



**Play Framework Birth to Nine:  
for the development of support materials for qualifications in Early Childhood Care and Education (ECCE)**

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Co-funded by the  
European Union

This publication was produced with the financial support of the European Union. The contents are the sole responsibility of PIECCE and do not necessarily reflect the views of the European Union. PIECCE was co-funded by UNICEF and the South African Department of Higher Education and Training (DHET).

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PIECCE is a partnership of Universities, NGOs and TVET colleges. The partnership is led by UNISA and managed by Saide. The original consortium partners were UNISA, the Centre for Social Development (CSD) Rhodes, BRIDGE, Saide, TREE, Ntataise and False Bay College. A further nine universities subsequently became part of the collaboration: the University of Pretoria, Witwatersrand University, University of Fort Hare, University of Free State, University of KwaZulu-Natal, Walter Sisulu University, Cape Peninsula University of Technology, North West University, and University of the Western Cape (joined in 2019).

PIECCE was co-funded by the European Union, UNICEF and the South African Department of Higher Education (DHET).



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## Introduction

Early childhood education is an important vehicle for transformation of South African society. As we deepen our democracy and increase access to early childhood programmes, there are concerns about the quality of these programmes to address child and family outcomes. The policy shifts and accompanying debates on the best pedagogical approaches to meet developmental and academic outcomes, moves closer to identifying play as the foundation for learning in the early years. The knowledge, skills and professional dispositions of the adults/teachers are critical if play is to move beyond a just an experience for enjoyment to one that is highly supportive of different kinds of learning.

The time is ripe for the development of a systemic response which embeds play in teacher education for the early years in South Africa. The National Curriculum Framework (2015) and the National Integrated ECD Policy (2015) on early learning and human resources amplify the need to focus on play and high quality workforce development. The play agenda in the early years is also gaining momentum from powerful non-governmental organisation in South Africa. It is in this context, that we find a need to take a more systematic approach to play in various qualifications for the early years.

## Purpose

- This document was produced through a collaborative effort of stakeholders in the Project for Inclusive Early Childhood Care and Education (PIECCE).
- The main purpose is to present a play framework for shared understanding that will guide the development of support materials for teacher education in different qualifications from birth to 9 years.

## Themes

The framework is built from a variety of themes. The themes have been unpacked according to criteria which have been graded to help meet the learning needs of children from birth through to age 9. Criteria have been graded according to levels of complexity ranging from **NQF level 4 to 7** to allow for the diverse ECD workforce to implement an appropriate play-based curriculum for all children. The themes are as follows:

- Developmental guidelines (to be used flexibly in context)
- Learning environments/Play Spaces/Health and Safety/Resources
- Learning and Teaching
- Observing, documenting, assessing
- Supporting primary caregivers and families

Each theme speaks to children from birth to 9 years in developmentally appropriate ways. Each theme also considers inclusivity (e.g. abilities, gender, race, class, language, indigenous knowledge and planning )

## Development of the critically reflective teacher

All activities in the study materials must afford opportunities for the development of critically reflective teachers. The information below will assist.

What does it mean?	Critical Thinking	Reflection
	<ul style="list-style-type: none"> <li>• This means <i>asking questions</i> – what?, who?, where?, when?, how?, why?, what if?, what next? and so what?</li> <li>• When you are critical it does not mean that you are being negative and destructive. It does, however, mean that you will not accept anything at “face value”.</li> <li>• This is important to help you connect with the <i>big pictures</i> of young children’s lives in South Africa e.g. the influence of class, social inequalities and socio-economic conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection deals with <i>consciously looking</i> at and <i>thinking about</i> our               <ul style="list-style-type: none"> <li>- experiences,</li> <li>- actions,</li> <li>- feelings, and</li> <li>- responses</li> </ul>               so we can interpret them and analyse them to help us learn (Schon, 1991; Atkins &amp; Murphy, 1994)             </li> <li>• You will be reflective when you are:               <ul style="list-style-type: none"> <li>- <i>reflecting <u>in</u> action</i> - teaching children or doing an exercise to build your understanding of professional practice</li> <li>- <i>reflecting <u>on</u> action</i> -after you have completed teaching or an exercise.</li> </ul> </li> </ul>
<p><b>What are the actions of critically reflective practitioners?</b></p>	<ul style="list-style-type: none"> <li>• As a critical thinker you will:               <ul style="list-style-type: none"> <li>- look for evidence</li> <li>- look for good reasons</li> </ul>               before believing that something is true.             </li> <li>• To ask the right questions you need to know the <i>purpose</i> of what you are doing. For a systematic study in a module the questions your teacher educators (lecturers) will ask have 3 functions which are linked to the work of Bloom and Anderson found in this study guide. They can be asked separated or as part of a whole assignment.</li> <li>- <b>Describe</b> (What? When? Who? Where?)</li> </ul>	<ul style="list-style-type: none"> <li>• As a reflective person you will ask yourself questions such as:               <ul style="list-style-type: none"> <li>- what am I doing or what did I do?</li> <li>- how did I do it?</li> <li>- why did I do it in the way I did?</li> <li>- what did I learn from what I did?</li> </ul> </li> <li>• Answering these questions will help you to reflect on your practice in a way that will allow you to make your personal beliefs, expectations and biases known to you.</li> </ul>

	<p>Define clearly what you are talking about, say exactly what is involved, where it is taking place or under what circumstances. This help you to introduce you topic or give an in-depth description of something.</p> <ul style="list-style-type: none"> <li>- <b>Analyse</b> (Why?, How?, What if?) This is at a higher level. It means you have to explain how the parts fit into each other. You will be required to give reasons, compare and contrast different elements and show that you understand relationships between the parts.</li> <li>- <b>Evaluate</b> (What if? So what? What next?) You must be able to judge the success or failure of something. Show the implications and or the value of something. Evaluations lead us to conclusions or recommendations and are normally found at the end of a paper. (Source: Adapted from <b>Learning Development</b> - <a href="http://www.plymouth.ac.uk">www.plymouth.ac.uk</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• This will help you to understand what you do automatically and uncritically. You can then work on the areas for change and begin transforming your learning.</li> </ul>
<p><b>How does critical thinking link with reflection and transforming learning?</b></p>	<ul style="list-style-type: none"> <li>• When you consciously look at something you will be thinking critically.</li> <li>• This means that you will break down what you are focusing on.</li> <li>• You will look for the evidence and good reasons to explain what happened or what is happening.</li> <li>• You will not accept something at “face value”.</li> <li>• Your learning will only be transformed if you allow yourself to feel discomfort with limiting perspectives which have not been open to critical examination.</li> <li>• Once you allow yourself to do this you will be able to use theory, research, your experiences, experiences of others to form new ideas.</li> <li>• Your new ideas should allow you to think and shape effective practice for young children in diverse contexts.</li> <li>• At the moment of practice you will be able to integrate the various ideas you need to act effectively.</li> </ul>	
<p><b>What does all of the above mean growth towards becoming a</b></p>	<p>You will have to demonstrate that you are able to deal with teaching as a complex activity. In other words you will have to use the best knowledges and high skill to inform effective practice in diverse contexts. In order to develop this we expect you to:</p> <ul style="list-style-type: none"> <li>• actively participate in all opportunities for your development as a critically reflective teacher</li> </ul>	

<b>critically reflective teacher?</b>	<ul style="list-style-type: none"> <li>• take personal responsibility for transforming your learning</li> <li>• challenge yourself to think outside the box and be a change agent</li> <li>• empower yourself for effective practice in diverse contexts</li> <li>• integrate your ideas at the moment of practice</li> </ul>
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## General play topics to be considered for ECCE qualifications

The topics that follow provides some insight into the important aspects that can be highlighted in the qualifications. They are by no means exhaustive and the materials developer is encouraged to add aspects that are relevant. The levels of complexity will differ according to the qualifications and years of study.

### Definitions of play

Students will need to be exposed to a variety of definitions of play. They need to analyse the contents, the theoretical angles and the implications of play definitions in practice.

### Characteristics of play

The content of each characteristic must be described. Examples from practice must be unpacked through use of case studies, reflections on observations etc.

Characteristic	Description
Active	Children use their bodies and minds in their play. They interact with the environment, with materials and with other people.
Adventurous and risky	Play helps children to explore the unknown. The pretend element offers a safety net that encourages children to take risks.
Communicative	Children share information and knowledge through their play. Their communication can be verbal or non-verbal, simple or complex.
Enjoyable	Play is fun and exciting, and involves a sense of humour.
Involved	Children become deeply absorbed and focused in their play, concentrating and thinking about what they are doing.

Meaningful	Children play about what they have seen and heard, and what they know. Play helps them to build and extend their knowledge, understanding and skills in a way that makes sense to them. They develop an understanding of their world through play.
Self-satisfying	Children often experience a feeling of personal satisfaction when playing which promotes a sense of independence and boosts their self-esteem.,
Social and interactive	Children play alongside or with others. Sometimes they also like and need to play alone.
Symbolic	Children imagine and pretend when they are playing. They try out ideas, feelings and roles. They re-enact the past and rehearse the future. This can involve them 'reading' and 'writing' long before they develop these skills.
Therapeutic	Play helps children to express and work through emotions and experiences.
Voluntary	Children choose to play. Their play is spontaneous. They shape it as they go, changing the characters, events, objects, and locations.

Play can also be classified according to the number (or not) of playmates. Sometimes children prefer to play alone and sometimes they play next to or with other children. Table 1 outlines different classifications of play according to how children engage with other children.

**Table 1: Classification of play according to how children engage with others during play**

<b>Solitary play</b>	The child plays alone.
<b>Spectator play</b>	The child watches others playing without joining in
<b>Parallel play.</b>	The child plays side by side with another child, often with similar materials, but without interacting
<b>Associative/partnership play</b>	Children begin to play together, developing interactions through doing the same activities or playing with similar equipment or by imitating.
<b>Co-operative play</b>	Children interact, take turns, share and decide how and what to play. They collaborate, develop, and negotiate ideas for their play.

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## The continuum of play

The continuum moves from high child control to high teacher control. Students should fully equipped to understand play on a continuum through knowledge and understanding of the following :

- Free play
- Collaborative play
- Guided play
- Instruction

### Types of play

The following can be used flexibly to incorporate the type of play on the continuum.

Types of play	Description
<b>Physical play</b>	<p>Physical play involves children developing, practising and refining bodily movements and control. It includes whole body and limb movements, co-ordination and balance. These activities involve physical movements for their own sake and enjoyment. Children gain control over their gross motor skills first before refining their fine motor skills. There are different types of physical play. Physical play is an important stepping stone for developing early literacy and mathematic skills.</p> <p>Exploratory play involves children using physical skills and their senses to find out what things feel like and what can be done with them. Children explore their own bodies and then they explore their world and the things in their environment.</p> <p>Manipulative play involves practising and refining gross and fine motor skills. This type of play enhances physical dexterity and hand-eye co-ordination. Over time children need to experience a range of different levels of manipulation if they are to refine their motor skills. This type of play includes manipulating objects and materials.</p> <p>Constructive play involves building something using natural and manufactured materials. As children develop, this type of play can become more complex and intricate.</p>

<b>Nature play</b>	Children enjoy playing outdoors, exploring and discovering their natural environment. Nature play involves children senses – visual – observing and discussing plants, auditory - listening and describing the sounds heard in nature (birds, insects, wind etc.), olfactory – identifying and describing different smells from flowers to insects, gustatory – identifying for example the four basic tastes and tactile – exploring the sense of touch and the different textures found in nature. Nature play develops a sense of curiosity and wonderment about the world. Important early literacy and mathematic skills are promoted during this type of play.
<b>Scientific (discovery) play</b>	Children enjoy discovering and exploring their world - both indoors and outdoors. Scientific play encourages children to predict what might happen, to solve everyday problems that they experience, to reason and to develop initial critical thinking skills. Of course early literacy and mathematic skills are developed during scientific play.
<b>Creative play</b>	<p>Creative play involves children using their bodies and senses to explore various materials to make and do things and to share their feelings, ideas and thoughts. They enjoy being creative by dancing, dramatizing events and/or stories, engaging in musical activities and rhyme, painting, drawing, cutting, pasting working with play-dough and clay, and using their imaginations. Emergent literacy and mathematical skills are developed and refined during creative play.</p> <p>Another form of creative play is language play. Children play with sounds and words. This includes unrehearsed and spontaneous manipulation of these, often with rhythmic and repetitive elements. Children like playing with language – enjoying patterns, sounds and nonsense words. They also love jokes and funny stories.</p>
<b>Socio-dramatic play</b>	Pretend, dramatic, make-believe, role, and fantasy play involves children using their imaginations. It includes pretending with objects, actions and situations. As children grow, their imaginations and their play become increasingly complex. Children use their developing language to move from thinking in the concrete to thinking in the abstract. They make up stories and scenarios. Children act out real events and they also take part in fantasy play about things that are not real, such as fairies or super heroes. Children try out roles, occupations and experiences in their pretend play. They often use concrete objects like blocks, toy animals, cars, or people as props.

	<p>Early literary and numeracy are clearly evident in this type of play, for example children make lists and menus and pay for cinema tickets. They also get the chance to play with different forms of ICT such as mobile phones, keyboards, cameras, and calculators.</p> <p>Socio-dramatic play involves children playing with other children and/or adults. It provides opportunities for children to make friends, to negotiate with others, and to develop their communication skills. This play helps extend language. The ability to write stories also has its roots in socio-dramatic play.</p>
<b>Games with rules</b>	<p>Games with rules extend to all children, including babies and toddlers who can participate in for example peek-a-boo. Most turn taking games have rules. In the beginning children often play by their own rather flexible rules. In time they also partake in more conventional games with 'external' rules. Language is an important part of games with rules as children explain, question and negotiate the rules. Rules are often an important part of pretend play where children negotiate rules about what can and can't be done.</p>

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## **The role of the adult during play**

This must be fully explored in the context of the continuum of play. Students must get a good sense of how the adult role and control varies in different type of play.

### **Critical perspectives on play**

The points below can be used to develop students critical thinking on play. Please add the dark side to play in the materials.

A central principle in ECCE is the importance of play in children's growth, learning and development.

This historical link to play, development and learning has been fuelled by various developmental theories which have provided the dominant underpinning theoretical context for ECD for the greater part of the twentieth century. This dominance of developmental theory has according to many ECD experts such as Mac Naughton (2003); Woodhouse (2000); Dahlberg, Moss and Pence (2013) led to some unfortunate and possibly unintended consequences. Two of these are:

1. an over reliance on developmental theory and specific milestones and
2. an uncritical acceptance of 'play' and a variety of poorly implemented play-based ECD programmes

Each of the above can be expanded as follows:

1. Developmental theory, especially when milestones are unpacked, provides good guidelines on which to base practice. However, what has not been well considered is that these milestones have been standardised on white, American middle class children. Thus their suitability for other population groups who live in very differing context must be questioned. In addition, there has been an over reliance on developmental milestones and they have resulted in very narrow assessment criteria, which privilege very few children. Used judiciously, milestones can support good practice and help ensure that activities are both age appropriate, differentiated and meet the learning needs of all children. All these aspects should inform pedagogical practices. They should not, however, become the determining norm or standard upon which teachers base their practice. As Walsh claims (2003) developmental theory is necessary but not sufficient. It must be informed by children's social and cultural contexts.
2. Play and the notion of a play-based learning experience remains a contentious issue. Wood (2008) argues that linking of play and pedagogy is problematic because of the commitment to free play and free choice, which has also been strongly underpinned by developmental theories. Because play-based learning is generally not well understood unfortunate consequences of play-based learning are that they have either become too formal (Anning\_\_\_\_, ) or that little meaningful learning occurs (Siraj-Blatchford, 2007). Yet purposeful play-based learning remains

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one of the most effective teaching and learning strategies for young children. There has thus been a move to rethink the purposes and nature of play and the role of adults in the planning for play and playfulness in education settings (Woods, 2009).

These challenges have led to a rethinking of how best to implement play-based teaching and learning experiences for young children. Wood (2009) asserts that alternative strategies for implementing an effective play-based curriculum in early years education could be explored through a 'pedagogy for play' (p.27) which she defines as:

*The ways in which early childhood professionals make provision for play and playful approaches to learning and teaching, how they design play/learning environments, and all the pedagogical decisions, techniques and strategies they use to enhance learning and teaching through play' (Wood, 2009:27).*

In a 'pedagogy of play', play is not left to chance. Children's interests inform curriculum planning and appropriate content knowledge enriches and extends children's learning. Responsive and reciprocal relationships situated in activities that are socially constructed and mediated are essential to sustain meaningful play experiences for children. The teacher has a definite role in planning an interactive, learning environment that offers challenging and stimulating choices to children that will promote holistic development. But greater emphasis is placed on the teachers' role in mediating play as well as recognising and managing different sociocultural contexts that might be represented in the teaching and learning environment. Cultural sensitivity is coupled with contextual appropriateness to ensure an inclusive approach when providing play-based learning experiences for all children. In diverse contexts an especially important question to ask is 'whose knowledge and whose play is privileged or marginalised'?

In this approach development is not seen as a linear trajectory but rather as a relationship between society and children and takes place when children participate in the activities of their cultural community. The role of the teacher as a co-creator of meaning rather than as a facilitator of the learning programme is emphasised. Four broad strands underpin early childhood practice from this perspective. These are the conceptualisation of learning and pedagogy; the nature of knowledge; assessment and evaluation; and quality in the early years. Anning et al. (2009) argue that these four strands necessitate significant changes in both teaching strategies and methods of assessment as there is an increasing recognition of the importance of the role of adults, 'particularly their knowledge base and their capacity for sustained shared thinking' (Fleer, Anning & Cullen 2009:188) and because children are increasingly being recognised as powerful players in their own learning. They are viewed as capable, competent and unique human beings who are able to make and co-construct meaning together with responsive adults such as the teacher as well as their peers.

From a South African perspective, the National Curriculum Framework (DBE, 2012) provides a place for ECCE teachers to both acknowledge and recognise the importance of a developmental culturally appropriate guidelines that can inform practice (but not for overemphasising or becoming

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over reliant on them) as well as for embracing the diverse cultural contexts of the children they are teaching. However, teachers ought to bear in mind Cole's (1996:1) assertion that 'developmental norms are not the gatekeeper that privileges certain understandings and perspectives while restricting other diverse forms of knowledge.' A 'pedagogy of play' encourages teachers to reflect on their understandings of childhood and children and question their early childhood practices to ensure that they are inclusive and 'best, right and ethical for children' (MacNaughton, 2003, p1) and promotes a teaching approach where other cultural approaches and peer learning and interaction are favoured (Nsamenang, 2008).

In South Africa the exploration of play-based approaches to teaching and learning that are informed by South African cultural practices and indigenous knowledge offers future directions for research and scholarship based on the notion of a 'pedagogy of play'.

## THEME 1: DEVELOPMENTAL GUIDELINES

Babies: Birth - 18 months				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
	<ul style="list-style-type: none"> <li>• Knows basic developmental guidelines</li> <li>• Is able to can provide a learning environment support the development of the milestones</li> <li>• Is able to interact appropriately with babies to stimulate their development</li> <li>• Knows it is important to talk to babies and to verbalise learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Has a reasonable knowledge of important developmental guidelines</li> <li>• Provides a challenging environment to support babies' development</li> <li>• Knows how to vary the environment to promote holistic development</li> <li>• Interacts with babies to ensure ongoing stimulation of all developmental domains</li> <li>• Understands the importance of verbalizing learning experiences for babies and does this routinely</li> </ul>	<ul style="list-style-type: none"> <li>• Has a good knowledge of appropriate developmental guidelines that are more closely related to specific age ranges</li> <li>• Provides a challenging environment to support and encourage holistic development of all children</li> <li>• Is able to differentiate this environment to promote inclusivity</li> <li>• Is able to interact in a sensitive and responsive way with babies to promote development</li> <li>• Understands the importance of verbalizing learning experiences for babies and does this routinely, using a variety of different words</li> </ul>	<ul style="list-style-type: none"> <li>• Has in-depth knowledge of a wide range of developmental guidelines</li> <li>• Is able to identify specific developmental guidelines that are more closely related to specific age ranges</li> <li>• Realizes the development is unique and that there is not a 'one size fits all' model</li> <li>• Is sensitive to cultural and contextual factors that possibly influence development</li> <li>• Is able to adapt the environment accordingly to ensure inclusive learning experiences for all babies that are developmentally appropriate</li> <li>• Is able to make the necessary adjustments in order to ensure that babies are not marginalized or disadvantaged</li> </ul>

<b>Babies: Birth - 18 months</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
			<ul style="list-style-type: none"> <li>• Is able to discuss babies' developmental progress with others and refer if suspects there are developmental challenges</li> </ul>	because of their specific context <ul style="list-style-type: none"> <li>• Is able to identify possible development challenges and refer appropriately</li> <li>• Can liaise with primary caregivers in a thoughtful and sensitive manner regarding their baby's development</li> </ul>
<b>Development Area: Cognitive</b>	<ul style="list-style-type: none"> <li>• Has basic knowledge that babies use all their senses to make links between themselves and the objects/people around them and learn that choices have consequences (cause and effect). For example children:               <ul style="list-style-type: none"> <li>○ Use their bodies to explore their environment</li> <li>○ Watch people, objects and events</li> <li>○ Reach for an object when it is offered</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has reasonable knowledge that babies use all their senses to make links between themselves and the objects/people around them and learn that choices have consequences (cause and effect). For example children:               <ul style="list-style-type: none"> <li>○ Use their bodies to explore their environment</li> <li>○ Watch people, objects and events</li> <li>○ Reach for an object when it is offered</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has some detailed knowledge of how babies use all their senses to make links between themselves and the objects/people around them and learn that choices have consequences (cause and effect) For example children:               <ul style="list-style-type: none"> <li>○ Use their bodies to explore their environment</li> <li>○ Watch people, objects and events</li> <li>○ Reach for an object when it is offered</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has in-depth knowledge that children use all their senses to make links between themselves and the objects/people around them and learn that choices have consequences (cause and effect). For example children:               <ul style="list-style-type: none"> <li>○ Use their bodies to explore their environment</li> <li>○ Watch people, objects and events</li> <li>○ Reach for an object when it is offered</li> <li>○ Drop objects and watches them fall</li> </ul> </li> </ul>

<b>Babies: Birth - 18 months</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
	<ul style="list-style-type: none"> <li>○ Drop objects and watches them fall</li> <li>○ Copy behavior such as hold two objects bring them together to make a sound</li> <li>○ Use a radial grasp</li> <li>○ Hold two blocks in one hand</li> <li>● Knows babies draw on their experiences to play creatively and find ways to solve problems: <ul style="list-style-type: none"> <li>○ Uses some objects for their intended purpose, e.g. reaches for breast or bottle when hungry</li> <li>○ Gestures for help when trying to do something</li> <li>○ Finds objects hidden while they are watching</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Drop objects and watches them fall</li> <li>○ Copy behavior such as hold two objects bring them together to make a sound</li> <li>○ Use a radial grasp</li> <li>○ Hold two blocks in one hand</li> <li>● Has good insight that babies draw on their experiences to play creatively and find ways to solve problems <ul style="list-style-type: none"> <li>○ Uses some objects for their intended purpose, e.g. reaches for breast or bottle when hungry</li> <li>○ Gestures for help when trying to do something</li> <li>○ Finds objects hidden while they are watching</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Drop objects and watches them fall</li> <li>○ Copy behavior such as hold two objects bring them together to make a sound</li> <li>○ Use a radial grasp</li> <li>○ Hold two blocks in one hand</li> <li>● Understands that babies draw on their experiences to play creatively and find ways to solve problems <ul style="list-style-type: none"> <li>○ Uses some objects for their intended purpose, e.g. reaches for breast or bottle when hungry</li> <li>○ Gestures for help when trying to do something</li> <li>○ Finds objects hidden while they are watching</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Copy behavior such as hold two objects bring them together to make a sound</li> <li>○ Use a radial grasp</li> <li>○ Hold two blocks in one hand</li> <li>● Has in-depth understanding of how babies draw on their experiences to play creatively and find ways to solve problems <ul style="list-style-type: none"> <li>○ Uses some objects for their intended purpose, e.g. reaches for breast or bottle when hungry</li> <li>○ Gestures for help when trying to do something</li> <li>○ Finds objects hidden while they are watching</li> </ul> </li> </ul>
<b>Developmental Areas: Social and Cognitive</b>	● Has basic knowledge that babies begin to recognise	● Has reasonable knowledge that babies begin to recognise their own	● Has informed understanding that babies begin to recognise their	● The educator has detailed knowledge that babies begin to recognise their own

<b>Babies: Birth - 18 months</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
	their own characteristics, abilities and preferences <ul style="list-style-type: none"> <li>○ Explores own body</li> <li>○ Reacts when called by name</li> <li>○ Uses both hands but may start to prefer to use either left or right hand</li> <li>○ Identifies self in mirror</li> <li>○ Tries to do some things for themselves</li> <li>○ Points to things they want but which are out of reach</li> <li>● Knows babies are learning to express their feelings and emotions and how to respond to those of others               <ul style="list-style-type: none"> <li>○ Responds to family members</li> <li>○ Makes sounds to get attention</li> </ul> </li> </ul>	characteristics, abilities and preferences <ul style="list-style-type: none"> <li>○ Explores own body</li> <li>○ Reacts when called by name</li> <li>○ Uses both hands but may start to prefer to use either left or right hand</li> <li>○ Identifies self in mirror</li> <li>○ Tries to do some things for themselves</li> <li>○ Points to things they want but which are out of reach</li> <li>● Has a good understanding that babies are learning to express their feelings and emotions and how to respond to those of others               <ul style="list-style-type: none"> <li>○ Responds to family members</li> </ul> </li> </ul>	own characteristics, abilities and preferences <ul style="list-style-type: none"> <li>○ Explores own body</li> <li>○ Reacts when called by name</li> <li>○ Uses both hands but may start to prefer to use either left or right hand</li> <li>○ Identifies self in mirror</li> <li>○ Tries to do some things for themselves</li> <li>○ Points to things they want but which are out of reach</li> <li>● Has an informed understanding that babies are learning to express their feelings and emotions and how to respond to those of others               <ul style="list-style-type: none"> <li>○ Responds to family members</li> <li>○ Makes sounds to get attention</li> </ul> </li> </ul>	characteristics, abilities and preferences <ul style="list-style-type: none"> <li>○ Explores own body</li> <li>○ Reacts when called by name</li> <li>○ Uses both hands but may start to prefer to use either left or right hand</li> <li>○ Identifies self in mirror</li> <li>○ Tries to do some things for themselves</li> <li>○ Points to things they want but which are out of reach</li> <li>● Has an in depth understanding that babies are learning to express their feelings and emotions and how to respond to those of others               <ul style="list-style-type: none"> <li>○ Responds to family members</li> <li>○ Makes sounds to get attention</li> <li>○ Repeats actions that get a positive response from others</li> </ul> </li> </ul>

<b>Babies: Birth - 18 months</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
	<ul style="list-style-type: none"> <li>○ Repeats actions that get a positive response from others</li> <li>○ Imitates facial expressions showing emotions, such as happy or sad</li> <li>● Knows babies are learning to regulate themselves and follow routines</li> <li>○ Begins to settle into a routine for eating, sleeping, etc</li> <li>○ Is aware of daily routines</li> <li>○ Is able to follow simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>○ Makes sounds to get attention</li> <li>○ Repeats actions that get a positive response from others</li> <li>○ Imitates facial expressions showing emotions, such as happy or sad</li> <li>● Has a good understanding that babies are learning to regulate themselves and follow routines</li> <li>○ Begins to settle into a routine for eating, sleeping, etc</li> <li>○ Is aware of daily routines</li> <li>○ Is able to follow simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>○ Repeats actions that get a positive response from others</li> <li>○ Imitates facial expressions showing emotions, such as happy or sad</li> <li>● Has an informed understanding that babies Children are learning to regulate themselves and follow routines</li> <li>○ Begins to settle into a routine for eating, sleeping, etc</li> <li>○ Is aware of daily routines</li> <li>○ Is able to follow simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>○ Imitates facial expressions showing emotions, such as happy or sa</li> <li>● Has an in-depth understanding that babies are learning to regulate themselves and follow routines</li> <li>○ Begins to settle into a routine for eating, sleeping, etc.</li> <li>○ Is aware of daily routines</li> <li>○ Is able to follow simple instructions</li> </ul>
<b>Development Areas: Social, Emotional and Cognitive</b>	<ul style="list-style-type: none"> <li>● Has basic knowledge that children begin to understand, appreciate and respect differences and similarities between themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>● Has reasonable knowledge that children begin to understand, appreciate and respect differences and similarities between themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>● Has informed knowledge that children begin to understand, appreciate and respect differences and similarities between themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>● Has in-depth knowledge that children begin to understand, appreciate and respect differences and similarities between themselves and others</li> </ul>

<b>Babies: Birth - 18 months</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
	<ul style="list-style-type: none"> <li>○ Begins to be interested in and respond to adults</li> <li>○ Responds differently to different people</li> <li>● Knows babies begin to develop friendships and start to relate to their peers individually and in small and large groups</li> <li>○ Is attracted to other children and shows emotions, e.g. smiles or stares</li> <li>○ Begins to play alongside other children</li> <li>○ Shows an interest in other children</li> <li>● Children interact with adults and demonstrate the ability to adapt well to new situations</li> <li>○ Prefers to be near enough to see and hear a familiar adult</li> </ul>	<ul style="list-style-type: none"> <li>○ Begins to be interested in and respond to adults</li> <li>○ Responds differently to different people</li> <li>● Has good knowledge of babies' social skills; they begin to develop friendships and relate to their peers individually and in small and large groups</li> <li>○ Is attracted to other children and shows emotions, e.g. smiles or stares</li> <li>○ Begins to play alongside other children</li> <li>○ Shows an interest in other children</li> <li>● Children interact with adults and demonstrate the ability to adapt well to new situations</li> </ul>	<ul style="list-style-type: none"> <li>○ Begins to be interested in and respond to adults</li> <li>○ Responds differently to different people</li> <li>● Has informed knowledge of babies; social skills; babies begin to develop friendships and relate to their peers individually and in small and large groups</li> <li>○ Is attracted to other children and shows emotions, e.g. smiles or stares</li> <li>○ Begins to play alongside other children</li> <li>○ Shows an interest in other children</li> <li>● Children interact with adults and demonstrate the ability to adapt well to new situations</li> <li>○ Prefers to be near enough to see and hear a familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>○ Begins to be interested in and respond to adults</li> <li>○ Responds differently to different people</li> <li>● Has in-depth knowledge of babies' social skills; babies begin to develop friendships and relate to their peers individually and in small and large groups</li> <li>○ Is attracted to other children and shows emotions, e.g. smiles or stares</li> <li>○ Begins to play alongside other children</li> <li>○ Shows an interest in other children</li> <li>● Children interact with adults and demonstrate the ability to adapt well to new situations++</li> <li>○ Prefers to be near enough to see and hear a familiar adult</li> <li>○ Is interested in people around them</li> </ul>

<b>Babies: Birth - 18 months</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
	<ul style="list-style-type: none"> <li>○ Is interested in people around them</li> <li>○ Responds to familiar adults as well as parents</li> </ul>	<ul style="list-style-type: none"> <li>○ Prefers to be near enough to see and hear a familiar adult</li> <li>○ Is interested in people around them</li> <li>○ Responds to familiar adults as well as parents</li> </ul>	<ul style="list-style-type: none"> <li>○ interested in people around them</li> <li>○ Responds to familiar adults as well as parents</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds to familiar adults as well as parents</li> </ul>
<b>Development Areas: Physical and Cognitive</b>	<ul style="list-style-type: none"> <li>● Has basic knowledge that children demonstrate abilities and interest in physical activities</li> <li>○ Demonstrates the beginning of hand eye-hand co-ordination</li> <li>○ Picks up small objects with thumb and index finger</li> <li>○ Walk alone or when one hand is held</li> <li>○ Drops or throws objects forward</li> <li>○ Moves from lying down to sitting up</li> <li>○ Feeds self with some help</li> <li>○ Walks, stops and starts safely</li> </ul>	<ul style="list-style-type: none"> <li>● Has reasonable knowledge that children demonstrate abilities and interest in physical activities</li> <li>○ Demonstrates some eye-hand co-ordination</li> <li>○ Picks up small objects with thumb and index finger</li> <li>○ May walk alone when one hand is held</li> <li>○ Drops or throws objects forward</li> <li>○ Moves from lying down to sitting up</li> <li>○ Feeds self with some help</li> <li>○ Walks, stops and starts safely</li> </ul>	<ul style="list-style-type: none"> <li>● Has informed knowledge that children demonstrate abilities and interest in physical activities</li> <li>○ Demonstrates some eye-hand co-ordination</li> <li>○ Picks up small objects with thumb and index finger</li> <li>○ May walk alone when one hand is held</li> <li>○ Drops or throws objects forward</li> <li>○ Moves from lying down to sitting up</li> <li>○ Feeds self with some help</li> <li>○ Walks, stops and starts safely</li> </ul>	<ul style="list-style-type: none"> <li>Has detailed knowledge that children demonstrate abilities and interest in physical activities</li> <li>○ Demonstrates some eye-hand co-ordination</li> <li>○ Picks up small objects with thumb and index finger</li> <li>○ May walk alone when one hand is held</li> <li>○ Drops or throws objects forward</li> <li>○ Moves from lying down to sitting up</li> <li>○ Feeds self with some help</li> <li>○ Walks, stops and starts safely</li> </ul>

<b>Babies: Birth - 18 months</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
	<ul style="list-style-type: none"> <li>○ Pushes and pulls large toys, boxes and light objects around the floor</li> <li>○ Moves from sitting to standing</li> <li>○ Walks up stairs with help</li> <li>○ Builds a three-block tower</li> <li>○ Eats using a spoon, holds cup in both hands</li> <li>○ Holds pencil or crayons in hand to scribble</li> <li>● Knows babies have food preferences and is able to encourage babies accordingly               <ul style="list-style-type: none"> <li>○ Begin to show preferences for what they want to taste</li> <li>○ Explore food by experimenting and playing with it</li> <li>○ Express when hungry or full</li> <li>○ Accepts and requests favourite foods</li> <li>○ Tries new food willingly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Pushes and pulls large toys, boxes and light objects around the floor</li> <li>○ Moves from sitting to standing</li> <li>○ Walks up stairs with help</li> <li>○ Builds a three-block tower</li> <li>○ Eats using a spoon, holds cup in both hands</li> <li>○ Holds pencil or crayons in hand to scribble</li> <li>● Has good knowledge about babies' abilities to ill demonstrate preferences for different foods and is able to support this skill appropriately Baby               <ul style="list-style-type: none"> <li>○ Begins to show preferences for what they want to taste</li> <li>○ Explores food by experimenting and playing with it</li> <li>○ Expresses when hungry or full</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Pushes and pulls large toys, boxes and light objects around the floor</li> <li>○ Moves from sitting to standing</li> <li>○ Walks up stairs with help</li> <li>○ Builds a three-block tower</li> <li>○ Eats using a spoon, holds cup in both hands</li> <li>○ Holds pencil or crayons in hand to scribble</li> <li>● Has informed knowledge of babies abilities to demonstrate preferences for different foods and is able to support this skill playfully and appropriately. Baby               <ul style="list-style-type: none"> <li>○ Begins to show preferences for what they want to taste</li> <li>○ Explores food by experimenting and playing with it</li> <li>○ Expresses when hungry or full</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Pushes and pulls large toys, boxes and light objects around the floor</li> <li>○ Moves from sitting to standing</li> <li>○ Walks up stairs with help</li> <li>○ Builds a three-block tower</li> <li>○ Eats using a spoon, holds cup in both hands</li> <li>○ Holds pencil or crayons in hand to scribble</li> <li>● Has in-depth insight into how babies will demonstrate preferences for different foods and is able to support this skills in a culturally and contextually sensitive manner               <ul style="list-style-type: none"> <li>○ Begins to show preferences for what they want to taste</li> <li>○ Explores food by experimenting and playing with it</li> <li>○ Expresses when hungry or full</li> </ul> </li> </ul>

<b>Babies: Birth - 18 months</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
	<ul style="list-style-type: none"> <li>○ Chews food well</li> <li>● Knows babies are able to demonstrate a basic awareness of health and safety and can support the development of this awareness. Baby:               <ul style="list-style-type: none"> <li>○ Responds to warnings of danger</li> <li>○ Shows an interest in washing hands with help</li> <li>○ Understands basic safety rules</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Accepts and requests favourite foods</li> <li>○ Tries new food willingly</li> <li>○ Chews food well</li> <li>● Has reasonable knowledge that babies will demonstrate a basic awareness of health and safety and can respond appropriately               <ul style="list-style-type: none"> <li>○ Responds to warnings of danger</li> <li>○ Shows an interest in washing hands with help</li> <li>○ Understands basic safety rules</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Accepts and requests favourite foods</li> <li>○ Tries new food willingly</li> <li>○ Chews food well</li> <li>● Has informed knowledge that babies will begin to demonstrate an awareness of health and safety and supports this development               <ul style="list-style-type: none"> <li>○ Responds to warnings of danger</li> <li>○ Shows an interest in washing hands with help</li> <li>○ Understands basic safety rules</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Accepts and requests favourite foods</li> <li>○ Tries new food willingly</li> <li>○ Chews food well</li> <li>● Has in-depth insight into babies abilities to demonstrate a basic awareness of health and safety and routinely supports the development of this awareness. Encourages baby to               <ul style="list-style-type: none"> <li>○ Respond to warnings of danger</li> <li>○ Show an interest in washing hands with helps</li> <li>○ Understands basic safety rules</li> </ul> </li> </ul>

<b>Toddlers (18-36 months)</b>				
<b>Play characteristics</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator...</b>	<b>Level 7 The educator ...</b>
<b>Development Areas: Physical and Cognitive</b>	<ul style="list-style-type: none"> <li>• Has basic knowledge that toddlers demonstrate abilities and interest in physical a development. Toddlers,               <ul style="list-style-type: none"> <li>○ Play with push and pull toys</li> <li>○ Throw a small ball</li> <li>○ Attempt to kick large ball</li> <li>○ Move rhythmically to music</li> <li>○ Build a five or six-block tower</li> <li>○ Run well</li> <li>○ Climb low walls or crèche equipment</li> <li>○ Jump with two feet together</li> <li>○ Stand and walks on tiptoe</li> <li>○ Threads large bead</li> </ul> </li> <li>• Knows that toddlers demonstrate preferences for different foods and is</li> </ul>	<ul style="list-style-type: none"> <li>• Has reasonable knowledge that toddlers demonstrate abilities and interest in physical activities. Toddler,               <ul style="list-style-type: none"> <li>○ Play with push and pull toys</li> <li>○ Throw a small ball</li> <li>○ Attempt to kick large ball</li> <li>○ Move rhythmically to music</li> <li>○ Build a five or six-block tower</li> <li>○ Run well</li> <li>○ Climb low walls or crèche equipment</li> <li>○ Jump with two feet together</li> <li>○ Stand and walk on tiptoe</li> <li>○ Thread large beads</li> </ul> </li> <li>• Has good knowledge about toddlers ability to demonstrate preferences for different foods and supports development accordingly. Toddlers:</li> </ul>	<ul style="list-style-type: none"> <li>• Has informed knowledge that toddlers demonstrate abilities and interest in physical activities. Toddlers,               <ul style="list-style-type: none"> <li>○ Play with push and pull toys</li> <li>○ Throw a small ball</li> <li>○ Attempt to kick large ball</li> <li>○ Move rhythmically to music</li> <li>○ Build a five or six-block tower</li> <li>○ Run well</li> <li>○ Climb low walls or crèche equipment</li> <li>○ Jump with two feet together</li> <li>○ Stand and walk on tiptoe</li> <li>○ Thread large beads</li> </ul> </li> <li>• Has good insight into toddlers ability to demonstrate preferences for different foods and will support this developmental area in a</li> </ul>	<ul style="list-style-type: none"> <li>• Has detailed knowledge of toddlers abilities and interest in physical activities and supports these in a thoughtful way. Toddlers,               <ul style="list-style-type: none"> <li>○ Push and pull toys</li> <li>○ Throw small ball</li> <li>○ Attempt to kick large ball</li> <li>○ Move rhythmically to music</li> <li>○ Build a five or six-block tower</li> <li>○ Runs well</li> <li>○ Climbs low walls or crèche equipment</li> <li>○ Jump with two feet together</li> <li>○ Stand and walks on tiptoe</li> <li>○ Thread large beads</li> </ul> </li> <li>• Has in-depth insight into toddlers ability to demonstrate preferences for different foods and sensitively supports this area of development Toddlers,</li> </ul>

Toddlers (18-36 months)				
Play characteristics	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator...	Level 7 The educator ...
	<p>able to guide toddler accordingly. Toddlers:</p> <ul style="list-style-type: none"> <li>○ Recognise new and different food</li> <li>○ Have an idea of similarities and differences in tastes and appearances</li> <li>○ Begin to understand which food is nutritious</li> <li>○ Begin to help serve food or set out plates and spoons</li> <li>● Knows toddlers can demonstrate an awareness of health and safety and knows how to support this developmental area in a playful manner. Toddlers:</li> <li>○ Are often unaware of dangers but will listen to warnings</li> </ul>	<ul style="list-style-type: none"> <li>○ Recognise new and different food</li> <li>○ Have an idea of similarities and differences in tastes and appearances</li> <li>○ Begin to understand which food is nutritious</li> <li>○ Begin to help serve food or set out plates and spoons</li> <li>● Has informed knowledge about toddlers ability to demonstrate an awareness of health and safety and can support this development area. Toddlers: <ul style="list-style-type: none"> <li>○ Are often unaware of dangers but will listen to warnings</li> </ul> </li> <li>○ Imitate washing face, hands, etc.</li> <li>○ Imitate brushing teeth</li> <li>○ Wash hands relatively well</li> <li>○ Need to be reminded about dangers</li> </ul>	<p>playful manner. sensitively. Toddlers:</p> <ul style="list-style-type: none"> <li>○ Recognise new and different food</li> <li>○ Have an idea of similarities and differences in tastes and appearances</li> <li>○ Begin to understand which food is nutritious</li> <li>○ Begin to help serve food or set out plates and spoons</li> <li>● Has informed knowledge about toddlers ability to demonstrate an awareness of health and safety issues and supports their development in a playful manner. Toddlers, <ul style="list-style-type: none"> <li>○ Are often unaware of dangers but will listen to warnings</li> </ul> </li> <li>○ Imitate washing face, hands, etc.</li> <li>○ Imitate brushing teeth</li> <li>○ Wash hands relatively well</li> </ul>	<ul style="list-style-type: none"> <li>○ Recognise new and different food</li> <li>○ Have an idea of similarities and differences in tastes and appearances</li> <li>○ Begin to understand which food is nutritious</li> <li>○ Begin to help serve food or set out plates and spoons</li> <li>● Has in-depth knowledge of toddlers' awareness of health and safety and supports such development in a contextually and culturally sensitive way. Toddlers, <ul style="list-style-type: none"> <li>○ Are often unaware of dangers but will listen to warnings</li> <li>○ Imitate washing face, hands, etc.</li> <li>○ Imitates brushing teeth</li> <li>○ Wash hands relatively well</li> <li>○ Need to be reminded about dangers</li> <li>○ Ask for nose to be wiped when necessary</li> </ul> </li> </ul>

Toddlers (18-36 months)				
Play characteristics	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator...	Level 7 The educator ...
	<ul style="list-style-type: none"> <li>○ Imitate washing face, hands, etc.</li> <li>○ Imitate brushing teeth</li> <li>○ Washes hands relatively well</li> <li>○ Need to be reminded about dangers</li> <li>○ Ask for nose to be wiped when necessary</li> </ul>	<ul style="list-style-type: none"> <li>○ Ask for nose to be wiped when necessary</li> </ul>	<ul style="list-style-type: none"> <li>○ Need to be reminded about dangers</li> <li>○ Ask for nose to be wiped when necessary</li> </ul>	
<b>Development Area: Cognitive</b>	<ul style="list-style-type: none"> <li>● Has a basic knowledge of the cognitive skills that toddlers learn while they play and is able to support such play. Toddlers,</li> <li>○ Ask the names of things and people they see</li> <li>○ Begin to use most objects for their intended purpose</li> <li>○ Begins to identify relationships, e.g. Water and sand make mud</li> <li>○ Links sounds to objects or makes realistic guesses</li> </ul>	<ul style="list-style-type: none"> <li>● Has reasonable knowledge of the cognitive skills that toddlers learn while they play and can support and verbalise this play for toddlers. Toddlers,</li> <li>○ Ask the names of things and people they see</li> <li>○ Begin to use most objects for their intended purpose</li> <li>○ Begins to identify relationships, e.g. water and sand make mud</li> </ul>	<ul style="list-style-type: none"> <li>● Has informed knowledge of the cognitive skills that toddlers learn while they play and can support this play accordingly. Toddlers,</li> <li>○ Ask the names of things and people they see</li> <li>○ Begin to use most objects for their intended purpose</li> <li>○ Begin to identify relationships, e.g. water and sand make mud</li> <li>○ Link sounds to objects or makes realistic guesses</li> <li>● Has good knowledge of how toddlers draw on their</li> </ul>	<ul style="list-style-type: none"> <li>● Has detailed knowledge of the cognitive skills that toddlers develop while they play and responds sensitively to such play. Toddlers,</li> <li>○ Ask the names of things and people they see</li> <li>○ Begins to use most objects for their intended purpose</li> <li>○ Begins to identify relationships, e.g. water and sand make mud</li> <li>○ Links sounds to objects or makes realistic guesses</li> <li>● Has in-depth knowledge of how toddlers draw on their</li> </ul>

<b>Toddlers (18-36 months)</b>				
<b>Play characteristics</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator...</b>	<b>Level 7 The educator ...</b>
	<ul style="list-style-type: none"> <li>• Knows toddlers draw on their experiences to play creatively and find ways to solve problems and supports them to do this</li> <li>○ Links objects with environment, e.g. A coat or jersey in cold weather</li> <li>○ Uses objects creatively to accomplish certain tasks</li> <li>○ Asks for help to complete a task</li> <li>○ Tries new ways to complete an activity if at first unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>○ Links sounds to objects or makes realistic guesses</li> <li>• Has reasonable knowledge of how toddlers draw on their experiences to play creatively and find ways to solve problems and can support toddlers in a playful way to do this. Toddlers,</li> <li>○ Links objects with environment, e.g. a coat or jersey in cold weather</li> <li>○ Uses objects creatively to accomplish certain tasks</li> <li>○ Asks for help to complete a task</li> <li>○ Tries new ways to complete an activity if at first unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>experiences to play creatively and find ways to solve problems and routinely supports this behaviour in a playful manner</li> <li>○ Links objects with environment, e.g. a coat or jersey in cold weather</li> <li>○ Uses objects creatively to accomplish certain tasks</li> <li>○ Asks for help to complete a task</li> <li>○ Tries new ways to complete an activity if at first unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>experiences to play creatively and find ways to solve problems and supports them in sensitive and thoughtful ways</li> <li>○ Links objects with environment, e.g. a coat or jersey in cold weather</li> <li>○ Uses objects creatively to accomplish certain tasks</li> <li>○ Asks for help to complete a task</li> <li>○ Tries new ways to complete an activity if at first unsuccessful</li> </ul>
<b>Development Areas: Social, Emotional and Cognitive</b>	Has basic knowledge that toddlers begin to understand, appreciate and respect differences and similarities	<ul style="list-style-type: none"> <li>• Has reasonable knowledge that toddlers begin to understand, appreciate and respect differences and similarities between</li> </ul>	<ul style="list-style-type: none"> <li>• Has informed knowledge that toddlers begin to understand, appreciate and respect differences and similarities between</li> </ul>	<ul style="list-style-type: none"> <li>• Has detailed knowledge that toddlers begin to understand, appreciate and respect differences and similarities between themselves and</li> </ul>

<b>Toddlers (18-36 months)</b>				
<b>Play characteristics</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator...</b>	<b>Level 7 The educator ...</b>
	between themselves and others <ul style="list-style-type: none"> <li>○ Is interested in the behaviour of other toddler and people</li> <li>○ Notices gender differences</li> <li>● Has basic knowledge that toddlers begin to develop friendships and relate to their peers individually and in small and large groups and can encourage these interactions. Toddlers,</li> <li>○ Play alongside other toddlers but not with them</li> <li>○ Are excited about being with other children</li> <li>○ Understand sharing with other children</li> <li>○ Co-operate with others in large group activities</li> <li>○ Recognise familiar children</li> <li>● Has basic knowledge that toddlers interact with</li> </ul>	themselves and others and can support this development in a playful manner. Toddlers, <ul style="list-style-type: none"> <li>○ Are interested in the behaviour of other toddlers and people</li> <li>○ Notice gender differences</li> <li>● Has reasonable knowledge that toddlers begin to develop friendships and relate to their peers individually and in small and large groups and appropriately supports these endeavours. Toddlers,</li> <li>○ Plays alongside other toddlers but not with them</li> <li>○ Is excited about being with other children</li> <li>○ Understands sharing with other children</li> </ul>	themselves and others and routinely supports this behaviour. Toddlers, <ul style="list-style-type: none"> <li>○ Are interested in the behaviour of other toddlers and people</li> <li>○ Notice gender differences</li> <li>● Has good insight into how toddlers begin to develop friendships and relate to their peers individually and in small and large groups and can support this behaviour in an appropriate way. Toddlers,</li> <li>○ Plays alongside other toddlers but not with them</li> <li>○ Are excited about being with other children</li> <li>○ Understand sharing with other children</li> <li>○ Co-operate with others in large group activities</li> <li>○ Recognise familiar children</li> <li>● Has good knowledge on how toddlers interact with</li> </ul>	others and supports this behaviour in a sensitive manner. Toddlers, <ul style="list-style-type: none"> <li>○ Are interested in the behaviour of other toddlers and people</li> <li>○ Notices gender differences</li> <li>● Has detailed insight into how toddlers begin to develop friendships and relate to their peers individually and in small and large groups and supports this behaviour sensitively. Toddlers,</li> <li>○ Plays alongside other toddlers but not with them</li> <li>○ Are excited about being with other children</li> <li>○ Understand sharing with other children</li> <li>○ Co-operate with others in large group activities</li> <li>○ Recognise familiar children</li> <li>● Has in-depth knowledge of how toddlers interact with</li> </ul>

<b>Toddlers (18-36 months)</b>				
<b>Play characteristics</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator...</b>	<b>Level 7 The educator ...</b>
	<p>adults and demonstrate the ability to adapt well to new situations and can support this behaviour. Toddlers,</p> <ul style="list-style-type: none"> <li>○ Play alone but prefers to be near a familiar adult or family member</li> <li>○ Speak to familiar adults</li> <li>○ Ask questions and seeks responses from familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>○ Co-operates with others in large group activities</li> <li>○ Recognises familiar children</li> <li>● Has reasonable knowledge that toddlers interact with adults and demonstrate the ability to adapt well to new situations and is able to encourage this behaviour. Toddlers, <ul style="list-style-type: none"> <li>○ Plays alone but prefers to be near a familiar adult or family member</li> <li>○ Speaks to familiar adults</li> <li>○ Asks questions and seeks responses from familiar adults</li> </ul> </li> </ul>	<p>adults and demonstrate the ability to adapt well to new situations and can support this behaviour. Toddlers,</p> <ul style="list-style-type: none"> <li>○ Plays alone but prefer to be near a familiar adult or family member</li> <li>○ Speak to familiar adults</li> <li>○ Asks question and seek responses from familiar adults</li> </ul>	<p>adults and demonstrate the ability to adapt well to new situations and is able to support this behaviour in a sensitive and thoughtful way. Toddlers,</p> <ul style="list-style-type: none"> <li>○ Play alone but prefers to be near a familiar adult or family member</li> <li>○ Speak to familiar adults</li> <li>○ Ask questions and seeks responses from familiar adults</li> </ul>

Young children (36 months- 4years)				
Play characteristics	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator...	Level 7 The educator ...
<b>Development Areas: Physical and Cognitive</b>	<ul style="list-style-type: none"> <li>• Has basic knowledge that children demonstrate abilities and interest in physical activities and supports such behaviour. Children,               <ul style="list-style-type: none"> <li>○Jumps both backwards and forwards</li> <li>○Uses scissors to cut along a straight line</li> </ul> </li> <li>• Has basic knowledge of children’s food preferences and encourages them to eat a variety of foodstuffs. Children,               <ul style="list-style-type: none"> <li>○ Know importance of eating clean food</li> <li>○ Show interest in trying new foods</li> <li>○ Identify some nutritious foods</li> <li>○ Help clean up any drinks or food spilt</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has reasonable knowledge that children demonstrate abilities and interest in physical activities and routinely supports this behaviour. Children,               <ul style="list-style-type: none"> <li>○Jump both backwards and forwards</li> <li>○Use scissors to cut along a straight line</li> </ul> </li> <li>• Has reasonable knowledge of children’s food preferences and encourages them to eat a variety of foodstuffs. Children,               <ul style="list-style-type: none"> <li>○Know importance of eating hygienic food</li> <li>○Show interest in trying new foods</li> <li>○Identify some nutritious foods</li> <li>○Help clean up any drinks or food spilt</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has good knowledge of children’s abilities and interest in physical activities and actively supports this behaviour. Children,               <ul style="list-style-type: none"> <li>○Jump both backwards and forwards</li> <li>○Use scissors to cut along a straight line</li> </ul> </li> <li>• Has good knowledge of knowledge of children’s food preferences and encourages them to eat a variety of foodstuffs. Children,               <ul style="list-style-type: none"> <li>○Know importance of eating clean food</li> <li>○Show interest in trying new foods</li> <li>○Identify some nutritious foods</li> <li>○Help clean up any drinks or food spilt</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has in-depth knowledge of children’s abilities and interest in physical activities and actively and sensitively supports this behaviour. Children,               <ul style="list-style-type: none"> <li>○ Jump both backwards and forwards</li> <li>○ Use scissors to cut along a line</li> </ul> </li> <li>• Has in-depth insight into children’s food preferences and encourages them to eat a variety of foodstuffs. Children,               <ul style="list-style-type: none"> <li>○ Know importance of eating clean food</li> <li>○ Show interest in trying new foods</li> <li>○ Identify some nutritious foods</li> <li>○ Help clean up any drinks or food spilt</li> </ul> </li> </ul>

Young children (36 months- 4years)				
Play characteristics	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator...	Level 7 The educator ...
	<ul style="list-style-type: none"> <li>• Has basic knowledge of children’s awareness of health and safety and will support these behaviours. Children,               <ul style="list-style-type: none"> <li>○ Identify some dangerous situations, objects and symbols</li> <li>○ Follow simple directions of what to do if in danger</li> <li>○ Give their name and address</li> <li>○ Wash hands before and after eating</li> <li>○ Use the toilet on their own</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has reasonable knowledge of children’s awareness of health and safety and will routinely support these behaviours. Children,               <ul style="list-style-type: none"> <li>○ Identify some dangerous situations, objects and symbols</li> <li>○ Follow simple directions of what to do if in danger</li> <li>○ Give their name and address</li> <li>○ Wash hands before and after eating</li> <li>○ Use the toilet on their own</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has good knowledge of children’s awareness of health and safety and will actively support these behaviours. Children,               <ul style="list-style-type: none"> <li>○ Identify some dangerous situations, objects and symbols</li> <li>○ Follow simple directions of what to do if in danger</li> <li>○ Give their name and address</li> <li>○ Wash hands before and after eating</li> <li>○ Use the toilet on their own</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has in depth insight into children’s awareness of health and safety and will support these behaviours sensitively. Children,               <ul style="list-style-type: none"> <li>○ Identify some dangerous situations, objects and symbols</li> <li>○ Follow simple directions of what to do if in danger</li> <li>○ Give their name and address</li> <li>○ Wash hands before and after eating</li> <li>○ Use the toilet on their own</li> </ul> </li> </ul>
<b>Development Areas: Social, Emotional and Cognitive</b>	<ul style="list-style-type: none"> <li>• Has basic knowledge that young children are developing a deeper insight and show basic respect for differences and similarities between themselves and others and is able to</li> </ul>	<ul style="list-style-type: none"> <li>• Has reasonable understanding that young children are developing a deeper insight and show basic respect for differences and similarities between themselves and others and is able to</li> </ul>	<ul style="list-style-type: none"> <li>• Has informed understanding that young children are developing a deeper insight and show basic respect for differences and similarities between themselves and others and</li> </ul>	<ul style="list-style-type: none"> <li>• Has detailed understanding that that young children are developing a deeper insight and show basic respect for differences and similarities between themselves and others and sensitively supports</li> </ul>

**Young children (36 months- 4years)**

<b>Play characteristics</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator...</b>	<b>Level 7 The educator ...</b>
	<p>encourage such behaviour. Children,</p> <ul style="list-style-type: none"> <li>○ Play with children across gender, racial and cultural differences</li> <li>● Has basic knowledge of how children develop friendships and relate to their peers individually and in small and large groups and is able to support this behaviour. Children,</li> <li>○ Choose who to play with</li> <li>○ Join in imaginative play with others</li> <li>○ Show concern and sympathy for others who are unhappy</li> <li>○ Begin to understand taking turns</li> <li>● Has basic knowledge of how children’s interaction with adults is improving as is their ability to adapt well</li> </ul>	<p>support this behaviour. Children,</p> <ul style="list-style-type: none"> <li>○ Play with children across gender, racial and cultural differences</li> <li>● Has reasonable knowledge of how children develop friendships and relate to their peers individually and in small and large groups and can routinely support this behaviour. Children,</li> <li>○ Choose who to play with</li> <li>○ Join in imaginative play with others</li> <li>○ Show concern and sympathy for others who are unhappy</li> <li>○ Begin to understand taking turns</li> <li>● Has reasonable knowledge of how children’s interaction with adults is improving as is their ability to adapt well to new</li> </ul>	<p>can actively support such behaviour. Children,</p> <ul style="list-style-type: none"> <li>○ Play with children across gender, racial and cultural differences</li> <li>● Has good knowledge of how children develop friendships and relate to their peers individually and in small and large and actively supports this behaviour. Children,</li> <li>○ Choose who to play with</li> <li>○ Join in imaginative play with others</li> <li>○ Show concern and sympathy for others who are unhappy</li> <li>○ Begin to understand taking turns</li> <li>● Has good knowledge of how children’s interaction with adults is improving as is their ability to adapt well to new situations, and is able</li> </ul>	<p>and encourages this type of behaviour. Children,</p> <ul style="list-style-type: none"> <li>○ Play with children across gender, racial and cultural differences</li> <li>● Has in-depth insight into how children begin to develop friendships and relate to their peers individually and in small and large groups and actively and sensitively supports this behaviour. Children,</li> <li>○ Choose who to play with</li> <li>○ Join in imaginative play with others</li> <li>○ Show concern and sympathy for others who are unhappy</li> <li>○ Begin to understand taking turns</li> <li>● Has in-depth knowledge of how children’s interaction with adults is improving as is their ability to adapt well to new situations, and is able to</li> </ul>

Young children (36 months- 4years)				
Play characteristics	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator...	Level 7 The educator ...
	to new situations, and is able to support this behaviour. Children, <ul style="list-style-type: none"> <li>○ Ask permission to do something usually</li> <li>○ Seek help and comfort from familiar adults</li> </ul>	situations, and is able to routinely support this behaviour. Children, <ul style="list-style-type: none"> <li>○ Ask permission to do something usually</li> <li>○ Seek help and comfort from familiar adults</li> </ul>	to actively support this behaviour. Children, <ul style="list-style-type: none"> <li>○ Ask permission to do something usually</li> <li>○ Seek help and comfort from familiar adults</li> </ul>	support this behaviour. Children <ul style="list-style-type: none"> <li>○ Ask permission to do something usually</li> <li>○ Seek help and comfort from familiar adults</li> </ul>

Grade R: 5-6 Years				
Play characteristics	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator...	Level 7 The educator ...
Physical and motor skills			<ul style="list-style-type: none"> <li>• Has informed knowledge to support and encourage children to refine their motor skills, for example,               <ul style="list-style-type: none"> <li>○ Grasping and manipulating objects</li> <li>○ Refining their spatial awareness and orientation behaviours</li> <li>○ Improving overall motor control of their body movements</li> <li>○ Refining the skills to play games such a mini-soccer</li> <li>○ Practicing skills such as writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has detailed knowledge of how to support children to improve and refine their motor skills, for example,               <ul style="list-style-type: none"> <li>○ Grasping and manipulating objects</li> <li>○ Refining their spatial awareness and orientation behaviours</li> <li>○ Improving overall motor control of their body movements</li> <li>○ Refining the skills to play games such a mini-soccer</li> <li>○ Practicing skills such as writing</li> </ul> </li> </ul>

Grades 1, 2 and 3				
Play characteristics	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator...	Level 7 The educator ...
			<ul style="list-style-type: none"> <li>• Has informed knowledge of children’s physical growth and the close alignment to social, emotional, cognitive and psychological development and how to encourage overall holistic development. In children,               <ul style="list-style-type: none"> <li>○ Growth is now occurring more gradually</li> <li>○ A variety of psychomotor skills are being refined</li> <li>○ Coordination and muscular control is being strengthened</li> <li>○ Opportunities to improve social skills and team building skills when play games – mini-cricket/ soccer/netball are provided</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has informed knowledge of children’s physical growth and the close alignment with social, emotional, cognitive and psychological development and how to sensitively encourage overall holistic development. In children,               <ul style="list-style-type: none"> <li>○ Growth is now occurring more gradually</li> <li>○ A variety of psychomotor skills are being refined</li> <li>○ Coordination and muscular control is being strengthened</li> <li>○ Opportunities to improve social skills and team building skills when play games – mini-cricket/ soccer/netball are provided</li> </ul> </li> </ul>

**THEME 2: THE LEARNING ENVIRONMENT – Planning for different types of play (Play Spaces/Health and Safety/Resources)**

<b>Babies: birth - 18 months</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
<b>Organizing the environment – the playing/learning day</b>	<ul style="list-style-type: none"> <li>Identifies what constitutes a baby friendly environment (position of cots, change tables, high chairs, storage facilities, for toys etc.)</li> <li>Describes how to ensure that there is sufficient safe space to adequately care for each baby</li> <li>Knows that the nursery (playroom) must be engaging through the use of appropriate wall hangings and colour</li> <li>Describes how to arrange the indoor environment to provide a safe, secure space to enhance meaningful learning experiences. For example stair/ door guards are in place etc., appropriate toys are easily accessible</li> </ul>	<ul style="list-style-type: none"> <li>Understands the purpose behind the placement and utilization of furnishings and equipment</li> <li>Shows some understanding into specific choices related to the arrangement of the indoor play area to ensure each baby is adequately cared for</li> <li>Understands that the walls of the playroom must be engaging through the use of appropriate wall hangings and colour and can implement this type of environment</li> <li>Comprehends the importance of and knows how to arrange the indoor environment to provide a safe, secure, space to enhance meaningful learning experiences. For example</li> </ul>	<ul style="list-style-type: none"> <li>Understands the purpose behind the placement and utilization of furnishings and equipment and can make relevant changes to enhance the environment</li> <li>Demonstrate understanding into specific choices related to the arrangement of the indoor play area to ensure each baby is properly cared for</li> <li>Understands the importance of aesthetic wall coverings and ensure these are realised</li> <li>Comprehends the importance of and knows how to manipulate aspects of the indoor environment to provide a</li> </ul>	<ul style="list-style-type: none"> <li>Designs own baby friendly environment</li> <li>Analyses the pros and cons of the environment in relation to its context</li> <li>Analyses specific choices related to the arrangement of the indoor play area and ensures the implementation of a safe, baby friendly environment</li> <li>Defends and appraises the importance of aesthetic wall coverings and ensure these are realised</li> <li>Analyses the importance of and manipulates aspects of the indoor environment</li> </ul>

	<ul style="list-style-type: none"> <li>• Knows that all toys and equipment are correctly stored after use (shelves, cupboards etc.)</li> <li>• Knows that the outdoor play area is secure and all entrances are safely secured</li> <li>• Recognises that outdoor toys and equipment are positioned and arranged in a way that babies can have ready access to them</li> <li>• Describes how to keep records of all activities to ensure the smooth organisation of the day</li> </ul>	<p>stair/ door guards are in place etc., appropriate toys are easily accessible</p> <ul style="list-style-type: none"> <li>• Knows and implements practices to ensure that all toys and equipment are correctly stored after use (shelves, cupboards etc.)</li> <li>• Understands the importance of ensuring ready access to outdoor toys and equipment and organises the environment accordingly to implement such practices</li> <li>• Knows to keep records of all activities to ensure the smooth organisation of the day and implements this practice daily</li> </ul>	<p>safe, secure, space to enhance meaningful learning experiences. For example stair/ door guards are in place etc. appropriate toys are easily accessible,</p> <ul style="list-style-type: none"> <li>• Knows and implements practices to ensure that all toys and equipment are correctly stored after use (shelves, cupboards etc.)</li> <li>• Understands importance of thoughtful positioning of outdoor toys and equipment and is able to modify the arrangement to ensure babies gain optimal benefit from engaging with all learning material</li> <li>• Prepares and implements charts to ensure good record keeping of all activities to ensure the smooth organisation of the day</li> </ul>	<p>to provide a safe, secure, space to enhance meaningful learning experiences. For example stair/ door guards are in place etc., appropriate toys are easily accessible</p> <ul style="list-style-type: none"> <li>• Thinks critically about storage arrangements for toys and equipment and ensures that such practices are routinely implemented</li> <li>• Defends the importance of thoughtful positioning of outdoor toys and equipment and is able to modify the arrangement to ensure babies gain optimal benefit from interacting with all learning materials</li> <li>• Designs, prepares and ensures record keeping is implemented to track babies progress and to ensure the smooth organisation of the day</li> </ul>
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<p><b>Time for play</b></p>	<ul style="list-style-type: none"> <li>• Names the daily programme and knows that allows sufficient time for sleep, change routines, feeding and play and stimulation</li> <li>• Knows to interact playfully with babies during their awake time</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the need for a balance and flexible programme which provides time for sleep; feeding, changing and play</li> <li>• Understands the importance of playful interactions with babies during their awake time</li> </ul>	<ul style="list-style-type: none"> <li>• Defends the need for a balance and flexible programme which provides time for sleep; feeding, changing and play</li> <li>• Understands the importance of playful interactions with babies during their awake time</li> </ul>	<ul style="list-style-type: none"> <li>• Defends the importance aspects of the daily programme and ensures that a balanced and flexible programme is implemented</li> <li>• Shows insight into the importance of playfully interactions with babies during their awake time and ensures that this happens</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Knows that toys and play equipment must be easily accessible to babies</li> <li>• Knows to set up different play areas to encourage a variety of play (see **)</li> <li>• and to provide for different interest areas to promote holistic development and wellbeing</li> <li>• Selects resources that: <ul style="list-style-type: none"> <li>○ are open ended</li> <li>○ are sufficient in number – all children have a play space/ opportunity if so desired to be actively engaged with learning resources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains why toys and play equipment must be easily accessible to babies and ensures this happens</li> <li>• Explains how to and understands the importance of setting up different play areas (see **) that provide for different interest areas and facilitate holistic development and wellbeing</li> <li>• Understands the importance of selecting resources that: <ul style="list-style-type: none"> <li>○ are open ended</li> <li>○ are sufficient in number – all children have a play space/ opportunity if so desired to be actively</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Defends the importance of toys and play equipment being easily accessible to babies and ensures this happens</li> <li>• Understands the importance of setting up different play areas (see **) and is able to prepare such areas to ensure holistic development and wellbeing</li> <li>• Understands the importance of selecting resources that: <ul style="list-style-type: none"> <li>○ are open ended</li> <li>○ are sufficient in number – all</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyses why it is important to ensure that toys and play equipment are easily accessible to babies and ensures this happens</li> <li>• Analyses the importance of and setting up different play areas (see**) and is able to modify such areas to facilitate holistic development and wellbeing</li> <li>• Understands the importance of and identifies resources that:</li> </ul>

	<ul style="list-style-type: none"> <li>○ provide differentiated learning experiences for all children (inclusivity)</li> <li>○ are sufficiently stimulating and challenging for babies</li> <li>○ encourage hands-on, concrete learning experiences</li> <li>○ encourage opportunities for collaboration and sharing</li> <li>○ encourage independence and self-confidence</li> <li>○ afford babies an opportunity to play on their own</li> <li>○ are varied and provide for differentiated learning opportunities</li> <li>○ encourage opportunities to promote emergent literacy and numeracy</li> <li>○ are enjoyable</li> </ul>	<ul style="list-style-type: none"> <li>engaged with learning resources</li> <li>○ provide differentiated learning experiences for all children (inclusivity)</li> <li>○ are sufficiently stimulating and challenging for babies</li> <li>○ encourage hands-on, concrete learning experiences</li> <li>○ encourage opportunities for collaboration and sharing</li> <li>○ encourage independence and self-confidence</li> <li>○ afford babies an opportunity to play on their own</li> <li>○ are varied and provide for differentiated learning opportunities</li> <li>○ encourage opportunities to promote emergent literacy and numeracy</li> <li>○ are enjoyable</li> </ul>	<ul style="list-style-type: none"> <li>children have a play space/ opportunity if so desired to be actively engaged with learning resources</li> <li>○ provide differentiated learning experiences for all children (inclusivity)</li> <li>○ are sufficiently stimulating and challenging for babies</li> <li>○ encourage hands-on, concrete learning experiences</li> <li>○ encourage opportunities for collaboration and sharing</li> <li>○ encourage independence and self-confidence</li> <li>○ afford babies an opportunity to play on their own</li> <li>○ are varied and provide for differentiated</li> </ul>	<ul style="list-style-type: none"> <li>○ are open ended</li> <li>○ are sufficient in number – all children have a play space/ opportunity if so desired to be actively engaged with learning resources</li> <li>○ provide differentiated learning experiences for all children (inclusivity)</li> <li>○ are sufficiently stimulating and challenging for babies</li> <li>○ encourage hands-on, concrete learning experiences</li> <li>○ encourage opportunities for collaboration and sharing</li> <li>○ encourage independence and self-confidence</li> <li>○ afford babies an opportunity to play on their own</li> <li>○ are varied and provide for</li> </ul>
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			learning opportunities <ul style="list-style-type: none"> <li>○ encourage opportunities to promote emergent literacy and numeracy</li> <li>○ are enjoyable</li> </ul>	differentiated learning opportunities <ul style="list-style-type: none"> <li>○ encourage opportunities to promote emergent literacy and numeracy</li> <li>○ are enjoyable</li> </ul>
<b>Ensure ongoing health, hygiene and safety – remember the educator acts in locus parentis</b>	<ul style="list-style-type: none"> <li>● Recalls relevant policy statements relating to health, safety and hygiene</li> <li>● Knows the importance of on-going supervision</li> <li>● Describes how to set appropriate boundaries for the babies (with regard to safety and behaviour)</li> <li>● Describes the importance of ensuring on going safety practices that are appropriate for babies – e.g. toys have no small detachable parts, no battery operated toys, toys are not too small for babies to swallow, no toys painted with lead-based paints etc.</li> <li>● Recites safety practices and simple health and safety ‘rules’</li> </ul>	<ul style="list-style-type: none"> <li>● Explains relevant policy statements relating to health, safety and hygiene</li> <li>● Understands the importance of on-going supervision</li> <li>● Explains how to set appropriate boundaries for the babies (with regard to safety and behaviour)</li> <li>● Understands the importance of ensuring on going safety practices that are appropriate for babies – e.g. toys have no small detachable parts, no battery operated toys, toys are not too small for babies to swallow, no toys painted with lead-based paints etc.</li> <li>● Explains how to reinforcing simple health and safety and</li> </ul>	<ul style="list-style-type: none"> <li>● Explains and applies relevant policy statements relating to health, safety and hygiene</li> <li>● Explains the importance of ongoing supervision and can predict consequences of not supervising adequately</li> <li>● Modifies boundaries in keeping with contextual situations</li> <li>● Understands the importance of and where appropriate modifies on going safety practices that are appropriate for babies – e.g. toys have no small detachable parts, no battery operated toys, toys are</li> </ul>	<ul style="list-style-type: none"> <li>● Analyses and adapts to suit specific contexts relevant policy statements relating to health, safety and hygiene</li> <li>● Identifies the importance of ongoing supervision and can predict consequences of not supervising adequately</li> <li>● Analyses contextual sensitivities and modifies boundaries accordingly</li> <li>● Analyses safety practices and where appropriate modifies these to ensure they are appropriate for babies – e.g. toys have</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognises the importance of and is able to implement a sound indoor and outdoor hygienic environment</li> <li>• Describes how to keep all areas of the ECCE setting clean and hygienic - wiping down of cots and change surfaces, regular cleaning of toys and equipment etc.</li> <li>• Knows basic paediatric first aid and can apply it accordingly</li> </ul>	<p>'rules' and can implement a safety check list</p> <ul style="list-style-type: none"> <li>• Explains the importance of and is able to implement a sound indoor and outdoor hygienic environment</li> <li>• Explains how to keep all areas of the ECCE setting hygienic and clean - wiping down of cots and change surfaces, regular cleaning of toys and equipment etc.</li> <li>• Knows basic paediatric first aid and can apply it accordingly</li> </ul>	<p>not too small for babies to swallow, no toys painted with lead-based paints etc.</p> <ul style="list-style-type: none"> <li>• Prepares a safety check list and applies it accordingly</li> <li>• Can draw up and implement simple health and safety and 'rules'</li> <li>• Explains the importance of and shows the ability to adapt the indoor and outdoor environment to ensure it is hygienic</li> <li>• Explains how to keep all areas of the ECCE setting hygienic and clean - wiping down of cots and change surfaces, regular cleaning of toys and equipment etc.</li> <li>• Explains the importance of and can implement paediatric first aid procedures</li> </ul>	<p>no small detachable parts, no battery operated toys, toys are not too small for babies to swallow, no toys painted with lead-based paints etc.</p> <ul style="list-style-type: none"> <li>• Designs a safety check list based on cultural and contextual sensitivities and applies it accordingly</li> <li>• Can draw up and implement simple health and safety and 'rules' using relevant pictorial representations of these 'rules'</li> <li>• Analyses the cleanliness of the indoor and outdoor environments and implements practices to ensure ongoing health and safety of the ECCE environment</li> <li>• Has in-depth knowledge of paediatric first aid, can apply it accordingly</li> </ul>
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				and critically reviews the ECCE setting's first aid procedures regularly
<b>Reflecting on the play environment</b>	<ul style="list-style-type: none"> <li>Knows it is necessary to consider how the environment affects the wellbeing of babies</li> </ul>	<ul style="list-style-type: none"> <li>Explains why it is necessary to reflect on the play environment and shows an awareness of how a conducive environment supports play and the wellbeing of babies</li> </ul>	<ul style="list-style-type: none"> <li>Understands the necessity to reflect on the environment – how it supports play, how the babies respond to the environment, how the staff interact with it, and is able to adapt the environment accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Critically reflects on the environment – how it supports play, how the babies respond to the environment, how the staff interact with the environment and is able to make contextual and culturally appropriate adaptations</li> </ul>

<b>Toddlers (18-36 months)</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
<b>Organizing the environment – the playing/learning day</b>	<ul style="list-style-type: none"> <li>Identifies what constitutes a toddler friendly environment (position of cots, high chairs, change tables, potties, storage facilities for toys etc.)</li> <li>Describes how to ensure that there is adequate space for each toddler to explore as required</li> <li>Knows that the walls of the playroom must be engaging through the use of appropriate wall hangings and colour</li> <li>Describes how to arrange the indoor environment to provide a safe, secure, nurturing space to enhance meaningful learning experiences. For example stair/ door guards are in place, toys are easily accessible etc.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the purpose behind the placement and utilization of furnishings and equipment</li> <li>Shows some understanding into specific choices related to the arrangement of the indoor play area</li> <li>Understands that the walls of the playroom must be engaging through the use of appropriate wall hangings and colour and can implement this type of environment</li> <li>Comprehends the importance of and knows how to arrange the indoor environment to provide a safe, secure, nurturing space to enhance meaningful learning experiences. For example stair/ door guards are in</li> </ul>	<ul style="list-style-type: none"> <li>Understand the purpose behind the placement and utilization of furnishings and equipment and can make relevant changes to enhance the environment</li> <li>Demonstrate understanding into specific choices related to the arrangement of the indoor play area</li> <li>Defends the importance of aesthetic wall coverings and ensure these are realised</li> <li>Comprehends the importance of and knows how to manipulate aspects of the indoor environment to provide a safe, secure, nurturing space to enhance meaningful learning experiences. For example stair/ door guards are in</li> </ul>	<ul style="list-style-type: none"> <li>Designs own toddler friendly environment</li> <li>Analyses the pros and cons of the environment in relation to its context</li> <li>Analyses specific choices related to the arrangement of the indoor play area</li> <li>Defends and appraises the importance of aesthetic wall coverings and ensure these are realised</li> <li>Analyses importance of and manipulates aspects of the indoor environment to provide a safe, secure, nurturing space to enhance meaningful learning experiences. For example stair/ door guards are in place, toys are easily accessible etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Knows that all toys and equipment are correctly stored after use (shelves, cupboards etc.)</li> <li>• Knows that the outdoor play area is child friendly and all entrances are safely secured</li> <li>• Recognises that outdoor toys and equipment are positioned and arranged in a way that toddlers can have ready access to them</li> <li>• Describes how to keep records of all activities that toddlers engage in to ensure the smooth organisation of the day</li> </ul>	<p>place, toys are easily accessible etc.</p> <ul style="list-style-type: none"> <li>• Knows and implements practices to ensure that all toys and equipment are correctly stored after use (shelves, cupboards etc.)</li> <li>• Understands and explains the importance of a child friendly, safe outdoor environment</li> <li>• Explains the importance of ensuring that outdoor toys and equipment are positioned and arranged to facilitate easy access and is able to implement such practices</li> <li>• Knows to keep records of all activities to ensure the smooth organisation of the day and implements this practice daily</li> </ul>	<p>place, toys are easily accessible etc.</p> <ul style="list-style-type: none"> <li>• Knows and implements practices to ensure that all toys and equipment are correctly stored after use (shelves, cupboards etc.)</li> <li>• Understands the importance of a child friendly outdoor play area and knows how to modify practices to ensure ongoing wellbeing of toddlers</li> <li>• Defends the importance of thoughtful positioning of outdoor toys and equipment and is able to modify the arrangement to ensure toddlers gain optimal benefit from engaging with these toys</li> <li>• Prepares and implements charts to ensure good record keeping of all activities that toddlers engage in to ensure the smooth organisation of the day</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects on storage facilities and adapts these where necessary to ensure that all toys and equipment are correctly stored after use (shelves, cupboards etc.)</li> <li>• Understands the importance of a child friendly outdoor play area and knows how to discriminate between different practices to ensure ongoing wellbeing of toddlers</li> <li>• Defends the importance of thoughtful positioning of outdoor toys and equipment and is able to modify the arrangement to ensure babies gain optimal benefit from interacting with these toys</li> <li>• Designs, prepares and ensures record keeping is implemented to track toddlers progress and to ensure the smooth organisation of the day</li> </ul>
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<b>Time for play</b>	<ul style="list-style-type: none"> <li>Names the daily programme and knows that it must allow for sufficient time for sleep, change routines/ potty training, feeding and play and stimulation</li> <li>Knows the daily routines and can adequately implement them</li> <li>Knows to interact playfully with toddlers during their awake time</li> </ul>	<ul style="list-style-type: none"> <li>Explains the need for a balance and flexible programme which provides time for sleep; feeding, changing/ potty training and stimulating play experiences</li> <li>Knows the daily routines and can adequately implement them in a flexible manner</li> <li>Understands the importance of playful interactions with toddlers during their awake time</li> </ul>	<ul style="list-style-type: none"> <li>Defends the need for a balance and flexible programme which provides time for sleep; feeding, potty training/changing and stimulating play experiences</li> <li>Implements the daily routines in a thoughtful and flexible manner</li> <li>Understands the importance of playful interactions with toddlers during their awake time</li> </ul>	<ul style="list-style-type: none"> <li>Defends the daily programme and ensures that a balanced and flexible programme is implemented and adhered to</li> <li>Knows the daily routines and ensures they are well implemented in a thoughtful and flexible manner</li> <li>Shows insight into the importance of playfully interactions with toddlers during their awake time and ensures that this happens</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Knows that toys and play equipment are easily accessible to toddlers</li> <li>Knows to set up different play areas</li> <li>and to provide for different interest areas to promote holistic development and wellbeing</li> <li>Selects resources that: <ul style="list-style-type: none"> <li>are open ended</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explains why toys and play equipment must be are easily accessible to toddlers and ensures this happens</li> <li>Explains how to and understands the importance of setting up different play areas that provide for different interest areas and facilitate holistic</li> </ul>	<ul style="list-style-type: none"> <li>Defends the importance of toys and play equipment being easily accessible to toddlers and ensures this happens</li> <li>Understands the importance of setting up different play areas and is able to prepare such areas to ensure holistic development and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Analyses why it is important to ensure that toys and play equipment are easily accessible to toddlers and ensures this happens</li> <li>Analyses the importance of setting up different play areas and is able to modify such areas to facilitate holistic development and wellbeing</li> </ul>

	<ul style="list-style-type: none"> <li>○ are sufficient in number – all toddlers have a play space/ opportunity if so desired</li> <li>○ provide differentiated learning experiences for all toddlers (see play areas**) and promote inclusivity</li> <li>○ are sufficiently stimulating and challenging for toddlers</li> <li>○ encourage hands-on, concrete learning experiences</li> <li>○ encourage opportunities for collaboration and sharing</li> <li>○ encourage independence and self-confidence</li> <li>○ afford toddlers an opportunity to play on their own</li> <li>○ encourage opportunities to promote emergent literacy and numeracy</li> </ul>	<p>development and wellbeing</p> <ul style="list-style-type: none"> <li>● Understands the importance of selecting resources that: <ul style="list-style-type: none"> <li>○ are open ended</li> <li>○ are sufficient in number – all toddlers have a play space/ opportunity if so desired</li> <li>○ provide differentiated learning experiences for all toddlers (see play areas**) and promote inclusivity</li> <li>○ are sufficiently stimulating and challenging for toddlers</li> <li>○ encourage hands-on, concrete learning experiences</li> <li>○ encourage opportunities for collaboration and sharing</li> <li>○ encourage independence and self-confidence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Defends the importance selecting resources that: <ul style="list-style-type: none"> <li>○ are open ended</li> <li>○ are sufficient in number – all toddlers have a play space/ opportunity if so desired</li> <li>○ provide differentiated learning experiences for all toddlers (see play areas**) and promote inclusivity</li> <li>○ are sufficiently stimulating and challenging for toddlers</li> <li>○ encourage hands-on, concrete learning experiences</li> <li>○ encourage opportunities for collaboration and sharing</li> <li>○ encourage independence and self-confidence</li> <li>○ afford toddlers an opportunity to play on their own</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Understands the importance of and identifies resources that: <ul style="list-style-type: none"> <li>○ are open ended</li> <li>○ are sufficient in number – all toddlers have a play space/ opportunity if so desired</li> <li>○ provide differentiated learning experiences for all toddlers (see play areas**) and promote inclusivity</li> <li>○ are sufficiently stimulating and challenging for toddlers</li> <li>○ encourage hands-on, concrete learning experiences</li> <li>○ encourage opportunities for collaboration and sharing</li> <li>○ encourage independence and self-confidence</li> <li>○ afford toddlers an opportunity to play on their own</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ are enjoyable and fun</li> </ul>	<ul style="list-style-type: none"> <li>○ afford toddlers an opportunity to play on their own</li> <li>○ encourage opportunities to promote emergent literacy and numeracy</li> <li>○ are enjoyable and fun</li> </ul>	<ul style="list-style-type: none"> <li>○ encourage opportunities to promote emergent literacy and numeracy</li> <li>○ are enjoyable and fun</li> </ul>	<ul style="list-style-type: none"> <li>○ encourage opportunities to promote emergent literacy and numeracy</li> <li>○ are enjoyable and fun</li> </ul>
<p><b>Ensure on going health, hygiene and safety – remember the educator acts in locus parentis</b></p>	<ul style="list-style-type: none"> <li>● Recalls relevant policy statements relating to health, safety and hygiene</li> <li>● Knows the importance of on-going supervision</li> <li>● Describes how to set appropriate boundaries for the toddlers (with regard to safety and behaviour)</li> <li>● Describes the importance of ensuring on going safety practices that are appropriate for toddlers – e.g. toys have no small detachable parts, no battery operated toys, toys are not too small for toddlers to swallow, no toys painted with lead-based</li> </ul>	<ul style="list-style-type: none"> <li>● Explains relevant policy statements relating to health, safety and hygiene</li> <li>● Understands the importance of on-going supervision</li> <li>● Explains how to set appropriate boundaries for the toddlers (with regard to safety and behaviour)</li> <li>● Understands the importance of ensuring on going safety practices that are appropriate for toddlers – e.g. toys have no small detachable parts, no battery operated toys, toys are not too small for toddlers to swallow, no toys</li> </ul>	<ul style="list-style-type: none"> <li>● Explains and applies relevant policy statements relating to health, safety and hygiene</li> <li>● Explains the importance of ongoing supervision and can predict consequences of not supervising adequately</li> <li>● Modifies boundaries in keeping with contextual situations</li> <li>● Understands the importance of and where appropriate modifies on going safety practices that are appropriate for toddlers – e.g. toys have no small detachable parts, no battery operated toys, toys are</li> </ul>	<ul style="list-style-type: none"> <li>● Analyses and adapts to suit specific contexts relevant policy statements relating to health, safety and hygiene</li> <li>● Identifies the importance of ongoing supervision and can predict consequences of not supervising adequately</li> <li>● Analyses contextual sensitivities and modifies boundaries accordingly</li> <li>● Analyses safety practices and where appropriate modifies these to ensure they are appropriate for toddlers – e.g. toys have no small detachable parts, no battery operated toys, toys are not too small for toddlers to swallow, no</li> </ul>

	<p>paints, push pull toys are sturdy, climbing equipment is not too high etc.</p> <ul style="list-style-type: none"> <li>• Recites safety practices and simple 'rules'</li> <li>• Recognises the importance of ensuring a hygienic indoor and outdoor environment</li> <li>• Describes how to keep all areas of the ECCE setting hygienic - wiping down of cots and change surfaces, regular cleaning of toys and equipment etc.</li> <li>• Knows basic paediatric first aid and can apply it accordingly</li> </ul>	<p>Painted with lead-based paints, push pull toys are sturdy, climbing equipment is not too high etc.</p> <ul style="list-style-type: none"> <li>• Explains how to reinforcing simple safety and 'rules'</li> <li>• Explains the importance of ensuring a hygienic indoor and outdoor environment</li> <li>• Explains how to keep all areas of the ECCE setting hygienic and clean - wiping down of cots and change surfaces, regular cleaning of toys and equipment etc.</li> <li>• Knows basic paediatric first aid and can apply it accordingly</li> </ul>	<p>not too small for toddlers to swallow, no toys painted with lead-based paints, push pull toys are sturdy, climbing equipment is not too high etc.</p> <ul style="list-style-type: none"> <li>• Prepares a safety check list and applies it accordingly</li> <li>• Can draw up and implement simple safety and 'rules'</li> <li>• Explains the importance of and shows the ability to adapt the indoor and outdoor environment to ensure it is hygienic</li> <li>• Explains the importance of and can implement paediatric first aid procedures</li> </ul>	<p>toys painted with lead-based paints, push pull toys are sturdy, climbing equipment is not too high etc.</p> <ul style="list-style-type: none"> <li>• Designs a safety check list based on cultural and contextual sensitivities and applies it accordingly</li> <li>• Can draw up and implement simple safety and 'rules'</li> <li>• Analyses cleanliness of the indoor and outdoor environments and implements practices to ensure ongoing health and safety</li> <li>• Has in depth knowledge of paediatric first aid, can apply it accordingly and critically reviews the ECCE setting's first aid procedures regularly</li> </ul>
<b>Reflecting on the environment</b>	<ul style="list-style-type: none"> <li>• Knows it is necessary to consider how the play environment affects the</li> </ul>	<ul style="list-style-type: none"> <li>• Explains why it is necessary to reflect on the play environment and shows an awareness of</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the necessity of reflecting on the environment – how it supports play, how the</li> </ul>	<ul style="list-style-type: none"> <li>• Critically reflects on the environment – how it supports play, how the toddlers respond to the</li> </ul>

	development and wellbeing of toddlers	how a conducive environment supports play and the holistic development and wellbeing of toddlers	toddlers respond to the environment, how the staff interact with it, and is able to make some adaptations to this environment	<p>environment, how the staff interact with the environment and is able to make contextual and culturally appropriate adaptations</p> <ul style="list-style-type: none"> <li>• Critically reflects on adult-guided activities and the extent to which playful pedagogies</li> <li>• inform the learning and teaching environment</li> </ul>
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Young children (36 months - 4years)				
Play criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
<b>Organizing the environment – the playing/learning day</b>	<ul style="list-style-type: none"> <li>Identifies what constitutes a child friendly environment (position of tables, chairs, carpet, lockers, storage facilities for toys, arrangement of play room etc.)</li> <li>Describes how to ensure that there is adequate space for each child to explore the environment</li> <li>Knows that the walls of the playroom must be engaging through the use of appropriate wall hangings (posters and environmental print etc.) and colour</li> <li>Describes how to arrange the indoor environment to provide a safe, secure, space to enhance meaningful learning experiences, for example positioning of activity</li> </ul>	<ul style="list-style-type: none"> <li>Understand the purpose behind the placement and utilization of furnishings and equipment</li> <li>Shows some understanding into specific choices related to the arrangement of the indoor play area</li> <li>Understands that the walls of the playroom must be engaging through the use of appropriate wall hangings (posters and environmental print etc.) and colour and can implement this type of environment</li> <li>Comprehends the importance of and knows how to arrange the indoor environment to provide a safe, secure, space to</li> </ul>	<ul style="list-style-type: none"> <li>Understand the purpose behind the placement and utilization of furnishings and equipment and can make relevant changes to enhance the environment</li> <li>Demonstrate understanding into specific choices related to the arrangement of the indoor play area</li> <li>Defends the importance of aesthetic wall coverings (posters and environmental print etc.) and ensure these are realised</li> <li>Comprehends the importance of and knows how to manipulate aspects of the indoor environment to provide a safe, secure, space to enhance meaningful learning experiences, for example</li> </ul>	<ul style="list-style-type: none"> <li>Designs own child friendly environment</li> <li>Analyses the pros and cons of the environment in relation to its context</li> <li>Analyses specific choices related to the arrangement of the indoor play area</li> <li>Defends and appraises the importance of aesthetic wall coverings (posters and environmental print etc.)and ensure these are realised</li> <li>Analyses importance of and manipulates aspects of the indoor environment to provide a safe, secure, space to enhance meaningful learning experiences, for example positioning of activity area (e.g. discovery table, book</li> </ul>

	<p>areas (e.g. discovery table, book corner, fantasy, area, constructive toy area etc.), opportunity for working at different levels – floor, sitting and standing</p> <ul style="list-style-type: none"> <li>• Knows that all toys and equipment are correctly stored after use (shelves, cupboards etc.)</li> <li>• Knows that the outdoor play area is secure and all entrances are safely secured</li> <li>• Recognises that outdoor toys and equipment are positioned and arranged in a way that young children have ready access to them</li> <li>• Describes how to keep records of children’s engagement in activities to ensure the smooth organisation of the day</li> </ul>	<p>enhance meaningful learning experience, for example, positioning of activity areas (e.g. discovery table, book corner, fantasy, area, constructive toy area etc.), opportunity for working at different levels – floor, sitting and standing</p> <ul style="list-style-type: none"> <li>• Knows and implements practices to ensure that all toys and equipment are correctly stored after use (shelves, cupboards etc.)</li> <li>• Explains the importance of ensuring that outdoor toys and equipment are positioned and arranged in a way that young children have ready access to them and can implement such practices</li> <li>• Knows to keep records of children’s engagement with activities to ensure the smooth organisation of the day and implements this practice daily</li> </ul>	<p>positioning of activity areas (e.g. discovery table, book corner, fantasy, area, constructive toy area etc.), opportunity for working at different levels – floor, sitting and standing</p> <ul style="list-style-type: none"> <li>• Knows and implements practices to ensure that all toys and equipment are correctly stored after use (shelves, cupboards etc.)</li> <li>• Defends the importance of thoughtful positioning of outdoor toys and equipment and is able to modify the arrangement to ensure young children gain optimal benefit from engaging with these toys and equipment</li> <li>• Prepares and implements charts to ensure good record keeping of all activities to ensure the smooth organisation of the day</li> </ul>	<p>corner, fantasy, area, constructive toy area etc.),</p> <ul style="list-style-type: none"> <li>• opportunity for working at different levels – floor, sitting and standing</li> <li>• Knows and implements practices to ensure that all toys and equipment are correctly stored after use (shelves, cupboards etc.)</li> <li>• Defends the importance of thoughtful positioning of outdoor toys and equipment and is able to modify the arrangement to ensure young children gain optimal benefit from interacting with these toys and equipment</li> <li>• Designs, prepares and ensures record keeping is implemented to track young children’s progress and to ensure the smooth organisation of the day</li> </ul>
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<p><b>Time for play</b></p>	<ul style="list-style-type: none"> <li>• Names the components of the daily programme and knows to allow for sufficient time for routines, child-initiated activities and adult -guided activities</li> <li>• Knows to interact playfully with young children during free play and routine times</li> <li>• Knows to have a pictorial representation of the daily programme on the wall</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the need for a balance and flexible programme which provides for routine times, child-initiated free play and adult guided activities</li> <li>• Understands the importance of playful interactions with young children during these times</li> <li>• Understands the importance of a pictorial representation of the daily programme and to share this programme with children and their caregivers</li> </ul>	<ul style="list-style-type: none"> <li>• Defends the need for a balance and flexible programme which provides time for routines, child-initiated free play as well as adult-guided activities</li> <li>• Understands the importance of playful interactions with young children during these times</li> <li>• Understands the importance of and is able to draw up a pictorial representation of the daily programme and to share this programme with children and their caregivers</li> </ul>	<ul style="list-style-type: none"> <li>• Defends the important aspects of the daily programme and ensures that a balanced and flexible programme is implemented</li> <li>• Shows insight into the importance of playfully interactions with young children throughout the day</li> <li>• Defends the importance of and is able to draw up a pictorial representation of the daily programme and to share this programme with children and their caregivers</li> <li>• Analyses the efficacy of the daily programme and adapts if necessary to ensure the optimal wellbeing of the children</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Knows that toys and play equipment must be easily accessible to children</li> </ul>	<ul style="list-style-type: none"> <li>• Explains why toys and play equipment must be are easily accessible to young children and ensures this happens</li> </ul>	<ul style="list-style-type: none"> <li>• Defends the importance of toys and play equipment being easily accessible to young</li> </ul>	<ul style="list-style-type: none"> <li>• Argues for the importance of toys and play equipment being easily accessible to young children and ensures this happens</li> </ul>

	<ul style="list-style-type: none"> <li>• Knows to set up different play areas (see types of play **)</li> <li>• and to provide for different interest areas to promote holistic development and wellbeing</li> <li>• Selects suitable resources that: <ul style="list-style-type: none"> <li>○ are open ended</li> <li>○ are sufficient in number – all children have a play space/ opportunity if so desired</li> <li>○ provide differentiated learning experiences for all children see play areas**) and promote inclusivity</li> <li>○ are sufficiently stimulating and challenging for young children</li> <li>○ encourage hands-on, concrete learning experiences</li> <li>○ encourage opportunities for</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains how to and understands the importance of setting up different play areas (see types of play and facilitate holistic development</li> <li>• Understands the importance of selecting resources that: <ul style="list-style-type: none"> <li>○ are open ended</li> <li>○ are sufficient in number – all children have a play space/ opportunity if so desired</li> <li>○ provide differentiated learning experiences for all children see play areas**) and promote inclusivity</li> <li>○ are sufficiently stimulating and challenging for young children</li> <li>○ encourage hands-on, concrete learning experiences</li> <li>○ encourage opportunities for</li> </ul> </li> </ul>	<p>children and ensures this happens</p> <ul style="list-style-type: none"> <li>• Understands the importance of setting up different play areas (see types of play **) and is able to prepare such areas to ensure holistic development and wellbeing</li> <li>• Defends the importance of selecting resources that: <ul style="list-style-type: none"> <li>○ are open ended</li> <li>○ are sufficient in number – all children have a play space/ opportunity if so desired</li> <li>○ provide differentiated learning experiences for all children see play areas**) and promote inclusivity</li> <li>○ are sufficiently stimulating and challenging for young children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyses the importance of setting up different play areas (see types of play**) and is able to modify such areas to facilitate holistic development and wellbeing</li> <li>• Understands the importance of and identifies resources that: <ul style="list-style-type: none"> <li>○ are open ended</li> <li>○ are sufficient in number – all children have a play space/ opportunity if so desired</li> <li>○ provide differentiated learning experiences for all children (see play areas**) and promote inclusivity</li> <li>○ are sufficiently stimulating and challenging for young children</li> <li>○ encourage hands-on, concrete learning experiences</li> <li>○ encourage opportunities for collaboration and sharing</li> </ul> </li> </ul>
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	<p>collaboration and sharing</p> <ul style="list-style-type: none"> <li>○ encourage independence and self-confidence</li> <li>○ afford young children an opportunity to play on their own</li> <li>○ encourage opportunities to promote emergent literacy and numeracy</li> <li>○ are enjoyable and fun</li> </ul>	<p>collaboration and sharing</p> <ul style="list-style-type: none"> <li>○ encourage independence and self-confidence</li> <li>○ afford young children an opportunity to play on their own</li> <li>○ encourage opportunities to promote emergent literacy and numeracy</li> <li>○ are enjoyable and fun</li> </ul>	<ul style="list-style-type: none"> <li>○ encourage hands-on, concrete learning experiences</li> <li>○ encourage opportunities for collaboration and sharing</li> <li>○ encourage independence and self-confidence</li> <li>○ afford young children an opportunity to play on their own</li> <li>○ encourage opportunities to promote emergent literacy and numeracy</li> <li>○ are enjoyable and fun</li> </ul>	<ul style="list-style-type: none"> <li>○ encourage independence and self-confidence</li> <li>○ afford young children an opportunity to play on their own</li> <li>○ encourage opportunities to promote emergent literacy and numeracy</li> <li>○ are enjoyable and fun</li> </ul>
<p><b>Ensure on going health, hygiene and safety – remember the educator acts in locus parentis</b></p>	<ul style="list-style-type: none"> <li>● Recalls relevant policy statements relating to health, safety and hygiene</li> <li>● Knows the importance of on-going supervision</li> <li>● Describes how to set appropriate boundaries for young children (with regard to safety and behaviour)</li> <li>● Describes the importance of ensuring on going safety</li> </ul>	<ul style="list-style-type: none"> <li>● Explains relevant policy statements relating to health, safety and hygiene</li> <li>● Understands the importance of on-going supervision</li> <li>● Explains how to set appropriate boundaries for young children (with regard to safety and behaviour)</li> <li>● Understands the importance of ensuring on going safety</li> </ul>	<ul style="list-style-type: none"> <li>● Explains and applies relevant policy statements relating to health, safety and hygiene</li> <li>● Explains the importance of ongoing supervision and can predict consequences of not supervising adequately</li> <li>● Modifies boundaries in keeping with contextual situations</li> </ul>	<ul style="list-style-type: none"> <li>● Analyses and adapts to suit specific contexts relevant policy statements relating to health, safety and hygiene</li> <li>● Understands the importance of a safe outdoor play area and knows how to discriminate between different practices to ensure ongoing safety of young children</li> </ul>

	<p>practices that are appropriate for young children – e.g. toys have no small detachable parts, no battery operated toys, toys are not too small for young children to swallow, no toys painted with lead-based paints etc.</p> <ul style="list-style-type: none"> <li>• Recites safety practices and simple ‘rules’</li> <li>• Recognises the importance of ensuring a hygienic indoor and outdoor environment</li> <li>• Describes how to keep all areas of the ECCE setting hygienic - wiping down of playroom furnishings, regular cleaning of toys and equipment, disinfecting and turning of sandpit sand etc.</li> <li>• Has basic knowledge of paediatric first aid, can apply it when necessary</li> </ul>	<p>practices that are appropriate for young children – e.g. toys have no small detachable parts, no battery operated toys, toys are not too small for young children to swallow, no toys painted with lead-based paints etc.</p> <ul style="list-style-type: none"> <li>• Explains how to reinforcing simple safety and ‘rules’</li> <li>• Explains the importance of ensuring a hygienic indoor and outdoor environment</li> <li>• Explains how to keep all areas of the ECCE setting hygienic and clean - wiping down of playroom furnishings, regular cleaning of toys and equipment, disinfecting and turning of sandpit sand etc.</li> <li>• Has knowledge of paediatric first aid and can apply it accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the importance of and where appropriate modifies on going safety practices that are appropriate for young children – e.g. toys have no small detachable parts, no battery operated toys, toys are not too small for young children to swallow, no toys painted with lead-based paints etc.</li> <li>• Prepares a safety check list and applies it accordingly</li> <li>• Can draw up and implement simple safety and ‘rules’</li> <li>• Explains the importance of and shows the ability to adapt the indoor and outdoor environment to ensure it is hygienic</li> <li>• Explains the importance of and can implement paediatric first aid procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the importance of ongoing supervision and can predict consequences of not supervising adequately</li> <li>• Analyses contextual sensitivities and modifies boundaries accordingly</li> <li>• Analyses safety practices and where appropriate modifies these to ensure they are appropriate for young children – e.g. toys have no small detachable parts, no battery operated toys, toys are not too small for young children to swallow, no toys painted with lead-based paints etc.</li> <li>• Designs a safety check list based on cultural and contextual sensitivities and applies it accordingly</li> <li>• Can draw up and implement simple safety and ‘rules’</li> <li>• Analyses the cleanliness of the indoor and outdoor environments and implements practices to ensure ongoing health and safety.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Has in depth knowledge of paediatric first aid, can apply it accordingly and critically reviews the ECCE setting's first aid procedures regularly</li> </ul>
<b>Reflecting on the environment</b>	<ul style="list-style-type: none"> <li>• Knows it is necessary to consider how the play environment affects the development and wellbeing of young children</li> </ul>	<ul style="list-style-type: none"> <li>• Explains why it is necessary to reflect on the play environment and shows an awareness of how a conducive environment supports play and the holistic development wellbeing of young children</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the necessity of reflecting on the play environment – how it supports play, how young children respond to the environment, how the staff interact with it, and is able to make some adaptations to this environment</li> </ul>	<ul style="list-style-type: none"> <li>• Critically reflects on the environment – how it supports play, how young children respond to the environment, how the staff interact with the environment and is able to make contextual and culturally appropriate adaptations</li> <li>• Critically reflects on adult-guided activities and the extent to which the ECCE environment is underpinned by playful pedagogies</li> </ul>

<b>Grade R 5-6 years</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
<b>Organizing the environment – the playing/learning day</b>	<ul style="list-style-type: none"> <li>• Follows prescribed practices related to the organisation of a safe, challenging, enjoyable and inclusive play environment</li> <li>• Selects safe toys for indoors and outdoors</li> <li>• Actively supervises and interacts with children to ensure safety in all play areas</li> <li>• Arranges spaces and furniture into child sized areas for different kinds of play</li> <li>• Ensures easy access to indoor and outdoor areas</li> <li>• provides access to indoor and outdoor spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and organises the environment for safe, challenging, enjoyable and inclusive play activities</li> <li>• Creates learning environments to support different kinds of play</li> <li>• Actively supervises and interacts with children to ensure safety in all play areas</li> <li>• Arranges spaces and furniture into child sized areas for different kinds of play e.g. art, dramatic play, sensory, motor play, construction etc.</li> <li>• Ensures easy access to indoor and outdoor areas</li> <li>• Creates indoor and outdoor spaces that support and integrate all developmental domains</li> </ul>	<ul style="list-style-type: none"> <li>• Plans, designs and organises the environment for safe, challenging, enjoyable and inclusive play activities</li> <li>• Creates learning environments to support different kinds of play</li> <li>• Organises play spaces that are developmentally and culturally appropriate</li> <li>• Arranges spaces and furniture into child sized areas for different kinds of play</li> <li>• Offers a variety of play spaces, e.g. art, dramatic play, sensory, construction</li> <li>• Ensures easy access to indoor and outdoor areas</li> <li>• Models and help others create indoor and outdoor play spaces that support and integrate all</li> </ul>	<ul style="list-style-type: none"> <li>• Plans, designs and organises the environment for safe, challenging, enjoyable and inclusive play activities</li> <li>• Creates learning environments to support different kinds of play</li> <li>• Organises spaces and designs that are developmentally and culturally appropriate</li> <li>• Arranges spaces and furniture into child sized areas for different kinds of play</li> <li>• Plans a curriculum that is play based to support children’s growth, development and learning</li> <li>• Offers a variety of play spaces, e.g. art, dramatic play, sensory, construction</li> </ul>

			developmental domains	<ul style="list-style-type: none"> <li>• Ensures easy access to indoor and outdoor areas</li> <li>• Stays informed of current theory and research on how play can be used as a pedagogy of learning and how one can create supportive learning environments</li> </ul>
<b>Time for play</b>	<ul style="list-style-type: none"> <li>• Names the components of the daily programme and knows to allow for sufficient time for routines, child-initiated activities and adult-guided activities</li> <li>• Knows to interact playfully with young children during free play and routine times</li> <li>• Knows to have a pictorial representation of the daily programme on the wall</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the need for a balance and flexible programme which provides for routine times, child-initiated free play and adult-guided activities</li> <li>• Understands the importance of playful interactions with young children during these times</li> <li>• Understands the importance of a pictorial representation of the daily programme and to share this programme with children and their caregivers</li> </ul>	<ul style="list-style-type: none"> <li>• Defends the need for a balance and flexible programme which provides time for routines, child-initiated free play as well as adult-guided activities</li> <li>• Understands the importance of playful interactions with young children during these times</li> <li>• Understands the importance of and is able to draw up a pictorial representation of the daily programme and to share this programme with children and their caregivers</li> </ul>	<ul style="list-style-type: none"> <li>• Defends the important aspects of the daily programme and ensures that a balanced and flexible programme is implemented</li> <li>• Shows insight into the importance of playfully interactions with young children throughout the day</li> <li>• Defends the importance of and is able to draw up a pictorial representation of the daily programme and to share this programme with children and their caregivers</li> <li>• Analyses the efficacy of the daily programme and adapts if necessary to</li> </ul>

				ensure the optimal wellbeing of the children
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Provides real objects that can be manipulated or explored to understand a concept</li> <li>• Provides inside and outside materials and equipment to meet the diverse needs of children</li> <li>• Organises play spaces with resources for numeracy and literacy development.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides real objects that can be manipulated or explored to understand a concept</li> <li>• Has knowledge of how objects can be manipulated or explored to understand a concept</li> <li>• Talks about how different resources can be used to enhance learning of children</li> <li>• Organisation of the play spaces with resources for numeracy and literacy development</li> </ul>	<ul style="list-style-type: none"> <li>• Provides real objects that can be manipulated or explored to understand a concept.</li> <li>• Explains how objects can be used to explore a concept</li> <li>• Uses resources and equipment that foster play, diversity in developmental abilities, family composition and cultural backgrounds of children</li> <li>• Organises play spaces with resources for numeracy and literacy development</li> </ul>	<ul style="list-style-type: none"> <li>• Provides real objects that can be manipulated or explored to understand a concept</li> <li>• Allows learners to talk about the choices of resources used</li> <li>• Adapts and creates resources and equipment that foster play, diversity in developmental abilities, family composition and cultural backgrounds of children</li> <li>• Organises play spaces with resources for numeracy and literacy development</li> </ul>
<b>Ensure on going health, hygiene and safety – remember the educator acts in locus parentis</b>	<ul style="list-style-type: none"> <li>• Recalls relevant policy statements relating to health, safety and hygiene</li> <li>• Knows the importance of on-going supervision</li> <li>• Describes how to set appropriate boundaries for</li> </ul>	<ul style="list-style-type: none"> <li>• Explains relevant policy statements relating to health, safety and hygiene</li> <li>• Understands the importance of on-going supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Explains and applies relevant policy statements relating to health, safety and hygiene</li> <li>• Explains the importance of ongoing supervision and can predict</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses and adapts to suit specific contexts, relevant policy statements relating to health, safety and hygiene</li> <li>• Understands the importance of a safe</li> </ul>

	<p>children (with regard to safety and behaviour)</p> <ul style="list-style-type: none"> <li>• Describes the importance of ensuring on going safety practices that are appropriate for children – e.g. no toys painted with lead-based paints., climbing equipment is securely fixed into the ground, etc.</li> <li>• Recites safety practices and simple ‘rules’ and implements these</li> <li>• Recognises the importance of ensuring a hygienic indoor and outdoor environment and knows how to implement this</li> <li>• Has basic knowledge of paediatric first aid, can apply it when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Explains how to set appropriate boundaries for children (with regard to safety and behaviour)</li> <li>• Understands the importance of ensuring on going safety practices that are appropriate for children – e.g. no toys painted with lead-based paints, climbing equipment is securely fixed into the ground etc.</li> <li>• Explains how to reinforce simple safety and ‘rules’ and implements these</li> <li>• Explains the importance of ensuring a hygienic indoor and outdoor environment and describes how this is implemented</li> <li>• Has knowledge of paediatric first aid and can apply it accordingly</li> </ul>	<p>consequences of not supervising adequately</p> <ul style="list-style-type: none"> <li>• Modifies boundaries in keeping with contextual situations</li> <li>• Understands the importance of and where appropriate modifies on going safety practices that are appropriate for young children – e.g. no toys painted with lead-based paints, climbing equipment is securely fixed into the ground etc.</li> <li>• Prepares a safety check list and ensures it is properly implemented</li> <li>• Can draw up and implement appropriate safety ‘rules’</li> <li>• Explains the importance of and shows the ability to adapt the indoor and outdoor environment to ensure it is hygienic</li> <li>• Explains the importance of and can implement paediatric first aid procedures</li> </ul>	<p>outdoor play area and knows how to discriminate between different practices to ensure ongoing safety of children</p> <ul style="list-style-type: none"> <li>• Identifies the importance of ongoing supervision and can predict consequences of not supervising adequately</li> <li>• Analyses contextual sensitivities and modifies boundaries accordingly</li> <li>• Analyses safety practices and where appropriate modifies these to ensure they are appropriate for children – no toys painted with lead-based paints, climbing equipment is securely fixed into the ground etc.</li> <li>• Designs a safety check list based on cultural and contextual sensitivities and ensures it is properly implemented</li> </ul>
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				<ul style="list-style-type: none"> <li>• Can draw up and implement appropriate safety 'rules'</li> <li>• Analyses the cleanliness of the indoor and outdoor environments and adapts practices to ensure ongoing health and safety</li> <li>• Has in depth knowledge of paediatric first aid, can apply it accordingly and critically reviews the first aid procedures</li> </ul>
<b>Role of the teacher</b>	<ul style="list-style-type: none"> <li>• Introduces new materials and activities by explaining what they are and how they can be used</li> <li>• Rotate materials in the classroom, pairing new and familiar objects for children</li> <li>• Demonstrates enthusiasm when introducing new materials</li> <li>• Allows children to select own materials and play independently</li> <li>• Articulates specific concepts children learn through play (e.g., play with puzzles)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces new materials and activities by explaining what they are and how they can be used</li> <li>• Rotates materials in the class, pairing new and familiar objects for children</li> <li>• Demonstrate skills for storytelling, implementing music and art experiences, planning for field trips, leading group activities</li> <li>• Designs, learning centers to encourage learning</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces new materials and activities by explaining what they are and how they can be used</li> <li>• Designs, adapts, and uses learning centers to encourage learning and development through play</li> <li>• Provides an environment where children initiate and extend their learning through play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces new materials and activities by explaining what they are and how they can be used</li> <li>• Supports the inclusion of all learners in different types of play</li> <li>• Develops strategies that support children's role in planning curriculum</li> <li>• Demonstrates to staff and families that children learn and develop through play</li> </ul>

	<p>helps children practice fine motor skills)</p> <ul style="list-style-type: none"> <li>• Promotes learning by participating in child-initiated play</li> <li>• Uses learning centers (or interest areas) to encourage learning and development through play</li> <li>• Maintains all areas, and follows regulations and rules for safety</li> </ul>	<p>and development through play</p> <ul style="list-style-type: none"> <li>• Provides an environment where children initiate their learning through play</li> </ul>		
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Grades 1 -3				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
<b>Organizing the environment – the playing/learning day</b>	<ul style="list-style-type: none"> <li>Organises the learning environment for different forms of creative expression: Music Movement, Dramatic Play, Visual Arts, Books</li> </ul>	<ul style="list-style-type: none"> <li>Plans and organises the space to ensure that children are exposed to a variety of creative expression: Music Movement, Dramatic Play , Visual Arts</li> <li>Maintains a safe environment, including equipment and toys, to prevent and reduce injuries</li> <li>Adapts the indoor and outdoor environments to maximize the independence of children</li> <li>Negotiates and reinforces simple safety precautions and rules to children and enforces rules consistently</li> <li>Is knowledgeable about and shares safety</li> </ul>	<ul style="list-style-type: none"> <li>Plans and organises the space to ensure that children are exposed to a variety of creative expression: Music Movement, Dramatic Play , Visual Arts</li> <li>Observes how the space and organisation of the environment supports or hinders different forms of expression</li> <li>Reorganises the space if necessary</li> <li>Designs and assesses safe play environments</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that children are exposed to a variety of creative expression: Music Movement, Dramatic Play , Visual Arts</li> <li>Evaluates play spaces and adapts to needs and interests of children</li> </ul>

		information and resources with colleagues, families etc.		
<b>Time for play</b>	<ul style="list-style-type: none"> <li>• Knows that a playful approach should be infused throughout the school day and not only happen during 'break'</li> <li>• Knows to interact playfully with children during the school day</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the importance of playful interactions with children during the school day and not only during 'break'</li> <li>• Is able to incorporate some playful teaching strategies during formal lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Defends the need for playful interactions with children during the school day and not only during 'break'</li> <li>• Is able to incorporate playful strategies into normal teaching activities</li> </ul>	<ul style="list-style-type: none"> <li>• Defends the need for playful interactions with children during the school day and not only during 'break'</li> <li>• Is able to incorporate a variety of playful strategies into normal teaching activities</li> <li>• Analyses the efficacy of a playful teaching and learning approach and adapts this approach if necessary to ensure the optimal wellbeing of the children</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Organising the book corner</li> <li>• Writing tools</li> <li>• Mathematical tools</li> <li>• Variety of resources to promote creativity, exploration and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Organising the book corner</li> <li>• Writing tools</li> <li>• Mathematical tools</li> <li>• Variety of resources to promote creativity, exploration and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Organising the book corner</li> <li>• Writing tools</li> <li>• Mathematical tools</li> <li>• Variety of resources to promote creativity, exploration and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Organising the book corner</li> <li>• Writing tools</li> <li>• Mathematical tools</li> <li>• Variety of resources to promote creativity, exploration and imagination</li> </ul>

<p><b>Ensure on going health, hygiene and safety – remember the educator acts in locus parentis</b></p>	<ul style="list-style-type: none"> <li>• Recalls relevant policy statements relating to health, safety and hygiene</li> <li>• Knows the importance of appropriate supervision</li> <li>• Describes how to set appropriate boundaries for children (with regard to safety and behaviour)</li> <li>• Knows to ensure that all play materials meet safety requirements.</li> <li>• Recites safety practices and simple ‘rules’ and implements these</li> <li>• Recognises the importance of ensuring a hygienic indoor and outdoor play environment and knows how to implement this</li> <li>• Has basic knowledge of paediatric first aid, can apply it when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Explains relevant policy statements relating to health, safety and hygiene</li> <li>• Understands the importance of appropriate supervision</li> <li>• Explains how to set appropriate boundaries for children (with regard to safety and behaviour)</li> <li>• Understands the importance of ensuring that all play materials meet safety requirements</li> <li>• Explains how to reinforce simple safety ‘rules’ and implements these accordingly</li> <li>• Explains the importance of ensuring a hygienic indoor and outdoor play environment and describes how this is implemented</li> <li>• Has knowledge of paediatric first aid and can apply it accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Explains and applies relevant policy statements relating to health, safety and hygiene</li> <li>• Explains the importance of appropriate supervision and can predict consequences of not supervising adequately</li> <li>• Modifies boundaries in keeping with contextual situations</li> <li>• Understands the importance of and where appropriate modifies on going safety practices that are appropriate for children</li> <li>• Prepares a safety check list and ensures it is properly implemented</li> <li>• Can draw up and implement appropriate safety ‘rules’</li> <li>• Explains the importance of and shows the ability to adapt the play environment to ensure it is hygienic</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses and adapts to suit specific contexts, relevant policy statements relating to health, safety and hygiene</li> <li>• Identifies the importance of adequate supervision and can predict consequences of not supervising adequately</li> <li>• Analyses contextual sensitivities and modifies boundaries accordingly</li> <li>• Analyses safety practices and where appropriate modifies these to ensure they are appropriate for children</li> <li>• Designs a safety check list based on cultural and contextual sensitivities and ensures it is properly implemented</li> <li>• Can draw up and implement appropriate safety ‘rules’</li> <li>• Analyses the cleanliness of the play environment and adapts practices to ensure ongoing health and safety</li> </ul>
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			<ul style="list-style-type: none"> <li>• Explains the importance of and can implement paediatric first aid procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Has in depth knowledge of paediatric first aid, can apply it accordingly and critically reviews the first aid procedures</li> </ul>
<b>Role of the teacher</b>	<ul style="list-style-type: none"> <li>• Has knowledge of how play and different forms of expression enhance child development and learning</li> <li>• Models and encourages creativity through language, music, dramatic play and art</li> <li>• Accepts cultural differences that may affect children’s ways of expressing themselves creatively</li> <li>• Provides appropriate supervision and interventions to keep children safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters imagination and creativity as a means of expression</li> <li>• Encourages creativity through language, music, dramatic play and art</li> <li>• Encourages creative expression throughout the curriculum</li> <li>• Accepts cultural differences that may affect children’s ways of expressing themselves creatively</li> <li>• Establishes and communicates limits for acceptable behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters imagination and creativity as a foundation for creating new ways of thinking</li> <li>• Encourages and integrates creative expression throughout the curriculum</li> <li>• Accepts cultural differences that may affect children’s ways of expressing themselves creatively</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts cultural differences that may affect children’s ways of expressing themselves creatively</li> <li>• Explains to peers, parents, other parties how children represent their thoughts, feelings and ideas through creative outlets</li> <li>• Talks about, analyses, evaluates and applies current theory and research on promoting creative experiences through organisation of different learning spaces</li> <li>• Accepts cultural differences that may affect children’s ways of expressing themselves creatively</li> <li>• Talks to peers, colleagues about principles for intervention and conflict</li> </ul>

				resolution in children's play and learning
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\*\* Play areas include indigenous games and activities

### Interest areas

- Book corner
- Manipulative and construction area – blocks, lego, junior engineer, pick up sticks,
- 'Educational' toy area (threading, perceptual games, puzzles, etc.
- Displays –tables, (interest, discovery, nature, art, music), posters, pictures, children's [art] work etc.
- Animals

### Areas for social and personal space

- A quiet area
- A fantasy corner
- Sensory resources (tactile activities that provide emotional satisfaction –e.g. finger painting)
- Creative area – painting, drawing, gluing, cutting, moulding etc.
- Celebrations (different religions, cultures etc.)
- Outdoor play area –see below

### Areas for physical play

- Climbing apparatus
- Swings
- Wheel toys
- Other (tunnels for crawling, tyres for rolling, large area for running, bats, balls etc.)
- Sand and water play

### THEME 3: TEACHING AND LEARNING THROUGH PLAY

Babies (birth -18 months)				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
<b>Valuing play</b>	<ul style="list-style-type: none"> <li>Appreciates, values play and is knowledgeable about its benefits for babies</li> <li>Appreciates how all aspects of the daily programme can be achieved through a thoughtful play-based approach</li> </ul>	<ul style="list-style-type: none"> <li>Appreciates, values play and is knowledgeable about its benefits for babies</li> <li>Appreciates how all aspects of the daily programme can be achieved through a thoughtful play-based approach</li> </ul>	<ul style="list-style-type: none"> <li>Appreciates, values play and is knowledgeable about its benefits for babies</li> <li>Appreciates how all aspects of the daily programme can be achieved through a thoughtful play-based approach</li> </ul>	<ul style="list-style-type: none"> <li>Appreciates, values play and is knowledgeable about its benefits for babies</li> <li>Ensures that play is a medium through which all activities occur in the daily programme</li> <li>Infuses play with a culturally responsive and linguistically responsive context</li> </ul>
<b>Knowledge and implementation of different types of play</b>	<ul style="list-style-type: none"> <li>Has knowledge of different types of play suitable for babies such as solitary play, exploratory play etc.</li> <li>Knows how to implement playful activities throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>Has good knowledge of different types of play for babies such as solitary play, parallel, associative play and exploratory play etc.</li> <li>Discusses how to implement playful activities</li> </ul>	<ul style="list-style-type: none"> <li>Shows understanding of different types of play for babies in all areas of their development</li> <li>Identifies what makes activities playful and implements accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of different types of play and shows evidence of appropriate implementation</li> <li>Encourages babies to try new things and also to practise and repeat activities</li> </ul>
<b>Learning through exploration</b>	<ul style="list-style-type: none"> <li>Has knowledge of providing a secure, safe and stimulating indoor and outdoor environment which</li> </ul>	<ul style="list-style-type: none"> <li>Has in-depth knowledge of a secure, safe and stimulating indoor and outdoor environment</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of introducing a play pedagogy into care-giving routines, such as feeding and changing that begins</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of affirming babies' actions, feelings and behaviours in a playful manner</li> </ul>

<b>Babies (birth -18 months)</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
	facilitates play and exploration	which facilitates play and exploration	to encourage babies to explore their environment <ul style="list-style-type: none"> <li>• Talks to, names and describes things for babies</li> <li>• Has knowledge of adult involvement that is contextually and culturally responsive</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for babies to learn through their senses by encouraging them to touch, smell and taste and thereby learning about the world around them</li> <li>• Has in depth knowledge of adult involvement that is contextually and culturally responsive</li> </ul>
<b>Adult involvement</b>	<ul style="list-style-type: none"> <li>• Has knowledge of the extent to which adults become involved in babies' play</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of the extent to which adults become involved in babies' play so that opportunities to promote their development and wellbeing are optimised</li> </ul>	<ul style="list-style-type: none"> <li>• Has good knowledge of the extent to which adults become involved in babies' play, so that opportunities to promote their development and wellbeing are optimised both individuals and in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the role of play and exploration within close, respectful relationships to support early development and wellbeing</li> <li>• Is able to interact sensitively and skilfully to support and enhance learning that is sensitive to a contextually and linguistically diverse context</li> </ul>
<b>Knowledge of child initiated and adult guided play</b>	<ul style="list-style-type: none"> <li>• Has knowledge of child initiated play and adult guided play</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of child initiated play and adult guided play with a focus on stimulation of experiential activities for babies</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of child initiated play and adult guided play with a focus on stimulation of experiential activities for babies</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to set up the environment in such a way that there is ample opportunities for babies to be involved in child initiated play</li> </ul>

<b>Babies (birth -18 months)</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
				<ul style="list-style-type: none"> <li>• Is able to change materials and equipment around so that babies get the opportunity to be involved in learning through play with a focus on experiential activities</li> <li>• Shows insight into when adult-guided learning is appropriate</li> </ul>
<b>Knowledge of time management</b>	<ul style="list-style-type: none"> <li>• Has knowledge of how to manage time allocation to support play</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of how to manage time allocation to support play to enhance development and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of how to manage time allocation to support play both individually and in groups</li> <li>• Has knowledge of how to manage time allocation to support play which encourages babies to become deeply involved in their activities and follow through with their ideas in order to continue their explorations or creative expressions at a later time</li> </ul>	<ul style="list-style-type: none"> <li>• Has in depth knowledge of pacing activities, planning varied and interesting new experiences to stimulate learning and development</li> </ul>
<b>Knowledge of teaching techniques</b>	<ul style="list-style-type: none"> <li>• Has knowledge of general teaching techniques to teach through play such as</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of general teaching techniques to teach through play such as</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of general teaching techniques to teach through play such as demonstrating, singing,</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of general teaching techniques to teach through play such as demonstrating, singing,</li> </ul>

<b>Babies (birth -18 months)</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
	singing, praising and guiding babies learning	singing, encouraging, praising and guiding babies learning	encouraging, praising and guiding babies learning	encouraging, praising and guiding babies learning <ul style="list-style-type: none"> <li>• Has knowledge of specialist teaching techniques to teach through play such as co-constructing, empowering, problem solving</li> </ul>

<b>Toddlers (18 – 36 months)</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
<b>Valuing play</b>	<ul style="list-style-type: none"> <li>Appreciates, values play and is knowledgeable of its benefits for toddlers</li> </ul>	<ul style="list-style-type: none"> <li>Appreciates play and realises the importance of introducing different types of play such as explorative play, manipulative play, parallel play etc. in the daily programme</li> </ul>	<ul style="list-style-type: none"> <li>Appreciates play and values the importance of introducing different types of play such as explorative play, manipulative play, parallel play etc. in the daily programme</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that play is a medium through which all activities occur in the daily programme</li> <li>Infuses play with a culturally responsive and linguistically responsive context</li> </ul>
<b>Knowledge and implementation of different types of play</b>	<ul style="list-style-type: none"> <li>Has knowledge of different types of play suitable for toddlers</li> </ul>	<ul style="list-style-type: none"> <li>Is informed about the implementation of play in the daily programme</li> <li>Shows evidence of implementation of play</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that play is a medium through which all activities occur in the daily programme</li> <li>Infuses play with a culturally responsive and linguistically responsive context</li> </ul>	<ul style="list-style-type: none"> <li>Encourages toddlers to try out things and also practice and repeat activities</li> <li>Affirms toddlers actions, feelings and behaviours in a playful manner</li> <li>Provide opportunities for toddlers to learn through their senses by touch, smell, taste and to explore and learn about the world around them</li> </ul>

<b>Toddlers (18 – 36 months)</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
<b>Learning through exploration</b>	<ul style="list-style-type: none"> <li>• Is able to provide a secure, safe and stimulating environment both indoors and outdoors from which toddlers can play and explore</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to carry out care-giving routines which encourage toddler to learn through exploration</li> <li>• Is able to encourage independence of toddlers through play activities</li> <li>• Talks to, names and describes things for toddlers to stimulate self-discovery learning</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to encourage toddlers to try new things and also to practise and repeat activities</li> <li>• Is able to affirm toddlers' actions, feelings and behaviours in a playful manner</li> <li>• Is able to encourage independence of toddlers through play activities and extends toddlers learning accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages toddlers to be involved in appropriate risky play</li> <li>• Is able to encourage toddlers to try new things and also to practise and repeat activities</li> <li>• Is able to affirm toddlers' actions, feelings and behaviours in a playful manner</li> <li>• Extends and changes the play props regularly, so that different scenarios can be created that reflect children's changing interests and experiences</li> <li>• Provides supports for play, such as a range of materials and equipment and ensures adequate space, time and choice</li> <li>• Provides materials to create dens and hidey holes</li> </ul>

<b>Toddlers (18 – 36 months)</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
				<ul style="list-style-type: none"> <li>• Provides direct support such as showing the children ways to join in the play of others, setting up a play scenario, discussing and describing the scenario before, during or after play,</li> <li>• Supporting toddlers in handling emotions and conflict situations</li> </ul>
<b>Adult involvement</b>	<ul style="list-style-type: none"> <li>• Has knowledge of the extent to which adults become involved in toddlers play</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of the extent to which adults become involved in toddlers play that is best suited for the developmental stage of toddlers</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of the extent to which adults become involved in toddlers play that is best suited for the development stage of toddlers, both individually and in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Has in depth knowledge of child initiated play and adult guided play with a focus on stimulation of experiential activities for toddlers</li> <li>• Is able to design the environment in a variety of ways to stimulate child initiated and adult guided play</li> </ul>
<b>Knowledge of child initiated and adult guided play</b>	<ul style="list-style-type: none"> <li>• Have some knowledge of child</li> </ul>	<ul style="list-style-type: none"> <li>• Have knowledge of child initiated play and adult guided play with</li> </ul>	<ul style="list-style-type: none"> <li>• Have reasonable knowledge of child initiated play and adult</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to set up the environment in such a way that there is ample</li> </ul>

<b>Toddlers (18 – 36 months)</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
	initiated and adult led play for toddlers	a focus on stimulation of experiential activities for toddlers	guided play with a focus on stimulation of experiential activities for toddlers	<p>opportunities for toddlers to be involved in child initiated play as well as adult guided play</p> <ul style="list-style-type: none"> <li>Is able to change materials and equipment in such a way that toddlers get the opportunity to be involved in learning through play with a focus on experiential activities</li> </ul>
<b>Knowledge of time management</b>	<ul style="list-style-type: none"> <li>Has knowledge of how to manage time allocation to support play for toddlers</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of the extent to which adults become involved in toddlers play so that optimal development and learning are supported</li> </ul>	<ul style="list-style-type: none"> <li>Has good knowledge of the extent to which adults become involved in toddlers play so that optimal development and learning is supported</li> <li>Realises the importance of encouraging toddlers to become deeply involved in their activities and to follow</li> </ul>	<ul style="list-style-type: none"> <li>Has in depth knowledge of pacing activities, and of providing planned varied and interesting new experiences to stimulate learning</li> <li>Provides opportunities for toddlers to revisit, practice or engage in a sense of mastery</li> </ul>

Toddlers (18 – 36 months)				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
			through with their ideas returning later to continue their explorations or creative expressions	
<b>Knowledge of teaching techniques</b>	<ul style="list-style-type: none"> <li>Has knowledge of general teaching strategies to teach through play such as singing, rhymes, praising and how to guiding toddlers learning</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of general teaching strategies to teach through play such as singing, rhymes, encouraging, praising and how to guiding toddlers learning</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of general teaching strategies to teach through play such as demonstrating, singing, rhymes, encouraging, praising and how to guiding toddlers learning</li> <li>Has knowledge of specialist teaching strategies to teach through play such as co constructing, empowering and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of teaching strategies to teach through play such as demonstrating, singing, rhymes, encouraging, praising and how to guiding toddlers learning</li> <li>Has in-depth knowledge of specialist teaching strategies to teach through play such as co constructing, empowering and problem solving</li> </ul>

Young children (36 months to 4 years)				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
<b>Valuing play</b>	<ul style="list-style-type: none"> <li>Appreciates, values play and is knowledgeable of its benefits for young children</li> </ul>	<ul style="list-style-type: none"> <li>Is knowledgeable about the different types of play such as explorative play, manipulative play, pretend play and the implementation of play in the daily programme</li> </ul>	<p>Has good knowledge about the implementation of play in the daily programme. Show evidence of implementing different types of play</p>	<ul style="list-style-type: none"> <li>Ensures that play is a medium through which all activities occur in the daily programme</li> <li>Infuses play with a culturally responsive and linguistically responsive context</li> </ul>
<b>Knowledge and implementation of different types of play</b>	<ul style="list-style-type: none"> <li>Has knowledge of different types of play suitable for young children such as solitary play, explorative play, creative play, pretend play</li> </ul>	<ul style="list-style-type: none"> <li>Is knowledgeable about the implementation of play in the daily programme</li> <li>Shows evidence of implementation of play</li> </ul>	<ul style="list-style-type: none"> <li>Is knowledgeable about the implementation of play in the daily programme</li> <li>Shows evidence of implementing different types of play</li> <li>Is able to incorporate a playful approach to all aspects of the daily programme</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that play is a medium through which all activities occur in the daily programme</li> <li>Infuse play with a culturally responsive and linguistically responsive context</li> </ul>

<b>Young children (36 months to 4 years)</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
<b>Learning through exploration</b>	<ul style="list-style-type: none"> <li>Provides a secure, safe and stimulating environment both indoors and outdoors from which young children can play and explore</li> </ul>	<ul style="list-style-type: none"> <li>Carries out care-giving routines in a playful way</li> <li>Encourages independence with young children</li> <li>Talks to, names and describes things for young children</li> </ul>	<ul style="list-style-type: none"> <li>Encourages toddlers to try new things and also to practise and repeat activities</li> <li>Affirms young children's actions, feelings and behaviours in a playful manner</li> <li>Provides opportunities for young children to learn through their senses by touch, smell, taste and to explore and learn about the world around them</li> </ul>	<ul style="list-style-type: none"> <li>Encourages young children to be involved in risky play</li> <li>Encourages young children to try new things and also to practise and repeat activities</li> <li>Affirm young children's actions, feelings and behaviours in a playful manner</li> <li>Extends and changes the play props regularly, so that different scenarios can be created that reflect children's changing interests and experiences</li> <li>Supports young children in handling emotions and conflict situations</li> </ul>
<b>Adult involvement</b>	<ul style="list-style-type: none"> <li>Has knowledge of the value of level of adult involvement in young children's play</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of the extent to which adults' become involved in young children's play that is best suited to the</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of the level of adult involvement in toddlers play that is best suited for the development</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of child initiated play and adult guided play with a focus on stimulation of experiential activities for young children</li> </ul>

Young children (36 months to 4 years)				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
		developmental stage of young children	stage of young children, individuals and groups	<ul style="list-style-type: none"> <li>• Sets up the environment in various ways to stimulate child initiated and adult guided play</li> <li>• Has knowledge of affirming young children actions, feelings and behaviours in a playful manner</li> <li>• Provides support for play, such as a range of materials and equipment and adequate space, time and choice</li> <li>• Provides direct support such as showing the children ways to join in the play of others, setting up a play scenario, discussing and describing the scenario before, during or after play</li> </ul>
<b>Knowledge of child initiated and adult guided play</b>	<ul style="list-style-type: none"> <li>• Has knowledge of child initiated and adult led play for young children</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of child initiated play and adult guided play with a focus on stimulation</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of child initiated play and adult guided play with a focus on stimulation of</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to set up the environment in such a way that there is ample opportunities for young</li> </ul>

Young children (36 months to 4 years)				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
		of experiential activities for young children	experiential activities for young children	children to be involved in child initiated play.  <ul style="list-style-type: none"> <li>Is able to change materials and equipment in such a way that young children get the opportunity to be involved in learning through play with a focus on experiential activities</li> </ul>
<b>Knowledge of time management</b>	<ul style="list-style-type: none"> <li>Has knowledge of how to manage time allocation to support play for young children</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of the extent to which adults become involved in young children's toddlers play so that optimal development and learning is supported</li> </ul>	<ul style="list-style-type: none"> <li>Has good knowledge of the extent to which adults become involved in young children's play so that optimal development and learning is supported</li> <li>Realises the importance of encouraging young children to become deeply involved in their activities and to follow through with their ideas returning later to</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of pacing activities, and plans varied and interesting new experiences to stimulate learning</li> <li>Provides opportunities for young children to revisit, practice or engage in a sense of mastery</li> </ul>

Young children (36 months to 4 years)				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
			continue their explorations or creative expressions	
<b>Knowledge of teaching techniques</b>	<ul style="list-style-type: none"> <li>Has knowledge of general teaching techniques to teach through play such as singing, rhyme, praising and guiding young children's learning</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of general teaching techniques to teach through play such as singing, rhyme, encouraging, praising and guiding young children's learning</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of general teaching techniques to teach through play such as demonstrating, singing, rhyme, encouraging, praising and guiding young children's learning</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of general teaching techniques to teach through play such as demonstrating, singing, encouraging, praising and guiding young children's learning.</li> <li>Has knowledge of specialist teaching techniques to teach through play such as co constructing, empowering and problem solving</li> </ul>

<b>Grade R (5-6 years)</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
<b>Valuing play</b>	<ul style="list-style-type: none"> <li>Appreciates, values play and is knowledgeable of its basic benefits for 5-6 yr olds</li> </ul>	<ul style="list-style-type: none"> <li>Appreciates, values play and is knowledgeable of its importance and far reaching benefits for 5-6 yr olds</li> </ul>	<ul style="list-style-type: none"> <li>Has deep insight into the value of play far reaching benefits for 5-6 yr olds</li> <li>Enthuses about play and encourages children to play</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that play is a medium through which all activities occur in the daily programme</li> <li>Infuses play with a culturally responsive and linguistically responsive context</li> </ul>
<b>Knowledge and implementation of different types of play</b>	<ul style="list-style-type: none"> <li>Is knowledge of different types of play suitable for 5-6 yr olds such as solitary play, exploratory play and cooperative play</li> <li>Is knowledgeable about the implementation of play in the daily programme</li> </ul>	<ul style="list-style-type: none"> <li>Is knowledge of different types of play for 5-6 yr olds such as solitary play, exploratory play and cooperative play and the implementation of them</li> </ul>	<ul style="list-style-type: none"> <li>Is knowledge of different types of play for 5-6 yr olds such as solitary play, exploratory play and cooperative play and is able to successfully implement different types of play</li> </ul>	<ul style="list-style-type: none"> <li>Is knowledge of different types of play and show evidence of implementation</li> <li>Encouraging 5-6 yr olds to try new things and also to practise and repeat activities</li> </ul>
<b>Learning through exploration</b>	<ul style="list-style-type: none"> <li>Has knowledge of providing a secure, safe and stimulating environment both indoors and outdoors</li> </ul>	<ul style="list-style-type: none"> <li>Encourages children's curiosity to learn through exploration and discovery in a safe and stimulating environment</li> </ul>	<ul style="list-style-type: none"> <li>Encourages children's curiosity to learn through exploration and discovery in a safe and stimulating environment</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of affirming 5-6 yr olds actions, feelings and behaviours in a playful manner</li> <li>Expands opportunities for 5-6 yr olds to explore by</li> </ul>

<b>Grade R (5-6 years)</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
	through which 5-6 yr olds can play and explore	<ul style="list-style-type: none"> <li>• Responds appropriately to 5-6 yr olds verbal and non-verbal body language during such play</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to 5-6 yr olds verbal and non-verbal body language by talking to, naming and describing things for these children</li> </ul>	<p>encouraging sensory experiences through touch, smell and taste and learning about the texture and function of the world around them</p> <ul style="list-style-type: none"> <li>• Has insight into adult involvement that is contextually and culturally responsive</li> <li>• Creates opportunities for 5-6 yr olds to be involved in risky play when exploring their environments</li> </ul>
<b>Adult involvement</b>	<ul style="list-style-type: none"> <li>• Has knowledge of the value of appropriate adult involvement in 5-6 yr olds play</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge and understanding of the value of appropriate adult involvement in 5-6 yr olds play</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge and understanding of the value of appropriate adult involvement in 5-6 yr olds play for individuals and groups</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the role of play and exploration within close, respectful relationships to support early development</li> <li>• Interacts sensitively and skilfully to support and enhance learning that is sensitive to a contextually and linguistically diverse context</li> </ul>

<b>Grade R (5-6 years)</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
<b>Knowledge of child initiated and adult guided play</b>	<ul style="list-style-type: none"> <li>Has knowledge of child initiated play and adult guided play</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of child initiated play and adult guided play which support experiential activities for 5-6 yr olds</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of child initiated play and adult guided play which support experiential activities for 5-6 yr olds</li> </ul>	<ul style="list-style-type: none"> <li>Sets up the environment in such a way that there are ample opportunities for 5-6 yr olds to be involved in child initiated play</li> <li>Change materials and equipment and so encourages 5-6 yr olds to get involved in learning through play with a focus on experiential activities</li> </ul>
<b>Knowledge of time management</b>	<ul style="list-style-type: none"> <li>Knows that these children require a solid block of time to properly engage in their play-based activities</li> </ul>	<ul style="list-style-type: none"> <li>Knows that these children require a solid block of time to properly engage in their play-based activities and can explain the importance thereof</li> </ul>	<ul style="list-style-type: none"> <li>Knows that these children require a solid block of time to engage in their play-based activities</li> <li>Understands the importance of planning for both individual and group learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of time management including pacing activities and planning varied and interesting new experiences to stimulate learning</li> </ul>
<b>Knowledge of teaching techniques</b>	<ul style="list-style-type: none"> <li>Has knowledge of general teaching strategies to teach through play such</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of general teaching strategies to teach</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of general teaching strategies to teach</li> </ul>	<ul style="list-style-type: none"> <li>Has in-depth knowledge of general teaching strategies to teach playfully through</li> </ul>

Grade R (5-6 years)				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
	as verbalising, singing, rhymes, praising and guiding children's learning	through play such as singing, rhymes, encouraging, praising and guiding children children's learning	through play such as demonstrating, singing, rhymes, encouraging, praising and guiding children's learning <ul style="list-style-type: none"> <li>• Is able to incorporate a variety of methodologies to enhance playful teaching and learning such as music, movement, drama and the visual arts</li> <li>• Is able to critically reflect upon teaching strategies and adapt when necessary</li> </ul>	methods such as discussing, demonstrating, singing, rhymes, encouraging, praising and guiding children's learning <ul style="list-style-type: none"> <li>• Has deep knowledge of specialist teaching strategies to promote both teaching and learning through play such as co-constructing learning, encouraging participation empowering and problem solving</li> <li>• Understands the importance of including a variety of methodologies to enhance playful teaching and learning such as music, movement, drama and the visual arts</li> <li>• Is able to critically reflect upon teaching strategies and adapt when necessary</li> </ul>

<b>Grades 1, 2 and 3</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
<b>Valuing play</b>	<ul style="list-style-type: none"> <li>Appreciates, values play and is knowledgeable of its benefits for Grades 1, 2 and 3 children</li> </ul>	<ul style="list-style-type: none"> <li>Appreciates the importance of learning through play and is knowledgeable about the implementation of playful teaching and learning during the school day</li> </ul>	<ul style="list-style-type: none"> <li>Has sound knowledge about the implementation of play in the daily programme</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that play is a medium through which all activities occur in the daily programme</li> <li>Infuses play with a culturally responsive and linguistically responsive context</li> </ul>
<b>Knowledge and implementation of different types of play</b>	<ul style="list-style-type: none"> <li>Has knowledge of different types of play suitable for Grades 1, 2 and 3 olds such as solitary play, exploratory play, and cooperative play and games with rules</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge and an understanding of different types of play suitable for grades 1, 2 and 3 such as solitary play, exploratory play, cooperative play and games with rules</li> <li>Is able to encourage children to play cooperatively where appropriate and assist them to solve any</li> </ul>	<ul style="list-style-type: none"> <li>Has deep knowledge and insight into different types of play and encourages children to play according to their own specifications and rules</li> <li>Knows when to intervene and when to allow children to play uninterruptedly</li> </ul>	<ul style="list-style-type: none"> <li>Has deep knowledge of different types of play and show evidence of successful implementation</li> <li>Has knowledge of encouraging children to try new things and also to practise and repeat activities</li> <li>Knows when to intervene and when to allow children to play uninterruptedly</li> </ul>

Grades 1, 2 and 3				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
		problems they might experience		
<b>Learning through exploration</b>	<ul style="list-style-type: none"> <li>Provides a secure, safe and stimulating classroom and outdoors environment to facilitate play and exploration</li> </ul>	<ul style="list-style-type: none"> <li>Understands the importance of a secure, safe and stimulating classroom and outdoors environment to encourage play and exploration</li> <li>Is able to implement exciting opportunities for children to learn through discovery and exploration</li> </ul>	<ul style="list-style-type: none"> <li>Understands the importance of experiential learning</li> <li>Presents exciting learning opportunities to enable children to learn through exploration and discovery in both the classroom and the outdoor environment</li> <li>Uses a variety of different materials that are both recycled and commercially available products</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of affirming foundation phase children's actions, feelings and behaviours in a playful manner</li> <li>Expands opportunities for grades 1-3 children to explore using their senses of touch, smell and taste and thereby facilitating the children's learning of the of the world around them</li> <li>Has insight into adult involvement that is contextually and culturally responsive</li> <li>Creates opportunities for foundation phase children to be involved in risky play when exploring their environments</li> </ul>

<b>Grades 1, 2 and 3</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
				<ul style="list-style-type: none"> <li>• Is able to plan and implement playful teaching strategies in Grades 1, 2 and 3 to promote learning</li> <li>• Appreciates that play is not just confined to 'break time'</li> </ul>
<b>Adult involvement</b>	<ul style="list-style-type: none"> <li>• Has knowledge of the value of appropriate adult involvement in foundation phase children's play</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge and understanding of the value of appropriate adult involvement in foundation phase children's play</li> </ul>	<ul style="list-style-type: none"> <li>• Has reasonable knowledge and understanding of the value of appropriate adult involvement foundation phase children's play both for individuals and groups</li> <li>• Demonstrates insight into what constitutes appropriate interventions while children are playing</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the role of play and exploration within close, respectful relationships to support ongoing development</li> <li>• Interacts sensitively and skilfully to support and enhance learning that is sensitive to a contextually and linguistically diverse context</li> </ul>
<b>Knowledge of child initiated and adult guided play</b>	<ul style="list-style-type: none"> <li>• Has knowledge of child initiated play and adult guided play</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of child initiated play and adult guided play which support experiential activities</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of child initiated play and adult guided play which support experiential learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Sets up the environment in such a way to ensure that there are ample opportunities for foundation phase children to be</li> </ul>

Grades 1, 2 and 3				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
		for foundation phase children	for foundation phase children	involved in experiential learning activities during the school day <ul style="list-style-type: none"> <li>Is able to reflect on the learning environment to ensure that it supports a playful approach to teaching and learning</li> </ul>
<b>Knowledge of time management</b>	<ul style="list-style-type: none"> <li>Knows that foundation phase children require sufficient time to relax and expend their energy</li> <li>Knows that these children require sufficient time to properly engage in their play-based activities</li> </ul>	<ul style="list-style-type: none"> <li>Knows and is able to ensure that sufficient time is provided during the day to assist children to expend their energy</li> <li>Knows that foundation phase children require sufficient time to properly engage in their play-based activities and can explain the importance thereof</li> </ul>	<ul style="list-style-type: none"> <li>Understands that foundation phase children require sufficient time to engage meaningfully in play-based activities</li> <li>Is able to implement a flexible timetable based on children's interests and needs</li> <li>Understands that learning is supported both individually and in groups and this requires specific time management</li> </ul>	<ul style="list-style-type: none"> <li>Is able to 'read' children and to manage time to ensure that a balanced and flexible approach to timetable implementation is adopted</li> <li>Has deep knowledge of time management strategies including pacing activities as well as planning varied and interesting new experiences to stimulate learning</li> </ul>

Grades 1, 2 and 3				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
<b>Knowledge of teaching strategies</b>	<ul style="list-style-type: none"> <li>Has knowledge of general teaching strategies to include playful approaches such as singing, rhymes, praising and guiding children's learning</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of general teaching strategies to include playful approaches such as singing, rhymes, encouraging, praising and guiding children's learning</li> </ul>	<ul style="list-style-type: none"> <li>Has good knowledge of general teaching strategies to teach playfully through methodologies such as discussion, demonstrating, singing, rhymes, encouraging, praising and guiding children's learning</li> <li>Is able to incorporate a variety of methodologies to enhance playful teaching and learning such as music, movement, drama and the visual arts</li> <li>Is able to critically reflect upon teaching strategies and adapt when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Has in-depth knowledge of general teaching strategies to teach playfully through methods such as discussing, demonstrating, singing, rhymes, encouraging, praising and helping</li> <li>Has knowledge of specialist teaching strategies to promote both teaching and learning through play such as co-constructing learning, encouraging participation empowering and problem solving</li> <li>Understands the importance of including a variety of methodologies to enhance playful teaching and learning such as music, movement, drama and the visual arts</li> </ul>

Grades 1, 2 and 3				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
				<ul style="list-style-type: none"> <li>Is able to critically reflect upon teaching strategies and adapt when necessary</li> </ul>

## THEME 4: OBSERVING, DOCUMENTING, ASSESSING

Babies 0-18 months				
Play-based criteria	Level 4 The educator...	Level 5 The educator...	Level 6 The educator...	Level 7 The educator...
<b>Role of the teacher</b>	<ul style="list-style-type: none"> <li>Observes babies and begin to make an inventory of adult behaviours that promote babies interests and gets them engaged</li> <li>Observes different forms of play that babies engage in: Sensory motor/Exploratory play, Relational non-conventional play, Sensory motor/Exploratory play</li> <li>Observes and begin to make anecdotal notes on babies strategies for manipulating and examining object/s of interest or object/s for l stimulation</li> <li>Observes and begin to make anecdotal notes on babies play patterns during sensory motor /exploratory play</li> </ul>	<ul style="list-style-type: none"> <li>Observes babies and begins to make anecdotal notes that describe play activities that promote all babies interest, engagement and promote cultural values</li> <li>Observes and makes notes on different forms of play that babies engage : Sensory motor/Exploratory play and Relational non-conventional play</li> <li>Observe babies and begin to make anecdotal notes that describe adult behaviours that promote babies interests, values and involvement. Develop informal tools for observing, assessing and documenting babies' strategies for</li> </ul>	<ul style="list-style-type: none"> <li>Observes, assess and document activities that promote all babies interests, engagement and promote cultural values</li> <li>Draws from a range of sources on play activities and adult behaviours that promote babies interests and engagement without compromising their development and devaluing their cultural values and knowledge systems</li> <li>Develop informal and formal tools for observing, assessing and documenting babies' strategies for manipulating and inspecting object/s of interest or object/s for learning stimulation and their play patterns during sensory motor /exploratory play</li> </ul>	<ul style="list-style-type: none"> <li>Integrates knowledge from a variety of sources and produces a scientific informed and evaluated inventory on play activities and adult behaviours that promote all babies interest, engagement without compromising their development and devaluing their cultural values and knowledge systems</li> <li>Draws on a variety of sources representing babies from different contexts to :               <ol style="list-style-type: none"> <li>Objectively assess and document how babies from different contexts manipulate and inspect object/s of interest or object/s for learning stimulation,</li> <li>Identify, assesses and documents play patterns during sensory motor</li> </ol> </li> </ul>

<b>Babies 0-18 months</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator...</b>	<b>Level 5 The educator...</b>	<b>Level 6 The educator...</b>	<b>Level 7 The educator...</b>
	<ul style="list-style-type: none"> <li>Observes and begins to make anecdotal notes on how babies relate objects to one another and the possible reasons for variation</li> </ul>	<ul style="list-style-type: none"> <li>manipulating and inspecting object/s of interest or object/s for learning stimulation and their play patterns during sensory motor /exploratory play .</li> <li>Observe, assess and documents babies' strategies for manipulating and inspecting object/s of interest or object/s for learning stimulation and their play patterns during sensory motor or exploratory play</li> <li>Develops informal tools for observing ,assessing and documenting babies strategies during conventional play</li> </ul>	<ul style="list-style-type: none"> <li>Develops own theory on how babies manipulate and inspect object/s of interest or object/s for learning stimulation their play patterns during sensory motor play</li> <li>Develops own theory on how babies engagement practices, play patterns in non-functional play and the reasons for variations and differentiation</li> <li>Develop informal and formal tools for observing , assessing and documenting babies engagement practices in non-functional play.</li> </ul>	<ul style="list-style-type: none"> <li>/exploratory play and non-functional play</li> <li>Describe reasons for variation and differentiation.</li> <li>Reflect on own practice and expand your theory to be inclusive</li> <li>5) Develop formal and informal tools for assessment of children during exploratory play and relational - nonconventional play</li> </ul>

Toddlers 18 – 36 months				
Play-based criteria	Level 4 The educator...	Level 5 The educator...	Level 6 The educator...	Level 7 The educator...
<b>Role of the teacher</b>	<ul style="list-style-type: none"> <li>• Uses observation as an inquiry tool and begins to makes an inventory of play activities that promote toddlers interests and engagement</li> <li>• Observes children and begins to make an inventory of adult behaviours that promote children’s interests and gets them engaged</li> <li>• Observes toddlers engagement in various forms of play: Sensory motor/Exploratory play, relational- non conventional play and symbolic play</li> <li>• Observes and begins to make anecdotal notes on toddlers strategies for manipulating and inspecting object/s of</li> </ul>	<ul style="list-style-type: none"> <li>• Observes toddlers and begins to make anecdotal notes that describe play activities that promote children’s interest, engagement and promote values</li> <li>• Observes children and begins to make anecdotal notes that describe adult behaviours that promote children’s interests and values as well as get them engaged</li> <li>• Observes toddlers engagement in various forms of play: Sensory motor/Exploratory play relational- non conventional play and symbolic play</li> <li>• Develops informal tools for observing, assessing and documenting toddlers strategies for</li> </ul>	<ul style="list-style-type: none"> <li>• Observes and documents activities that promote children’s interests, engagement and promote values</li> <li>• Draws from a range of sources on play activities and adult behaviours that promote children’s interests and values</li> <li>• Observes toddlers engagement in various forms of play : Sensory motor/Exploratory play ,Relational non-conventional play and Symbolic play</li> <li>• Develops informal and formal tools for observing, assessing and documenting toddlers’ strategies for manipulating and inspecting object/s of interest or object/s for learning stimulation and their play</li> </ul>	<ul style="list-style-type: none"> <li>• Integrates knowledge from a variety of sources and produces a scientific informed and evaluated inventory on play activities and behaviours that promote toddlers interests and engagement without compromising their development and devaluing their cultural values knowledge systems</li> <li>• Observes toddlers engagement in various forms of play: Sensory motor/Exploratory play and Relational non-conventional play and Symbolic play</li> <li>• Draws on a variety of sources representing toddlers from different contexts to : <ul style="list-style-type: none"> <li>○ Objectively assess and document how toddlers from different contexts manipulate and inspect object/s of interest or</li> </ul> </li> </ul>

Toddlers 18 – 36 months				
Play-based criteria	Level 4 The educator...	Level 5 The educator...	Level 6 The educator...	Level 7 The educator...
	<p>interest or object/s for learning stimulation</p> <ul style="list-style-type: none"> <li>• Observes and begins to make anecdotal notes on toddlers play patterns during sensory motor /exploratory play</li> <li>• Observes and begins to make anecdotal notes of the experiences that children illustrate when interacting with the object/s of interest or for stimulation of learning and how the object of interest helps children illustrate such experiences</li> <li>• Observes and make anecdotal notes on the communication practices during sensory motor /exploratory play, Relational –Non - functional Play</li> <li>• Observes and begins to make anecdotal notes on</li> </ul>	<p>manipulating and inspecting object/s of interest or object/s for learning stimulation and their play patterns during sensory motor /exploratory play</p> <ul style="list-style-type: none"> <li>• Observes, assess and documents toddlers’ strategies for manipulating and inspecting object/s of interest or object/s for learning stimulation and their play patterns during sensory motor or exploratory play, Relational –Non - functional play</li> <li>• Develops informal tools for observing, assessing and documenting babies strategies during conventional play and symbolic play</li> <li>• Develops informal tools for observing, assessing</li> </ul>	<p>patterns during sensory motor /exploratory play .</p> <ul style="list-style-type: none"> <li>• Develops own theory on how toddlers manipulate and inspect object/s of interest or object/s for learning stimulation their play patterns during sensory motor /exploratory play and relational - nonconventional play</li> <li>• Develops own theory on toddlers’ engagement practices, play patterns in non-functional play and the reasons for variations and differentiation</li> <li>• Develops informal and formal tools for observing, assessing and documenting toddlers engagement practices play patterns in non-functional play</li> <li>• Explores how to establish own system of assessing children’s play</li> </ul>	<p>object/s for learning stimulation, identifies their play patterns during sensory motor /exploratory play , relational – non- functional play and as well as symbolic play and has insight into the reasons for variation and differentiation</p> <ul style="list-style-type: none"> <li>○ (2) reflects on own practice and expand your theory to be inclusive</li> <li>○ (3) Develops formal and informal tools for assessment of children during exploratory play, relational - nonconventional play and symbolic play</li> <li>○ Designs, implements and evaluates own system of assessing children’s play</li> </ul>

Toddlers 18 – 36 months				
Play-based criteria	Level 4 The educator...	Level 5 The educator...	Level 6 The educator...	Level 7 The educator...
	<p>how toddlers relate objects to one another</p> <ul style="list-style-type: none"> <li>• Observes, talks to toddlers and makes anecdotal notes on their mental and physical representation of the object/s of play /interest /learning stimulation, observes differences among toddlers and the possible basis for differentiation, and categorization</li> </ul>	<p>and documenting toddlers' strategies during symbolic play</p>		

Young children (36 months - 4 years)				
Play-based criteria	Level 4 The educator...	Level 5 The educator...	Level 6 The educator...	Level 7 The educator...
<b>Role of the teacher</b>	<ul style="list-style-type: none"> <li>Observes young children's engagement in various forms of play: Sensory motor/exploratory, non-functional conventional and symbolic play (see babies and toddlers)</li> <li>Uses observation as an inquiry tool and begins to make an inventory of play activities that promotes children's interests and gets them engaged</li> <li>Observes children and begins to make an inventory of adult behaviours that promote children's interests and gets them engaged</li> </ul>	<ul style="list-style-type: none"> <li>Observes young children's engagement in various forms of play: Sensory motor/exploratory, non-functional conventional and symbolic play see babies and toddlers)</li> <li>Observes children and begins to make anecdotal notes that describe play activities that promote children's interest, engagement and promote values</li> <li>Observes children and makes anecdotal notes that describe adult behaviours that promote children's interests and values as well as get them engaged</li> </ul>	<ul style="list-style-type: none"> <li>Observes young children's engagement in various forms of play: Sensory motor/exploratory, non-functional conventional and symbolic play (see babies and toddlers)</li> <li>Observes and documents activities that promote children's interests, engagement and promotes values</li> <li>Draws from a range of sources and documents relevant to and appropriate for play activities and adult behaviours that promote children's interests and values</li> </ul>	<ul style="list-style-type: none"> <li>Observes young children's engagement in various forms of play: Sensory motor/exploratory, non-functional conventional and symbolic play (see babies and toddlers)</li> <li>Integrates knowledge from a variety of sources and produces a scientific informed and evaluated inventory on play activities and behaviours that promote children's interest, engagement and values</li> <li>Designs, implement and evaluate own system of assessing children's play</li> </ul>

5-6 years (Grade R)				
Play-based criteria	Level 4 The educator...	Level 5 The educator...	Level 6 The educator...	Level 7 The educator...
<b>Role of the teacher</b>	<ul style="list-style-type: none"> <li>Observes young children's engagement in various forms of play : Sensory motor/exploratory, non-functional conventional and symbolic play (see babies and toddlers)</li> <li>Uses observation as inquiry tool and begins to makes an inventory of play activities that promote children's interests and get them engaged</li> <li>Observes children and begins to make an inventory of adult behaviours that promote children's interests and gets them engaged</li> <li>Identifies play techniques (songs, drama, music) that could help children to illustrate their competences</li> </ul>	<ul style="list-style-type: none"> <li>Observes young children's engagement in various forms of play : Sensory motor/exploratory, non-functional conventional and symbolic play (see babies and toddlers)</li> <li>Observes children and begins to make anecdotal notes that describe play activities that promote children's interest, engagement and promote values</li> <li>Observes children and begins to make anecdotal notes that describe adult behaviours that promote children's interests and values as well as get them engaged</li> </ul>	<ul style="list-style-type: none"> <li>Observes young children's engagement in various forms of play : Sensory motor/exploratory, non-functional conventional and symbolic play (see babies and toddlers)</li> <li>Observes and documents activities that promote children's interests, engagement and promote values</li> <li>Draws from a range of sources and documents relevant and appropriate play activities and adult behaviours that promote children's interests and values</li> <li>Explores how to establish own system of assessing children's play</li> </ul>	<ul style="list-style-type: none"> <li>Observes young children's engagement in various forms of play : Sensory motor/exploratory, non-functional conventional and symbolic play (see babies and toddlers)</li> <li>Integrates knowledge from a variety of sources produces a scientific informed and evaluated inventory on play activities and behaviours that promote children's interest, engagement and values</li> </ul>

Grade 1-3				
Play-based criteria	Level 4 The educator...	Level 5 The educator...	Level 6 The educator...	Level 7 The educator...
<b>Role of the teacher</b>	<ul style="list-style-type: none"> <li>• Observes young children’s engagement in various forms of play : Sensory motor/exploratory, non-functional conventional and symbolic play (see babies and toddlers)</li> <li>• Identifies content from at least one academic discipline that could be better taught through play and makes an inventory thereof</li> <li>• Identifies play techniques (songs, drama, music) that could help children to illustrate their competences</li> <li>• Observes and begins to make anecdotal notes on how children’s engagement and competences expressed in play related to academic work</li> </ul>	<ul style="list-style-type: none"> <li>• Observes young children’s engagement in various forms of play : Sensory motor/exploratory, non-functional conventional and symbolic play (see babies and toddlers)</li> <li>• Identifies content from various academic disciplines that could be better taught through play</li> <li>• Observes and uses documentation as a tools to assesses children’s engagement and competencies expressed through play and the relevant paly techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Observes young children’s engagement in various forms of play : Sensory motor/exploratory, non-functional conventional and symbolic play (see babies and toddlers)</li> <li>• Documents, assess and interprets how children blend aspects of development when engaged in play based learning</li> <li>• Uses a variety of tools to assess and record children’s engagement and competencies expressed through play</li> <li>• Explores how to establish own system of assessing children’s play</li> </ul>	<ul style="list-style-type: none"> <li>• Observes young children’s engagement in various forms of play : Sensory motor/exploratory, non-functional conventional and symbolic play (see babies and toddlers)</li> <li>• Use knowledge from academic disciplines to design, implement and evaluate experiences that promote positive play learning for every learner</li> <li>• Designs, implement and evaluate own system of assessing children’s play</li> </ul>

## THEME 5: SUPPORTING PRIMARY CAREGIVERS AND FAMILIES

Babies (Birth - 18months)				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
	<ul style="list-style-type: none"> <li>• Interacts with primary caregivers and families respectfully and sensitively</li> <li>• Shows and tells primary caregivers how they can support their babies' development through play – regardless of their own level of literacy</li> <li>• Encourages the use of low-cost, locally available materials that support babies' play at home</li> </ul>	<ul style="list-style-type: none"> <li>• Provides messages and activities for play that primary caregivers and families can replicate at home with their babies in their daily routines (e.g. specific toys and space during tummy time, touch and talking while changing nappies).</li> </ul>	<ul style="list-style-type: none"> <li>• Builds on existing successful parenting and caregiving playful practices</li> <li>• Involve fathers or male caregivers in parenting programmes</li> <li>• Customise guidance regarding home activities for play with babies e.g. safe floor time for babies to roll/crawl/walk around to explore and discover</li> </ul>	<ul style="list-style-type: none"> <li>• Develops contextually relevant and inclusive play-programme content for parents of babies</li> <li>• Produces programmes for primary caregivers to interact with children that are culturally and linguistically appropriate and support development and nurturing of babies through play</li> <li>• Designs programmes for primary caregivers and their interaction with children that augment a play-based programme</li> <li>• Tracks primary caregivers' knowledge, attitudes, and behaviours related to key practices around play</li> <li>• Respects diversity and differences in family structures, such as single-parent/carer families, same-sex parents and carers or inter-racial family compositions in different forms of play</li> </ul>

Toddlers (18-36 months)				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
	<ul style="list-style-type: none"> <li>• Interacts with primary caregivers respectfully and sensitively</li> <li>• Shows and tells primary caregivers how they can support their toddler's development through play – regardless of their own level of literacy</li> <li>• Encourages the use of low-cost, locally available materials that support toddler's play at home</li> </ul>	<ul style="list-style-type: none"> <li>• Provides messages and activities for play that primary caregivers can replicate at home with their toddler in their daily routines (e.g. toys to manipulate while bathing, various types of touch/language while changing, songs and rhymes while eating)</li> </ul>	<ul style="list-style-type: none"> <li>• Involves fathers or male caregivers in parenting programmes</li> <li>• Supports family knowledge and understanding, resources and strengths for shared decision making for play for children</li> <li>• Customises guidance regarding home activities for play with toddlers e.g. developing small and large motor skills through manipulating objects</li> </ul>	<ul style="list-style-type: none"> <li>• Develops contextually relevant and inclusive play-program content for primary caregivers of toddlers</li> <li>• Produces primary caregivers education and -child interaction programmes that are culturally and linguistically appropriate and support development and nurturing of toddlers through play</li> <li>• Designs parent education and parent-child interaction programs that augment a play-based programme</li> <li>• Track parents' and caregivers' knowledge, attitudes, and behaviours related to key practices around play.</li> </ul>

<b>Young children (36 months -4years)</b>				
<b>Play-based criteria</b>	<b>Level 4 The educator ...</b>	<b>Level 5 The educator ...</b>	<b>Level 6 The educator ...</b>	<b>Level 7 The educator ...</b>
	<ul style="list-style-type: none"> <li>• Interacts with primary caregivers and family respectfully and sensitively</li> <li>• Shows and tells primary caregivers how they can support their young child’s development through play – regardless of their own level of literacy</li> <li>• Encourages the use of low-cost, locally available materials that support young children’s play at home</li> </ul>	<ul style="list-style-type: none"> <li>• Provides messages and activities for play that parents and caregivers can replicate at home with their young children in their daily routines (e.g. before school – we march to brush our teeth, we roll out of bed).</li> </ul>	<ul style="list-style-type: none"> <li>• Involves fathers or male caregivers in parenting programmes</li> <li>• Supports family knowledge and understanding, resources and strengths for shared decision making for play for children</li> <li>• Customises guidance regarding home activities for play with young children e.g. using large muscles playing indoors and outdoors</li> </ul>	<ul style="list-style-type: none"> <li>• Develops contextually relevant and inclusive play-program content for parents of young children.</li> <li>• Produces programs for primary caregivers to interact with children that are culturally and linguistically appropriate and support development and nurturing of young children through play</li> <li>• Designs family interaction programmes that augment a play-based programme</li> <li>• Tracks primary caregivers’ knowledge, attitudes, and behaviours related to key practices around play.</li> <li>• Respects for diversity and differences in family structures, such as single-parent/carer families, same-sex parents and carers or inter-racial family compositions in different forms of play</li> </ul>

Grade R (5-6 years)				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
	<ul style="list-style-type: none"> <li>• Interacts with primary caregivers and families respectfully and sensitively</li> <li>• Shows and tells primary caregivers how they can support their child's development through play – regardless of their own level of literacy</li> <li>• Encourages the use of low-cost, locally available materials that support children's play at home</li> </ul>	<ul style="list-style-type: none"> <li>• Provides messages and activities for play that primary caregivers and families can replicate at home with their children in their daily routines (e.g. pretend play while tidying up).</li> </ul>	<ul style="list-style-type: none"> <li>• Involves fathers or male caregivers in parenting programmes</li> <li>• Supports family knowledge and understanding, resources and strengths for shared decision making for play for children</li> <li>• Customises guidance regarding home activities for play with 5-6 year old e.g. using open-ended play materials that allow for manipulation and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Develops contextually relevant and inclusive play-programme content for primary caregivers and families</li> <li>• Produces programmes for primary caregivers that are culturally and linguistically appropriate and support development and nurturing of children through play</li> <li>• Designs programmes for primary caregivers promote interaction with children that augment a play-based programme</li> <li>• Tracks primary caregivers' knowledge, attitudes, and behaviours related to key practices around play</li> <li>• Respects diversity and differences in family structures, such as single-parent/carer families, same-sex parents and carers or inter-racial family compositions in different forms of play</li> </ul>

Grades 1, 2 and 3				
Play-based criteria	Level 4 The educator ...	Level 5 The educator ...	Level 6 The educator ...	Level 7 The educator ...
	<ul style="list-style-type: none"> <li>• Interacts with primary caregivers and families respectfully and sensitively</li> <li>• Shows and tells primary caregivers how they can support their child's development through play – regardless of their own level of literacy</li> <li>• Encourages the use of low-cost, locally available materials that support children's play at home</li> </ul>	<ul style="list-style-type: none"> <li>• Provides messages and activities for play that primary caregivers can replicate at home with their children in their daily routines (e.g. play games while walking/driving to school)</li> </ul>	<ul style="list-style-type: none"> <li>• Involves fathers or male caregivers in parenting programmes</li> <li>• Supports family knowledge and understanding, resources and strengths for shared decision making to encourage play for children</li> <li>• Customises guidance regarding home activities for play with Gr 1,2,3 e.g. playing games with rules</li> </ul>	<ul style="list-style-type: none"> <li>• Develops contextually relevant and inclusive play-programme content for primary caregivers of young children</li> <li>• Produces education programmes to support interaction between primary caregivers and children that are culturally and linguistically appropriate and support development and nurturing of children through play</li> <li>• Designs education programmes for primary caregivers that augment a play-based programme</li> <li>• Tracks primary caregivers' knowledge, attitudes, and behaviours related to key practices around play</li> <li>• Respects diversity and differences in family structures, such as single-parent/carer families, same-sex parents and carers or inter-racial family compositions in different forms of play</li> </ul>

