VIDEO-SUPPORTED ECD PROGRAMME

STAFF TRAINING & CHILDREN'S LESSONS

English • Sepedi • isiZulu



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Why a video system and not only a program?

Motivation for Video-Supported Training at Raindrops ECD

1. Background

Raindrops ECD operates in a community where children often arrive at the centre with significant developmental, language, emotional and social challenges. Parents pay no school fees, and the staff members are largely recruited from the same community as the children. This approach has considerable value. Staff understand the community, its languages, circumstances and daily realities. However, staff members may not have extensive formal ECD qualifications, practical training or years of classroom experience when they are first appointed.

A written curriculum alone is therefore not sufficient. It may tell a practitioner **what** to do, but it does not necessarily show her:

- why the activity is important;
- how to prepare it;
- how to use the equipment;
- how to introduce the activity;
- what language to use;
- how much assistance to provide;
- what to do when children do not understand;
- how to adapt the activity for different ages;
- how to accommodate neurodiverse children; or
- what to observe while the children participate.

Raindrops ECD therefore requires a training model that makes practical expertise continuously available inside the classroom.

2. The need for a full-time mentor

In an ideal situation, every inexperienced practitioner would have daily access to a highly qualified and experienced ECD mentor.

Such a mentor would:

- explain the daily programme;
- demonstrate every activity;
- explain its educational purpose;
- support the practitioner during implementation;
- observe how the children respond;
- correct mistakes immediately;
- adapt activities for individual children;
- assess the practitioner's progress;
- provide feedback and follow-up training; and
- ensure that the curriculum is implemented correctly.

This would require a person with a rare combination of:

- relevant formal qualifications;
- extensive knowledge of child development;
- practical classroom experience;
- experience across different age groups;
- knowledge of inclusion and neurodiversity;
- adult-training skills;
- assessment skills;

- strong observation abilities; and
- sensitivity to the community and its circumstances.

Employing such a person full-time at every centre would be financially impossible for most low-income ECD centres.

Even where a suitably qualified mentor is available, one person can only be in one classroom or centre at a time.

3. Why once-off training is not enough

Traditional staff training often takes place through a workshop or short course. The practitioner receives a large amount of information in a limited period and must then attempt to apply it independently.

This approach has several limitations:

- Training often takes place outside the actual classroom.
- Too much information is presented at once.
- Practitioners may not remember all the steps.
- A practitioner may understand the theory but still not know what implementation should look like.
- New staff members miss training that has already taken place.
- The trainer is unavailable when the practitioner later needs assistance.
- There may be no follow-up, monitoring or reassessment.
- Attendance is sometimes incorrectly treated as proof of competence.

The real question is not whether a practitioner attended training. The question is:

Can she apply what she has learned correctly, safely and consistently in the classroom?

4. Why video is suitable for the Raindrops environment : Video-supported training makes expertise available in a practical, repeatable and accessible format.

4.1 Video shows instead of merely describing

A practitioner can see how the classroom area is arranged; which equipment is required; how the practitioner sits or stands; how the children are positioned; which words can be used; how the activity is demonstrated; how long children are given to respond; how assistance is provided; and how the activity is concluded.

This reduces the gap between theory and practice.

4.2 Training can begin at the most basic level

The training must not assume that the practitioner already understands ECD terminology or teaching methods. Each short video can answer one question, explain one concept or demonstrate one skill.

4.3 Videos can be repeated

A physical mentor may explain something and then leave. A video remains available. Repetition is especially valuable for staff members who are still developing confidence, professional vocabulary or formal knowledge.

4.4 Training takes place in the real workplace

The practitioner does not only learn in a training venue. She watches the training and applies it immediately in her own classroom. This connects knowledge directly to workplace performance.

4.5 Videos can help present the activity

Certain videos can speak directly to the children while the practitioner acts as an active assistant.

The video may say:

- "Teacher, please hand out the cards."
- "Pause the video and give every child a turn."
- "Teacher, help the children repeat the new word."
- "Let the children find the shape in the classroom."
- "Observe which children can complete the task independently."

The practitioner is not removed from the learning process. She participates while simultaneously seeing how a well-structured lesson is presented.

5. Video does not replace the practitioner

The purpose is not to place children passively in front of a screen for extended periods. Most of the videos will train the adult rather than entertain the children.

6. Video does not replace human monitoring

Videos alone cannot determine whether a practitioner understands or applies the content correctly. The video programme must therefore form part of a broader support and quality-assurance system.

Video delivers the repeatable training content, while qualified people retain responsibility for professional oversight, feedback and assessment.

7. Full-time mentor compared with video-supported mentorship

Full-time physical mentor	**Video-supported mentorship**
Can support only one centre or a limited group	Can support multiple centres simultaneously
Requires a full-time salary and employment costs	Development costs are shared across many users
Cannot be present in every classroom continuously	Training is available whenever it is needed
Must repeat the same explanation many times	One high-quality explanation can be reused
Knowledge may be lost when the mentor leaves	The training library remains available

Full-time physical mentor	Video-supported mentorship
Presentation may vary from day to day	Core content and standards remain consistent
New staff may have to wait for training	New staff can begin immediately
Provides strong direct observation and professional judgement	Must be combined with feedback and monitoring
Is difficult and expensive to scale	Can be expanded across centres, regions and languages

8. The preferred approach: a hybrid mentoring system

The strongest model is not a choice between a person and a video. It is a **hybrid model** in which each performs the work for which it is best suited.

9. Conclusion

Raindrops ECD effectively requires the support of an experienced and appropriately qualified full-time mentor. Placing such a person in every classroom or centre would, however, be financially and practically difficult to sustain.

When combined with Oasis Club's checklists, assessments, feedback, monitoring and periodic human mentorship, it offers a practical alternative to employing a full-time mentor at every centre—without removing professional oversight or human support.

The objective is not to replace an expert with technology. It is to structure the expert's knowledge and oversight so that it can reach multiple practitioners, classrooms and centres every day.

Why another program is needed?

Raindrops is not being developed as another collection of simple ECD activities. It is a comprehensive instructional and practitioner-development system designed to make high-quality early learning achievable in severely under-resourced centres.

The programme assumes no prior practitioner knowledge and therefore begins with the most basic concepts. It does not, however, accept a basic educational standard as the final outcome. Every concept is developed progressively through explanation, demonstration, classroom application, feedback, assessment and improvement.

The objective is not merely for an activity to take place. The objective is for the practitioner to understand why it is being done, present it correctly, adapt it to the children in front of her, observe the resulting development and demonstrate measurable professional competence.

In this way, Raindrops creates a bridge between an unqualified community practitioner and internationally informed ECD practice—without removing her from employment or the children from their community.

Raindrops does not lower the educational standard to suit an under-resourced environment. It builds the support system that enables practitioners in that environment to reach a higher standard.

Language instruction and community upliftment :

Three Languages. One Standard. Learning That Reaches the Classroom.

The Raindrops video programme will be presented in **English, isiZulu and Sepedi**, making high-quality ECD training accessible to practitioners who are too often expected to learn, teach and complete assessments in a language that is not their own.

This is not simply a curriculum translated into three languages. It is a practical, multilingual mentoring system that takes professional knowledge directly into the classroom.

Why multilingual training matters

Practitioners understand difficult concepts more accurately when these are explained in a language they know well. They can ask better questions, remember more of the training and apply it with greater confidence.

Children also benefit from hearing concepts explained in a familiar language. Home-language support strengthens understanding, participation, vocabulary development and the child's sense that her own language belongs in a learning environment.

English remains important and will be included throughout the programme. However, English should not become a barrier that prevents a capable practitioner from developing professionally or a young child from understanding a learning experience.

By making the programme available in English, isiZulu and Sepedi, Raindrops and Oasis Club will be able to serve a much wider group of South African ECD centres while maintaining one consistent educational standard.

A community voice, not an imported voice

A woman from the local community will be trained and paid to assist with the translation, cultural adaptation and voice-over recordings.

This is important for several reasons. Her voice will sound familiar and natural to the children. She understands how people in the community speak, which expressions are easily understood and how formal educational language should be adapted without losing its meaning.

She will not merely read translated words from a page. She will help ensure that the message makes sense in the community in which it will be used. This creates an additional employment and skills-development opportunity within the community. The project therefore invests not only in children and ECD practitioners, but also in local language capacity and digital-content production skills.

Language quality will still be monitored. Educational terminology, pronunciation and meaning must remain consistent, and additional first-language review will be used where necessary.

Why the programme is unique

Many ECD programmes provide written lesson plans. Others offer occasional workshops or generic online courses. Very few bring all the following elements together in one system:

- a structured daily curriculum;
- short, practical training videos;
- explanations of the educational purpose behind each activity;
- demonstrations filmed in a real ECD environment;
- child-facing activity videos;
- active involvement of the classroom practitioner;
- English, isiZulu and Sepedi delivery;
- low-cost alternatives suitable for under-resourced centres;
- age-specific adaptations;
- support for neurodiverse children;
- ongoing checklists and assessments;
- feedback from Oasis Club;
- measurable workplace implementation; and
- a future pathway towards relevant, recognised occupational learning.

The programme is designed around the realities of ECD centres that cannot afford a highly qualified, full-time mentor. It makes expert guidance available repeatedly, in the classroom and at the moment it is needed.

Why the programme is necessary

South African ECD practitioners are frequently given enormous responsibility without sufficient practical support. They are expected to manage a classroom, support children's development, identify difficulties, prepare activities and promote school readiness—often with limited equipment, limited training and no experienced mentor beside them.

Because the videos are short, practitioners can complete training in manageable sections. They can pause, repeat and revisit a topic whenever necessary. New staff members can begin training immediately, and the quality of the core instruction does not depend on which trainer happens to be available.

A marketable and scalable South African solution

The multilingual structure makes the programme relevant beyond Raindrops ECD. It can eventually support sponsored ECD centres in different communities while preserving a consistent standard of training and implementation.

The same core video can be used with separate English, isiZulu and Sepedi audio tracks. This makes the model scalable and allows additional South African languages to be added in future without rebuilding the entire programme.

More than translation

The value of the project lies not only in offering three language options. Its real value is that it combines language access with practical mentoring, classroom implementation and measurable professional development.

It says to the practitioner:

"You do not need to arrive already knowing everything. We will teach you, show you, support you, assess your progress and help you improve while you continue working with the children in your class."

It says to the child:

"Your language, your community and your learning matter."

And it says to the sponsor:

"Your investment will fund a structured, monitored and scalable intervention that develops both children and the adults responsible for teaching them."

Summary of the Video Programme and Topics

The Raindrops video programme is not simply a collection of classroom activity videos. It is a complete **training, implementation and classroom-support system** designed especially for practitioners who may have limited formal ECD training.

The system begins with the most basic knowledge and gradually develops the practitioner's understanding, practical ability and confidence.

The video library will include:

1. **Programme induction videos** explaining how to use the curriculum, videos, resources and daily programme.
2. **Foundational ECD training** explaining how young children develop and learn.
3. **Training by learning area**, including language, mathematics, stories, creative work, movement, sensory play and learning stations.
4. **Age-specific guidance** showing what can reasonably be expected at different developmental stages.
5. **Activity-specific training** explaining what each activity develops and why it is important.
6. **Preparation videos** showing the equipment, classroom arrangement, group size and safety requirements.
7. **Practical demonstration videos** showing the practitioner exactly how to present each activity.
8. **Child-facing presentation videos** that lead the lesson while involving the practitioner as an active classroom assistant.
9. **Adaptation and differentiation videos** for younger, older, neurodiverse or developmentally delayed children.
10. **Problem-solving videos** addressing common classroom difficulties.

11. **Observation and assessment videos** helping practitioners recognise and record children's progress.
12. **Reflection and quality-control videos** helping practitioners evaluate their own implementation.

Most training videos should be short—generally **one to five minutes**. Each video should answer one question, explain one concept or demonstrate one skill. Child-facing stories, movement sessions and activity presentations may be longer.

Expanded Numerical List of Typical Videos

1. Programme induction and orientation

1.1 Welcome to the Raindrops Programme
1.2 What is the purpose of the programme?
1.3 Who is the programme designed for?
1.4 Understanding the structure of the 40-week curriculum
1.5 Understanding the daily programme
1.6 Understanding the weekly theme
1.7 How the training videos are organised
1.8 How the demonstration videos are organised
1.9 How the child-facing videos are organised
1.10 Which videos are compulsory?
1.11 Which videos provide additional support?
1.12 How to prepare for the following day
1.13 How to use the printable resources
1.14 How to use the classroom equipment
1.15 How to use the programme tablet
1.16 How to download or stream a video
1.17 How and when to pause a video
1.18 What to do when the internet connection fails
1.19 How to record completed lessons
1.20 How to provide photographic evidence
1.21 How to protect children's privacy when taking photographs
1.22 The practitioner's responsibility for completing the programme
1.23 The assistant's role in implementing the programme
1.24 What to do when an instruction is not understood
1.25 Why activities may not simply be skipped

2. Understanding early childhood development

2.1 What is early childhood development?
2.2 How young children learn
2.3 Why play is important
2.4 The difference between play and entertainment
2.5 The main developmental areas
2.6 Physical development

2.7 Cognitive development
2.8 Language development
2.9 Social development
2.10 Emotional development
2.11 Moral development
2.12 Creative development
2.13 Perceptual development
2.14 Why development must be viewed holistically
2.15 What is a developmental milestone?
2.16 What does age-appropriate mean?
2.17 Why children do not all develop at the same rate
2.18 Normal developmental variation
2.19 The influence of health and nutrition on learning
2.20 The influence of trauma on development
2.21 The influence of the home environment on development
2.22 The importance of repetition
2.23 The importance of active participation
2.24 Why young children need concrete experiences
2.25 Why worksheets alone do not provide sufficient learning

3. The role of the ECD practitioner

3.1 What is an ECD practitioner?
3.2 The practitioner as a caregiver
3.3 The practitioner as an educator
3.4 The practitioner as a facilitator
3.5 The practitioner as a role model
3.6 The practitioner as an observer
3.7 The difference between teaching and doing the work for the child
3.8 How to speak respectfully to young children
3.9 How to give a clear instruction
3.10 How many instructions should be given at once?
3.11 How to check whether children understand
3.12 How to demonstrate before expecting children to begin
3.13 How to encourage without giving false praise
3.14 How to help a child without taking over
3.15 How to give every child an opportunity
3.16 How to manage small groups
3.17 How to manage a whole-group activity
3.18 How to move children between activities
3.19 Why direct supervision is important
3.20 How to position yourself to supervise effectively
3.21 How to identify possible safety risks
3.22 How to model correct language
3.23 How to extend children's answers
3.24 How to ask open-ended questions
3.25 How to reflect on your own teaching

4. Understanding different age groups

4.1 Understanding babies from birth to 12 months
4.2 Understanding children aged 12–24 months
4.3 Understanding children aged two to three years
4.4 Understanding children aged three to four years
4.5 Understanding children aged four to five years
4.6 Understanding Grade R children
4.7 Typical attention span at different ages
4.8 Typical language ability at different ages
4.9 Typical fine-motor ability at different ages
4.10 Typical gross-motor ability at different ages
4.11 Typical social behaviour at different ages
4.12 Typical emotional behaviour at different ages
4.13 What a two-year-old can reasonably be expected to do
4.14 What a three-year-old can reasonably be expected to do
4.15 What a four-year-old can reasonably be expected to do
4.16 What a five-year-old can reasonably be expected to do
4.17 How to simplify an activity
4.18 How to extend an activity
4.19 How to use one activity with a mixed-age group
4.20 Why younger children should not be expected to produce formal work

5. Classroom routines and transitions

5.1 Why routines are important
5.2 How routines help children feel safe
5.3 Welcoming children in the morning
5.4 Helping a distressed child separate from a parent
5.5 Conducting the daily register
5.6 Using the register as a language activity
5.7 Talking about the weather
5.8 Teaching today, yesterday and tomorrow
5.9 Introducing the day's programme
5.10 Preparing children for a transition
5.11 Using songs during transitions
5.12 Moving children safely between areas
5.13 Managing toileting transitions
5.14 Managing handwashing routines
5.15 Managing snack and mealtime routines
5.16 Teaching children to pack away
5.17 Ending an activity calmly
5.18 Preparing children for home time
5.19 What to do when transitions become chaotic
5.20 Helping neurodiverse children cope with transitions

6. Morning ring

6.1 What is morning ring?
6.2 Why is morning ring important?
6.3 How long should morning ring be?
6.4 Where should the children sit?
6.5 Where should the practitioner sit?
6.6 How to begin morning ring
6.7 How to use a welcome song
6.8 How to include the register
6.9 How to discuss the weather
6.10 How to introduce the daily theme
6.11 How to use real objects during morning ring
6.12 How to use pictures during morning ring
6.13 How to ask age-appropriate questions
6.14 How to involve children who do not speak
6.15 What to do when children move around
6.16 What to do when one child dominates
6.17 Morning ring for two-year-olds
6.18 Morning ring for three- to four-year-olds
6.19 Morning ring for four- to five-year-olds
6.20 Complete morning-ring demonstration

7. Themes and theme discussions

7.1 What is a classroom theme?
7.2 Why are themes used in ECD?
7.3 The difference between a theme and an activity
7.4 How to introduce a new theme
7.5 How to identify the most important theme facts
7.6 How much information is appropriate for young children?
7.7 How to build theme vocabulary
7.8 How to use real objects
7.9 How to use posters and pictures
7.10 How to use demonstrations
7.11 How to connect a theme to children's experiences
7.12 How to correct incorrect information sensitively
7.13 How to encourage curiosity
7.14 How to answer a question when you do not know the answer
7.15 How to revise previous theme information
7.16 How to adapt a theme discussion for younger children
7.17 How to extend a theme discussion for older children
7.18 How to include language development in a theme lesson
7.19 How to include mathematics in a theme lesson
7.20 Complete theme-lesson demonstration

8. Books and early literacy

8.1 What is a book?
8.2 What is the front cover?

8.3 What is the back cover?
8.4 What is the title of a book?
8.5 What does an author do?
8.6 What does an illustrator do?
8.7 How should a book be held?
8.8 How should pages be turned?
8.9 How to teach children to care for books
8.10 What is a picture book?
8.11 What is a storybook?
8.12 What is a factual or information book?
8.13 What is a wordless book?
8.14 What is a rhyme book?
8.15 What is a repetitive story?
8.16 What are concept books?
8.17 Books for babies
8.18 Books for one- to two-year-olds
8.19 Books for two- to three-year-olds
8.20 Books for three- to four-year-olds
8.21 Books for four- to five-year-olds
8.22 Books for Grade R children
8.23 How to determine whether a book is too difficult
8.24 How to determine whether a book is too easy
8.25 How to use one book with different age groups
8.26 How long should storytime last?
8.27 How to prepare before reading a story
8.28 Where should children sit during storytime?
8.29 How to show the pictures
8.30 How to use your voice
8.31 How to use facial expressions and gestures
8.32 How to explain unfamiliar words
8.33 How to ask questions before reading
8.34 How to ask questions during the story
8.35 How to ask questions after the story
8.36 How to use a wordless book
8.37 How to tell a story without reading every word
8.38 How to tell a story without a book
8.39 How to use puppets and story objects
8.40 How to involve children in repeated phrases
8.41 How to manage interruptions during storytime
8.42 How to involve a quiet child
8.43 How to support a child with limited language
8.44 How to adapt storytime for a neurodiverse child
8.45 How to make a cardboard book
8.46 How to make a book from magazine pictures
8.47 How to make a photograph book
8.48 How to make a sensory book

8.49 How to establish a book corner without money
8.50 Complete storytime demonstration
8.51 Child-facing story presentation
8.52 What to observe during storytime

9. Language and vocabulary development

9.1 What is language development?
9.2 Receptive and expressive language
9.3 What is vocabulary?
9.4 Why children need to hear words repeatedly
9.5 How to introduce a new word
9.6 How to teach words using real objects
9.7 How to teach words using pictures
9.8 How to extend a child's sentence
9.9 How to model correct grammar naturally
9.10 How to encourage conversation
9.11 How to use songs for language development
9.12 How to use rhymes for language development
9.13 How to use movement to teach new words
9.14 How to teach opposites
9.15 How to teach descriptive words
9.16 How to teach action words
9.17 How to teach positional language
9.18 How to develop listening skills
9.19 How to teach children to follow instructions
9.20 How to divide words into syllables
9.21 What is sound awareness?
9.22 Introducing letters without formal pressure
9.23 How to revise previously taught letters
9.24 Supporting multilingual children
9.25 Supporting children who do not yet speak
9.26 When language development may require referral
9.27 Complete language-activity demonstration
9.28 Child-facing vocabulary lesson

10. Early mathematics

10.1 What is early mathematics?
10.2 What is number sense?
10.3 The difference between counting and understanding quantity
10.4 One-to-one correspondence
10.5 Recognising small quantities
10.6 Matching a number to a quantity
10.7 Recognising numerals
10.8 Ordering numbers
10.9 Counting everyday objects
10.10 What is sorting?

10.11 Sorting by colour
10.12 Sorting by shape
10.13 Sorting by size
10.14 Sorting by more than one characteristic
10.15 What is matching?
10.16 What is classification?
10.17 What is a pattern?
10.18 Copying a pattern
10.19 Continuing a pattern
10.20 Creating a pattern
10.21 Introducing shapes
10.22 Finding shapes in the environment
10.23 Comparing big and small
10.24 Comparing long and short
10.25 Comparing heavy and light
10.26 Introducing position and direction
10.27 Mathematics for two-year-olds
10.28 Mathematics for three-year-olds
10.29 Mathematics for four-year-olds
10.30 Mathematics for five-year-olds
10.31 Common mistakes when teaching numbers
10.32 Why children should not be rushed into written sums
10.33 Complete mathematics-activity demonstration
10.34 Child-facing mathematics lesson

11. Learning stations and free play

11.1 What is a learning station?
11.2 The difference between a learning station and a table activity
11.3 Why learning stations are important
11.4 Why free play is still learning
11.5 How many stations should be available?
11.6 How many children should use a station?
11.7 How to select suitable activities
11.8 How to arrange a learning station
11.9 How to introduce a new station
11.10 How to rotate stations
11.11 How to prevent overcrowding
11.12 The practitioner's role during free play
11.13 When the practitioner should join the play
11.14 When the practitioner should step back
11.15 How to extend children's play
11.16 How to observe learning during play
11.17 How to use household objects in learning stations
11.18 How to use recycled materials
11.19 How to set up an inexpensive construction station
11.20 How to set up a book station

11.21 How to set up a fine-motor station
11.22 How to set up a mathematics station
11.23 How to set up a language station
11.24 How to set up a sensory station
11.25 How to pack away and check equipment
11.26 Demonstration of a complete learning-station period

12. Fine-motor and pre-writing development

12.1 What is fine-motor development?
12.2 Why hand strength is important
12.3 Developing finger strength
12.4 Developing wrist stability
12.5 Developing hand–eye coordination
12.6 What is bilateral coordination?
12.7 What is crossing the midline?
12.8 The development of pencil grip
12.9 Why children should not be forced into the correct grip too early
12.10 Using playdough for hand development
12.11 Using counters and manipulation toys
12.12 Threading and lacing activities
12.13 Tearing and pasting
12.14 Introducing scissors
12.15 Scissor safety
12.16 Cutting straight lines
12.17 Cutting curved lines
12.18 Cutting around shapes
12.19 What are pre-writing patterns?
12.20 Experiencing patterns with the whole body
12.21 Making patterns in sand
12.22 Making patterns with playdough
12.23 Drawing patterns on vertical surfaces
12.24 Drawing and colouring at different ages
12.25 Complete fine-motor activity demonstration
12.26 Child-facing pre-writing activity

13. Gross-motor and outdoor development

13.1 What is gross-motor development?
13.2 Why outdoor play is important
13.3 Developing balance
13.4 Developing coordination
13.5 Running and stopping safely
13.6 Jumping with two feet
13.7 Hopping on one foot
13.8 Climbing safely
13.9 Throwing
13.10 Catching

13.11 Kicking
13.12 Crawling activities
13.13 Crossing the midline through movement
13.14 Body awareness
13.15 Spatial awareness
13.16 Direction and position
13.17 Using beanbags
13.18 Using balls
13.19 Using hoops
13.20 Using cups and household equipment
13.21 Creating an obstacle course without expensive equipment
13.22 How many children should participate at once?
13.23 Direct supervision during outdoor play
13.24 Adapting movement activities for younger children
13.25 Adapting movement activities for children with physical difficulties
13.26 Complete gross-motor demonstration
13.27 Child-facing movement session

14. Creative activities

14.1 What is creativity?
14.2 Why the process is more important than the final product
14.3 The difference between art and a copied craft
14.4 Why children's work should not all look the same
14.5 Drawing at different ages
14.6 Painting at different ages
14.7 Tearing and pasting
14.8 Cutting and pasting
14.9 Printing activities
14.10 Collage activities
14.11 Modelling with clay or dough
14.12 Using recycled material creatively
14.13 Creative activities without expensive resources
14.14 How to prepare the creative area
14.15 How many children should participate at once?
14.16 How to protect clothing and surfaces
14.17 How much help should the practitioner provide?
14.18 How to speak to children about their artwork
14.19 Why the practitioner should not "fix" children's work
14.20 How to display children's work respectfully
14.21 Adapting creative activities for younger children
14.22 Adapting creative activities for sensory-sensitive children
14.23 Complete creative-activity demonstration
14.24 Child-facing creative activity

15. Music, rhythm and movement

15.1 Why music is important in ECD
15.2 What is rhythm?
15.3 What is a beat?
15.4 Using clapping activities
15.5 Using action songs
15.6 Using rhymes
15.7 Fast and slow movement
15.8 Loud and soft sounds
15.9 Starting and stopping
15.10 Following movement instructions
15.11 Encouraging free movement
15.12 Making inexpensive musical instruments
15.13 Using body percussion
15.14 How to teach a new song
15.15 What to do when children do not sing
15.16 Supporting children who dislike loud sounds
15.17 Complete music-and-movement demonstration
15.18 Child-facing music-and-movement session

16. Sensory play

16.1 What is sensory play?
16.2 Understanding the senses
16.3 Touch and texture
16.4 Sight and visual stimulation
16.5 Hearing and sound
16.6 Smell and taste
16.7 Movement and body awareness
16.8 Why sensory play supports learning
16.9 Setting up a sensory activity
16.10 Using water safely
16.11 Using sand safely
16.12 Using dough safely
16.13 Safe and unsafe sensory materials
16.14 Hygiene during sensory play
16.15 Preventing choking
16.16 Supporting a sensory-seeking child
16.17 Supporting a sensory-sensitive child
16.18 Never forcing sensory participation
16.19 Inexpensive sensory activities
16.20 Complete sensory-activity demonstration

17. Inclusion and neurodiversity

17.1 What does inclusion mean?
17.2 What is neurodiversity?
17.3 Children develop in different ways
17.4 Recognising different communication styles

17.5 Supporting a child who does not speak
17.6 Using visual instructions
17.7 Breaking an instruction into smaller steps
17.8 Reducing unnecessary language
17.9 Allowing additional processing time
17.10 Supporting attention and concentration
17.11 Supporting sensory sensitivities
17.12 Supporting sensory-seeking behaviour
17.13 Preparing a child for change
17.14 Offering an alternative way to participate
17.15 Adjusting the environment
17.16 Adjusting the equipment
17.17 Adjusting the length of the activity
17.18 Helping without creating dependence
17.19 Recognising possible developmental concerns
17.20 Recording concerns objectively
17.21 Discussing concerns with the supervisor
17.22 When professional referral may be necessary

18. Behaviour and emotional support

18.1 Behaviour as communication
18.2 Why young children struggle to regulate emotions
18.3 Understanding frustration
18.4 Understanding separation anxiety
18.5 Understanding aggressive behaviour
18.6 What to do when a child hits
18.7 What to do when a child bites
18.8 What to do when a child throws equipment
18.9 What to do when a child refuses to participate
18.10 What to do during a tantrum
18.11 Helping a child calm down
18.12 Using predictable routines
18.13 Giving limited, appropriate choices
18.14 Setting clear boundaries
18.15 Using positive instructions
18.16 Why shouting is ineffective
18.17 Why humiliation and threats are unacceptable
18.18 Supporting children affected by trauma
18.19 Reconnecting with the child after conflict
18.20 When behaviour should be reported

19. Activity-specific micro-training

Every planned classroom activity can receive a short set of linked videos:

19.1 What is this activity?
19.2 What is the main developmental objective?
19.3 Why is this objective important?

19.4 Which secondary skills are developed?
19.5 Which age group is the activity for?
19.6 What should the child already be able to do?
19.7 What equipment is required?
19.8 What inexpensive alternatives can be used?
19.9 How should the area be prepared?
19.10 How many children may participate?
19.11 How long should the activity last?
19.12 What safety precautions are required?
19.13 How should the activity be introduced?
19.14 What words should the practitioner use?
19.15 How should the activity be demonstrated?
19.16 What should the practitioner avoid doing?
19.17 How can the activity be simplified?
19.18 How can the activity be extended?
19.19 How can it be adapted for a neurodiverse child?
19.20 What should the practitioner observe?

20. Practical demonstration videos

20.1 Equipment required for the activity
20.2 Low-cost equipment alternatives
20.3 Preparing the classroom area
20.4 Preparing the materials
20.5 Positioning the children
20.6 Introducing the activity
20.7 Demonstrating the activity
20.8 Giving the instruction
20.9 Checking children's understanding
20.10 Giving children turns
20.11 Providing appropriate assistance
20.12 Asking questions during the activity
20.13 Correcting without discouraging
20.14 Managing common difficulties
20.15 Ending the activity
20.16 Packing away
20.17 Complete activity from beginning to end
20.18 Example of the activity with real children

21. Child-facing lesson videos

21.1 Welcome and introduction
21.2 Introducing the theme or skill
21.3 Introducing new vocabulary
21.4 Showing the equipment
21.5 Demonstrating what the children must do
21.6 Giving the children an instruction
21.7 Asking the practitioner to distribute equipment

21.8 Asking the practitioner to pause the video
21.9 Giving the children time to respond
21.10 Repeating the instruction
21.11 Asking questions
21.12 Encouraging movement or participation
21.13 Asking the practitioner to assist a child
21.14 Revising the main concept
21.15 Ending and praising participation
21.16 Giving the practitioner a follow-up instruction

22. Differentiation videos

22.1 Making the activity easier
22.2 Making the activity more challenging
22.3 Using the activity with two-year-olds
22.4 Using the activity with three-year-olds
22.5 Using the activity with four-year-olds
22.6 Using the activity with five-year-olds
22.7 Using the activity with a mixed-age group
22.8 Adapting for limited language
22.9 Adapting for a child who does not speak
22.10 Adapting for fine-motor difficulties
22.11 Adapting for gross-motor difficulties
22.12 Adapting for poor concentration
22.13 Adapting for sensory sensitivity
22.14 Adapting for developmental delay
22.15 Adapting for an advanced child
22.16 Presenting individually instead of in a group

23. Classroom problem-solving videos

23.1 The children do not listen
23.2 The children do not understand
23.3 The children lose interest
23.4 The activity is taking too long
23.5 The activity is too easy
23.6 The activity is too difficult
23.7 One child dominates the activity
23.8 A child refuses to participate
23.9 Children fight over the equipment
23.10 There is not enough equipment
23.11 The classroom is too small
23.12 The group is too large
23.13 The practitioner talks too much
23.14 The practitioner helps too much
23.15 Children copy one another instead of thinking
23.16 Children damage the equipment

23.17 The planned activity does not work
23.18 How to stop and reorganise an activity

24. Observation and assessment

24.1 What is observation?
24.2 Why observation is important
24.3 The difference between observing and judging
24.4 What should be observed during free play?
24.5 What should be observed during group activities?
24.6 What should be observed during movement?
24.7 What should be observed during creative activities?
24.8 What does "independent" mean?
24.9 What does "with support" mean?
24.10 What does "not yet able" mean?
24.11 Recording an objective observation
24.12 Avoiding labels and assumptions
24.13 Using photographs as supporting evidence
24.14 Using children's work as evidence
24.15 Identifying progress over time
24.16 Deciding when an activity should be repeated
24.17 Recognising a possible developmental concern
24.18 Reporting a concern to the supervisor
24.19 Giving parents constructive feedback
24.20 Completing the programme assessment record

25. Reflection and quality assurance

25.1 Was the lesson presented as planned?
25.2 Were all the required activities completed?
25.3 Did every child have an opportunity?
25.4 Was the activity age-appropriate?
25.5 Was the equipment suitable?
25.6 Was the activity safe?
25.7 Did the children understand the instruction?
25.8 Did the practitioner provide too much assistance?
25.9 Which children need additional support?
25.10 Which activities should be repeated?
25.11 What should be changed next time?
25.12 Was sufficient evidence collected?
25.13 How to complete the daily reflection
25.14 How to prepare for the next day
25.15 How the supervisor reviews implementation

Proposed scale

This expanded framework already identifies approximately **450 typical video titles**. Once the following are added, the library will grow substantially:

- specific demonstrations for each planned activity;

- child-facing versions of lessons and activities;
- 200 days of theme lessons;
- 200 stories;
- daily language and mathematics activities;
- learning-station demonstrations;
- gross-motor and creative activities;
- three language versions;
- age-specific and neurodiverse adaptations.

A realistic complete programme will therefore require approximately **4,800–6,900 original short videos**, before counting translated voice-over versions as separate video files.

Pathway to QCTO-Recognised Credits and Formal Qualifications

The Raindrops video programme is intended to do more than improve daily classroom practice. It will be structured so that, once the relevant QCTO accreditation and programme approvals are in place, a practitioner may work towards relevant credits while continuing to work in an ECD classroom.

QCTO occupational qualifications combine:

- knowledge and theory;
- practical skills; and
- workplace experience.

This makes the classroom an important part of the practitioner's learning environment—not merely the place where she is employed. QCTO learner information

Mapping the videos to formal learning outcomes

Each relevant video series will eventually be mapped to the knowledge, practical and workplace modules of the applicable QCTO qualification, part-qualification or occupational skills programme.

This will ensure that the programme is not simply a collection of informal training videos. It will become a structured learning and workplace-development system aligned with formal occupational requirements.

Ongoing feedback through Oasis Club

Oasis Club will provide ongoing feedback rather than waiting until the end of the programme to identify problems.

The purpose of feedback is developmental. A practitioner who is not yet competent will be shown what must improve and will be given an opportunity to practise and resubmit the relevant evidence.

Digital checklists

Checklists will help the practitioner and Oasis Club monitor implementation consistently.

Typical checklists may include:

1. Daily programme preparation checklist
2. Classroom safety checklist
3. Equipment preparation checklist
4. Learning-station checklist
5. Morning-ring implementation checklist
6. Theme-lesson checklist
7. Storytime checklist
8. Language-activity checklist
9. Mathematics-activity checklist
10. Fine-motor activity checklist
11. Gross-motor activity checklist
12. Creative-activity checklist
13. Music-and-movement checklist
14. Sensory-play safety checklist
15. Inclusion and adaptation checklist
16. Child-observation checklist
17. Evidence-submission checklist
18. Practitioner reflection checklist
19. Supervisor observation checklist
20. Workplace module completion checklist

The practitioner may complete self-checklists, while designated supervisors, facilitators or assessors complete verification checklists where required.

Ongoing assessment

Assessment will take place throughout the programme and may include:

- short quizzes after training videos;
- verbal questions;
- scenario-based questions;
- resource-preparation tasks;
- practical demonstrations;
- direct classroom observation;
- observation through approved video evidence;

- workplace assignments;
- reflective activities;
- supervisor reports;
- portfolio-of-evidence reviews;
- integrated practical assessments; and
- reassessment after additional support.

Assessment should determine whether the practitioner understands the content and can apply it consistently in a real classroom—not merely whether she watched the video.

Portfolio of Evidence

Each practitioner will build a digital Portfolio of Evidence containing her relevant training, practical and workplace records. This creates a traceable record of the practitioner's development over time.

Progress towards formal credits

Once Oasis Club is accredited or formally authorised to offer the relevant programme, and the practitioner is formally enrolled, successfully completed outcomes may contribute towards:

- an occupational skills programme;
- a registered part-qualification;
- modules within an occupational qualification;
- workplace experience requirements;
- Recognition of Prior Learning; or
- preparation for the required external assessment.

QCTO occupational skills programmes may include practical, simulated or workplace experience and are intended to build employment-related competence. QCTO Skills Programmes

Recognition of Prior Learning

Practitioners who already possess relevant classroom experience may be considered for Recognition of Prior Learning where the applicable qualification and QCTO requirements allow it.

Additional training will be provided where evidence or competence is incomplete. QCTO guidance supports RPL for access or credit, but the accredited provider must apply the prescribed internal assessment criteria and issue the required formal results or work-experience records. Where an External Integrated Summative Assessment is prescribed, the learner must still meet that requirement. QCTO provider guidance

Intended long-term outcome

The long-term aim is that a practitioner will not remain an unqualified classroom worker who merely follows instructions. The classroom therefore becomes both a place of employment and a structured workplace-learning environment.

How the Model Makes Raindrops ECD Self-Sustaining

This model provides a practical way for Raindrops ECD to become financially self-sustaining while simultaneously improving the quality of ECD provision in disadvantaged communities.

Instead of relying only on once-off donations to operate one centre, Raindrops ECD becomes part of a structured, sponsor-funded ECD development programme.

The sponsorship model

Businesses sponsor ECD centres in the communities or geographic areas in which they operate. Sponsorships are channelled through the **Riverfields Foundation**, subject to the applicable legal, tax and B-BBEE requirements.

Where the relevant requirements are met, sponsors may receive:

- the appropriate confirmation and supporting documentation;
- recognition towards applicable B-BBEE or CLO-related objectives;
- evidence of the social impact achieved;
- financial and implementation reports;
- proof that sponsored resources reached the intended beneficiaries; and
- applicable tax documentation where the donation qualifies.

The Riverfields Foundation's PBO status does not automatically make every contribution tax-deductible for the sponsor. Any tax deduction or Section 18A receipt must depend on the Foundation's specific approval status and the nature and use of the contribution.

Sponsors do not have to manage an ECD project

A significant advantage of the model is that the sponsor does not have to establish, staff or manage its own community project.

The implementation is managed through the combined structures of:

- **Riverfields Foundation** – sponsorship, governance and impact accountability;
- **Raindrops ECD** – practical classroom implementation and programme testing; and
- **Oasis Club** – curriculum, training, assessments, monitoring, administration and quality assurance.

This provides the sponsor with a structured ECD intervention without requiring the sponsor to:

- appoint ECD specialists;
- develop a curriculum;
- train practitioners;
- source classroom apparatus;
- monitor daily implementation;
- assess children or staff;
- manage an online learning platform;
- maintain portfolios of evidence;
- verify workplace learning;
- collect implementation evidence; or
- prepare detailed project reports.

The sponsor funds the intervention, while the Raindrops and Oasis Club structure manages its implementation and monitors its results.

What a sponsored centre receives

Depending on the selected sponsorship package, an ECD centre may receive:

- an initial centre assessment;
- a classroom and resource audit;
- the structured Raindrops daily programme;
- access to the video-based curriculum;
- practitioner induction;
- ongoing micro-training;
- printable classroom resources;
- age-appropriate teaching materials;
- a tablet and data where included;
- essential programme apparatus;
- classroom implementation checklists;
- ongoing feedback from Oasis Club;
- practitioner assessments;
- child-development monitoring;
- management guidance;
- evidence collection;
- progress reports; and

- support towards meeting recognised ECD benchmarks.

The intervention therefore goes substantially further than donating toys, food, stationery or equipment without structured implementation support.

Continuous monitoring and accountability

Oasis Club will monitor whether the sponsored programme is actually being implemented.

This creates a measurable link between the sponsor's contribution and the work taking place inside the classroom.

Internationally informed quality improvement

Sponsored centres will not merely be expected to meet the lowest minimum standard required for basic operation. They will be guided progressively towards internationally recognised and developmentally appropriate ECD benchmarks, adapted to the realities of South African communities. Progress can be measured from the centre's starting point rather than expecting immediate perfection.

A measurable double impact

Each sponsorship creates two interconnected outcomes.

For the children:

- improved daily learning experiences;
- access to an intentional curriculum;
- earlier identification of developmental needs;
- improved school readiness; and
- teaching that moves towards recognised quality benchmarks.

For the practitioners:

- improved knowledge and classroom practice;
- ongoing coaching and feedback;
- measurable workplace competence;
- documented practical experience;
- improved employability; and
- a pathway towards a formal qualification.

The sponsor is therefore not only funding a preschool programme. The sponsor is contributing to both **child development and adult skills development** within the same community.

How the funding supports Raindrops ECD

A defined portion of each sponsorship can fund the daily overhead functioning of Raindrops ECD to keep school fees zero and expand to the whole community.

Raindrops ECD serves as the practical implementation, testing and demonstration centre for the model. Income generated through the broader sponsored-centre programme can therefore contribute towards Raindrops' operating costs and reduce its dependence on unpredictable donations.

From charity to sustainable capacity-building

Traditional ECD donations often provide temporary relief. Equipment may be delivered without training, programmes may be supplied without monitoring, and workshops may be held without determining whether classroom practice changes.

The result is not only a sponsored preschool. It is a managed quality-improvement and skills-development programme with measurable outcomes.

The value proposition

For the sponsor, the model offers:

- a professionally managed community intervention;
- minimal internal project-management requirements;
- clear governance and accountability;
- measurable implementation evidence;
- credible social-impact reporting;
- potential qualifying B-BBEE and tax benefits where legally applicable; and
- a visible impact in communities relevant to the sponsor.

For the ECD centre, it offers:

- curriculum and resources;
- ongoing guidance;
- training and assessment;
- improved quality;
- management support;
- staff-development opportunities; and
- a pathway away from isolation and under-resourcing.

For Raindrops ECD, it creates:

- a sustainable source of programme income;
- funding for continued curriculum development;

- a platform for testing and improving the programme;
- greater reach and social impact;
- evidence of measurable results; and
- reduced dependence on direct parent fees or irregular donations.

The model therefore transforms Raindrops ECD from a single no-fee centre dependent on external support into the practical centre of a scalable, sponsor-funded ECD quality and practitioner-development system.

Now for the cost to create this system

Existing Oasis Club Contribution

Oasis Club has already budgeted for—and is currently being paid to develop—the complete paper-based curriculum used at Raindrops ECD.

The proposed monthly project fee therefore does **not** include the cost of developing the underlying paper-based curriculum from the beginning. This existing investment provides the educational foundation from which the multilingual video and LMS programme will be developed.

The four-year funding will specifically pay for the additional work required to transform the paper-based curriculum into a comprehensive, tested and measurable digital implementation system. This includes:

- adapting the existing curriculum for video-supported delivery;
- writing video-specific scripts;
- producing practitioner training videos;
- explaining the educational purpose behind activities;
- recording practical classroom demonstrations;
- creating child-facing presentation videos;
- translating and adapting relevant content into isiZulu and Sepedi;
- paying the community voice-over practitioners;
- testing the material in the Raindrops classrooms;
- gathering practitioner feedback;
- observing how children respond;
- correcting and re-recording content where necessary;
- creating assessments and implementation checklists;
- uploading and structuring content on Learnomy; and
- maintaining the LMS throughout the four-year development period.

This is why the proposed fee of **R20,000 per month is lower than might normally be expected** for a multilingual curriculum, video-production, classroom-testing and LMS-development project of this scope.

The sponsor is not being asked to fund the same curriculum development twice. Oasis Club's existing paper-based curriculum investment substantially reduces the cost of the proposed project and makes the four-year development budget achievable.

Revised Funding Statement

The project will be implemented over four years at a combined monthly fee of **R20,000**.

Of this amount:

- **R15,000 per month** will fund video-specific planning, script adaptation, recording, editing, practical demonstrations, classroom testing, revision and community-based isiZulu and Sepedi voice-over support; and
- **R5,000 per month** will fund the continuous development, population, maintenance and management of the Learnomy learning management system.

A separate once-off investment of **R60,000** will be required to implement the programme at Raindrops ECD. This will include three tablets, protective hardware, connectivity equipment, basic video-production equipment and the initial Learnomy configuration.

Project component	**Amount**
Once-off implementation investment	R60,000
Monthly video and LMS development	R20,000
Project period	48 months
Total monthly development fees	R960,000
Total four-year funding requirement	**R1,020,000**

This represents a significant cost advantage. The paper-based educational foundation is already being funded through Oasis Club's existing appointment. The proposed investment builds the multilingual training, demonstration, monitoring, assessment and digital-delivery system required to turn that curriculum into a scalable ECD quality-improvement programme.

Complete cost breakdown

1. Once-off implementation costs

Category	**Item**	**Quantity**	**Cost**
Tablets	Samsung Galaxy Tab A9 LTE or equivalent	3	R9,000
Tablet protection	Rugged protective covers	3	R1,800

Category	Item	Quantity	Cost
Tablet protection	Tempered-glass screen protectors	3	R600
Power	Charging plugs and cables	3	R1,200
Classroom use	Tablet stands	3	R1,200
Security and storage	Lockable charging/storage unit	1	R1,500
Classroom audio	Portable speaker	1	R1,000
	Tablet and classroom hardware subtotal		**R16,300**
Connectivity	LTE/Wi-Fi router	1	R1,500
Connectivity	Initial data allocation		R1,000
Connectivity	Network setup		R1,000
	Connectivity subtotal		**R3,500**
Video production	POV or head-mounted camera	1	R3,500
Video production	Wireless or lapel microphone	1	R1,500
Video production	Tripod and camera mounts		R1,000
Video production	Basic lighting		R1,000
Video production	External backup drive	1	R2,000
Voice-over production	Headset microphone	1	R1,000
	Video-production equipment subtotal		**R10,000**
LMS	Learnomy core software		R0
LMS	Initial Learnomy design and configuration		R15,000
LMS	Initial video hosting and cloud storage		R4,000
LMS	Security, backup and supporting plugins		R2,500
LMS	Initial testing and corrections		R2,500
	Initial LMS subtotal		**R24,000**
Contingency	Price changes and unforeseen equipment costs		R6,200
	Total once-off investment		**R60,000**

2. Monthly video and content-development costs

Monthly cost	Work included	Amount per month
Curriculum adaptation and scripts	Adapting the existing paper curriculum for video delivery; video scripts; developmental explanations; activity sequencing	R5,000
Recording and editing	English training videos, classroom demonstrations, child-facing videos and basic editing	R4,000
Language and voice-over work	Community-based isiZulu and Sepedi translation, adaptation, recording and corrections	R3,000
Classroom testing and quality control	Testing at Raindrops, observation, practitioner feedback, corrections and re-recording	R2,000
Project administration	Production records, monthly progress monitoring and reporting	R1,000
Total monthly video-development fee		**R15,000**

3. Monthly Learnomy development and management costs

Monthly cost	Work included	Amount per month
Course and lesson setup	Creating new courses, lessons, topics and curriculum structures	R2,000
Assessments and evidence systems	Quizzes, checklists, assignments, evidence uploads and progress tracking	R1,000
Content uploads	Uploading resources and organising English, isiZulu and Sepedi content	R750
Technical maintenance	Testing, backups, updates, troubleshooting and user support	R750
Technology reserve	Hosting, storage, security and supporting software	R500
Total monthly LMS fee		**R5,000**

4. Combined monthly cost

Service	Monthly cost
Video and content development, including voice-over assistance	R15,000
Continuous Learnomy development and management	R5,000
Total monthly project cost	**R20,000**

5. Annual project cost

Annual cost	Monthly amount	Number of months	Annual total
Video and content development	R15,000	12	R180,000
Learnomy development and management	R5,000	12	R60,000
Total annual recurring cost	**R20,000**	**12**	**R240,000**

6. Four-year cost by service

Project cost	Monthly cost	48-month total
Curriculum adaptation and scripts	R5,000	R240,000
Recording and editing	R4,000	R192,000
isiZulu and Sepedi voice-over work	R3,000	R144,000
Classroom testing and quality control	R2,000	R96,000
Project administration and reporting	R1,000	R48,000
Four-year video-development subtotal	**R15,000**	**R720,000**
Learnomy course and lesson setup	R2,000	R96,000
Assessments and evidence systems	R1,000	R48,000
Content and language uploads	R750	R36,000
Technical maintenance and support	R750	R36,000
Technology reserve	R500	R24,000
Four-year LMS subtotal	**R5,000**	**R240,000**

Project cost	Monthly cost	48-month total
Total recurring project fees	**R20,000**	**R960,000**

7. Complete four-year funding requirement

Project year	Content deliverable	Recurring cost	Start-up cost	Total
Year 1	First three months of tested content	R240,000	R60,000	R300,000
Year 2	Second three months of tested content	R240,000	—	R240,000
Year 3	Third three months of tested content	R240,000	—	R240,000
Year 4	Final three months and programme consolidation	R240,000	—	R240,000
Total	**Complete twelve-month programme**	**R960,000**	**R60,000**	**R1,020,000**

8. Existing Oasis Club contribution

Existing contribution	Funding position
Development of the complete paper-based curriculum	Already budgeted and being paid for separately
Educational planning forming part of the existing paper curriculum	Not charged to this project for a second time
Existing Oasis Club ECD knowledge and intellectual foundation	Contributed to the project
Raindrops ECD as the classroom testing site	Made available as part of the implementation model
Amount requested from this project for paper-curriculum development	**R0**

The proposed funding pays for transforming the existing paper-based curriculum into a multilingual, video-supported, tested and measurable implementation system. It does not duplicate the cost of developing the underlying curriculum.