

The Design of the Continuing Professional Teacher Development (CPTD) System

Contents

	Page
Executive summary	4
1 Background	9
2 Vision, purposes, characteristics and guiding principles	12
3 Kinds of professional development activities	15
4 Rules for the CPTD system	16
5 Endorsement criteria and points allocation	18
6 Funding, governance, management and administration	24
7 Risk assessment and management	32
8 Implementation, monitoring and evaluation	37

Abbreviations and glossary

ACE	Advanced Certificate in Education
CEM	Council of Education Ministers
CPTD	Continuing Professional Teacher Development
DoE	(National) Department of Education
ELRC	Education Labour Relations Council
Endorsement	Formal recognition by SACE that a professional development activity has satisfied prescribed criteria of fitness and quality; a requirement for PD points
ETDP-SETA	Sector Education and Training Authority for Education, Training and Development Practitioners
FET	Further Education and Training
HEDCOM	Heads of Education Departments Committee
HEQC	Higher Education Quality Committee (of the Council on Higher Education)
HEI	Higher Education Institution
HoD	Head of Department
IPET	Initial Professional Education of Teachers
IQMS	Integrated Quality Management System
MoU	Memorandum of Understanding
NCS	National Curriculum Statement
NGO	Non-Governmental Organisation
NPFTED	National Policy Framework for Teacher Education and Development
NQF	National Qualifications Framework
PD	Professional development (activities)
PD cycle	A three year period during which a SACE-registered educator will be expected to earn 150 PD points
PD points	Points earned by a SACE-registered educator for undertaking endorsed PD activities
PED	Provincial Education Department
PGP	Personal Growth Plan
PRODCO	Professional Development Committee (of SACE)
Professional development	Activities undertaken individually or collectively by educators throughout their careers to enhance their professional knowledge, understanding, competence and leadership capacity; in particular to increase their mastery of the curriculum and their teaching areas, their skill in teaching and facilitating learning, their understanding of children and young people and their developmental needs, and their commitment to the best interests of their learners and their schools, the well-being of their communities and the ethics of the education profession.
SACE	South African Council for Educators
SIP	School Improvement Plan

EXECUTIVE SUMMARY

This document, prepared by the SACE-DoE CPTD Task Team, presents a management system for Continuing Professional Teacher Development. It will be followed by an Implementation Protocol, agreed among SACE and the Departments of Education, which will include an implementation plan. The design, management and implementation of the CPTD system will undergo modifications and improvements in the light of experience. The implementation of the system will be sensitive to the conditions under which teachers work in different parts of the country.

Teaching is at the heart of the schooling system. The quality of teachers' professional practices is at the root of the quality of schooling, and the development of these practices is a continuing process that lasts for the duration of the career of a committed professional teacher. Continuing professional teacher development is therefore an essential component of a comprehensive teacher education system of high quality, as envisaged in the Minister of Education's *National Policy Framework for Teacher Education and Development* (2007).

In keeping with the *National Policy Framework*, this document presents an expanded concept of CPTD activities. The underlying principle is that teachers, individually and collectively, will have a high degree of responsibility for their own professional development and the identification of their own professional needs. The benefits of teacher professional development activities should lead to the improvement of learner achievements, especially in poorer and disadvantaged communities.

The vision of the CPTD system described in this document is to support and facilitate the process of continuing professional development, to revitalise the teaching profession and to reward those who commit themselves to these goals.

The CPTD system has six main purposes:

1. To improve schooling and the quality of learner achievements.
2. To coordinate professional development activities with a view to achieving sharper focus and effectiveness.
3. To revitalise the teaching profession and foster renewed commitment to the profession's seminal role in the development of our country.
4. To contribute to the responsible autonomy and confidence of the teaching profession.
5. To enable the profession to re-establish its professional standing and role in advancing the ideals of social justice.

6. To acknowledge the effective participation of teachers in PD activities which are priorities for the education system and the teaching profession.

The CPTD system will be managed and administered by the South African Council for Educators (SACE), supported by the Department of Education. It will consist of professional development (PD) activities, endorsed by SACE on the grounds of their fitness of purpose and quality, for which educators earn PD points. An electronic management information and communication infrastructure (CPTD-IS) will support the efficient operation of the CPTD system.

In the first phase the CPTD system will become available to all SACE registered school based educators. (In this document they are referred to as “teachers”, or in some contexts as “members”.) They will be expected to earn a target number of 150 PD points in each successive rolling three-year cycle by undertaking a variety of professional development activities endorsed by SACE on grounds of their fitness of purpose and quality.

Professional development activities will be grouped into three kinds according to the main basis of their priority:

1. Teacher priority activities are those chosen by teachers themselves for their own development and the improvement of their own professional practices.
2. School priority activities are undertaken by the school leadership and staff collectively, focussed on whole school development, the institutional conditions for the improvement of learning, and improved teaching.
3. Profession priority activities have directly to do with enhancing the professional status, practices and commitments of teachers in areas of greatest need, as defined by the Department of Education, SACE, national teachers’ unions or other national professional bodies.

The CPTD system will operate according to three rules:

- A A member is required to earn 150 PD points per rolling three-year cycle.
- B A member may be awarded no more than 90 PD points in one year, except when the member earns 90 points for completing a formal qualification.
- C A member is required to earn at least 30 PD points in each of the three priority categories during each rolling three-year cycle.

The CPTD system must contribute to the improvement of teaching and learning. Quality management is therefore an essential feature of the system. To attract PD points, professional activities must be endorsed by SACE as fit for purpose and of good quality. The criteria for endorsement approved by SACE, and the weighting system for the allocation of points, will influence all concerned with professional development. Endorsement will be undertaken by an Endorsement Sub-committee of the SACE Council

serviced by an Endorsement Unit within the Professional Development component of the SACE secretariat.

Six criteria are proposed for consideration by the Endorsement Sub-committee:

1. The extent to which the activity is likely to lead to improved competence in professional practice in education, including improved knowledge, skills and dispositions for teaching. This criterion is a pre-requisite for endorsement.
2. Accessibility of the activity to participants in under-serviced geographical and learning areas.
3. Alignment of the activity with the priority needs of the education system and the profession.
4. Whether the activity promotes commitment to the improvement of schooling and the responsibilities of the teaching profession in a transforming society.
5. The duration of the activity in relation to its likely quality and effects.
6. Whether the activity includes opportunities for participants to demonstrate what they have learned from it.

The Endorsement Sub-committee will need to transact MoUs with the HEQC and the EDTP-SETA in order to avoid unnecessary duplication of effort in quality assuring PD programmes while ensuring that CPTD criteria are fully observed when endorsement decisions are made.

The SACE Act does not provide for funding by the state. However, the Department of Education has undertaken to provide grants-in-aid to SACE for the management of the CPTD system and SACE will not use revenue from members' levies for this purpose. DoE granted R2 million to SACE for the 2007/8 financial year for planning and developing the CPTD system. A further grant for 2008-09 is being negotiated in terms of SACE's multi-year business plan for CPTD.

Employers have the responsibility to fund professional development programmes for their teachers. This matter falls outside the mandate of the CPTD Task Team.

The Department of Education, PEDs and SACE are expected to adopt an Implementation Protocol on CPTD in terms of the Intergovernmental Relations Framework Act, 2005 (Act 13 of 2005). The protocol will set out the respective roles and responsibilities of SACE and the Departments of Education with regard to the funding, governance, management, implementation, monitoring and evaluation of the CPTD system, including an implementation plan.

The CPTD system will be managed by SACE, supported by the Department of Education. The SACE Council has overall governance responsibility, and the Council's Professional Development Committee (PRODCO) will serve as the permanent conduit for all

recommendations to the Council about the system. The Endorsement Sub-committee will report to the Council through PRODCO.

Operational management of the system will be undertaken by the Professional Development component of the SACE Secretariat, advised by the CPTD Management Committee, which will comprise the CPTD Unit Manager (chairperson) and the heads of the five administrative sub-units: the Member Support Unit, the Provider Support Unit, the Marketing, Communication and Advocacy Unit, the Endorsement Unit and the ICT Systems Unit.

The task team has identified the main risks involved in successfully implementing the new CPTD system and proposed how they might be managed.

1. Funding of the CPTD system may not be sustained.

Solution: The NPFTED commits DoE to fund SACE to manage the system. The Implementation Protocol will spell out DoE's responsibility. MoUs with other employers of teachers might be necessary.

2. Unions may oppose aspects of the policy. Disputes or industrial action may affect the pace of implementing the system.

Solution: Close relations with the union leadership on CPTD matters must be established and maintained by DoE, PEDs and SACE. The safeguarding of CPTD activities might be raised as a matter of mutual interest for discussion in the ELRC.

3. The new CPTD policy may not be communicated clearly or effectively to teachers in schools. An aggravating factor is that teachers' morale is low.

Solution: Teachers must have full and ready access to information that will help them. A well developed information and advocacy strategy must be implemented. Provincial, district and circuit managers must be well informed so that they can inform and advise teachers. SACE must establish a call centre and help desk from the outset. Principals and HoDs must be held accountable for their teachers' professional development.

4. Backlogs in school infrastructure, resources and administrative support, and teachers' work loads may inhibit the take-up of CPTD.

Solution: The implementation of the CPTD system must be allied to the provision of school infrastructure, services, learning and teaching resources, and improved working conditions. CPTD must be a powerful vehicle for raising morale. The time availability for public school teachers to do PD activities must be clearly calculated by employers and if necessary renegotiated in the ELRC.

5. The self-identified needs of teachers may not correspond with those identified by employers or with research findings.

Solution: Employers must ensure that the identification of system needs is the result of rigorous research, and that this is communicated and discussed with the wider teacher community so that provision of and requests for participation in employer programmes are as well aligned as possible.

6. Providers may not have the capacity to support teachers' PD needs.

Solution: SACE must make an assessment of provider capacity available in relation to the needs that have to be met. SACE and DoE must convene a workshop or conference on the issue in order to identify needs, problems and possible solutions. Teachers must not be given unrealistic targets and then called to account for not meeting them.

7. SACE may not have the capacity to manage the CPTD system.

Solution: SACE will have a new building, a new organogram and staff service conditions. The task team proposes an initial staff complement of 30 for the CPTD Unit. The first one year contract appointments to the unit are being processed, including the posts of CPTD Unit Manager and CPTD-IS Manager. CPTD staff requirements are budgeted for in the implementation plan.

8. The Departments of Education may not have the capacity to support the CPTD system for their employees.

Solution: This matter needs to be placed on the HEDCOM agenda once an analysis of the current capacity and systems in the education departments, particularly in the teacher development components and district offices has been done.

Because of the volume and complexity of the work involved in managing the CPTD system, a pilot study will be conducted to test the conceptual design and workability of the planned management systems. The study will gather information to test the main elements of the CPTD design and to ensure that the system is based on the realities of teachers' work and professional needs. The findings of the study will be used to inform decisions about the design, introduction and implementation of the study over the next few years. The study will be conducted in the third term from July-September 2008 in a sample of 36 typical schools in three volunteer PEDs. Participating PEDs will set up appropriate liaison structures with all relevant stakeholders in order to ensure timely advice and manage the inherent risks involved in managing the project.

The document outlines the main targets for an implementation plan from 2008-15. A fuller plan will be annexed to the Implementation Protocol. Until optimal conditions are achieved some contingency planning must be in place. The actual conditions of teachers, especially in rural areas, must be taken into account. It should be possible to consider phasing in the PD points system incrementally, with appropriate support to members, so that CPTD is an improvement mechanism and not a burden.

SECTION 1

Background

Introduction

The CPTD system described in this document is a management system for teachers' continuing professional development. It has been designed in terms of the Minister of Education's *National Policy Framework for Teacher Education and Development* (NPFTEd, 26 April 2007). The policy framework envisages that teachers will in future engage in endorsed professional development activities for which they will earn professional development (PD) points over successive rolling three-year cycles. An electronic management information and communication infrastructure (CPTD-IS) will support the efficient operation of the CPTD system. The South African Council for Educators (SACE) will manage the CPTD system with the support of the Department of Education. SACE will endorse PD activities on grounds of their fitness of purpose and quality, and in so doing ensure that professional development is purposeful and effective.

Although the term "teacher" is used throughout this document, the CPTD system described here applies to all SACE registered school based educators. It is expected that other categories of SACE registered educators will be included in the system once it is operating smoothly for teachers.

The implementation of the system will be sensitive to the conditions under which teachers work in different parts of the country.

The meaning of professional development for teachers

Teaching is at the heart of the school system, and the quality of teachers' professional practices is at the root of the quality of schooling.

It is widely accepted that the Initial Professional Education of Teachers (IPET) is only the foundation of their professional education. The development of professional practices is a continuing process that lasts for the duration of the career of a committed teacher. It is multi-faceted, because good teachers learn from many sources, including their life experience, their own professional practice, their peers and seniors in their schools, the teaching profession at large, their professional reading and formal courses. The underlying principle is that teachers, individually and collectively, have a high degree of responsibility for their own professional development and the identification of their own professional needs.

The Continuing Professional Teacher Development (CPTD) system described in this document is not based on a deficit model either of IPET or of teachers. It is not merely about upgrading, although teachers will be able to earn PD points for upgrading their

qualifications. Instead, the CPTD system is conceived as an essential, career-long component of a comprehensive teacher education system.

The benefits of professional development are not merely personal or self-interested. PD activities should lead to the improvement of learner achievements and schooling. The benefits should be most marked in poorer and disadvantaged communities, thereby contributing to social justice.

The new CPTD system will be built around priorities identified by individual teachers, by school leadership teams and staff members collectively, and priorities identified by SACE, the Department of Education, and other national bodies for the profession as a whole.

Professional development roles

The NPFTED states that SACE, as the national body for the education profession, will be responsible for managing the CPTD system, supported by the Department of Education (p. 20, para. 61). SACE registers all eligible educators, whether employed by PEDs, independent schools or school governing bodies. One of the objects of the SACE Act, 2000 (Act 31 of 2000) is “to promote the professional development of educators” (s. 2(b)). The Act imposes several duties on SACE for the promotion and development of the education and training profession, including to “research and develop a professional development policy” and “promote the in-service training of all educators” (s. 5(b)(iii) & (iv)). The new CPTD system will enable SACE to fulfil these duties.

As envisaged in the NPFTED, the DoE is funding the planning and development of the CPTD system and has undertaken to ensure that SACE receives sufficient financial support to manage the system once it is operational.

Professional development has long been recognised as an integral part of the “core duties and responsibilities” of school based educators employed by Provincial Education Departments (ELRC Resolutions Nos. 7 and 8 of 1998). Moreover, it is conceived as a matter of individual and collective responsibility. Principals are required to take responsibility for the development of staff training programmes, “school-based, school-focused and externally directed”; heads of department are required to guide their staff members on the latest ideas and approaches to teaching; teachers are required to apply new approaches to their own teaching and to contribute to the professional development of their colleagues (Resolution No. 8).

One of the guiding principles of the Integrated Quality Management System (IQMS) agreed in the ELRC is “that the system promotes individual professional growth of educators, and ongoing support for educators and the school” (Collective Agreement No. 8 of 2003). The institutional apparatus of the IQMS system at the school level includes School Leadership Teams, Staff Development Teams, Development Support Groups (for individual teachers), Personal Growth Plans, School Improvement Plans, and Regional/District/Area Improvement Plans. The new Occupation Specific Dispensation (OSD) re-affirms that school based educators in public education are expected to undertake several forms of training and development as part of their conditions of service (Collective Agreement 1 of 2008, Appendix 1).

The professional development responsibilities of school based educators employed by PEDs are thus fully consistent with the CPTD system envisaged in the Minister's policy framework. The goals of IQMS and CPTD complement and support each other.

The system of continuing professional teacher development envisaged in the NPFTED is not confined to teachers employed by PEDs but applies also to teachers employed by school governing bodies, whether in public or independent schools. All employers of teachers are expected to encourage their employees to engage in continuing professional development and to assist them to do so. The CPTD system will not distinguish between state-employed and other SACE-registered educators.

The NPFTED notes that the CPTD system "is essentially a collaborative undertaking linking a number of sub-systems" (NPFTED, p. 20, para. 61). While SACE will manage the CPTD system supported by the DoE, the work of professional development will engage individual teachers, school management teams, SGBs, district offices, PEDs, teachers' unions, school governing body associations, independent school boards and associations, subject and phase associations, higher education institutions and other teacher education providers.

This document

This document has been prepared by a joint DoE-SACE task team that was appointed in early 2007 to "oversee the planning and development of the new CPTD system and to advise on the resources and structures needed to roll out implementation throughout the country" (NPFTED, p. 21, para. 69). The SACE Council and the Department of Education (advised by HEDCOM and CEM) have steered the task team's work throughout. A Reference Group comprising nominees of stakeholder bodies has given critical advice at each stage of the planning and development process.

This is a public document which has been prepared by the task team for the DoE and SACE. It will be supplemented by brief and accessible versions for teachers and providers of professional development programmes. A full set of responses to Frequently Asked Questions about the CPTD system will be posted on the SACE and DoE websites.

This document describes the CPTD management system and how it will be implemented. It does not deal in detail with professional development programmes for which the Departments of Education or independent school employers are responsible. The document will be followed by an Implementation Protocol, including an implementation plan. The design, management and implementation process envisaged in this document will be kept under review by SACE and the DoE and modified in the light of experience.

SECTION 2

Vision, purposes, characteristics and guiding principles

Vision

The vision of the CPTD system is to support and facilitate a process of purposeful, high quality continuing professional development for all registered educators, to revitalise the teaching profession and to reward teachers who commit themselves to these goals.

Purposes

The CPTD system has the following six main purposes:

1. The fundamental purpose is to lead to the improvement of schooling and the quality of learner achievements. The quality of the professional practices of teachers and other school based educators is one of the main keys to the improvement of schooling and learner achievements; thus the system will focus on activities undertaken for the development of professional competence.
2. A second purpose is to coordinate CPTD activities with a view to achieving sharper focus and effectiveness in the continuing professional development of teachers.
3. A third purpose is to revitalise the teaching profession and its members and to foster commitment to, and enthusiasm for, the profession's seminal role in the development of our country through the effective education of the growing generation.
4. A fourth purpose is to contribute to the development of the responsible autonomy of the teaching profession and the confidence of teachers by enabling the teaching profession itself to take fuller responsibility for its own development.
5. A fifth, related purpose is to enable the profession to re-establish its standing as a key profession in advancing social justice and contributing to our national development.
6. And a sixth purpose is to acknowledge the effective participation of teachers in PD activities that are priorities for the education system and the teaching profession.

Characteristics

The CPTD system will have the following characteristics:

1. The system will combine incentives and obligations to enable teachers to continue improving their professional knowledge, understanding and practice throughout their teaching careers.
2. SACE will endorse appropriate professional development activities of good quality, allocate PD points to them, and register teachers' PD activities and PD points on an electronic management information and communication system (CPTD-IS).
3. Each SACE registered teacher will be expected to earn a target number of 150 PD points in each successive rolling three-year cycle. Points earned in excess of the target 150 will be credited to the next cycle.
4. Teachers will earn PD points by undertaking a variety of professional development activities, endorsed by SACE on grounds of their fitness of purpose and quality. The phrase "professional development activities" includes individual study, designing and executing school improvement projects, organising or attending cluster workshops, attending training courses, mentoring novice teachers, leading or participating in peer group support through teacher networks, participating in and contributing to professional association conferences, obtaining additional formal professional or subject qualifications, and many others. Activities that are designed as structured learning programmes which extend over some time will sometimes be referred to as "PD programmes".
5. Undertaking professional development activities and achieving PD points will improve teachers' motivation, competence and professional confidence. These are intrinsic rewards. External recognition will be an important part of the CPTD system. Teachers who meet the PD points target in their three-year cycle will receive a certificate from SACE in recognition of their achievement. Teachers' PD points status will be noted in their service records.

Guiding principles

SACE and the Department of Education will observe the following principles in developing and implementing the CPTD system:

1. The system is facilitating and encouraging. Teachers are key agents of their own professional development in a democratic, quality education system, and the CPTD system empowers teachers to re-affirm and consolidate their professionalism.
2. The system expands the conception of professional development. CPTD comprises far more than formal qualifications and employer-provided training courses and workshops.
3. The CPTD system provides an enabling environment for quality professional development work, with special consideration for educators working in rural and disadvantaged areas. It does not prevent current PD activity, whether compulsory or

voluntary, but identifies and rewards PD activities that contribute to the improvement of professional practices.

4. CPTD activities satisfy individual teachers' professional aspirations as well as contributing to learner achievement, the needs of schools and the entire education system.
5. Earning professional development points is a means to the end of enabling teachers to develop their professional competences and fulfil their normal employee and professional duties. It does not distract them from their core responsibilities and does not increase the workload on an already-stressed profession.
6. Employers pay for employees' compulsory PD activities.
7. The system does not impose additional financial costs on individual teachers. Teachers ought to be able to earn the required number of PD points in a cycle at no financial cost to themselves. Some teachers may wish to invest their own funds in aspects of their professional development but the success of the CPTD system must not depend on teachers' willingness or ability to do so.
8. Policy priorities are promoted by dedicated funding of CPTD activities by national and provincial Departments of Education.
9. The time required for professional development should be kept under review in relation to teachers' overall workload and their primary responsibility for teaching.

SECTION 3

Kinds of professional development activities

The NPFTED (p. 18, para. 52) suggests five categories of activities that broaden the conventional idea of teacher professional development:

- School led programmes;
- Employer led programmes;
- Qualification programmes;
- Other programmes offered by NGOs, teachers' unions, community-based and faith-based organisations, or other approved providers;
- Self-chosen activities.

However, there is some overlap between these categories; some depend on who initiates the activity (employers, self, NGO, schools) and others depend on the kind of activity (qualifications, improvement of individual professional practice, school improvement). For clarity, and to avoid this overlap, professional development activities will be grouped into three categories according to the main basis of their priority:

1. Teacher priority activities

These are those chosen by teachers themselves for their own development and the improvement of their own professional practices. Examples: self-study in a subject area; a classroom-based action research project focussed on the improvement of teaching; peer group support through a teacher network.

2. School priority activities

These are undertaken by the school leadership and staff collectively, focussed on whole school development and the institutional conditions for the improvement of learning. IQMS school improvement plans in public schools are examples of this priority.

3. Profession priority activities

These have directly to do with enhancing the professional status, practices and commitments of teachers in areas of greatest need, as defined by the Department of Education, SACE, national teachers' unions or other national professional bodies.

Some activities of all three categories might be initiated independently by teachers, and therefore might not be dependent to the same degree on outside interventions. Such activities exhibit professional autonomy and reward the self-driven development of the profession. Other activities will be offered by providers, whether Departments of Education themselves, HEIs, commercial providers, NGOs or others. Some of these might be systematic programmes (like an ACE) with structured modes of assessment, leading to a SAQA-registered qualification as well as PD points. (For further discussion see the Report of the Ministerial Committee on *Schools that Work* (13 October 2007), especially Sections 5 and 6.)

SECTION 4

Rules for the CPTD system

Rules

In this document the word “member” is used to refer to all SACE registered school based educators.

The CPTD system will operate according to the following three rules:

- B A member is required to earn 150 PD points per rolling three-year cycle.
- B A member may be awarded no more than 90 PD points in one year, except when the member earns 90 points for completing a formal qualification.
- C A member is required to earn at least 30 PD points in each of the three priority categories during each rolling three-year cycle.

Rationale

Rule A

The choice of 150 points has several advantages. It avoids confusion with the NQF norm of 120 credits for one notional year of full time study. It avoids confusion with a percentage grading system. It also provides scope for a range of points, from small to large, depending on the weight attached to a particular activity.

The three year cycle promotes flexibility and choice. Members are enabled to plan their PD activities according to their needs and circumstances. A three year cycle spreads members’ PD obligations over a reasonable period. For personal or employment reasons a member may vary the number of points earned in each year of the cycle, including choosing not to earn PD points in one of the three years of the cycle. If a member earns more than 150 points in a three year cycle the excess points will be credited to the next cycle, thus reducing the member’s required PD activities in that cycle.

Rule B

Rule B encourages members to spread their PD activities in keeping with the continuing nature of professional development. It is not an event that once accomplished is concluded, but is an essential on-going dimension of professional practice.

Rule C

Rule C encourages members to appreciate the value of many types of professional development activities. In particular it breaks with the notion that only provider driven activities have value and ensures that appropriate self-directed, school or community-based

activities become part of each member's professional development experience and are suitably recognised.

SECTION 5

Endorsement criteria and points allocation

SACE Endorsement Sub-committee

Quality management is an essential feature of the CPTD system. In order to attract PD points, professional activities must be endorsed by SACE as fit for purpose and of good quality. The criteria for endorsement approved by SACE, and the weighting system for the allocation of points, will influence all concerned with professional development. Together they operationalise the concept of professional development and assign value to a wide variety of PD activities. SACE will establish an Endorsement Sub-committee of the Council serviced by an Endorsement Unit within the Professional Development component of the SACE secretariat.

The interpretation of these criteria (their application in particular cases) is likely to be contested. Decisions must therefore be made by the Endorsement Sub-committee not by the Endorsement Unit. Interpretation must be consistent over time, in the interests of both members and providers. The Endorsement Sub-committee must keep high-quality records, both of its decisions and the justifications for the decisions over time.

Criteria

Six criteria are proposed for consideration by the Endorsement Sub-committee once it is established.

Criterion 1 is the main criterion. It is a pre-requisite for endorsement. An activity that does not satisfy Criterion 1 at the minimum level or above will not be endorsed. Its objective is to assess the extent to which the activity is likely to lead to improved competence in professional practice in education, including improved knowledge, skills and dispositions for teaching.

Criterion 2. This criterion will be an incentive for providers to make activities accessible to members in under-serviced areas, and equally an incentive to members in such areas to engage in CPTD activities.

Criterion 3 values the wider benefits of PD activities.

Criterion 4 encourages activities that address the morale, enthusiasm and commitment of teachers.

Criterion 5 addresses the relationship between the duration of an activity and the quality of its contribution to professional development. In general, appropriate activities of longer

duration are likely to have more lasting benefits, but there will be high-quality, targeted exceptions.

Criterion 6 assesses the relationship between PD activities and professional learning. Does the proposed activity include opportunities for teachers to demonstrate and be assessed on the professional competences they have gained from participating?

The following table describes the criteria and indicates the points weighting scale associated with each. Level descriptors for the criteria will be needed to assist with assessing the points value of the PD activities.

Criterion		PD points allocated to activity per criterion						
		a	b	c	d	e	f	g
1	Intended contribution of activity to improving members' competence in professional practice in the field of education	0	3	6	12	18	24	30
2	Accessibility of activity to members in under-serviced geographical and learning areas	0	1	3	6	9	12	15
3	Alignment of activity with system needs as indicated by DoE and SACE	0	1	2	4	6	8	10
4	Promotion of commitment to the improvement of schooling and the responsibilities of the teaching profession in a transforming society	0	1	2	4	6	8	10
5	Duration of the activity	0	1	2	4	6	8	10
6	Opportunity for members to demonstrate what they have learned from this activity	0	1	3	6	9	12	15

Weights

The Endorsement Sub-committee will use the weighting scale to indicate to what extent each criterion is satisfied. Column (g) indicates the maximum number of points that can be allocated per criterion to a PD activity. The total for Column (g) is 90, which aligns with Rule B.

In addition Column (g) can be read as the indication of the comparative weighting of the criteria. Thus, Criterion 1 is weighted as 30/90, the heaviest weighting.

Interpretation of endorsement criteria and points scale

The Endorsement Sub-committee will need to design an application form to provide it with the information it will need in order to apply the criteria.

In the table below the word “applicant” is used to refer to any person or body applying to SACE in advance for the endorsement of a CPTD activity and an allocation of PD points to it. The envisaged procedure is clear in the case of provider driven activities. Different

considerations will apply in the case of teacher driven and school driven activities, especially those for which endorsement is sought in advance.

Criterion		Implementation Notes
1	Intended contribution of activity to improving members' competence in professional practice in the field of education	<ul style="list-style-type: none"> ○ Applicants must: <ul style="list-style-type: none"> ▪ describe how the activity will help participants to contribute to learner achievements, ▪ describe how the activity reinforces good professional practice, and ▪ provide a clear description and expectation for members' learning <p>Additional information might be required. The "seven roles of an educator" described in the <i>Norms and Standards for Teachers</i> (2000) suggest what improved professional practice might include.</p>
2	Accessibility of activity to members in under-served geographical and learning areas	<ul style="list-style-type: none"> ○ Applicable to provider driven activities, but also an incentive for members in under-served geographical areas to undertake teacher and school driven activities, including teacher networks for peer support. ○ Also applies to under-served learning areas including Languages, Maths, Sciences, Technology, EMS, Arts and Culture.
3	Alignment of activity with system needs as indicated by the DoE and SACE	<ul style="list-style-type: none"> ○ A notional scale might be needed to rate the extent to which this criterion is satisfied.
4	Promotion of commitment to the improvement of schooling and the responsibilities of the teaching profession in a transforming society	<ul style="list-style-type: none"> ○ Activities that promise to be particularly interesting and inspiring to teachers will be allocated higher points for this criterion. ○ Applicants need to indicate how the activity will improve the morale of members, their commitments to the improvement and transformation of schooling. and the ideals and values of the teaching profession. ○ This criterion is to be used to weight CPTD activities that have the promise of stimulating teachers to think imaginatively about their professional practices, to introduce innovative practices in their classrooms and to use their initiative to participate in learning networks.
5	Duration of this activity	<ul style="list-style-type: none"> ○ One year of full-time study at an HEI is equivalent to 1200 Notional Learning Hours and would be allocated 10 PD points under this criterion ○ A one day training activity could be worth 2 PD points under this criterion. ○ A standardized scale – weekend, one week, etc - with these as parameters could be developed.
6	Opportunity for members to demonstrate what they have learned from this activity	<ul style="list-style-type: none"> ○ The success of a professional development activity can be assessed only in respect to improvements in professional practices. ○ Providers must indicate how they will assess members' learning. <p>In the case of teacher driven and school driven activities a third party (perhaps the school principal) must state that the member has engaged well in the activity, and that their professional practice has improved as a result.</p>

How the endorsement process will work

The SACE Endorsement Sub-committee will report regularly to the SACE Council through the Professional Development Committee (PRODCO). The volume and complexity of work will determine the frequency of meetings and the need for specialist sub-committees. The Endorsement Unit will be an administrative unit with a keen understanding of the process of quality management in the CPTD system. It will advise the Endorsement Sub-committee, liaise with employers, providers and other role-players, prepare the Sub-committee's documents and maintain a legally defensible record of all its transactions.

Given the scale of the system, the Endorsement Sub-committee will make use of the judgements of a designated set of professional development assessors. It will have the power to delegate some of its decision-making responsibilities to qualified bodies or persons, including provincial or district officials, or (in certain cases) school principals. Potential conflicts of interest must be anticipated and managed. The Endorsement Sub-committee will be empowered to confirm all decisions taken on its behalf, and may revoke any delegation.

Given the likely number of applications for endorsement of PD activities, it will be impossible for the Endorsement Sub-committee to endorse every activity individually. A standardised point allocations system for typical PD activities may be necessary. The Endorsement Sub-committee will approve, and modify as needed, a list of typical PD activities and standard points allocated to them. This list will be used by all decision-makers, with explicit justifications for any departures from the norm.

The Endorsement Sub-committee will liaise with SAQA and the relevant Quality Councils (envisaged in the National Qualifications Framework Bill, 2008) in order to benefit from their experience in quality assurance and avoid unnecessary duplication of effort. At present both the HEQC and ETDP-SETA quality assure a number of teacher development programmes. The Endorsement Sub-committee will need to transact MoUs with these bodies in order to streamline endorsement decisions while ensuring that CPTD criteria are fully observed.

Examples of PD activities

The table gives examples of PD activities by priority category:

- 1 Teacher Priority Activities
- 2 School Priority Activities
- 3 Profession Priority Activities

The number of PD points allocated to each activity will depend on the extent to which the endorsement criteria are satisfied.

The notes on each activity suggest issues that might need to be considered in the points allocation process, or how teachers' PD activities might need to be verified.

Priority Category	Activity	Notes
1	Meeting a Personal Growth Plan target	Points depend on the nature and extent of the target.
1	Developing innovative learning material	Points depend on scope and school context?
1	Redesigning and implementing a teaching programme	Confirmed by HoD or principal?
1	Implementing an action research project related to own professional responsibilities	Confirmed by HoD or principal?
1	Organising a teacher network for peer support on learning area teaching and assessment	Points depend on extent of project, leadership role of member.
1	Reading an article from a peer reviewed academic journal	Standard feedback form from member?
1	Publishing an article or book review in a teachers' magazine or education journal	Member to send offprint. Points may depend on length.
1	Publishing a text book for use in schools	Member to send copy. Points may depend on length.
1	Completing an NPDE	Standard points allocation.
1	Completing a relevant credit bearing module/short course	Formula relating credits to PD points?
1	Completing a postgraduate degree at NQF levels 8, 9 or 10.	Standard points allocation.
	Etc ...	
2	Designing and implementing a School Improvement Project	Points depend on scope. Verification by Principal.
2	Participating in a School Improvement Project	Points depend on extent of project and degree of participation of member.
2	Member of school partnership project with local orphanage	Points depend on role.
2	Establishing and maintaining a school vegetable garden	Points depend on extent of project and degree of participation of member.
2	Meeting a School Improvement Plan target	Points depend on extent of project and degree of participation of member.

Priority Category	Activity	Notes
2	Participating in a structured interactive workshop for school staff	Points depend on duration.
2	Mentoring novice teachers	Points depend on effectiveness and number of novices. Verification by Principal.
2	Conducting a PD workshop at another school	Points depend on role and duration of workshop.
	Etc ...	
3	Participating in a SACE workshop on professional ethics	Points depend on extent of participation and duration of workshop.
3	Upgrading qualification in a scarce skills area	Standard points allocation.
3	Participating in a PED-sponsored programme on school safety and security	Points depend on duration and degree of participation
3	Learning an additional African language for Foundation phase teaching	Formula relating credits to PD points?
3	Participating in a PED training and development programme for HIV/AIDS leadership	Points depend on duration and degree of participation.
	Etc ...	

SECTION 6

Funding, governance, management and administration

Introduction

This section describes how the CPTD system will be funded, governed, managed and administered.

The CPTD Task Team is mandated to plan and develop the CPTD system up to the point of its approval by the Department of Education and the SACE Council, at which point a date must be set for the SACE Council to assume the management of the system.

The distinction between the governance and the management and administration of the system is crucial to the distribution of responsibilities and job descriptions. While SACE will manage the system its Council will have decision-making authority and will thus bear the responsibility for its implementation and performance. This is the governance function. The SACE secretariat will have responsibility for executing Council decisions and administering the CPTD system, including CPTD-IS. This is the management function.

Funding

It is important to distinguish between funds required to manage the CPTD system, and funds that employers and others use to mount professional development programmes and activities. This document is concerned only with the former.

SACE requires funding to manage the CPTD system. The SACE Act, 2000 provides that the funds of the council consist of-

- (a) compulsory fees;
- (b) money received from donations, contributions, interest or fines; and
- (c) other money received by the council from any other source. (s. 19)

The SACE Act does not provide for funding by the state. In this respect SACE is similar to other statutory professional bodies, which are required to fund their activities, including the management of a professional development system, from their fees and other revenues.

The Department of Education recognises that the level of SACE's compulsory fee (or levy on registered educators) cannot support the cost of managing the CPTD system. The Department of Education has therefore undertaken to provide funds to SACE for the management of the CPTD system and SACE will not use revenue from members' levies for this purpose. DoE will fund SACE's CPTD management responsibilities by means of grants-in-aid. DoE granted R2 million to SACE for the 2007/8 financial year. This was intended to cover the initial cost of planning and developing the CPTD system, including

costs associated with the work of the CPTD Task Team. A further grant for 2008-09 has been approved in principle and the amount is being negotiated in the light of SACE's multi-year business plan for CPTD.

Employers have the responsibility to fund professional development programmes for their teachers. This matter falls outside the mandate of the CPTD Task Team.

Implementation Protocol

The Department of Education, PEDs and SACE are expected to adopt an Implementation Protocol on CPTD in terms of the Intergovernmental Relations Framework Act, 2005 (Act 13 of 2005). The protocol will set out the respective roles and responsibilities of SACE and the Departments of Education with regard to the funding, governance, management, implementation, monitoring and evaluation of the CPTD system, and matters related thereto, including an implementation plan.

Governance

SACE Council

The SACE Council carries the overall responsibility for the successful management of the CPTD system. The Council will be supported by the Department of Education.

- Membership of Council*
- As provided in section 6 of the SACE Act, 2000
- Principal responsibilities*
- To oversee the establishment, development, maintenance and sustainability of the CPTD system
 - To evaluate and monitor the efficacy of the system on an ongoing basis
 - To prepare an annual report on the system for the Minister of Education

Professional Development Committee

This committee (PRODCO) is the main link between the other elements of the CPTD system and the SACE Council, and will serve as the permanent conduit for all recommendations to the Council about the system.

- Membership of PRODCO*
- A chairperson who is a member of and appointed by the Council
 - Four other members appointed by the Council, at least one of whom is one of the Minister's nominees to the Council (section 6(1)(c) of the SACE Act, 2000)
 - The chief executive officer of SACE *ex officio*
- Principal responsibilities*
- Responsible to the Council for all planning, budgeting and evaluating of the CPTD system.

Endorsement Sub-committee

This is a sub-committee of the Professional Development Committee and will report to the Council via PRODCO. The Endorsement Sub-committee will be the pivotal element of the system. It needs to make wise and justified decisions. All members of this sub-committee must see their task as serving the teaching profession as a whole, not sectional interests. The membership needs to be stable and quorum rules strictly applied. The Sub-committee should meet monthly. The records of the committee must be kept to a high standard as they may be used in legal challenges to its decisions.

To assist with its main task, the Endorsement Sub-committee might identify a set of professional evaluators who have a well-grounded understanding of the challenges of professional practice and what kinds of activities are likely to contribute to the improvement of professional competence.

The Council needs to establish a procedure to handle appeals against the Endorsement Sub-committee's decisions.

Membership of Endorsement Sub-committee

This sub-committee will have seven voting members:

- A member nominated by the DoE
- A member nominated by the HESA Education Deans' Forum
- A member nominated by the national NGO community
- Three additional members nominated by the SACE Council, one of whom will be chairperson
- The head of the Endorsement Unit *ex officio*

Principal responsibilities

- To make recommendations to Council (via the Professional Development Committee) about the endorsement of PD activities and the allocation of PD points per activity
- To make recommendations to PRODCO about standardized points allocations as the need arises
- To recommend endorsement criteria to PRODCO, monitor their implementation and effectiveness (including their weighting and interpretation) and, if needed, recommend changes in formulation or weighting

Management and administration

The head of the CPTD Unit will be responsible for managing the system. There will be five administrative units responsible for the five main functions of the administrative system each of which will be crucial to its success. They will need to work in close conjunction with each other but each carries responsibility for establishing the tone and style of the system.

If the CPTD system is to flourish the system manager will need to be appointed at a senior level and the heads of the five administrative units at appropriately advanced levels.

The Endorsement Unit is an administrative unit serving the Endorsement Sub-committee without decision making authority.

CPTD Unit Manager

This is a position of extreme importance for the success of the whole CPTD system.

Requirements of CPTD Unit Manager post

- As the external face of the CPTD system, this person must have charisma, charm, passion and humility, respect for teachers, a well-grounded understanding of the characteristics of a profession, commitment to the enhancement of the teaching profession, strong management experience, demonstrated leadership qualities, and the potential to carry the whole CPTD system forward with vigour.

Principal responsibilities

- To manage the daily operation of the CPTD system.
- To be the custodian of the CPTD ICT system, responsible for its overall integrity and for ensuring that it is appropriately populated, maintained and utilized.
- To make recommendations to the SACE Council via the Professional Development Committee about the on-going needs of the system (including finance and budgets, and staffing)
- To make recommendations about ways in which the system could be improved – in both efficiency and effectiveness in achieving its purposes.

CPTD Management Committee

Membership of CPTD Management Committee

- The CPTD Unit Manager (who will chair the committee), plus the heads of the five administrative units

Principal responsibilities

- To have overall oversight of the system, and to ensure seamless co-ordination of the work of the five administrative units
- To advise the Professional Development Committee about the ongoing development of the system
- To see to the care, nurturing and training of all staff in the administrative units, so that they develop into a competent and enthusiastic team
- To monitor the operational needs and development of the five units, including staff and equipment
- To make recommendations to the Professional Development Committee, especially about budgets, staffing and equipment.

Administrative units

The heads of the administrative units need to be appointed at appropriately advanced levels.

Member Support Unit

The style of this unit must be welcoming and enabling. Like the Provider Support and Endorsement Units, this unit will need to expand its staff as the system takes off. This is one leg of the quality assurance system so regular evaluation by members (teachers) of the activities they complete must be built into the system from the start, using SMS feedback from members, simple on-line questionnaires, telephone interviews, or other means.

Staff of Member Support Unit

- Head of unit plus
- Four or five additional staff members

Principal responsibilities

- To advise and support members
- To maintain a live register (database) of members, updated on a constant basis to record PD points earned
- To set up a system for liaising with members about points earned, including an alerting system to inform members about their points status during the final year of each three-year cycle
- To establish a well-managed call centre for members, and other channels (SMS?) for communication with individual members
- To advise members about activities available in their regions
- To solicit members' views about the usefulness of the PD activities they undertake

Provider Support Unit

Staff of Provider Support Unit

- Head of unit, plus
- Four or five additional staff members (See note below)

Principal responsibilities

- To advise and support providers, and provide them with constant nurturing.
- To provide operational support for providers – from application to completion of the activity.
- To establish a call centre for providers.
- To maintain a register (database) of (active and potential) providers
- To develop an active and on-going relationship with providers (perhaps establish a “Provider newsletter” – to provide a forum for sharing successes, to alert providers to emerging needs in the system, etc)

- To advise providers about activities currently available, and encourage them to produce PD activities in designated under-supplied areas.
- To develop a handbook (manual) for providers – to explain the system, and guide them through the application process.
- To develop a strategy for the quality assurance of PD activities.

Notes

- The style of this unit must be to open up opportunities for providers to think robustly and imaginatively about the challenges and opportunities of CPTD.
- The briefing and “education” of providers will be one of the keys to the success of the whole system (the node for the changing of mindsets)
- This unit is intended to serve not only formal providers (category 3) but, for example, also those who intend to plan an improvement project in their own school setting.
- Will need to expand staff as the system unfolds

Marketing, Communication and Advocacy Unit

Misleading information and/or lack of buy-in from both members and providers are major risks to the viability of CPTD system. This unit has a crucial role in ameliorating these risks. The unit should therefore be launched and staffed early. A positive public image of the system is one of the keys to its success, and the dignity and status of the teaching profession must characterise all marketing and communication activities.

Staff of Marketing, Communication and Advocacy Unit

- Head of unit, with hands-on experience of marketing, and an understanding of, and enthusiasm for, the CPTD system, plus
- A senior writer who can also write for the CPTD website, plus
- One or two assistants, preferably with good working knowledge of at least one additional official South African language.

Principal responsibilities

- To develop a marketing strategy for the system
- To create and maintain a positive branding of the system, and a style for all documents and communications which reinforces that brand.
- To generate advertising and publicity material including pamphlets which foster positive perceptions amongst the users (members and providers) of the system, and the public, about the benefits of the system in relation to the improvement of schooling in South Africa
- In liaison with the Member and Provider Support Units to design and produce information brochures, activity descriptions, provider manuals, standard application and assessment forms, etc
- To arrange for the appropriate translation of all relevant material
- To handle all contact with media

- To approve all public communications, and all standard letters, application and feedback forms for providers and members
- To recommend contracted outsourcing for particular purposes.

Endorsement Unit

This unit has massive responsibilities given the size of the teaching community and the variety of PD activities to be scrutinised for endorsement. All applications for the endorsement of activities will be handled by this unit for Endorsement Sub-committee meetings. This unit should operate at a high professional level and contribute qualitatively to the sub-committee's work, including monitoring the effectiveness of the criteria and assisting the development of standardized point values.

Staff of Endorsement Unit

- Head of unit plus
- Four or five additional staff members

Principal responsibilities

- To administer on a daily basis applications for endorsement of PD activities and the allocation of PD points to activities
- To check applications as they arrive and to make sure they contain all relevant information
- To liaise with applicants if information is incomplete
- To maintain a log of all applications, and their progress through the system, and keep applicants updated about the progress of their applications
- To prepare documentation for meetings of the Endorsement Sub-committee and record its reasoning and decisions
- To maintain the official register of Endorsement Sub-committee decisions.

ICT Systems Unit

This unit will manage the PD member, provider and activity databases, and the CPTD website. Sophisticated ICT project management expertise will be needed to manage the CPTD-IS successfully.

Staff of ICT Systems Unit

- Head of unit plus
- Four or five staff members, including possibly a chief programmer, a technical specialist and a data input trainer

Principal responsibilities

- To support the work of the other four administrative units, advise them about the efficient use of ICT systems and provide hands-on training as appropriate
- Working in liaison with the Provider Support Unit, to set up and maintain a register (database) of available PD activities
- Working in liaison with the Member Support Unit, to set up and maintain a register (database) of all members and the PD

points earned

- To develop and maintain a CPTD system website
- To establish appropriate links and interfaces with other relevant databases, including PERSAL, EMIS and NLRD
- To continue to explore the advantages of the use of ICT for CPTD, especially the use of cell-phone technology to facilitate easy communication between members, providers, and the system

SECTION 7

Risk assessment and management

The introduction of the Continuing Professional Teacher Development system has massive implications for the school system. It is the first system of such a kind in the country and it will have implications for the professional lives of teachers and the management of teachers in public and independent schools, district offices and Provincial Education Departments. The registration of teachers and providers and the implementation of systems for recording and reporting, monitoring and evaluating a systematic programme of teacher development will bring risks that have to be managed effectively.

The provision of CPTD programmes is outside the scope of this document, which deals only with the CPTD management system. Nevertheless, as the manager of the system, SACE has a distinct interest in its success. This section therefore outlines the main risks to mounting and sustaining a successful CPTD system and suggests how and by whom they need to be managed. The risks have been identified from local experience and from the local and international literature on professional development systems.

Risk 1: Funding the system

Risk statement

The risk is that funding of the CPTD system may not be sustained.

The system must be funded at two main levels:

1. The SACE management systems, and the supporting systems especially in the national and provincial education departments; and
2. Teachers' PD activities, especially system priority activities funded by employers.

Personnel costs are not directly affected by the CPTD system, because earning PD points is not necessarily linked to improved remuneration. However, if successful completion of PD points targets becomes linked to service benefits there will be implications for employers' personnel costs.

Risk management

The NPFTED commits DoE to fund SACE to manage the system. The Implementation Protocol will spell out DoE's responsibility.

The Implementation Protocol could include PEDs' responsibilities as employers to fund PD programme activities. Memoranda of understanding with other employers of teachers might be necessary in order to secure their commitment to fund PD programmes for their employees.

If PD incentive payments for teachers are successfully negotiated in the ELRC, the ensuing Agreement will bind the public employers to fund them.

Risk 2: Relationships with teacher unions

Risk statement

Unions may oppose aspects of the policy and encourage their members to disassociate from CPTD activities.

Disputes or industrial action may affect the pace of implementing the system.

Risk management

Union support must not be taken for granted. Close relations with the union leadership on CPTD matters must be established and maintained by DoE, PEDs and SACE. CPTD development, planning and implementation must involve union representatives and areas of disagreement must be identified and resolved through frequent interaction and frank discussion.

The safeguarding of CPTD activities might be raised as a matter of mutual interest for discussion in the ELRC.

Risk 3: Teacher understanding and buy-in

Risk statement

The introduction of new policies often presents problems for teachers. New policy may not be communicated clearly or effectively to teachers in schools. Resources for implementation may be inadequate. Teachers may not understand what actions they are supposed to perform. As a result they may implement policy incorrectly, in part, or not at all. New policies such as DAS, IQMS, and the NCS have experienced delays and implementation challenges of this kind.

An aggravating factor is that teachers' morale is low. According to several studies many teachers feel stressed by high workloads, large classes, excessive administrative responsibilities, new policy overload, learner indiscipline, drug use and violent behaviour in schools.

Risk management

It is important that teachers fully understand the system. They must have full and ready access to information that will help them. There must be no surprises at the end of the three year cycle on the calculation of points for example. A well developed, segmented information and advocacy strategy must therefore be implemented, targeted for example at office based-school based educators, primary-secondary, rural-urban, advantaged-disadvantaged teachers. It is essential that provincial, district and circuit managers are well informed so that they can inform and advise teachers. Governing body and independent school associations must have full information.

Teachers' need for support, especially in the initial phase of CPTD, must not be underestimated. SACE must establish a call centre and help desk from the outset. Similar support

must be available at district and circuit levels. Governing body and independent school employers must be encouraged to establish their own CPTD support systems.

CPTD needs to be a purposeful system, with seniors playing a directive and supportive role. Principals and HoDs must be held accountable for their own professional development, and for planning and supervising the PD activities of their teachers. Coaching and mentoring are vital activities especially for new teachers and they must be an integral part of PD activities. Courses in mentorship will add value to senior teachers and incentivise them. Coaching and mentoring will also assist teachers who are reluctant subjects of peer evaluations.

A collaborative PD system, where educators can network and learn from each other, will have high acceptability. PD activities should integrate in-school learning with specialist expertise developed through peer support, and empower teachers to interpret external PD programmes within their own school environments.

Risk 4: Working conditions of teachers, time availability and resources

Risk statement

Reports have highlighted the backlogs in infrastructure, resources and administrative support that are required to enable schools to function effectively, as well as objective evidence of policy and administrative overload and inadequate teaching time on task. Teacher morale is a serious matter. Teachers are rounded professionals with varied needs, and an objective of the CPTD system should be to improve their professional capacities, autonomy and job satisfaction. This objective will be compromised if justifiable grievances are not attended to.

The time available for professional development under the CPTD system may prove to be a contentious issue. Professional duties (including meetings, workshops, seminars and conferences) and professional development are among the core duties and part of the workload of state employed school-based educators, and they are to be conducted outside of the normal school day. In particular, educators “may be required by the employer to attend programmes of ongoing professional development, up to a maximum of 80 hours per annum...to be conducted outside the formal school day or during the vacations”, and the employer is required to give at least one term’s notice of programmes to be conducted during school vacations (ELRC Resolution No. 7 of 1998). In future such professional duties and professional development activities, if endorsed by SACE, will earn PD points, but it is not yet clear what proportion of the target 150 points per three year cycle might accrue from them. It must be recognised that educators will be required to earn PD points across all three priority areas, not just from employer-directed activities.

Risk management

Education managers cannot influence background socio-economic conditions but they are responsible for ensuring that teachers enjoy decent working conditions. The implementation of the CPTD system must be allied to the provision of school infrastructure, services, learning and teaching resources, and improved working conditions.

Employers must prioritise PD activities that will directly assist teachers to overcome the problems that contribute to overload, stress and low morale. CPTD must be a powerful vehicle for raising morale through relevant professional development.

The time availability for teachers to do PD activities must be clearly calculated by employers and (in the case of state-employed public school educators) reconsidered in the ELRC, especially given difficulties with afternoon, Saturday and holiday sessions, and bearing in mind that teaching time and the curriculum must not be compromised.

Risk 5: Ensuring relevance of programmes to teacher needs and system needs

Risk statement

The employers' identification of system or profession priority needs for professional development may be contested, and the self-identified needs of teachers may not correspond with those identified by employers or with research findings.

Risk management

It should not be expected that employers' perceptions of need and teachers' self-identification of need will correspond. After all individual teachers' needs are highly diverse and the exercise of independent professional judgment by teachers is to be welcomed. However, gross misalignment would be counter-productive. Employers must ensure that the identification of system needs is the result of rigorous research, and that this is communicated and discussed with the wider teacher community so that provision of and requests for participation in employer programmes are as well aligned as possible.

Risk 6: Availability, quality and specialisation of service providers

Risk statement

Providers may not have the capacity to support teachers' PD needs. Teachers cannot be required to undertake provider driven activities if they are not provided or they have no convenient access to them.

The unavailability of providers of teacher development programmes in terms of geographical spread, capacity and range of specialisation is a serious risk. Limited numbers of providers may be available generally, and even fewer in more rural provinces. Shortages may be particularly acute in the priority areas of Languages, Maths, Science, School management, Assessment etc. The obvious sources of professional development providers are the subject advisory services in PEDs, and higher education institutions. Recent reports on both sectors confirm limited numbers and limited specialist capacity. Other providers such as unions, NGOs, private companies, and CBOs are also small in number and specialisation.

Risk management

SACE must establish a database of providers during 2008, and make an assessment of the capacity available in relation to the needs that have to be met.

SACE and DoE must convene a workshop or conference on the issue in order to identify needs, problems and possible solutions.

This is a planning issue, requiring a proper match of needs and resources. Strategic decisions will have to be made by SACE in the light of the capacity available in order to ensure that teachers are not given unrealistic targets and then called to account for not meeting them.

Risk 7: SACE's capacity to manage the system

Risk statement

SACE's current capacity and infrastructure is insufficient to meet the needs of managing the CPTD system. SACE's offices are inadequate for its current staff and workload. Accommodation, staff and systems infrastructure must be significantly increased. SACE currently has 25 full time staff working on its core business which includes the Executive Office, HR and Administration, Finance, Registration, Professional Development, Communications, Legal Affairs and Ethics. Currently the Professional Development desk comprises a Manager and a Clerk. A third post of Assistant Manager has been vacant for some months.

Risk management

SACE has purchased a new and large building in the Pretoria CBD which is currently being renovated and will be occupied during 2008. The Professional Development function, including CPTD, will be the first unit to occupy the new premises.

A new SACE organogram and a market-related review of salary packages and service conditions has been under development for some time and will shortly be implemented. Meanwhile vacancies in the PD desk are being filled.

This document proposes an initial staff complement of 30 for the CPTD Unit. The first one year contract appointments to the unit are being processed, including the posts of CPTD Unit Manager and CPTD-IS Manager. CPTD staff requirements will be budgeted for in the implementation plan.

Risk 8: Education departments' capacity

Risk statement

The capacity of education departments to support and monitor the envisaged CPTD system for their employees may be inadequate, especially at district office level.

Risk management

This matter needs to be placed on the HEDCOM agenda once an analysis of the current capacity and systems in the education departments, particularly in the teacher development components and district offices has been done.

SECTION 8

Implementation, monitoring and evaluation

Pilot study

Because of the volume and complexity of the work involved in managing the CPTD system, a pilot study will be conducted to test the conceptual design and workability of the planned management systems. The study will gather information to test the main elements of the CPTD design and to ensure that the system is based on the realities of teachers' work and professional needs. The findings of the study will be used to inform decisions about the design, introduction and implementation of the study over the next few years.

The pilot study will provide information and perspective on the following questions:

1. What are the scope, quality and frequency of teachers' current PD activities across the three priority categories?
2. What are the practical implications of advocating, introducing and administering the PD points system in schools?
3. What support systems (ICT, information, management, access to programmes, school-planning) must be in place in schools to ensure effective introduction of the system?
4. What design modifications are needed to ensure efficient operation of the endorsement and PD points processes?

The study will be conducted in the third term from July-September 2008 in a sample of 36 typical schools in three volunteer PEDs. A SACE-DoE management team will steer the study and oversee the contracted research provider. SACE will set up interim systems for the endorsement of PD activities and the allocation and recording of PD points. Participating PEDs will set up appropriate liaison structures with all relevant stakeholders in order to ensure timely advice and manage the inherent risks involved in managing the project.

The research team will assist the Task Team in briefing the participating PEDs, district officials and school managements and staff. They will plan the research, co-ordinate the information gathering at the 36 schools using appropriately qualified fieldworkers, capture, analyse and interpret the data and provide a report with their findings and recommendations.

The pilot study planning and implementation will follow this schedule:

Activities	Responsibility	Time-frames
<i>Preparation</i>		2008
Discussions with Reference Group, stakeholders	Task Team	Continuing, by 13 June
Finalise choice of 3 provinces	HoDs to send in expressions of interest. Task Team to select provinces	By 30 May
Finalise pilot study concept document	SACE	By 6 June
Appoint research team	SACE	By end June.
Set up DoE/SACE co-ordinating team to steer project, working with PEDs and researchers	Task Team	By 13 June
Select sample schools	Task Team/PED co-ordinating teams	By 20 June
Set up interim endorsement, admin systems	SACE	End June
Prepare documents for school orientation	Task Team	End June
Prepare research ethics protocol document	Task Team	End June
Orientation sessions with schools	Task Team/PED coordinating teams	July
Advocacy (other parts of the system)	Task Team/PED coordinating teams	July-Nov
Orientation with Research team, fieldworkers	Task team /PED coordinating teams	11-18 July
<i>Implementation</i>		
Gather information Provide support to schools and monitor Analyse and interpret information Draft report	Research Team Task Team/PED Coordinating teams	July-Sept
Pilot study report presented and discussed with relevant structures	Research Team Task Team/PED Coordinating Teams, Reference Group HEDCOM/PRODCO/SACE Council	October-November

Main targets for implementation plan, 2008-13

The Implementation Protocol will be based on this document and an implementation plan will be annexed to it. For present purposes only the main implementation targets will be outlined, together with preliminary considerations.

There will be rolling three-year cycles. The table below indicates a model of implementation which assumes for purposes of illustration that the CPTD system is rolled out on a phased basis with three successive cohorts joining the system in 2009, 2010 and 2011 respectively. All three-year cycles begin on 1 January. The composition of the respective cohorts will be determined in the implementation plan on the basis of the readiness of all aspects of the CPTD system and the lessons learnt from the pilot study.

Year	Month	Main target	Cycles	Members (SACE registered educators)	SACE appointments	Monitoring and evaluation
2008	Feb- June	Approval of initial design. Planning proceeds			Four additional temporary SACE staff appointed.	
	Feb	Invitation to tender for construction of CPTD-IS				
	May	CPTD-IS tender awarded (6 month delivery time)				
	May	2008/9 Business Plan submitted.				
	July	Marketing and advocacy begins				
	July- Sept	Pilot study in 36 schools		PD points earned will be credited to participating members	Advertisements for SACE staff for 2009 roll-out of system	
	Sept- Oct	Iron out unanticipated problems with the CPTD system design				Independent assessment of pilot study.
	Sept- Nov	Troubleshoot and complete CPTD-IS			Additional SACE staff appointed	
	Oct	Major TT strategic planning exercise.				
	Nov	Final implementation plan confirmed.				
2009	Jan	Roll out of CPTD system for First Cohort.	First Cohort: cycle 1 begins	First Cohort		
	April	2009/10 Budget submitted.				
	June					Formal assessment of SACE capacity and recommendation about additional staffing.
	July				Advertisements for additional SACE staff for 2010 roll-out of system	
2010	Jan	Roll out of CPTD system for Second Cohort.	Second Cohort: cycle 1 begins	Second Cohort		

Year	Month	Main target	Cycles	Members (SACE registered educators)	SACE appointments	Monitoring and evaluation
	April	2010/11 Budget submitted.				
	June					Formal assessment of SACE capacity and recommendation about additional staffing.
	July				Advertisements for additional SACE staff for 2011 roll-out of system	
	Dec					Draft design of Impact Study
2011	Jan	Roll out of CPTD system for Third Cohort.	Third Cohort: cycle 1 begins	Third Cohort		
	April	2011/12 Budget submitted.				
	Dec		First Cohort: cycle 1 ends			Full impact study of Cycle 1 for First Cohort
2012	Jan		First Cohort: cycle 2 begins	First Cohort's first year points fall away		
	April	2012/13 Budget submitted.				
	Dec		Second Cohort: cycle 1 ends			
2013	Jan		First Cohort: cycle 3 begins Second Cohort: Cycle 2 begins	First Cohort's second year points fall away Second Cohort's first year points fall away		
	April	2013/14 Budget submitted.				
	Dec		Third Cohort: cycle 1 ends			Full impact study of the first three-year cycles of all members.
2014	Jan		First Cohort: cycle 4 begins Second Cohort: cycle 3 begins Third Cohort: cycle 2 begins	First Cohort's third year points fall away Second Cohort's second year points fall away Third Cohort's first year points fall away		

This target schedule is based on two working assumptions:

1. Sufficient activities of the required quality will be available to all teachers in a cohort.
2. The endorsement and CPTD-IS systems are in place and fully operational.

These must be kept under constant review and appropriate adjustments made or actions taken in line with the risk management strategy if they prove unfounded. The NPFTED states: “Teachers who do not achieve the minimum number of PD points over two successive cycles of three years will be accountable to SACE for such failure”. The SACE Council must consider the implications of this statement under optimal conditions when access to sufficient points-earning PD activities is available to all teachers. However, for large numbers of teachers, especially but not only in rural areas, conditions for professional development in all three priority categories are not optimal. Until optimal conditions are achieved some contingency planning must be in place. It should be possible to consider phasing in the PD points system incrementally, with appropriate support to members, so that CPTD is an improvement mechanism and not a burden. PD points could thus be awarded as follows:

1. It is estimated that currently about a third of teachers in the public education system may have access to structured PD programmes co-ordinated by DoE, PEDs, SACE, unions and NGOs or undertaken on the teachers own initiative. Teachers in such programmes, if endorsed, should accrue points from a date to be determined.
2. All teachers could begin to earn points from teacher and school priorities from 1 January 2009. A structured system for doing this (consistent with IQMS in public schools), together with support through a combination of advocacy and orientation sessions and written guidelines for schools should be set up. The plan should take into account the complex context of development and underdevelopment in our schooling system.
3. In addition to programmes already underway, the DoE, PEDs, SACE, unions and national professional bodies should present or sponsor well designed, SACE-endorsed PD programmes in profession priority areas like the Foundations for Learning Programme, other key curriculum areas in grades 10-12 subjects and ICT. Teachers must be supported financially to access such programmes or activities.

As the monitoring system produces feedback, adjustments and refinements to the process should be made.

Support for members

Teachers will require support in the effective implementation of the CPTD points system, especially in the initial years, along the following lines:

1. Awareness and understanding of the concept of continuing professional teacher development which the CPTD system represents.

2. Awareness and understanding of the PD points system, together with guidelines and orientation on how points can be earned and the target achieved in each cycle.
 - In the Teacher Priority, this will involve providing clear information on activities that are available for individual development to earn points by contributing to their professional development.
 - In the School Priority, this will involve providing information on staff development activities that groups of teachers could undertake in order to enhance learning in schools.

The links with IQMS processes must be clear and simple.

3. Guidelines and advocacy on how CPTD work will improve professional performance (intrinsic reward).
4. Guidelines on how CPTD will provide extrinsic rewards.
5. Teachers will need information and guidance on how to access programmes and activities: venues, travel and accommodation arrangements and subsidies
6. Support and guidance must be provided to school leadership teams and district officials on how to manage the PD processes in schools.