

KZN ECD Community of Practice — Meeting Highlights

‘KZN ECD Collaborative Network’: 01 April 2023

Venue: UKZN Edgewood Campus, School of Education



SCENE SETTING

KwaZulu-Natal (KZN) Early Childhood Development (ECD) Community of Practice (CoP) champion and National CoP Facilitator Patsy Pillay welcomed participants to the KZN ECD Collaborative Network jamboree, held on 01 April 2023.

The KZN ECD Collaborative Network colloquium is a collaborative effort between the BRIDGE KZN ECD CoP, the University of KwaZulu-Natal (UKZN), Resource and Training Organisations (RTOs), and other key players in the ECD sector to keep the province informed about sector issues, engage in dialogue and debate on issues of concern, and build professional practise within the workforce.

The meeting focused on professionalisation of practice, with the goal of raising awareness and understanding of professionalisation issues among ECD managers and their teachers/practitioners, as well as providing a platform for ECD training agencies/organisations/institutions to network, discuss, and debate with one another. Key speakers for the day included representatives from SACE, QCTO, Edgewood College, Midlands College, GROW and a practitioner from Hammersdale.

Academic Leader for Community Engagement at the School of Education in UKZN, Dr Angela James, when welcoming participants spoke about the colloquium as being ‘inside and outside’ of the ECD community, a generic term that embraces all those within the sector or whose work impacts on the sector, wherever they may be located. She touched on the need to look at education from the front end, when children are still cradled in arms as opposed to focusing on the back end (grades 10, 11 & 12), thereby emphasising the importance of ECD in ensuring the success of South Africa’s learners. She went on to emphasise the need to learn, share and grow together, especially because early childhood care should not be theorised, but match the practical needs of beneficiaries. She applauded the joint efforts of formal and non-formal providers to working together to advance the field of ECD.

Why a colloquium?

The colloquium is a response to the sheer number of issues and challenges in the sector; namely, but not limited to the following:

- The ECD function shift from the Department of Social Development (DSD) to Department of Basic Education (DBE) which has resulted in its own challenges and implications for ECD providers,
- The issue of ECD site registration with over 60% of sites currently unregistered,

- Qualifications, with 50% of ECD practitioners not having the necessary minimum NQF Level 4 qualification, according to the ECD census,
- Stunting in children, with 55% of children in ECD sites in KZN not thriving (Thrive by Five Index),
- The need to professionalise the ECD workforce and career path, given the diversity of people in the ECD workforce, and lastly the
- Issues of challenges for practitioners with Level 4 qualifications getting into university, including looking at who will cover the cost of further training when practitioners are barely making an income and parents are not able to pay fees.

The colloquium argues that entities within the sector (RTOs and ECD centres) cannot succeed in isolation and must explore a collaborative approach with universities, business and government. This is because the sector has struggled to produce teachers with the necessary experience and expertise to have a positive influence on the young child. South Africa's ECD situation is dire, threatens the country's future, and necessitates increased investment in the sector.



PRESENTATION: Nora Saneka – Professionalisation of ECE practice (0-8 years)

[Click here to access Nora's full presentation](#)

ECD Centre Principal and Chairperson of the Point and Inner City ECD forum, Nora Saneka, introduced the speakers for the day and unpacked the professionalisation of ECD practice (0-8 years) by asking whether having a qualification means that one is a good teacher.

In her presentation Nora explored the following questions alongside participants:

What is your 'image' of a 'teacher'?

What qualifications do they need?
What special knowledge, skills and competencies?
How do they care for young children and their families, and promote their right to:

- learning
- development
- well being?

A 'sage on the stage' or a 'guide by the side'?



Nora observed that critical thought on the foregoing, in conjunction with principles, norms and ethical standards, could lead to good practice. This is because ethical commitment is required for listening to and being aware of what is going on around us.

She went on to explain that the sector must consider what type of better world is required for young children to succeed, and that in order to accomplish that, we must think creatively by reflecting on what is already there and reaching out for those imagined possibilities.

The following points were made on what professionalisation means in ECD. Does it mean

- School rules and regulations that guide the sector,
- Having proper policies in place, and
- The way practitioners behave toward the community they work in and with?

It is also important to note that professional development in ECD is an ongoing process of forming:

- Knowledge
- Skills
- Practices which can develop understanding, analysis and critical reflection, and
- Values, norms and ethical standards, which lead to professional judgement and intentional practice.

Professionalism is a legal obligation and should entail the following:

Professionalism:

- **Learning environment** - safe, healthy, nurturing, inclusive, interesting and encouraging of children and family participation;
- **Understanding the 'how' of teaching and learning** so as to develop intentional, reflective practice with children and their families;
- **Developing** a strong, positive, **ethical commitment** to your work with young children, their parents and the staff;
- **Advancing and advocating** for the rights of young children, their families and early childhood teachers;
- **Engaging in critical, reflective practice** on difference, diversity, creativity, imagination and enquiry-based teaching and learning starting from the interests and initiatives of the children themselves.

Without professionalisation, the position of early childhood educators is at risk – and crucially, their livelihoods may be jeopardised.

What is **our AIM** in developing professionalism?

- **Playful teachers**
- **Creative teachers**
- **Imaginative teachers**
- **Resourceful teachers**
- **Competent teachers**
- **Inventive teachers**
- **Active teachers**
- **Critical, reflective teachers**

What can surprise us?

From the slide above it is clear that our image of an ECD teacher needs to be challenged, and that through professionalism we can “strive to create an amiable school where children and families feel a sense of well-being: [where] therefore, the organisation of the schools – contents, functions,

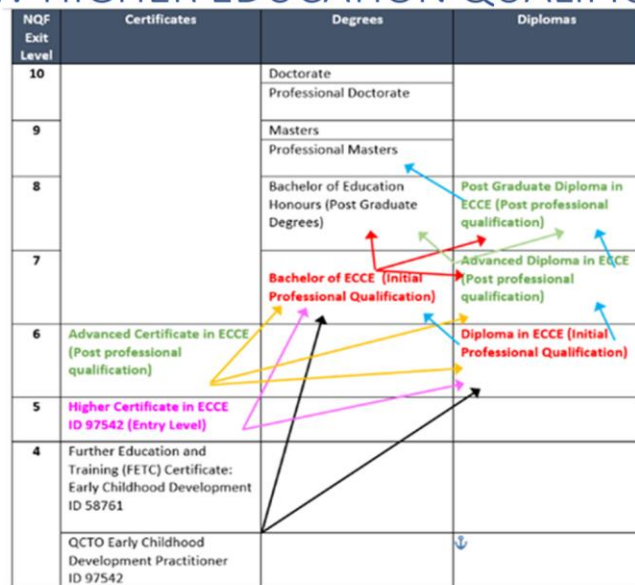
procedures, motivations, and interests – is designed to bring together three central protagonists – children, teachers and parents.” (Loris Malaguzzi, *For an Education Based on Relationships*)

Professionalisation in terms of qualifications?

In view of the legacy Level 4 and 5 certificates expiring in June this year and being replaced by the QCTO qualification, which is slightly different, ECD professionals must also be provided a qualification for their expertise. The new QCTO qualification includes theoretical, practical, and work integrated learning (WIL) components, and requires practitioners to write an external examination and have foundational maths. Furthermore, for the first time, an ECD degree and diploma are now available.

Patsy gave the following overview of the current ECD qualification status:

NEW HIGHER EDUCATION QUALIFICATION



L 4 & HC EXPIRES IN JUNE 2023

ECD qualifications pathways, ECD HRD strategy input and recommendations, CECDN, August 2021



Voice of a Practitioner: Mbalenhle Magugu

Mbalenhle Magugu, principal of Masihambisane creche in Hammersdale, reflected the voice of the ECD practitioner by outlining the issues that they encounter on a day-to-day basis and as a whole.

She noted that the sector is undervalued, which in turn includes its workforce, mostly affecting its practitioners. This is coupled with a lack of government support, resources and parental involvement.

Mbalenhle further emphasised the utter lack of ECD budget priorities, which prevents ECD centres from obtaining the necessary support.

Practitioners are challenged by:

- Low salaries,
- A lack of a fixed pay,

- The low number of centres sponsored by government,
- High course fees required when studying with universities (the government needs to make sure that there are bursaries for practitioners),
- High course fees making the sector susceptible to fraud,
- Lack of parental engagement, meaning that practitioners are required to wear a million hats,
- Conditions which do not allow for professionalism, particularly in rural areas where change can be perceived as opposition and end in unemployment,
- The function shift, which has left practitioners unsure of where they fit into the sector in terms of the new checklists and changes, and lastly
- Unrealistic government standards (the need to base standards on the environment).



PRESENTATION: Kim Rosser – Professionalism: part of the puzzle

Kim Rosser, Programme Manager at GROW Educare Centres in KZN, presented on how the organisation is working to bridge the professionalism gap through their holistic model, which looks at running sustainable five star ECD centres.

GROW is a non-profit social enterprise that empowers the people educating the next generation by equipping and connecting ECD businesses with the skills, support and resources they need to provide quality early learning for every child. The organisation has offices in Cape Town, Johannesburg and Durban but works across the country.

GROW's model was developed in response to the many ECD centres where the majority of practitioners lack a formal education. This is a crucial component of effective education that is frequently lacking, due to no fault of the practitioner.

The organisation offers a registered, play-based and NCF-aligned learning programme with detailed lesson plans and activities for each day of the year per age group (2-5 years) to ensure that practitioners run an effective ECD programme. This aims to fill the gap created by government neglect in the sector.

It is important to note, however, that not all of GROW's courses are accredited, and that the majority of the courses are offered online. The organisation also provides face-to-face trainings on educational literacy, classroom activities and putting them into practice, as well as ongoing education support. This is done in collaboration with The Lego Foundation, Mikhulu Trust, and Book Dash to encourage teachers to think outside the box.

In the end, qualifications focus mostly on theory, and it takes an integrated curriculum and mentoring to tie everything together. GROW intends to accomplish this by providing the knowledge, tools, and resources required to run an ECD centre.



PRESENTATION: Rebecca Wakeford – Becoming an online distance learner: competencies for continuous professional development

[Click here](#) to access Rebecca's full presentation

Rebecca Wakeford, Director of Midlands Community College, gave a presentation on becoming an online and distance student to help make sure that ECD practitioners are aware of and use all opportunities available to them for finding a learning pathway that is appropriate to their reality and career.

WHY IS THIS IMPORTANT FOR ME?

- ❖ I cannot attend full time classes....
- ❖ There are no higher education institutions near me.....
- ❖ I have a family I need to take care of
- ❖ I have a job
- ❖ I cannot afford to attend training courses

BUT

- ❖ I want to learn as much as I can about how to be a better ECD Teacher
- ❖ I want to gain more skills to better my future opportunities
- ❖ I want to improve my qualifications

BUT

I CAN'T.

Distance learning is important to overcoming the barriers faced by professionalisation. Being an online student requires openness to learning differently, a curiosity to explore, and motivation to do things differently.

Distance learning is important for breaking down institutional barriers in order to access higher education. Currently NWU and UNISA are planning to offer an NQF Level 6 Diploma in ECCE in 2024 through distance learning, which will require students to work independently online, with course materials available electronically. ECD practitioners will need to be comfortable with online platforms and tools to fully leverage all opportunities presented to them.



However, we also cannot turn a blind eye to the many barriers that exist in online education (see snippet on the right) from internet connectivity issues in remote areas, to load shedding and comfort with the use of technology.

E-learning readiness requires a growth mindset rather than a fixed mindset:



Online students need to be able to:

- Manage files and information in the cloud
- Use Google Drive to save and retrieve documents from anywhere (laptop, tablet or cellphone)
- Use Google Docs to type assignments
- Use Google to search for information on the web
- Access the learner management system and other digital resources.

Rebecca ended her presentation by recommending zero-rated websites that practitioners and anyone else interested can use to start their online learning journey (see presentation).



PRESENTATION: Lufuno Patrick Thovhakale – QCTO Qualifications

[Click here](#) to access Lufuno's full presentation

Lufuno Patrick Thovhakale, Deputy Director: Qualifications Maintenance at the Quality Council for Trades and Occupations (QCTO), gave a presentation on the QCTO's process to become an accredited training provider.

The QCTO is responsible for quality assuring all occupational qualifications that are registered on the Occupational Qualifications Sub-Framework (OQSF) and works alongside the Sector Education and Training Authorities (SETAs) to try and bridge the skills gap. It is important to note that the QCTO does not endorse or provide learning material for any qualifications.

Qualifications on the QQSF

New Qualifications

- Occupational Qualifications
- Occupational Part- Qualifications
- Occupational Skills Programmes

Historically Registered Qualifications (HRQs)

- Legacy Trades
- Provider Based Qualifications
- Unit Standard Based Qualifications
- NATED 190/191
- Historical Skills Programmes

How does the QCTO feed into the ECD sector?

Because ECD is now recognised as an occupation, the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA), which was the accreditation board for these qualifications, is no longer in charge of them and has transferred them to the QCTO.

Lufuno stated that the ECD sector now has 9 qualifications, 8 of which are legacy qualifications, and that with the removal of trades, it is critical that the sector treats the cause rather than the problem in order to be successful. As previously stated, this entails looking to universities and the sector to understand what competencies should inform quality.

The slide below depicts the National Qualifications Framework (NQF), a comprehensive system approved by the Minister of Higher Education and Training for the purpose of classifying, registering and publishing quality assured national qualifications, where articulation between and within the sub-frameworks is a noted characteristic.

These functions are overseen by the Quality Council (QC), which is made up of Umalusi, the Council for Higher Education (CHE) and the Higher Education Qualification Sub-Framework (HEQSF).

National Qualifications Framework			
Level	Sub-Frameworks and qualification types		
10	Doctoral Degree	*	
	Doctoral Degree (Professional)		
9	Master's Degree	*	
	Master's Degree (Professional)		
8	Bachelor Honours Degree	Specialised Occupational Diploma	
	Postgraduate Diploma		
	Bachelor's Degree		
7	Bachelor's Degree	Advanced Occupational Diploma	
	Advanced Diploma		
6	Diploma	Advanced Occupational Certificate Occupational Diploma	
	Advanced Certificate		
5	Higher Certificate	Higher Occupational Certificate	
4	National Certificate	National Occupational Certificate	
3	Intermediate Certificate	Intermediate Occupational Certificate	
2	Elementary Certificate	Elementary Occupational Certificate	
1	General Certificate	General Occupational Certificate	

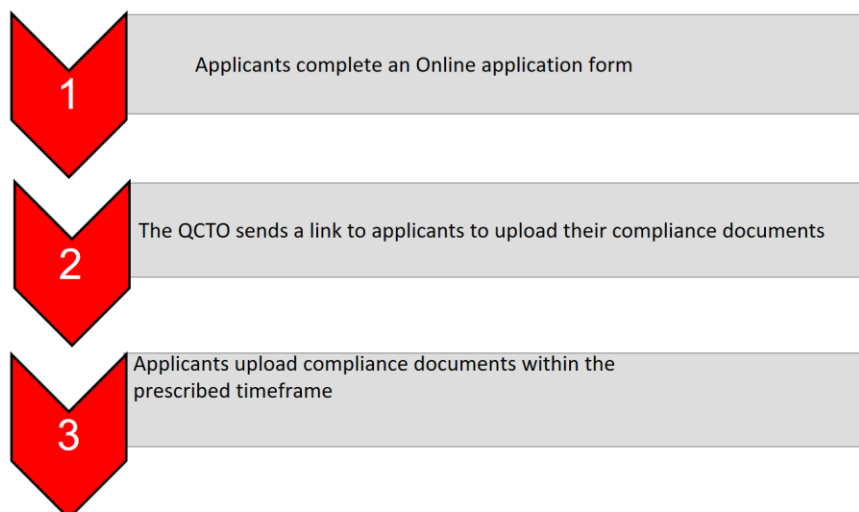
An occupational qualification is the formal recognition and certification of learning achievement awarded by an accredited skills development provider. A full list of all registered qualifications and part qualifications can be found on the QCTO website at <https://www.qcto.org.za/full---part-registered-qualifications.html>

The QCTO has a set of criteria and guidelines for accreditation that training providers must meet to be accredited. The accreditation criteria and guidelines specify the documents that providers need to submit with their accreditation application.

Accreditation is the process followed by a potential Skills Development Provider (SDP) to get official approval from the QCTO to offer occupational qualifications, part qualifications and skills programmes.



Accreditation Process



Skills Development Providers may visit the QCTO website at: www.qcto.org.za to access the links on the home page, for example the Skills Programmes application under Quick Links.



PRESENTATION: Nompumelelo Madonda – UKZN: Bachelor of Education in Early Childhood Care and Education [BEd (ECCE)]

Nompumelelo Madonda, ECD lecturer at UKZN and KZN ECD Collaborative Network member, gave a presentation on the university's BEd (ECCE) programme. This was developed in response to the call by the National Development Plan (NDP) to prioritise the ECD sector, thereby creating a dire need to professionalise the sector.

Early Childhood Care and Education (ECCE) represents specifically children from birth to four years and comprises informal education that is home-based or centre-based before Grade R. Services for children in this cohort are governed by the National Departments of Social Development (DSD), Basic Education (DBE) and Health (DoH).

In 2015 the sector determined that there was a need to professionalise in order to match global standards. This entailed looking at the ECD sector from the perspective of change and social transformation, and focusing on the early education of children in order to produce competent learners.

Why do we have to professionalise?

We have to professionalise because ensuring the quality of early childhood services requires a well-educated, experienced and competent workforce.

What are the entry requirements for UKZN's ECCE programme thus far?

BEd (ECCE) Programme

- This is a NQF 7 qualification
- Potential students have to accumulate the total of 480 credits at the completion of the degree

What are the entry requirements to this programme?

MRQECDE Policy (DHET, 2017) was used to denote the minimum entry requirements to the programme:

- National Senior Certificate (NSC) or Senior Certificate (SC) with a Bachelor's degree entry endorsement **OR** equivalent
- National Senior Certificate for Adults (NASCA) **OR**
- Level 6 National Certificate (Vocational) with a degree entry endorsement or equivalent **OR** Level 6 Occupational Certificate in ECD can also be presented for consideration for admission **OR**
- Level 6 Certificate or Diploma in ECCE can be presented for consideration for admission and assessment pertaining to advanced credit standing **OR**
- Level 4 or 5 Vocational, Occupational and academic qualification, including certificate or Diploma in ECD/Educare or in another relevant field including relevant qualifications offered by TVET colleges
- Non-South Africans will need to have SAQA certification of matric certificate
- Moreover, the institution's admission policy will be considered for all potential students applying for entrance in the programme

It is essential to note that the UKZN degree has not yet been approved, and research is currently underway to find alternate entry pathways into the curriculum for people who do not meet

the defined qualification admission requirements. The university is still in discussions with the sector, and is aware that all qualifications must be approved by the QCTO.

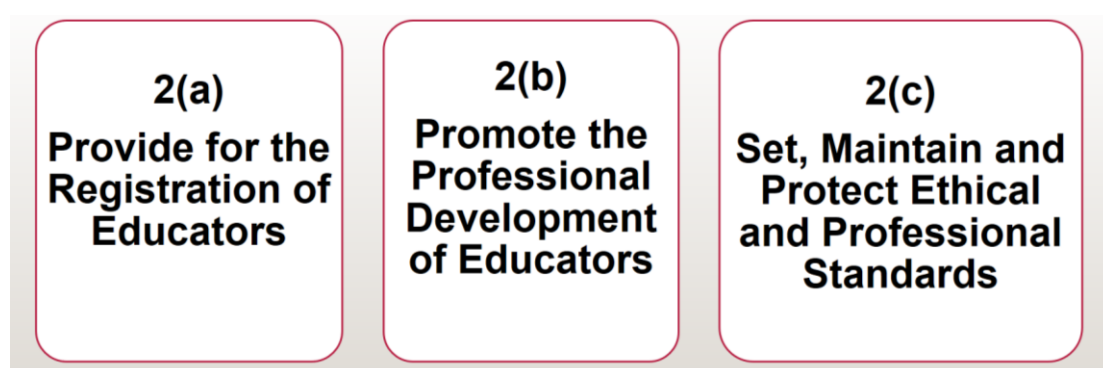


PRESENTATION: Yvonne Lechaba – SACE presentation on registration requirements

[Click here](#) to access Yvonne's full presentation

Yvonne Lechaba, head of registration and teacher professionalisation at the South African Council for Educators (SACE), spoke about the requirements to register fit-to-practice educators and lecturers, promote their continuing professional development, and uphold the profession's professional teaching and ethical standards.

According to the SACE Act no 31 of 2000 as amended, the council should:



Where does ECD fit into SACE?

ECD practitioners are governed by a basic code of conduct which defines the conduct expected of them as educators.

All ECD practitioners who have attained NQF Level 4 should register with SACE, as SACE enables entry into the teaching profession through professional registration.

It is important to note that ECD practitioners fall under special registration. Applicants applying under this category need to have relevant and recognised qualifications. These educators are issued with a certificate for special category (from June 2020) and the certificate does not need to be renewed. This is not the same certificate as the one awarded to professionally qualified teachers.

CONDITIONAL REGISTRATION VS SPECIAL CATEGORY OF REGISTRATION

- **Conditional registration** refers to registration of applicants who are academically qualified but professionally unqualified. This is an interim measure and Council is in the process of phasing it out
- Applicants applying for conditional registration are registered with a to study and complete a PGCE within a period of two years. Failure to meet these requirements will result in their registration being cancelled.
- Conditional registered teachers are issued with a registration letter valid for a period of two years
- **Special category** refers to registration of teachers who specialise in specify areas of their study
- They are not required to study for a PGCE
- They are issued with a certificate for special category binding them to a field of study
- Certificate does not have an expiry date
- They cannot teach any subjects outside the areas of specialisation.

PROFESSIONAL TEACHING IN OUR HANDS



Who gets issued with the special category certificate:

- ECD practitioners with NQF Level 5 (240 credits) are issued with the certificate for special category
- ECD practitioners with Level 4 (120 credits) are issued with a letter that is valid for 3 years on condition that they register and complete Level 5
- For registration requirements, visit the SACE website on www.sace.org.za.

SACE does allow for the registration of foreign citizens, provided that their application is accompanied by:

- A SAQA evaluation report for all qualifications obtained outside South Africa, including O and A Levels,
- Relevant and valid permits, and
- Verified with the Department of Home Affairs before registration.

The Council is aware that the ECD sector operates in a complicated and complex environment, therefore would do better to think creatively/ innovatively? Or maybe 'systemically'.

Yvonne stressed the need for SACE's work and that of the QCTO to align, since a fragmented approach could lead to turmoil. In closing, Yvonne advised practitioners to ensure that the training providers they enrol with for qualifications and skills programmes are accredited and recognised by the relevant bodies, as the field is plagued by fraud.



PLENARY DISCUSSION

After all of the presentations for the day were completed, the meeting moved to plenary. This session was opened by Linda Zama, a special adviser at the Office of the Premier of KwaZulu-Natal and an advocate for adding value to the socio-economic development of under resourced communities, with a focus on women, children and youth.

Linda raised genuine concerns on whether the sector, in its drive to professionalise, is considering the backgrounds of practitioners. She also underlined the importance of creating child-friendly surroundings for children and reskilling the public service sector. She advised practitioners and others working in the sector to recognise that ‘it all begins with them’, implying that a shift in thinking on their part is critical.

Participants agreed that professionalisation should not be, and does not have to be, based solely on qualifications, while noting that qualifications do make up an important component to providing quality early childhood care and professionalising the sector. The question that then followed was on how the sector can ensure that it does not lose everything it has worked towards with the implementation of the new qualifications, and takes into account the experience of practitioners, to ensure that all facets are considered in the journey to professionalise.

With respect to further education and training, the majority of participants were concerned about the viability of studying further, due to a lack of time and/or money. This is in addition to concerns about the NQF Level 4 legacy and Higher Certificate Level 5 qualifications expiring on 30 June 2023, with a two-year teach out period. However, those who want to extend their knowledge could continue with the Level 4 strand offered by NGOs while the sector decides how to proceed.

The assumption that NQF Level 4 is comparable to a matric certificate was also raised as unworkable, as university requirements diverge from the criteria that the ECD sector sets for itself. As a result, the sector must ensure that practitioners are not disadvantaged during the professionalisation process. The DBE has set up a Human Resource Development (HRD) task team to examine the many issues surrounding qualification entrance.

The conversation on qualifications was interesting for participants, who asked a range of follow-up questions:

- Would practitioners obtaining the new qualification be employed by the DBE?
- What motivators were there to enter into a qualification pathway?
- What would justify the level of effort required to obtain the new occupational qualification as a starting point?
- What will happen to practitioners who have over 20 years’ experience but cannot advance beyond Level 4?
- Would the QCTO qualification be sufficient for progression into university, and (if so) what would the career pathway be?

Resolutions

Participants proposed the following resolutions:

- A review of salary and conditions of service for ECD practitioners/teachers, with a view to securing/obtaining subsidies from the DBE (which links to registration with SACE and adherence to the Code of Conduct on ethical management in SACE regulations),
- An exploration of ways to address the Level 5 gap,

- An investigation into 'Who Pays?' for further education and training as the old legacy qualifications fall away,
- Clarity on requirements for partial and full registration. Can these be adapted to different contexts taking into consideration the various socio-economic constraints? Can we enter into dialogue on these matters? Checklists are not an indication of quality, or of the potential for change, given support by the DBE. On-going professional support and in-service training is essential for professional development of ECD sites of practice,
- A Memorandum of Understanding (MoU) between SAQA and SACE to provide 'Four Legs' to the professionalisation of practice, and
- A commitment from each ECD Forum representative and service provider to go back to their members or students or management committees and emphasise that all who work with young children must be vetted through filling in Forms 29 and 30 and sending them to be checked against the sexual offenders' register.

Resolutions to carry forward:

- All ECD teachers/practitioners who have attained Level 4 must apply for registration with SACE, as there is a special category of registration for such ECD teachers/practitioners.
- All ECD students are required to check for themselves that the institution/college they want to study with is registered to provide a valid qualification.

Note: the EDUCARE qualification is no longer recognised as a professional qualification by the Department of Basic Education.

To conclude the plenary, it was resolved by vote that the following meeting be a workshop on SACE's code of conduct.



CLOSING AND CHECKOUT

The colloquium used an evaluation to gather input from participants through the following five questions:

<i>What have been your learnings?</i>	<i>Which was the most important?</i>	<i>How will your practice change?</i>	<i>Any comments or recommendations?</i>	<i>Why?</i>
*Entry levels for a degree in ECE from UKZN *New QCTO qualifications *To take note and interest in distance learning *To take ourselves seriously in order to improve our centres and upgrade our skills *The importance of professionalisation *We learn as we teach *That ECD practitioners play a vital role in a child's life and therefore their needs must be considered	*Not to be a barrier but a solution *How to further skills and qualifications *Presentation on on-line and distance learning *Going for accredited institutions and qualifications *NQF level 6 Diploma	*Promote on-field teaching and learning with the children *Openness to growing and learning *Encourage ECD practitioners to also have input in professionalising the sector *To work in cooperation and integration with SACE and other organisations	* It will be great to have the DBE join the next meeting to provide updates on the function shift and stipends *Financial support from government *Therapeutic support for ECD practitioners *UKZN to consider offering their programme part-time *To have more sessions like this *A request to government for more	*To make a difference *A need to hear more practitioner voices, concerns and challenges *To better our ECD centres *Low salaries *Struggle to perform in bad conditions of own environment *Teach to learn. In my teaching I must also learn from my students

	*ECD practitioners registering under SACE	*Adapt to digital skills as we now merge to digital learning	bursaries without taking age into account, like 18 – 35 years to be eligible *Learnerships and funding *Looking forward to learning the SACE code of conduct	
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During the evaluation, some questions were also raised, such as whether or not the ECD degree would be recognised abroad and would matter if the student intended to work there. What was clear was that practitioners thought the presentation on online learning was highly valuable as it gave them the knowledge they needed to be active participants in their own growth and learning. Digital learning is being recognised as a crucial alternative for ECD practitioners to enhance themselves and their careers.

Tara Rosser, regional manager for GROW EduCare Centres, offered the vote of thanks and thanked the sponsors for the day: Hirsch's, Spar North Beach, and UKZN Education Campus.

In closing, Patsy thanked participants and speakers for their time and inputs.



PARTICIPANT LIST

Name & Surname	Organisation/ECD Centre
Angela James	UKZN
Ashnie Mahaduw	UKZN
Asothe Pillay	Craigieburn Creche and Preschool
Astrid Gifford	Little Elephant Training Centre for Early Education T/A LETCEE
Ayanda Mbili	CCRC
Bhongoza Olwethu	House of Hope, Clermont
Bilkish Vawda	Grow with Pretty Palms Educare
Chrisandra Pillay	Craigieburn Creche and Preschool
Clarissa Nhlanzi	SACE
Delisile Mkhize	Midlands Community College
Dharshni Naido	New Beginning Training and Development
Dineo Stroke	Vukukhanye ECD Centre, Chesterville
Eloshanie Pillay	Global Explorers
Fikile Makhaye	Sphethamandlo
Fikile Mntambo	Azibuyemasisweni skills centre
Goodness Dumisile Luthuli	Siyahlomisana educare centre

Ivey Govender	Wyebank Creche & Preschool
Jabu Ngobese	Qalakahle Edu Care
Kalonda Etombo Antho	New Beginnings
khanyisile Zungu	Isibani Pre-School
Khethiwe Mbebe	Khanyisa Inanda Community Projects
Khosi Nkambule	BRIDGE
	Kids Paradise
Kim Rosser	Grow Educare
Kireesa Pillay	Azibuyemasisweni skills centre
Linda Zama	The Linda Zama Foundation
Lufuno Thovhakale	QCTO
Lungile Nyembe	Azibuyemasisweni skills centre
Lynn Manmuthu	Wyebank Creche
Marlice	Grow Educare
Masango	Fidellieka Bongo
Maureen Dlamini	House of Hope, Clermont
Maureen Khoza	Ikusasaletu Day Care Centre
Mbalenhle Magugu	New Beginnings
Mbuso Ndlovu	Grow Educare
Mpoyo ngoie	Abantwana Winners Day Care
Mud Merce	CCRC
Mwer Kyaba	Rohobo
N Madebe	Durban
Nardo Ndeleli	Winner
Nazrana Hoosen	ELET
Neamisile P Mthiyane	UKZN
Niki Mchunu	Midlands Community College
Nkele Yvonne Lechaba	SACE
Nolwazi Cambell	Azibuyemasisweni skills centre
Nombuso Mazibuko	Inkanyezi Creche, Chesterville
Nompumelelo Madonda	University of KwaZulu-Natal
Nompumelelo Tshezi	Ntshongweni Creche
Nomvuko	Uphephile Creche
Nondumiso Langa	Azibuyemasisweni skills centre
Nora Saneka	Clare Ellis Brown Pre-Primary School and Pandora Primary School

Nosiphiwe Trace Sibisi	Midlands Community College
Nosipho Shabane	Zenzele Creche, Chesterville
Nothando	Siyamnaka Educare
Noxolo Nzimande	New Beginnings
Nozicelo Ncobela	Bazamile Pre School
Ntokozo Dlamini	
Ntombi Mcube	Sphethamandlo
Patience Voller	BRIDGE
Patsy Pillay	New Beginnings Training & Development Org Nat Rep on World Forum Foundation
Phindile Ncobela	Inkanyezi Creche, Chesterville
Phumeleli Sithole	Khulakahle Pre School
Pinkie Mthembu	Pinkezanhlama day care
Rebecca Wakeford	Midlands Community College
Romany Roberts	
Ronnie Kizanga	Albert Park Children Foundation Centre
Senzeni Maryam Ndwandwe	Tubbyland Day Care Creche
Sibongile Zondi	
Simangele Khambule	Zamokuhle Our Little People Creche
Srika Naido	Bubbles Educare
Sumaya Iyaloo	Environment and Language Education Trust
Tara Rosser	GROW EduCare Centres
Thandeka Dube	Azibuyemasisweni skills centre
Thembisile Mzolo	Egugwini Creche and Preschool
Thobekile	ECD Siyahlomisa
Thobile Myeni	Azibuyemasisweni skills centre
Tiffany Naido	Durban School for the Hearing Impaired
Winni Maphumulo	Vukukhanye ECD Centre
Yamkela Radebe	Uphephile Creche
Zama A sishi	Ntshangweni Creche
Zandele Mduu	LETCEE
Zethu Mbali	Zamokuhle Creche and Preschool
Zimasa Sontsele	Imvana Yomalosi Creche
Zinhle Marcia Mthiyane	Smanethemba Creche and Preschool
Zondi Sibongile	

Pictures from the day:



The CoP is reminded of BRIDGE's knowledge management role. All meetings, presentations and discussions are captured and shared on BRIDGE's Knowledge Hub. [Here](#) is the link.