



Findings from a review of the National ECE frameworks on play-based learning in Zambia



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Presenter

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Presentation layout

Introduction

Aim

Questions

Documents reviewed

Analysis of documents reviewed

Opportunities, Gaps and interventions



Introduction

- The desk review involved national policy and curriculum documents on Early Childhood Education (ECE) in Zambia.
- The review involved grey literature on Early Child Education.
- The search strategy followed was an Expert Correspondence Strategy (ECS)
- The constructs of focus were play-based learning, school readiness and transition
- Ten (10) ECE national documents were identified, appraised and included in the review
- Policy provides an educational framework for compliance and decision making

Aim

Aim was three-fold, To;

- Establish what play-based learning, content, and pedagogies inform school readiness and transition,
- Establish learners' assessment practices for school readiness and transition in ECE centres.
- Identify gaps and make recommendations for possible research areas in Zambia on play-based pedagogies, school readiness and transition.

Research Questions

The review was guided by the following research questions:

What do the national policy and curriculum frameworks say about

- i. Play-based learning, school readiness and transition in early childhood education in Zambia
- ii. School's and community's roles in facilitating school readiness and transition through play-based pedagogies in Zambia
- iii. How play-based pedagogies influence school readiness of children in transitioning from pre-primary to primary school?
- iv. How learners are assessed for school readiness through play-based pedagogies in transitioning from pre-primary to primary school?

Documents Review

Ten documents were identified and gathered. They included:

- 1.Resource book for Early Childhood Care Development and Education (2004)
- 2.The Child development assessment tool in Zambia (CDATZ 2006)
- 3.Education Curriculum Framework (2013)
- 4.Early Childhood Education Syllabus (2013)
- 5.Early Education Standards Guidelines (2014)
- 6.Early Childhood Teachers Diploma Syllabus (2015)
- 7.Early Learning and Development Standards for Zambia (2016)
- 8.The guide on production of low-cost play teaching and learning materials (2019)
- 9.Continuous Professional Development Manual for ECE teachers (2020)
10. Transition Management implementation (2021)

Documents Analysis

The following are findings presented as themes arising from the desk review.

1. Play and Play based pedagogies

1.1 What play is not

1.2. Why play?

1.3. Play and learning

1.4. Role of teachers in PBL

1.5. Requirements and Resources for play

1.6. Play based pedagogies

1.7 Play and child development

Documents Analysis

2. School Readiness

2.1 Aspects that determine school readiness

2.2 Conditions for SR (Infrastructure and Children)

2.3. Role of parents in school readiness

Documents Analysis

Transition

3.1 Levels involved

3.2 Nature of teaching (Balance of the informal and formal/academic learning)

3.3 Anxieties associated with transition and change

3.4 Role of Players in transition (home, school)

3.6 Collaboration and management of transition

Opportunities, Gaps and Interventions

- There is sufficient documentation on aspects of play and most recently on transition. More research is needed on school readiness as regards to how to determine school readiness and interventions.
- Assessment under the interpersonal skills (CDAZ) involves play activities.

Opportunities, Gaps and Interventions

Gaps

Play and play based pedagogies

- More research (action research). How can content be delivered through play?
- Since teaching is recommended as play based, how can assessment be through play?
- Teacher syllabus is lacking on play as both content and methodology and yet the school syllabus has aspects of both.
- Cultural and local made teaching and learning play resources visibly lacking. There is a mention of *nsolo* and *chiato*.
- Role of community in supporting and facilitating play is lacking

Opportunities, Gaps and Interventions

There is a disjoint on domains of assessment in the ELDS and CDAZ

Early Learning and Development Standards (ELDS).	Child Development Assessment in Zambia (CDAZ)
Cognitive, language and literacy, physical development and well-being, social and emotional development, spiritual and moral	Assess interpersonal, gross motor skills, fine motor skills, expressive and receptive language and self-help skills

The Early Childhood Education Syllabus at implementation is broader than what the actual teacher training (Early Childhood Teachers Diploma Syllabus 2015).

Play-based Learning

- It is designed to highlight the knowledge that children acquire through play.
- The teacher trainers are expected to provide adequate play opportunities to the trainees
- Interactive teaching methods that are learner centred in nature are recommended

School Readiness

Child Development

Equip teachers to facilitate children's readiness for formal learning

School transition

The document is silent on transition.

Assessment

Assessing child developmental milestones

The Early Childhood Education Syllabus at implementation is broader than what the actual teacher training (Early Childhood Teachers Diploma Syllabus 2015). To some extent both are more instructive than indicative. Disjoint between teacher training and practice

Play-based Learning

- Play is the cornerstone in the delivery of the syllabi
- Teachers and caregivers are expected to provide play opportunities for children
- Child centred teaching methods are recommended which include: Group work Imitation, Role plays, Games/quizzes, Exploration, Demonstration, Experimentation, Discussion, Drama, Field trips and Problem solving

School Readiness

- Child Development

School transition

Assessment

- Assessing child developmental milestones
- Informal assessment through observations
- Purpose is to identify possible areas of child development that need specific or extra attention

Opportunities, Gaps and Interventions

Gaps

School readiness

- School readiness outcomes are given but the process to attain is not stipulated
- How exactly should school readiness be determined and coordinated between the two levels?
- What interactions should be ensured between the two levels? Between the ECE and grade one teachers?
- How is school readiness determined?

Opportunities, Gaps and Interventions

Gap

Transition

Mechanisms to monitor and evaluate transition need to be developed

Opportunities, Gaps and Interventions

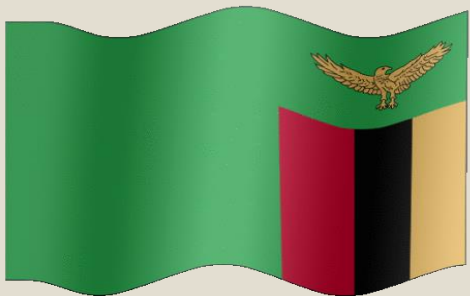
Intervention

Development of Early Childhood Teachers Diploma Syllabus should be aligned with the early Childhood Education Syllabus

Conclusion



The presentation of this desk review is timely in light of the upcoming curriculum review in strengthening regulatory systems that provide educational framework in ECE.



THANK YOU