, and the capacity to take the initiative to address any shortcomings found.

NQF Level 5

- a. Scope of knowledge, in respect of which a learner is able to demonstrate an informed understanding of the core areas of one or more fields, disciplines or practices, and an informed understanding of the key terms, concepts, facts, general principles, rules and theories of that field, discipline or practice.
- b. Knowledge literacy, in respect of which a learner is able to demonstrate the awareness of how knowledge or a knowledge system develops and evolves within the area of study or operation.
- c. Method and procedure, in respect of which a learner is able to demonstrate the ability to select and apply standard methods, procedures or techniques within the field, discipline or practice, and to plan and manage an implementation process within a well-defined, familiar and supported environment.
- d. Problem solving, in respect of which a learner is able to demonstrate the ability to identify, evaluate and solve defined, routine and new problems within a familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the field, discipline or practice, demonstrating an understanding of the consequences.
- e. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to take account of, and act in accordance with, prescribed organisational and professional ethical codes of conduct, values and practices and to seek guidance on ethical and professional issues where necessary.
- f. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information.
- g. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to communicate information reliably, accurately and coherently, using conventions appropriate to the context, in written and oral or signed form or in practical demonstration, including an understanding of and respect for conventions around intellectual property, copyright and plagiarism, including the associated legal implications.
- h. Context and systems, in respect of which a learner is able to demonstrate the ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the relationships between these parts, and to understand how actions in one area impact on other areas within the same system.
- i. Management of learning, in respect of which a learner is able to demonstrate the ability to evaluate his or her performance or the performance of others, and to take

appropriate action where necessary; to take responsibility for his or her learning within a structured learning process; and to promote the learning of others.

- j. Accountability, in respect of which a learner is able to demonstrate the ability to account for his or her actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources, where appropriate.

NQF Level 6

- a. Scope of knowledge, in respect of which a learner is able to demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- b. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and awareness of knowledge production processes.
- c. Method and procedure, in respect of which a learner is able to demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- d. Problem solving, in respect of which a learner is able to demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- e. Ethics and professional practice, in respect of which a learner is able to demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- f. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- g. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context.
- h. Context and systems, in respect of which a learner is able to demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an

understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

- i. Management of learning, in respect of which a learner is able to demonstrate the ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate.
- j. Accountability, in respect of which a learner is able to demonstrate the ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.

NQF Level 7

- a. Scope of knowledge, in respect of which a learner is able to demonstrate integrated knowledge of the central areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice; and detailed knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- b. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of knowledge as contested and the ability to evaluate types of knowledge and explanations typical within the area of study or practice.
- c. Method and procedure, in respect of which a learner is able to demonstrate an understanding of a range of methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and the ability to select and apply a range of methods to resolve problems or introduce change within a practice.
- d. Problem solving, in respect of which a learner is able to demonstrate the ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments.
- e. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to take decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches within a supported environment.
- f. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to develop appropriate processes of information gathering for a given context or use; and the ability to independently validate the sources of information and evaluate and manage the information.
- g. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to develop and communicate his or her ideas and opinions in

well-formed arguments, using appropriate academic, professional, or occupational discourse.

- h. Context and systems, in respect of which a learner is able to demonstrate the ability to manage processes in unfamiliar and variable contexts, recognising that problem solving is context and system bound, and does not occur in isolation.
- i. Management of learning, in respect of which a learner is able to demonstrate the ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes.
- j. Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and limited accountability for the decisions and actions of others in varied or ill-defined contexts.