SAVE THE DATE

‘Building a High Quality ECD research and practice in South Africa: Birth to Grade R’

13 – 16 JULY 2021

The South African Research Association for Early Childhood Education (SARAECE), in partnership with the Centre for Early Childhood Development (CECD), are proud to announce their 4th National conference.

SARAECE takes this opportunity to invite delegates from all over the world to submit abstracts or posters that have links with the following themes.

- Developing Human Resources for ECCE & Grade R
- Is professionalization equal to Quality?
- Professional Identities
- Families and Community Engagement
- Care and Education in the early years
- Adaptations within the landscape of a pandemic
- Curriculum and Assessment
- Leadership and Management in ECD
- Policy and Practice
- Transformative Pedagogy: Culturally responsive pedagogy; Inclusive pedagogy; Pedagogy of play; Pedagogy & the 4th Industrial Revolution
- The early childhood research sector and practices in South Africa
- The split preschool system of birth to four and Grade R
- The implementation of policies including curriculum frameworks
- The concerns about access with quality
- Conditions of service of the workforce and the lack of career pathing
- Inequities and fragmentation of the practice field
- The effects of COVID19 on ECD programmes and research in SA

Who should attend:
ECD research academics; Policy makers; Post-grad students; ECD practitioners and NGO practitioners working in the ECCE & Grade R spaces.

For more information contact Arlene Diedericks on +27 (0)21 680 1500 or +27 (0)21 680 1582 or email DiedericksA@cput.ac.za

Visit the organizers websites here: SARAECE | CECD
Early childhood research with its concerns for young children, their families and communities is emerging in low and middle income countries. The growing need for evidence to inform policy and practice is motivated by national priorities, as well as continental and international agendas. Empirical evidence is drawn from a variety of disciplines and different contexts to showcase the value of paying attention to the early years for individual and societal outcomes.

In South Africa, early childhood research sits uncomfortably with practice in the field. There are unfolding events that create an urgency to explore the need for research and the link between research and practice. Limited research draws attention to the split preschool system of birth to four and Grade R, the implementation of policies including curriculum frameworks, the concerns about access with quality, conditions of service of the workforce, lack of career pathing, inequities and fragmentation of the practice field. Of late, the Covid-19 pandemic has brought on a flurry of rapid assessments informed by online surveys to deal with early childhood in crisis punctuated by sector and workforce preservation. Research is conducted by non-governmental organisations, government ministries and higher education institutions with postgraduate offerings with a research component. The South African Journal of Childhood Education affords early childhood researchers opportunities to publish their research.

Whilst there is some movement in the visibility of early childhood research, the concern continues to be the impact on practice. The disconnection between research and practice is counter-productive to advancing the field of early childhood development, care and education in South Africa. Deliberate action is required to bring the “strange bedfellows” of research and practice closer together. This conference unites the research and practice community in the preschool years, namely, birth to Grade R. In so doing, it is envisaged that researchers and practitioners will:

- begin to see birth to Grade R as the preschool years
- form closer relationships for research and practice
- position themselves as critically reflective practitioners
- network for mutually beneficial capacity building and agenda setting

The conference will be organised bearing the above in mind. Each presentation selected for the conference will require presenters to speak about the implications of their work for research and/or practice. In this way we hope to forge greater links between researchers and practitioners in the early years.

If you would like to submit an abstract for consideration, please click on the tab