TOWARDS A POLICY ON PROGRAMMES LEADING TO PROFESSIONAL QUALIFICATIONS IN HIGHER EDUCATION FOR EDUCATORS IN EARLY CHILDHOOD DEVELOPMENT (BIRTH-4 YEARS)

Early Childhood Development Knowledge Building Seminar 2015
25&26 Nov @ Farm Inn Hotel
A key role of the DHET in Teacher Education

The Department of Higher Education and Training, through the CD: Teaching and Learning Development in the University Education branch, has the responsibility to ensure that universities are able to offer an appropriate selection of higher education qualifications for the development of all teachers, including 0-4 teachers, both at the level of first professional qualifications and continuous post-professional qualifications.
The Role of DHET in Teacher Education Continues

- The Policy on Minimum Requirements for Teacher Education Qualifications has been published – qualifications specifically for educators in the school environment.

- The Policy on Professional Qualifications for Lecturers in TVET has been gazetted – specifically for lectures in the TVET college environment.

- A Policy on Programmes Leading to Qualifications for Adult Educators and Community Education and Training Lecturers has been finalised and has been gazetted.

- Next policy to be developed relates to educators in the ECD (birth-4) environment.
The Role of DHET in Teacher Education
Where are we?

• The DHET finalised a concept paper on higher education qualifications for ECD educators that are aligned with the Higher Education Qualifications Sub-Framework to address the qualification and career development needs of educators working with young children in the age birth-4 bracket, with the intention that the concept paper is used as a basis for consultation and to initiate a process of developing the new policy.

• A project plan for this process has been developed.
The concept document....

- Analysed the context which such a policy must respond to.

- Proposes a range of qualifications that could be considered.

- Provides an indication of what the minimum standards for these qualifications should be in terms of level, credits, knowledge mix.

- Describes how the new qualifications articulate with each other as well as with other historical or current qualifications that ECD educators may hold.
Progress to date:

- Concept paper has been approved by the Deputy Director General: University Education, to engage in first consultations with the field.
- Initial discussions with DBE and DSD as critical stakeholders in the process have taken place.
- A national round table discussion on the concept document with identified ECD experts from various relevant stakeholders was held. At this meeting a working group was put in place to assist with development of the policy.
- Inputs from these engagements enabled a first draft of a policy document to be developed. A first meeting of the working group interrogated the document and provided input to refine it. Members of the working group also sent in individual submissions after the meeting.
- Based on the inputs, a next version of the document is being put together in preparation for a second meeting of the working group.
Way forward

• Next meeting for the working group to be held soon, where the next draft of the policy will be reviewed and revised.
• Further engagement with range of stakeholders.
• Gazetting of draft policy document for public comment before end March 2016.
• Review of public comment and revision of policy
• Obtain CHE advice to the Minister on the policy
• Obtain Minister’s approval to publish the Policy
• Gazetting of finalized policy in 2016.
• Roll out Implementation processes including supporting HEI’s to implement the new policy (to happen as policy development process is unfolding).
THANK YOU