

Obstacles in Implementing Innovative Practices in Early Childhood Development Centers

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ABSTRACT In this paper a descriptive study of an early childhood development (ECD) intervention project aimed at improving the knowledge and skills of Grade R (the year before formal schooling) practitioners is discussed. During the early stages of the project the researchers observed that the morale of the practitioners (sometimes referred to as teachers with no formal qualifications) was low. A decision was taken to address this problem before the official intervention project would commence. A program, focusing on innovative practices was designed. The practitioners revealed that they experienced numerous challenges in implementing innovative practices. The management skills of managers (sometimes referred to as principals with no formal training) of the ECD centers, was the most critical challenge. Through a qualitative research design, grounded in a community-based research approach, limitations in the management skills of managers were identified. These limitations will be addressed in a next intervention project. The initial intervention project will then be reintroduced.