

The role of education law in teacher education and education sciences in South Africa - a pedagogical perspective from Open Distance Learning

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Qualification Framework

- In South Africa, the *National Qualification Framework* (2007) provide for 10 levels of qualifications



Level	Proposed qualification types
10	Doctoral degree
9	Master's Degree
8	Bachelor Honours Postgraduate Diploma Bachelor's Degree
7	Bachelor's Degree Advanced Diploma
6	Diploma Advanced Certificate
5	Higher Certificate



Qualification Framework

- In South Africa, the *National Qualification Framework (2007)* provide for 10 levels of qualifications
 - Higher Education Qualification Sub-framework (HEQSF) (2014) – post-school - top 5 on the NQF
- Short Learning Programmes (SLPs) fall outside these

Teacher Education Qualifications

- *Minimum Requirements for Teacher Education Qualifications* (MRTEQ) (2015)
- Identifies three broad qualification pathways that educators may follow with a view to advancing their careers
 - a teaching and learning pathway,
 - a management and leadership pathway
 - an educational planning, research and/or policy development pathway.
- Education Law relates mainly to the second and third



Teacher Education Programmes

- Initial Teacher Education (ITE) curricula are packed
 - Bachelor of Education degree - Minimum 480 credits over 4 years (often overloaded to 520-580)
 - 10 Notional Hours per credit
 - Purpose: specialise as a beginner teacher in a specific phase and/or subject.



Explanation of the problem

- In the ITE programmes, limited EduLaw content, if any
- After teaching for a number of years - career pathway change to
 - *management and leadership pathway*
 - *educational planning, research and/or policy development pathway*
- Do not have the theoretical grounding to continue with postgraduate studies in EduLaw
- Policy suggest qualification pathway to support:



Example of qualification pathway

- Initial qualification (B Ed or B degree + PGCE (L7))

- 1st post-initial professional qualification (Adv Cert in School Management and Leadership (L6))

- 2nd post-initial professional qualification (Adv Diploma in School Management and Leadership (L7) or Adv diploma in Education System Management (L7))

- 3rd post-initial professional qualification (PGDip (L8))

- 4th post-initial professional qualification (M Ed (L9))



Explanation of the problem

- Currently limited number of HEIs have rolled out Adv Cert (L6) in School Leadership
- Adv Dip (L7) still in the pipeline
- Currently students are enrolling for PGDip or Hons without any L7 Law qualification
- Challenge to present EduLaw modules on the correct level – level descriptors



Short Learning Programmes

- Fall outside formal programmes
 - regarded as non-formal learning
 - not on a particular NQF level, but can be developed with the level descriptors in mind
- SLPs
 - Attendance based or
 - Competency based



A good practice guide for the quality management of SLPs offered outside of the HEQSF

- Do not lead to qualifications or part qualifications on the HEQSF
- Serve different developmental purposes
- Offered outside the realms of the HEQSF
- **Flexible, 'just-in-time' and 'just-enough'** learning to meet specific needs
 - improve or up-date participants' knowledge and skills in a particular field
 - impart new knowledge and competencies
 - facilitate adoption of innovation and change; and provide for personal or professional development



To overcome the gap in terms of EduLaw on level 8 we propose

- Competency based online SLPs on EduLaw
- Prerequisite for level 8 qualifications:
 - to successfully complete specific SLPs prior to enrolment
- Also stand-alone SLPs for staff development without pursuing further qualifications



Proposed design

- Learning in own time and speed
- Prior informal learning will be useful
- Online assessment
- Online support provided



Example

https://rise.articulate.com/share/ercl6Go3_ScOHzZiEdT1V3qaOOIBRxc



Conclusion

A competency based online SLPs on EduLaw could provide prospective students and other practitioners with the required **knowledge and competencies** in terms of Education law, in a flexible, **'just-in-time'** and **'just-enough'** learning manner to meet their needs with regard to **access to postgraduate studies**, as well as **practical needs** in terms of being a manager in school



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