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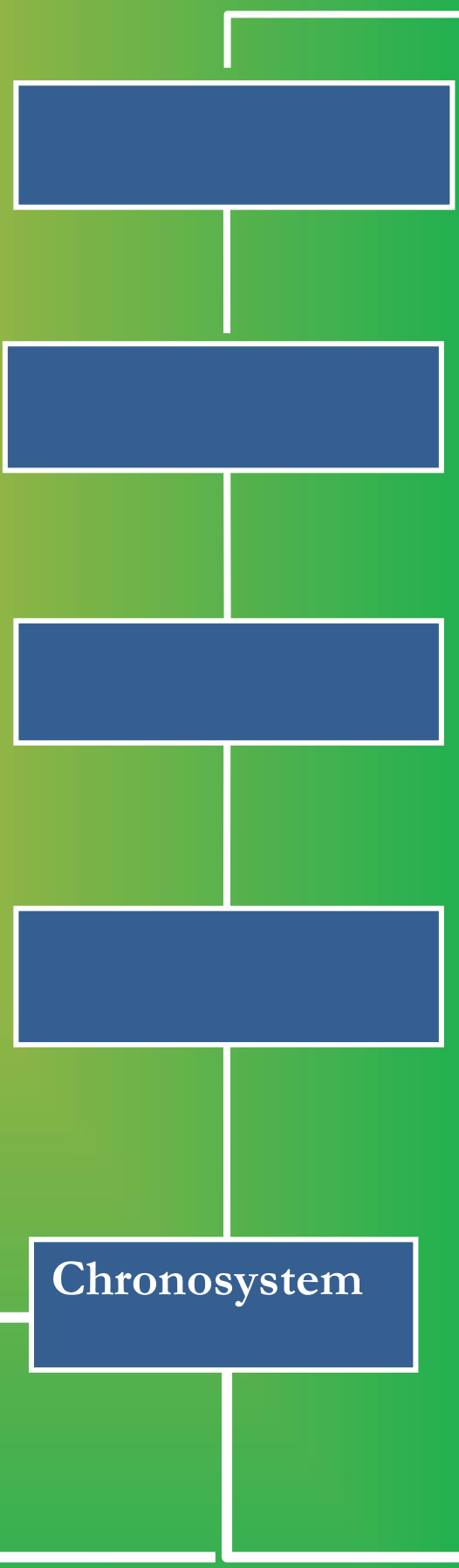
National
Development
Agency

MANAGEMENT OF LEADERSHIP IN ECD

AUGUST 2016

POLICY BRIEF

Chronosystem

1. Introduction

Since 1994, South Africa has put in place policies and legislation intended to prioritise ECD as a critical component in the country's overall social development. The South African government has signed a number of international and regional agreements, such as the African Charter on the Rights and Welfare of the Child, and the International Convention on the Rights of the Child, and has committed itself to meeting the aims of Education for All, and the Millennium Development Goals. The government has committed itself to uphold the rights of children through the South African Constitution, and by introducing national legislation, policies and programmes, including the Children's Act 38 of 2005, Education White Paper 5, and the National Integrated Plan for ECD, and the National Development Plan.

Education is a basic human right and is fundamental to building life-long learning and economic opportunities. According to South African Statistic and the Department of Education South Africa has a high rate of school enrolment with 97% of 11,4 million school-going age children in Grades 1 – 12 at an educational facility. Encouragingly, by 2011, 67% of five-year-olds were enrolled in Grade R, which suggests progress towards the government's revised goal of universal access to Grade R by 2014 (South African Child Gauge, 2010: 99).

The relevant government departments (namely the Department of Social Development, Education, and Health), has identified the need to increase access to ECD programmes emphasising on management and leadership programmes/courses that practitioners are required to enrol for. As well as to enhance the quality of ECD programmes and services, specifically for children from disadvantaged backgrounds. Funding to both early Childhood development centres (birth to four years of age), through the Department of Social Development, and to Grade R (five to six years of age) through the Department of Education (DoBE, DoSD & UNICEF, 2010) has been increased.

This brief will focus on the Management and Leadership in Early Childhood Development Centres. Firstly one will identify the main purpose/aim of the policy brief, secondly the methodological approached will be outlined. Thirdly a brief discussion on institutional capacity will also be discussed. Lastly the leadership and management programmes that help centres to run effectively and efficiently will be discussed broadly.

2. The purpose/aim of this policy brief

The main objective of this policy brief is to establish the underlying factors, key issues and debates surrounding the above mentioned topic (Management and Leadership in ECD), to establish a theory based on the topic, which will inform the NDA Research Unit and for part of a research study.

3. Methodology

The methodology used for gathering information on this brief was a qualitative approach, this was carried out through document analysis, desktop research, articles, journals, and books review.

4. Institutional Capacity

According to the Guidelines for Early Childhood Development Services (Department of Social Development & UNICEF, 2006), it is crucial that administrative and management systems are developed and put in place for the effective running of an ECD centre. In order for ECD facilities to adhere to the minimum norms and standards, set by the Department of Social Development, specific processes and structures are required to be in place. The Tracking Public Expenditure and Assessing Service Quality in Early Childhood Development in South Africa study, (, Department of Social Development & UNICEF, 2010), showed that Community-based ECD facilities in South Africa appear to be less advanced in terms of financial management and governance than that of ECD facilities in the public School system.

According to the (Department of Social Development & UNICEF, 2010),The financial management of many of the registered community-based ECD Facilities is poor; more than 50% of these sites do not have many of the necessary Administrative documents and structures in place, including such items as a petty cash book, which makes it easier for ECDs to manage their financial resources efficiently. The study found that only 70% of community-based ECD facilities had annual financial statements, and of those who were recipients of the DoSD subsidy, only 77% could indicate how much they had received in 2008. Furthermore, only 61% of the facilities who charge centre fees were able to supply evidence on income from fees, and only 36% of all ECD facilities surveyed kept salary disbursement records.

Approximately 95% of community-based ECD facilities had a bank account and in very few instances were these bank accounts in the name of the owner or another person involved in the running of the facility, (DoSD & UNICEF, 2010). With regards to the governing bodies in community-based ECD facilities, in the Majority of cases, a governing body exists and functions well (three percent of facilities... do not have a governing body at all) (DoSD & UNICEF, 2010).

5. Importance of leadership and management in ECD Centres

To run ECD centres which are efficient, sustainable and effective in caring for young children, it is essential that ECD principals, supervisors, and teachers are trained. Training should be provided through full qualifications and through focused skills training programmes. In most cases training programmes are selected in relation to the capacity of the ECD teachers participating in each project. ECD qualifications include Further Education and Training Certificate: Early Childhood Development (NQF Level 4) as well as the Higher Certificate: Early Childhood Development (NQF Level 5).

Early Childhood Development (ECD) is a priority area within the South African context and is supported by legislation, national policies and strategies. The development of babies, toddlers and young children forms the most critical foundation of further

development into childhood and adulthood. There is thus a vast need for ECD services, and it is critical that the field should be served by competent practitioners. In order to meet the needs at ECD level, it is important to be able to identify and recognise competent ECD practitioners who are able to work in a variety of ECD contexts. The qualifications will provide a means to give recognition to practitioners at an entry level, thus making it possible for practitioners to increase their employment prospects, and at the same time provide the field with suitably qualified practitioners.

6. Leadership and Management in ECD

(*www.dgmtcommunity.co.za/organisational* **)** It is critical for ECDs to have Governing Bodies training that will help improves and strengthens the capacity and skills of ECD centre Governing Body members. This training enhances the leadership, management and administrative skills of Governing Bodies, enabling them to lead and manage their ECD centres more effectively and efficiently. The following programmes are presented in the Governing Body training:

- *The vision and mission of the ECD centre*

    All ECD Practitioners and managers need to know and understand their business model, what objectives do the aim to achieve, their mission and vision. This will challenge staff members to boost performance by changing the way they think and their approach in terms of meeting their targets

- *The roles and responsibilities of Governing Body members and ECD Staff members*

The allocation of roles and responsibilities for each ECD members is crucial, to avoid conflicts, for effective management and transparency each position has to be clearly stated.

- *Financial management*

Resource allocated to each task, income/profit has to be managed efficiently, for growth and sustainability

- *Governance and accountability.*

There has to be transparency and accountability for good working environment and relations

Conclusion

Build high levels of responsibility and ownership amongst staff members empowers staff members to find solutions appropriately and timorously, it challenge staff them to boost performance by changing the way they approach things. The role of management and leadership in ECD centers will increase performance, development and growth not only for ECD practitioners but also for the development of children, as they will be obtaining knowledge from competent practitioners and well established centers.

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