



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



This project is supported through an earmarked grant allocated as part of the Teaching and Learning Development Capacity Improvement Programme which is being implemented through a partnership between the Department of Higher Education and Training and the European Union.

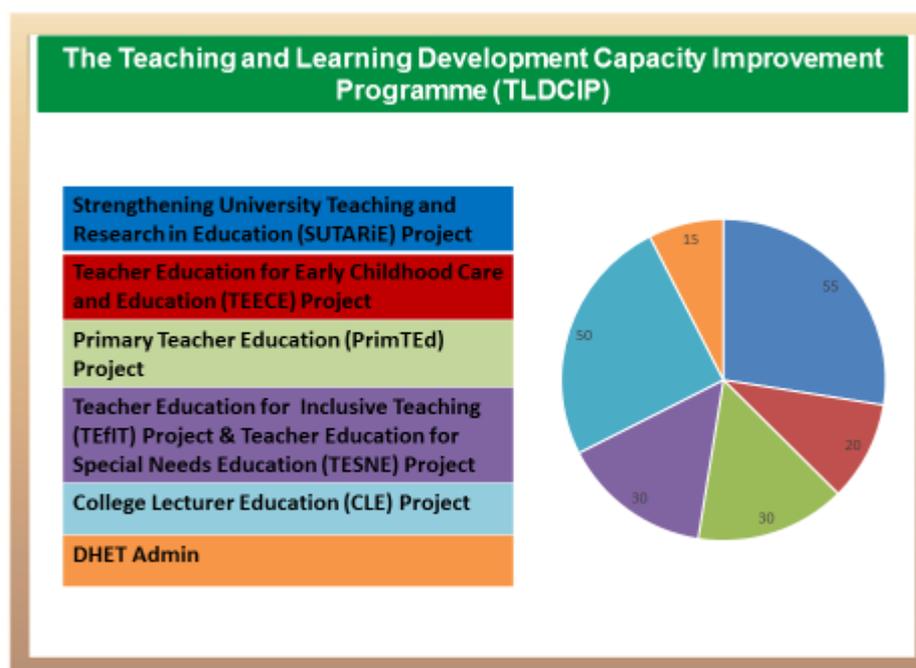


Foreword

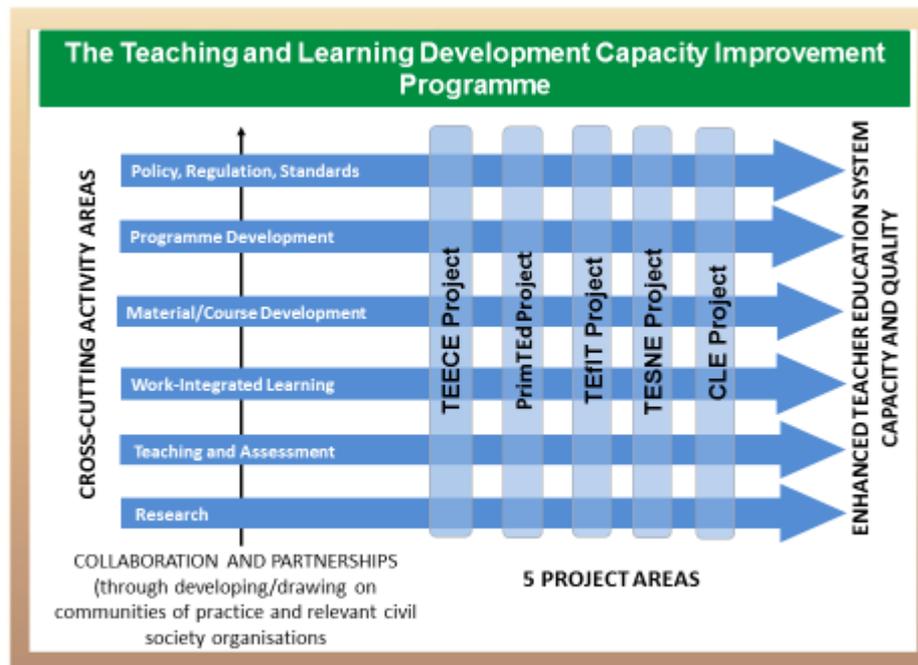
The Department of Higher Education and Training designed and implemented a Teaching and Learning Development Capacity Improvement Programme (TLDCIP) in partnership with the European Union. The aim of these programmes is to develop teacher pre-service education to address the diversity of challenges in schools. These programmes are:

- Teacher Education for Early Childhood Care and Education Project (TEECEP)
- College Lecturer Education Project (CLEP)
- Teacher Education for Inclusive Teaching Project (TEFIT)
- Teacher Education for Special Needs Education (TESNE).

The slide below illustrates the TLDCIP sector support programme.



All projects focus on programme and material development and research as illustrated in the NEXT slide.



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The Department of Educational Psychology at the University of Johannesburg is involved in the TESNE project together with the Department of Educational Psychology at the University of Pretoria (focus on the blind); WITS Deaf Studies (focus on the deaf) and the Department of Disability Studies at the University of Cape Town (focus on people with intellectual disability). The aim for UJ is to create a Centre for studies on educating children with Neurodevelopmental Learning Needs.

Strengthening university capacity for special needs teacher education

Support the establishment of at least three university-based centres of specialisation, one each with a focus on education for the visually impaired, education for the hearing impaired, and education for the intellectually impaired, that 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, through:

- The development and offering of new continuing professional development qualification programmes that are aligned to the Policy on Minimum Requirements for Teacher Education Qualifications (DHET, 2015).
- Developing resource materials and/or acquiring resources that can be used in the delivery of the new programmes.
- Support for research that can inform further development of the field.
- Participation in 3 annual national dialogue events organised/supported by the DHET.

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The research component of the UJ project will focus on how principals, school-based support teams and teachers in primary schools monitor and implement the Screening, Identification, Assessment and Support (SIAS) strategy to determine the appropriate support and/or placement of learners with neuro-developmental learning needs. The 20 Masters' Educational Psychology students of 2018 and 2019 will focus on this project.

The projected outcomes are:

- Capacity development of schools where we will be involved to screen, identify, assess and support learners with NDNL
- Publication of a research book based on this research
- Presentation of findings at a symposium in September 2019
- Capacity building of research on NDNL in department
- Capacity development of research supervision of new lecturers in the department

Supervisors and students at the Hector Peterson memorial.

