



# Toy libraries as protective environments



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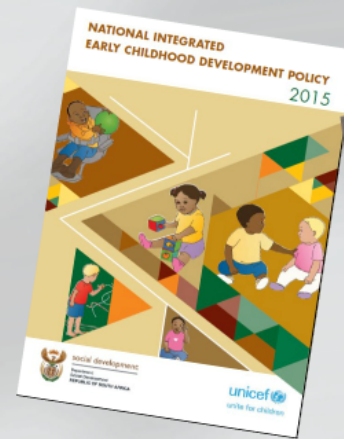
# Toy libraries as protective environments



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# Introduction

- Cotlands
- South Africa
- Policies



# Cotlands

Igniting potential through play





AA HOUSE

AA HOUSE

Harros  
EXCLUSIVE FAMILY STORE  
02 011 336 5300

OBAMA GOODS

AMANTO ELECTRONIC

LEVI'S

FILA

Barker

























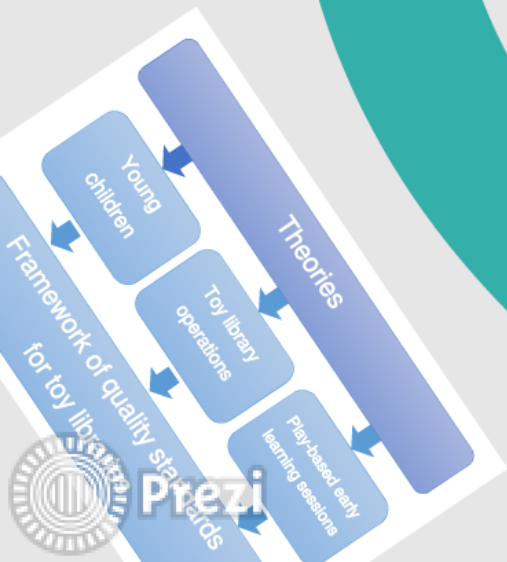




# My research

*The role of toy libraries in the provision of play-based learning opportunities for young children*

- Conceptual framework
  - Theoretical underpinning
  - Methodology



Theories

```
graph TD; Theories[Theories] --> YoungChildren[Young children]; Theories --> ToyLibrary[Toy library operations]; Theories --> PlayBased[Play-based early learning sessions]; YoungChildren --> Framework[Framework of quality standards for toy libraries]; ToyLibrary --> Framework; PlayBased --> Framework;
```

Young  
children

Toy library  
operations

Play-based early  
learning sessions

Framework of quality standards  
for toy libraries

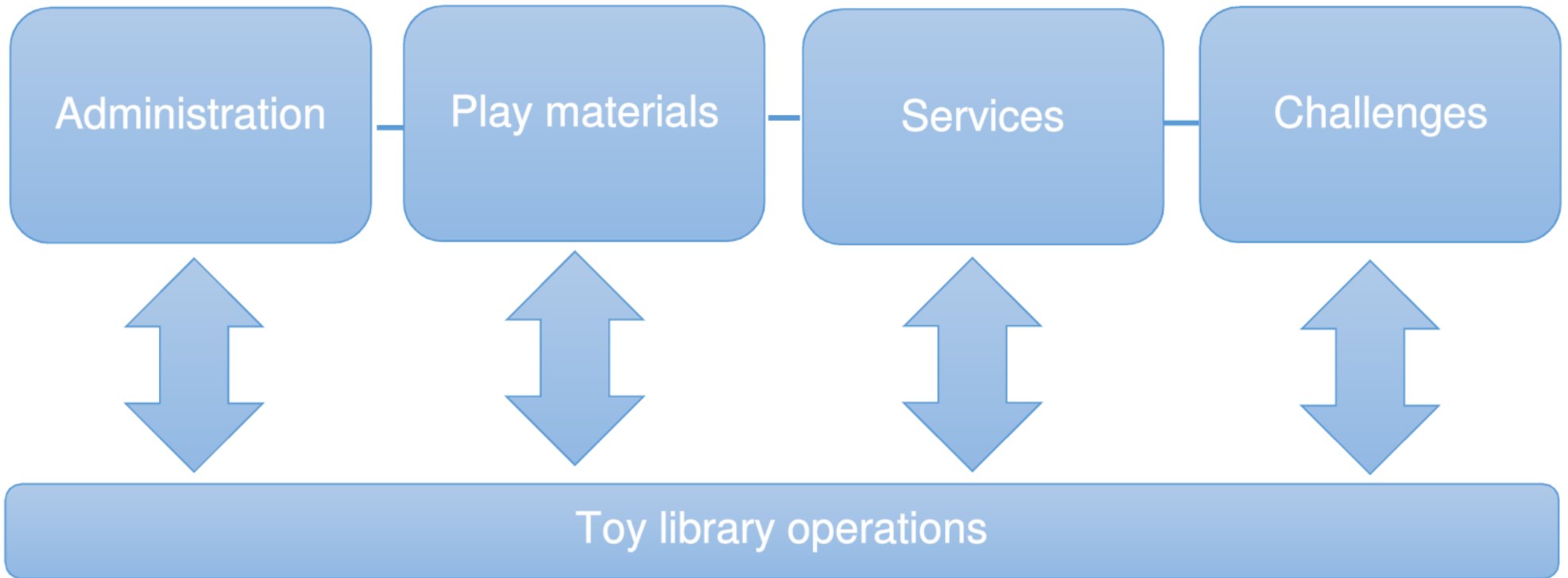
Theories

```
graph TD; A[Theories] --> B[Operational systems theory]; A --> C[Child development and learning theories];
```

Operational systems  
theory

Child development  
and learning theories

*Theoretical underpinning (Stach, M. 2017. The role of toy libraries to provision play-based learning for young children)*



*Operational elements (Stach, M. 2017. The role of toy libraries to provision play-based learning for young children)*

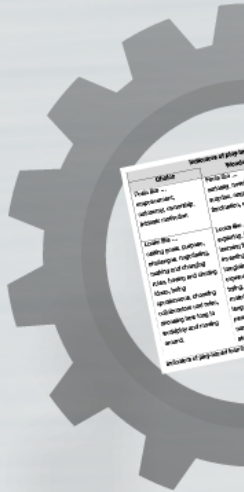
# Setting up a toy library as a protective environment

## Step 1

- Community consultations
- Mapping of existing resources
- Inter-sectoral committee

## Step 2

- protective space
  - physical
  - emotional



Key operational  
characteristics

# Setting up a toy library as a protective environment

## Step 1

- Community consultations
- Mapping of existing resources
- Inter-sectoral committee



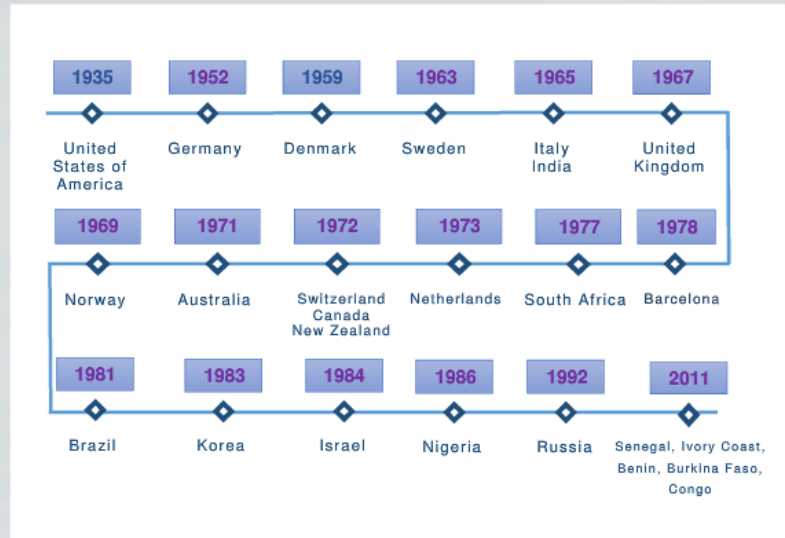
# Step 2

- protective space
  - physical
  - emotional

al

# Key operational characteristics

- 1935
- Toy library synonyms
- Location
- Services
- Associations
- Challenges





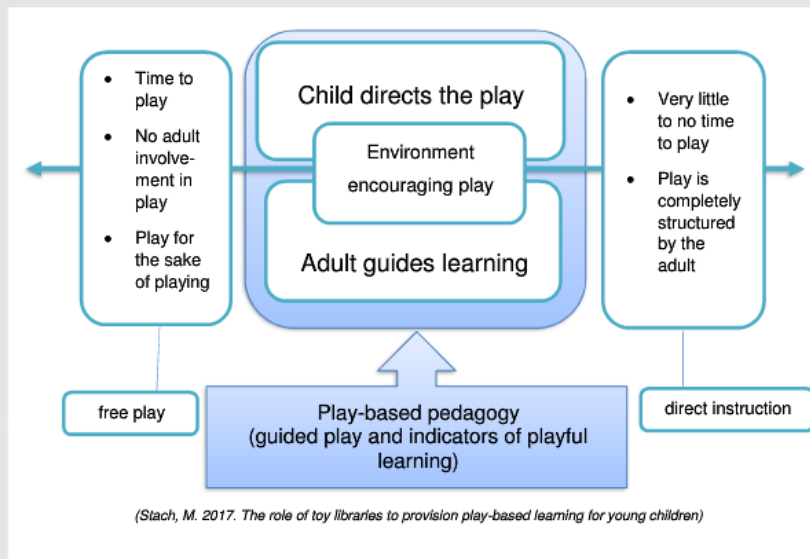


# Value of games and learning through play

- Play is undervalued
- Play diet
- Play continuum
- Play-based learning indicators
- Play materials
- Toy librarian's interactions





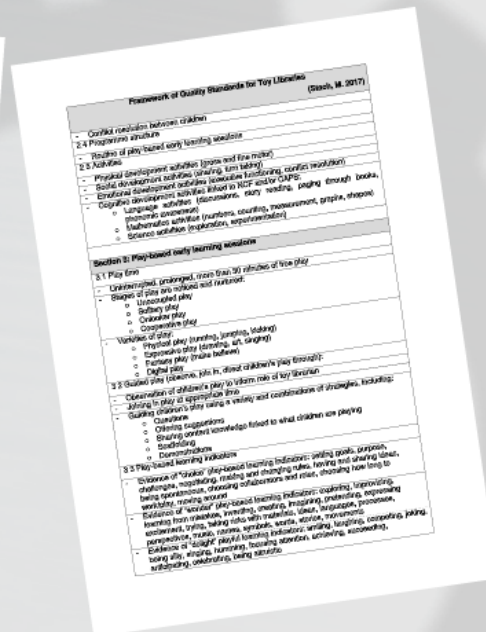
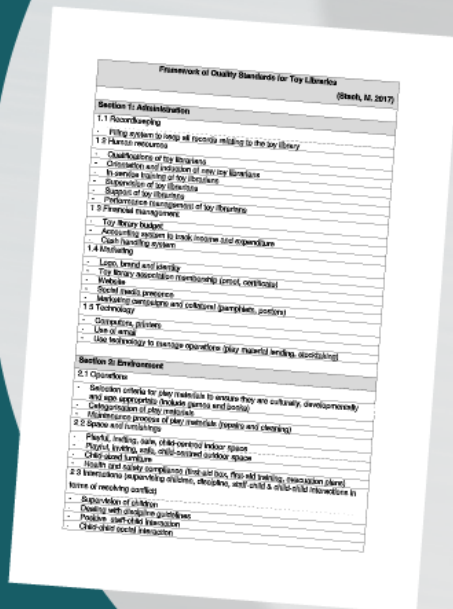


<b>Indicators of play-based learning</b>		
<b>Choice</b>	<b>Wonder</b>	<b>Delight</b>
<p>Feels like ...</p> <p>empowerment, autonomy, ownership, intrinsic motivation</p>	<p>Feels like ...</p> <p>curiosity, novelty, surprise, engagement, fascination, challenge</p>	<p>Feels like ...</p> <p>enjoyment, excitement, satisfaction, inspiration, pride, belonging</p>
<p>Looks like ...</p> <p>setting goals, purpose, challenges, negotiating, making and changing rules, having and sharing ideas, being spontaneous, choosing collaborators and roles, choosing how long to work/play and moving around.</p>	<p>Looks like ...</p> <p>exploring, improvising, learning from mistakes, inventing, creating, imagining, pretending, expressing excitement, trying, taking risks with materials, ideas, languages, processes, perspectives, music, names, symbols, words, stories and movements.</p>	<p>Looks like ...</p> <p>smiling, laughing, competing, joking, being silly, singing, humming, focusing attention, achieving, succeeding, anticipating, celebrating and being altruistic.</p>





# Framework of quality standards



## Framework of Quality Standards for Toy Libraries

(Stach, M. 2017)

### Section 1: Administration

#### 1.1 Recordkeeping

- Filing system to keep all records relating to the toy library

#### 1.2 Human resources

- Qualifications of toy librarians
- Orientation and induction of new toy librarians
- In-service training of toy librarians
- Supervision of toy librarians
- Support of toy librarians
- Performance management of toy librarians

#### 1.3 Financial management

- Toy library budget
- Accounting system to track income and expenditure
- Cash handling system

#### 1.4 Marketing

- Logo, brand and identity
- Toy library association membership (proof, certificate)
- Website
- Social media presence
- Marketing campaigns and collateral (pamphlets, posters)

#### 1.5 Technology

- Computers, printers
- Use of email
- Use technology to manage operations (play material lending, stocktaking)

### Section 2: Environment

#### 2.1 Operations

- Selection criteria for play materials to ensure they are culturally, developmentally and age-appropriate (include games and books)
- Categorisation of play materials
- Maintenance process of play materials (repairs and cleaning)

#### 2.2 Space and furnishings

- Playful, inviting, safe, child-centred indoor space
- Playful, inviting, safe, child-centred outdoor space
- Child-sized furniture
- Health and safety compliance (first-aid box, first-aid training, evacuation plans)

#### 2.3 Interactions (supervising children, discipline, staff-child & child-child interactions in terms of resolving conflict)

- Supervision of children
- Dealing with discipline guidelines
- Positive staff-child interaction
- Child-child social interaction

## Framework of Quality Standards for Toy Libraries

- Conflict resolution between children
- ### 2.4 Programme structure
- Routine of play-based early learning activities

### 2.5 Activities

- Physical development activities
- Social development activities
- Emotional development activities
- Cognitive development activities
  - o Language activities
  - o Phonemic awareness
  - o Mathematics
  - o Science activities

### Section 3: Play-based Learning

#### 3.1 Play time

- Uninterrupted, protected play time
- Stages of play activities
  - o Unoccupied play
  - o Solitary play
  - o Onlooker play
  - o Cooperative play
- Varieties of play activities
  - o Physical play
  - o Expressive play
  - o Fantasy play
  - o Digital play

#### 3.2 Guided play

- Observational play
- Joining in play
- Guiding play
  - o Child-led play
  - o Staff-led play
  - o Shared play

#### 3.3 Play-based Learning

- Evidence of children's learning
- Evaluation of play-based learning
  - o Learning objectives
  - o Learning outcomes
  - o Learning processes

(Stach, M. 2017)

### Framework of Quality Standards for Toy Libraries

(Stach, M. 2017)

- Conflict resolution between children
2.4 Programme structure
- Routine of play-based early learning sessions
2.5 Activities
- Physical development activities (gross and fine motor)
- Social development activities (sharing, turn taking)
- Emotional development activities (executive functioning, conflict resolution)
- Cognitive development activities linked to NCF and/or CAPS: <ul style="list-style-type: none"><li>o Language activities (discussions, story reading, paging through books, phonemic awareness)</li><li>o Mathematics activities (numbers, counting, measurement, graphs, shapes)</li><li>o Science activities (exploration, experimentation)</li></ul>
<b>Section 3: Play-based early learning sessions</b>
3.1 Play time
- Uninterrupted, prolonged, more than 30 minutes of free play
- Stages of play are noticed and nurtured: <ul style="list-style-type: none"><li>o Unoccupied play</li><li>o Solitary play</li><li>o Onlooker play</li><li>o Cooperative play</li></ul>
- Varieties of play: <ul style="list-style-type: none"><li>o Physical play (running, jumping, kicking)</li><li>o Expressive play (drawing, art, singing)</li><li>o Fantasy play (make believe)</li><li>o Digital play</li></ul>
3.2 Guided play (observe, join in, direct children's play through):
- Observation of children's play to inform role of toy librarian
- Joining in play at appropriate time
- Guiding children's play using a variety and combinations of strategies, including: <ul style="list-style-type: none"><li>o Questions</li><li>o Offering suggestions</li><li>o Sharing content knowledge linked to what children are playing</li><li>o Scaffolding</li><li>o Demonstrations</li></ul>
3.3 Play-based learning indicators
- Evidence of "choice" play-based learning indicators: setting goals, purpose, challenges, negotiating, making and changing rules, having and sharing ideas, being spontaneous, choosing collaborators and roles, choosing how long to work/play, moving around
- Evidence of "wonder" play-based learning indicators: exploring, improvising, learning from mistakes, inventing, creating, imagining, pretending, expressing excitement, trying, taking risks with materials, ideas, languages, processes, perspectives, music, names, symbols, words, stories, movements
- Evidence of "delight" playful learning indicators: smiling, laughing, competing, joking, being silly, singing, humming, focusing attention, achieving, succeeding, anticipating, celebrating, being altruistic

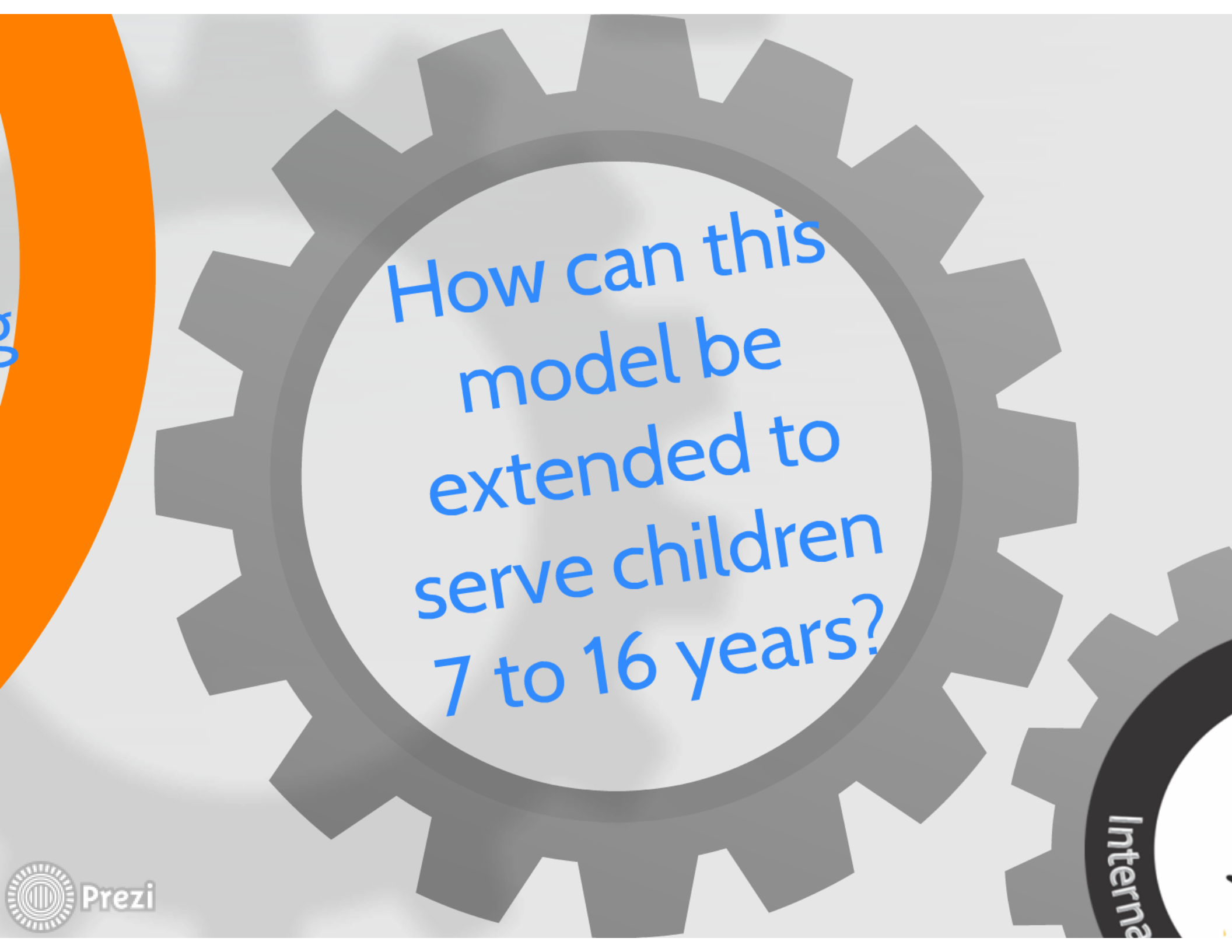
### Framework of Quality Standards for Toy Libraries

- 3.4 Characteristics of play-based learning
- Joyful
  - Actively engaging
  - Meaningful
  - Iterative
  - Socially interactive

# Recommendations

- Stakeholder engagement
- Supportive networks
- Partnerships
- Promote play-based learning
- Protective environment





How can this  
model be  
extended to  
serve children  
7 to 16 years?





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