ECD Quality Toolkit Pilot Data Rubric v03 November 2016

Notes:

- The Reflection Tool itself is much bigger than what was covered at site; this rubric correlates with the Conversation Template rather than the whole Tool.
- Data gathered from Mediator reports on Practitioner views.
- If there are variations between the indicators in the level, we need to make an overall judgement call on the level for that dimension.
- Keep note of sites where there are contrasts –e.g. the respondent scores high in dimension and low in another – as potential follow-ups an case studies.
- Evaluate mediator's comments carefully, and note any observed gaps between understanding and implementation. Remember that the pilot's aim was to gather practitioner views and understandings, not to evaluate implementation.
- Split up data on Leadership from practitioners & from principals.

Dimensions			
	Level 1	**Level 2**	**Level 3**
Teaching & Learning	Serious weakness in understanding of crucial aspects of teaching & learning: • Lack of understanding of theories of T&L • Unvaried and simplistic teaching methods • Lack of awareness of relationship between values and teaching children • No procedures (e.g. for daily	Reasonable understanding with weakness in some areas: • Knows some theories of teaching and learning • Recognises that teaching methods should be varied and interesting • Shows some awareness of how own value system could affect relationship children • Has some procedures (e.g. for daily	Clear notions of good practice: • Understands the link between theory and practice, and the fact that there are different pedagogical theories • Shows knowledge of a range of methodologies and how to implement them • Clearly expresses own value system as it relates to teaching and learning • Has clearly articulated procedures

	activities or discipline) or inefficient classroom management	activities or discipline) in place for effective classroom management	(e.g. for daily activities or discipline) in place for classroom management
Leadership & Management	Serious weakness in understanding the different elements of leadership: • Lack of understanding of what instructional leadership requires (e.g. professional development for staff; curriculum understanding; core commitment) • Lack of understanding of how to manage day to day and broader operations (e.g. scheduling, HR, finance, sustainability etc) • Lack of recognition of the importance of engaging with parents and the community • Lack of knowledge about support for principals & sites (e.g access to information about funding, forums such as district workshops & CoPs) • Lack of knowledge about quality assurance and compliance requirements from a leadership perspective	Reasonable understanding of the different elements of leadership: • Understands some of the skills and knowledge sets that are required by instructional leadership (e.g. professional development for staff; curriculum understanding; core commitment) • Show awareness of some of the activities required in managing day to day and broader operations • Shows some awareness of the importance of engaging with parents and the community • Knows some of the forms of support available for principals and sites (e.g access to information about funding, forums such as district workshops & CoPs) • Is aware of most compliance requirements and how these relate to quality assurance from a leadership perspective	Clear understanding of the different elements of leadership: • Understands the purposes and approaches of instructional leadership in order to support quality (e.g. professional development for staff; curriculum understanding; core commitment) • Clearly understands the importance of engaging with parents and the community and how to do this • Is familiar with the detail of the activities required in managing day to day and broader operations • Accesses support available for principals and sites (e.g access to information about funding, forums such as district workshops & CoPs) • Is familiar with all compliance requirements and how these relate to quality assurance from a leadership perspective

ECD Environment	Serious weakness in understanding crucial aspects of environment: • Lack of awareness about physical dangers and safety and hygiene • Little awareness of possible range of mental and emotional needs of the children • Little awareness of the link between the environment & resources and their impact on successful learning • Little understanding of how to improvise if resources are lacking and why this is important • No recognition of the importance of engagement with role of parents and wider community	Reasonable understanding with weakness in some areas: • Has some awareness about physical dangers and safety and hygiene • Recognises that children will have a range of different mental and emotional needs • Show some awareness that stimulating resources and an attractive environment can help children learn • Show some knowledge of how to improvise if resources are lacking and understands why this is important • Shows some awareness of the importance of the parents/ caregivers role, and engagement with the wider community	Clear notions of good practice: • Clearly aware of hygiene, safety and emergency measures and procedures • Shows knowledge of a range of children's emotional and mental needs and how to meet them where possible • Clearly understands the need for resources which stimulate learning, and the impact of the environment on learning • Knows how to improvise where resources are lacking and understands why this is important • Clearly aware of the importance of engaging with parents in relation to their childrens' needs and learning, and understands relationships with the wider community
ECD Policy Framework	Serious weakness in understanding of crucial aspects of both government policy and use of site-based policies and procedures: • Lack of awareness of government policies dealing with teaching issues, and with roles & responsibilities of	Reasonable understanding with weakness in some areas of aspects of both government policy and use of site-based policies and procedures: • Show some awareness of government policies dealing with	Clear understanding of government policy and use of site-based policies and procedures: • Clearly aware of government policies dealing with teaching issues, and with roles & responsibilities of

accountable government departments • Lack of understanding of the distinction between government support and provider/funder support (if applicable) • Lack of awareness of types of internal policies and procedures and why these are required • Little knowledge of content of policies and procedures and how to implements these • Lack of knowledge about support (e.g training or access to information, forums, human resources & other resources) practitioners • Lack of knowledge about support for parents/ caregivers	teaching issues, and with roles & responsibilities of accountable government departments • Makes some distinctions between government support and provider/funder support (if applicable) • Shows some awareness of types of internal policies and procedures and why these are required • Knows the purposes and range of policies and procedures in general but not in detail • Has adequate knowledge of content of policies and procedures and some views on how to implement these • Is aware of most forms of support (e.g training or access to information, forums, human resources & other resources) for practitioners • Is aware of most forms of support (e.g. access to information & human resources) for parents/ caregivers	accountable government departments • Clearly understands government's role and the provider/ funder's role in providing support (if applicable) • Understands the range of types of internal policies and procedures and why these are required • Is familiar with the details of policies and procedures, both external and internal • Is very knowledgeable about available and relevant forms of support (e.g training or access to information, forums, human resources & other resources) for practitioners • Is very knowledgeable about available and relevant forms of support (e.g. access to information & human resources) for parents/ caregivers