



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

TEACHING AND LEARNING DEVELOPMENT CAPACITY IMPROVEMENT PROGRAMME (TLDCIP)

PROJECT PLAN

FOR THE

TEACHER EDUCATION FOR INCLUSIVE TEACHING PROJECT

2015/16- 2019/20



1. INTRODUCTION

1.1 White Paper 6 on Special Needs Education (DoE, 2001) advocates an inclusive education approach in South Africa, including the development of full-service schools, and the availability of teachers who are adequately trained to support the special education needs of all learners in the schools. In keeping with White Paper 6, all new teachers must be capable of adopting an inclusive approach in their teaching practice, and the development of this competence must be built into qualification programmes for new teachers.

1.2 The ISPFTED (DBE, DHET, 2011) identifies the development of special needs teachers as one of five important categories of teachers/educators that must be prioritised for professional development in the immediate to short term.

1.3 The *Policy on Minimum Requirements for Teacher Education Qualifications* (DHET, 2015) specifies that all new teacher graduates “...must be knowledgeable about inclusive education and skilled in identifying and addressing barriers to learning, as well as in curriculum differentiation to address the needs of individual learners...” (pg. 23)

1.4 However, a surface level perusal of initial teacher education programmes shows that different universities adopt very different approaches to meet this requirement, from the philosophy that underpins the approach, the content that is selected, the credits that are allocated to this area and the NQF level at which development is pitched. There is a need for universities to work together to develop rigorous and effective approaches to the development of inclusive teaching competence for new teachers.

1.5 Currently, very few teachers receive formal training through qualifications to enable them to work effectively with learners with specific special education needs. There is a need to develop teachers who are specialised and able to address specific categories of special education needs, including education of learners with visually impairments, learners who are deaf/hard of hearing and learners who have neurological disorders, regardless of the education institution in which these learners are, full-service schools or special schools.

1.6 The *Teacher Education for Inclusive Teaching (TEfIT) Project* thus seeks to:

1.6.1 support faculties and schools of education at universities to work collaboratively to strengthen capacity for the development of inclusive teaching competence for new teachers in initial teacher education programmes and continuing professional development programmes.

1.6.2 support the establishment of university-based centres of specialisation, which would have a focus on one or more of the following areas:

- teacher education for the visually impaired;
- teacher education for the deaf/ hard of hearing, and/or
- teacher education for teaching learners with neurological disorders;

and which will have the function of training specialist teachers and other professionals who work/ will work in special needs contexts, including special schools, special schools resource centres and full-service schools and of leading research in these areas in order to inform policy and practice.

2. MANAGEMENT OF THE PROJECT

2.1 The TEfIT Project is part of the Department of Higher Education and Training's *Teaching and Learning Development Capacity Improvement Programme (TLDCIP)*, a partnership programme with the European Union.

2.2 The TEfIT Project will be located in the University Education branch, and will be managed by the Director: Teaching and Learning Development Capacity Improvement Programme.

2.3 The overall responsibility for the project will reside with the Director: Teaching and Learning Development Capacity Improvement Programme, who is the overall programme manager for the Teaching and Learning Development Capacity Improvement Programme.

2.4 The project manager will be responsible for regular reporting to the TLDCIP programme manager who in turn will report to the Chief Director: Teaching and Learning Development, to DHET senior management and to the Minister on the progress of the project. Implementation of the project and reporting on progress made within it will need to align to the time frames and the control mechanisms put in place for the TLDCIP.

2.5 Funds to support the Project will be specifically allocated from the EU/DHET Teaching and Learning Development Capacity Sector Policy Support Programme (TLDSPSP).

3. RESULTS MATRIX FOR THE PROJECT

3.1 The main activities of the TEfIT project are:

- Support the development of professional standards for inclusive teaching and courses and materials for teacher education that are aligned to the standards.
- Support the establishment of three centres of specialization focused on different areas of special needs education
- Research
- Dialogue/Community Building

3.2 The results matrix for the 5 year project is shown in the table below:

Table 1: TEFIT Project Results Matrix

Output/ Indicator	Target for 2015/16	Target for 2016/17	Target for 2017/18	Target for 2018/19	Target for 2019/20	Verification/Evidence
Develop a set of professional standards for inclusive teaching which can be used for a variety of purposes, including to guide the development of teacher education programmes, modules and materials.	-	An agreement is in place with a lead university to support a collaborative process of developing professional standards for inclusive teaching.	A finalized set of professional standards for inclusive teaching are available.	Draft inclusive education materials for use in teacher education are available.	Finalised inclusive education materials for use in teacher education are available.	Finalised set of standards Finalized materials
Collaborative research projects	-	The DHET has approved at least two national collaborative research projects which investigate priority issues of national importance which impact on the development of inclusive teaching competence for new teachers.	Each supported project has submitted a satisfactory progress report to the DHET.	Each supported project has submitted a satisfactory progress report to the DHET.	Each supported project has submitted a final research report to the DHET. At least six articles (3 per research project) based on the research have been published in accredited journals over the duration of the project.	Yearly progress reports. Final research report. Published journal articles.
Strengthened capacity in higher education for the development of specialist teachers of learners with special education needs.	Expressions of interest to become a national centre for the development and offering of professional qualifications for special needs teachers have been received from at least 3 universities.	At least 3 universities have signed agreements in place with the DHET to establish a national centre for the development and offering of professional qualifications for special needs	The universities (at least 3) have submitted satisfactory reports to the DHET on progress made with developing professional qualifications for special needs teachers.	The universities (at least 3) have submitted satisfactory reports to the DHET on progress made with developing professional qualifications for special needs teachers.	The universities (at least 3) are offering professional qualifications for special needs teachers, each with a focus on a different area in special needs education.	PQM clearance CHE accreditation Student registrations

		teachers.				
Inclusive teaching national dialogue events ¹	-	-	A national dialogue event is convened/ supported which enjoys participation from all universities involved in the project.	A national dialogue event is convened/ supported which enjoys participation from all universities involved in the project.	A national dialogue event is convened/ supported which enjoys participation from all universities involved in the project.	Documents related to each dialogue event. Attendance registers.

¹ These do not necessarily need to be stand-alone events, and could be convened as part of a bigger event which has an inclusive education/teaching stream contained within it.

4. PROJECT METHODOLOGY

- 4.1 Universities will be the main beneficiaries of the project.
- 4.2 The project will be initiated through a national meeting convened by the DHET with all universities.
- 4.3 Individual universities will submit applications for funding support to enable their participation in nationally-led processes to develop professional standards, courses and materials for inclusive teaching.
- 4.4 As the nature of research, course development and material development activities become crystalized through national discussions, the DHET will invite collaborative proposals from universities to take up these activities.
- 4.5 These proposals will need to commit to clear deliverables aligned to the targets set for the project.
- 4.6 Proposals will be reviewed by a review team set up by the DHET, with final approval to be made by the Director-General.
- 4.7 An agreement between the DHET and the university will clearly set out the terms and conditions for each supported project, including how funds will be disbursed. The agreement will be signed by the Director – General on behalf of the DHET, and by the Vice-Chancellor on behalf of the University.
- 4.8 Each supported project will be expected to submit a yearly qualitative and expenditure progress report by the end of December each year.
- 4.9 Successive/ annual fund transfers for each project will be dependent on satisfactory progress made in the project in the previous year, as described in the progress report.
- 4.10 The DHET will conduct annual oversight visits to each participating university to review progress and address any issues that may arise.
- 4.11 The project is envisaged to run for 4 years (2016/17 – 2019/20), with some preliminary work already conducted in 2015/16. The project will be concluded by 31st March 2020 with final expenditure on university projects paid by 31 December 2019 and close out reports for each university project submitted to DHET by 31 January 2020.

5. MILESTONES AND TIMELINES

	Year 1 (2015/16) : prep year	Year 2 (2016/17)	Year 3 (2017/18)	Year 4 (2018/19)	Year 5 (2019/20)
Director-General approval of this project plan					
Standards Development; Curriculum Development and Material Development					
An agreement is in place with universities that offer initial teacher education programmes to enable their participation in a collaborative process of developing professional standards, courses and materials for inclusive teaching for use in teacher education.					

A finalized endorsed set of professional standards for inclusive teaching are available to inform initial teacher education programmes.					
Collaboratively developed materials are available for use in delivering initial teacher education programmes.					
Universities have incorporated standards into their teacher education courses, and use developed materials to deliver the courses.					
Research Development					
The DHET has approved at least two national collaborative research projects which investigate priority issues of national importance which impact on the development of inclusive teaching competence for new teachers.					
Each supported project has submitted a satisfactory progress report to the DHET.					
Each supported project has produced at least 1 journal article published in an accredited journal, based on the research that has been conducted.					
Each supported project has submitted a final research report which has been approved and widely distributed.					
Development of centres of specialization					
3 universities have signed agreements in place to develop as a centre of specialization					
Each supported project has submitted a satisfactory progress report to the DHET.					
3 universities are offering specialized qualifications for special needs teachers					
Each of the universities has produced at least 2 journal articles based on the research enabled through the project and these have been published in accredited journals.					
Dialogue/Community Building					
One national dialogue event is held each year.					

6. INDICATIVE BUDGET

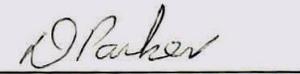
6.1 An indicative budget against the main activity areas in the project is shown in the table below.

Item	Amount
Support the participation of universities in nationally-led processes to develop professional standards, courses and material development for inclusive education in teacher education; and to implement the products in their teacher education programmes.	6 000 000
Research and development projects	2 500 000
Establishment of centres of specialization	30 000 000
Dialogue/ Community Building	3 500 000
Total	44 000 000

7. APPROVAL AND SIGN-OFF


CD-T&LD: Dr W Green

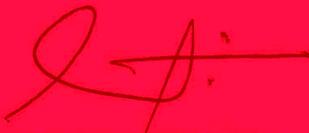
14 Sept 2016
Date:


DDG-U: Dr D Parker

15/09/2016
Date:


CFO: Mr T Tredoux

21/9/2016
Date:


DG: Mr G Qonde

26/09/2016
Date: