

Contents

Glossary Of Terms.....	1
Sace And Professional Development.....	2
The CPTD Management System At A Glance.....	4
About The CPTD Management System.....	5
The Personal Professional Development Portfolio (PDP).....	9
Professional Development (PD) Points.....	10
The PD Points Schedule.....	12
Approving Professional Development Providers.....	13
Endorsing Professional Development Activities.....	17
Monitoring And Evaluation	18
Professional Development Points Schedule.....	19



S A C E

South African Council for Educators

Towards Excellence in Education

GLOSSARY OF TERMS

<p>Activity: See PD Activity</p> <p>Automatic approval: Automatic approval given by SACE to a Category A provider</p> <p>Category A provider: A provider of professional development activities that has been accredited by a Quality Council</p> <p>Category B provider: A provider of professional development activities that has not been accredited by a Quality Council and must satisfy SACEs criteria for approval</p> <p>CHE: Council on Higher Education (Quality Council for Higher Education)</p> <p>CPTD: Continuing Professional Teacher Development</p> <p>CPTD-IS: Continuing Professional Teacher Development Information System</p> <p>CPTD Self-service Portal: Website, accessed at www.sace.org.za that enables teachers, providers and others to find information about the CPTD Management System and provide information directly to SACE</p> <p>Endorsed: Decision by SACE Endorsement Sub-committee that a professional development activity satisfies SACEs criteria of fitness of purpose and fitness for purpose</p> <p>FTE: Full-time Equivalent</p> <p>HEI: Higher Education Institution</p> <p>Kha ri Gude: Adult literacy campaign conducted by the Department of Basic Education</p> <p>NGO: Non-Governmental Organisation</p> <p>Not Endorsed: Decision by SACE Endorsement Sub-committee that a professional development activity does not satisfy SACEs criteria of fitness of purpose and fitness for purpose.</p> <p>NSC: National Senior Certificate</p> <p>PD: Professional development</p> <p>PD Activities: Professional development activities which, taken as a whole, are intended to enable teachers to become better at their work, proud of their profession, and effective contributors to their schools and communities</p> <p>PD points: Professional Development points</p> <p>PD Points Schedule: List of PD points allocated to professional development activities</p>	<p>PDP: Professional Development Portfolio</p> <p>PED: Provincial Education Department</p> <p>PPDP: Personal Professional Development Points Account</p> <p>Pilot: Project planned as a test of the CPTD Management System</p> <p>Quality Council: One of three standards setting and quality assurance bodies established in terms of the National Qualifications Framework Act, 2008</p> <p>QCTO: Quality Council for Trades and Occupations</p> <p>SACE: South African Council for Educators</p> <p>Pilot: Project planned as a test of the CPTD Management System</p> <p>Quality Council: One of three standards setting and quality assurance bodies established in terms of the National Qualifications Framework Act, 2008</p> <p>QCTO: Quality Council for Trades and Occupations</p> <p>SACE: South African Council for Educators</p> <p>SACE Act: South African Council for Educators Act, 2000 (Act 31 of 2000)</p> <p>SACE Approved Provider: Provider of professional development activities that has satisfied SACEs criteria for approval</p> <p>Self-service portal: See CPTD Self-service portal</p> <p>SGB: School Governing Body</p> <p>SMT School Management Team: Type 1 activity Teacher-initiated professional development activity</p> <p>Type 2 activity: School-initiated professional development activity</p> <p>Type 3 activity: Externally-initiated professional development activity</p> <p>Umalusi: General and Further Education and Training Quality Assurance Council (Quality Council for General and Further Education and Training)</p>
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1. SACE AND PROFESSIONAL DEVELOPMENT

SACE

SACE is the South African Council for Educators, a body established by law to uphold the teaching profession.

SACE registers all professional educators, ensures that all educators conduct themselves professionally, and manages a system for the promotion of continuing professional development of all teachers in South Africa.

In this Handbook the term “teacher” refers to all SACE-registered school-based educators. Initially the CPTD Management System will be made available for teachers in schools.

Professional Development

Like all professionals, teachers need to grow their knowledge and skills throughout their careers.

Like all professions, teaching requires deep knowledge which is continuously updated and widened, and it involves complex skills that need to be continually adapted to new circumstances.

Because teachers are entrusted by parents with profound responsibilities, teachers need to continuously strengthen their capacity to help children along the path of learning, understanding and development.

Teachers need to continuously renew their commitment to their profession, to express their pride in its ideals of service, their dedication to our children's development and their determination to contribute to a just and thriving nation.

That is professional development.

One of SACE's main functions is to promote and facilitate the professional development of teachers, in particular the CPTD Management System.

"If your ship doesn't come in, swim out to it." CPTD stands for Continuing Professional Teacher Development.

The CPTD Management System is a new system for encouraging and recognising teachers' professional development.

It is managed by SACE with the support of the Department of Basic Education, the nine Provincial Education Departments and education stakeholders.

The CPTD Management System will be made available to all teachers whether state-employed, employed by School Governing Bodies, or employed by independent schools.

This CPTD Management System Handbook explains what the CPTD Management System is all about.

It is for use by all:

- o Teachers;
- o Principals and School Management Teams;
- o District Coordinating Committees;
- o Provincial Coordinating Committees;
- o Professional Development Providers; and
- o Others who support Continuing Professional Teacher Development.

The CPTD Management System Handbook has been updated and improved in the light of experience in the CPTD Pilot.

2. THE CPTD MANAGEMENT SYSTEM AT A GLANCE

Each teacher will have a personal Professional Development Portfolio (PDP) developed according to SACE guidelines. The PDP will provide advice and support on professional development. The PDP will be a personal record of a teacher's professional development journey.

SACE will allocate professional development (PD) points to teachers' professional development activities according to a schedule of points approved by SACE.

Each teacher will sign up with SACE by completing a profile form. SACE will create a personal profile record and a Personal PD Points Account (PPDPA) for each signed-up teacher. A copy of the profile form must be kept in the teacher's PDP.

When teachers achieve points for their professional development activities, the points will be reported to SACE and added to their PPDPA.

Each teacher will be expected to achieve at least 150 PD points on their PPDPA in every three year cycle.

SACE will issue a Certificate of Achievement to each teacher who achieves the target number of PD points within the three years, as follows:

150 points: Certificate of Achievement (Bronze)
151-300 points: Certificate of Achievement (Silver)
300+ points: Certificate of Achievement (Gold)

PD points are not carried over to the next three year cycle. At the end of each teacher's three year cycle the PPDPA is re-set to zero.



3. ABOUT THE CPTD MANAGEMENT SYSTEM

What is the CPTD Management System for?

It is to help teachers organise and focus their professional development in order to achieve maximum benefit and recognition, and to ensure that external providers meet high standards.

How will it do this?

The CPTD Management System will promote and recognise teachers' professional development.

Firstly, teachers' own individual efforts to improve themselves as professionals will be encouraged and recognised.

Secondly, what schools do to grow teachers' knowledge, skills, commitment and service will be encouraged and their teachers' school-based professional development activities will be recognised.

Thirdly, external providers will be assisted by SACE to improve and maintain the quality, effectiveness and relevance of their programmes for teachers. Providers must be approved by SACE and their activities endorsed by SACE. Only SACE endorsed programme activities will carry PD points. Teachers' participation in such programmes will be recognised and their feedback will be encouraged. Poor quality activities will be identified. Sub-standard activities and providers will be excluded from the system.

What ideas lie behind the CPTD Management System?

The main ideas are to encourage teachers to become better at their jobs and to encourage school communities to become better sites of teaching, learning and development.

Will the CPTD Management System benefit teachers?

Yes, the system will facilitate their professional development by helping teachers focus their PD activities, by giving recognition to what teachers do for themselves and their schools, and by helping providers to offer high quality, meaningful and relevant service to teachers.

So the CPTD Management System aims to assist all teachers to get good value from their professional development activities, whether undertaken on their own, in school or externally.

Will the CPTD Management System offer professional development programmes / activities to teachers?

No, such programmes are offered by employers, NGOs, HEIs, teacher unions, professional associations and other bodies through the CPTD system. SACE will approve such providers and endorse their activities. SACE will work with teachers and providers to improve the provision and take-up of professional development activities.

How is SACE involved?

SACE is empowered by the SACE Act to manage the CPTD Management system.

SACE will manage the CPTD Management System with support from the departments of education and education stakeholders.

SACE and the education departments have co-operated to design the CPTD Management System, with advice from a broadly-based stakeholder Reference Group.

The CPTD Management System is the way SACE will fulfil its mandate to encourage and help teachers to develop themselves professionally.

SACE will -

- o Provide all teachers with information on how to develop themselves professionally
- o Keep a record of teachers' professional development on its CPTD Information System (CPTD-IS)
- o Screen external providers of professional development activities and approve those that meet SACE's quality criteria
- o Evaluate activities proposed by external providers and endorse those that meet SACE's criteria of relevance, effectiveness and quality (fitness of purpose and fitness for purpose)
- o Monitor and evaluate the CPTD Management System in order to ensure that it helps improve teachers' professionalism and the quality of teaching and learning in schools.

How are the departments of education involved?

The education departments are working with SACE to develop and plan the CPTD Management System, with advice from a broadly-based reference group and from everyone who was involved in the CPTD Pilot.

The Provincial Education Departments (PEDs) played an important role in co-ordinating the CPTD Pilot which helped to test and improve the CPTD Management System.

The Department of Basic Education is committed to fund the planning and development of the CPTD Management System, and to provide funds to SACE to manage the system.

How are stakeholders involved?

Teacher unions, HEIs and other stakeholders have advised SACE and the departments of education as the CPTD Management System has been developed.

The CPTD Management System has become a part of the Integrated Strategic Planning Framework for Teacher Education and Development, which is an outcome of the Teacher Development Summit held in 2009. All stakeholders in the summit and all education departments have given their blessing to the system and will help it to succeed and improve.

How will the CPTD Management System help teachers to develop?

The CPTD Management System is a new way of organising and recognising teachers' professional development.

The CPTD Management System will encourage and recognise:

- o What teachers do on their own to develop themselves and improve learning;
- o What teachers do as part of the school collective to develop themselves and improve teaching, learning, assessment and service to the community; and
- o What teachers do to develop themselves and improve teaching, learning, assessment and service to the community by taking advantage of good quality services provided by employers, unions, professional associations and others.

Is participation in professional development compulsory?

Yes. Participation in professional development is mandatory for all teachers.

Professional development is part of SACE's Code of Professional Ethics for educators. Each educator pledges to uphold the Code when they register with SACE. Section 7 of the SACE Code says that all educators must "keep abreast of educational trends and developments" and "promote the on-going development of teachers as a profession".

Since all teachers commit themselves to uphold the code, professional development is not an option but an obligation for all teachers.

Moreover, all state-employed teachers and many privately-employed teachers are required to undertake professional development as part of their conditions of service.

Principals, Deputy Principals and Heads of Department are required, as part of their duties and responsibilities, to help teachers develop professionally. Principals, Deputy Principals and Heads of Department are also required to develop themselves professionally.

So, professional development is an all-teacher and all-school affair.

SACE expects and encourages all teachers to sign up for the CPTD Management System as it rolls out so that they keep up to date and on their toes professionally.

How will SACE monitor the CPTD Management System?

- SACE will monitor teachers' participation in the CPTD Management System in two ways:
- o As the system is rolled out, authorised SACE representatives will visit a sample of schools every year. They will talk to teachers, look at teachers' PDPs and gather information on teachers' PD successes and problems
 - o Each year SACE will analyse the trends in teachers' involvement in the system through its CPTD information system (CPTD-IS)

What happens if teachers don't reach the 150 points target?

For the first six years (from 2014-19) SACE will not impose a penalty on teachers who don't achieve the PD points target within their three year cycle. After six years (in 2019) SACE will review the situation and make a decision about sanctions for non-compliance.

All professional bodies require that their members must continuously develop and many require their members to achieve a target number of PD points as a condition of retaining their registration. This is one of the options SACE may consider when it reviews teachers' participation in the CPTD Management System.



4. THE PERSONAL PROFESSIONAL DEVELOPMENT PORTFOLIO (PDP)

Is the PDP part of the CPTD Management System?

Yes, it is a vital part, for information, recording and monitoring.

Who will own the PDP?

The PDP will be the teacher's own property, kept and signed by the teacher.

Each teacher will have and keep a personal PDP, designed according to SACE guidelines after consultation with teachers.

The PDP guidelines will be available to teachers in print and electronically.

What is the personal PDP for?

The PDP is a resource document to assist each teacher with professional growth. It will contain:

- o Advice on understanding and analysing a teacher's professional development needs
- o The teacher's analysis of professional development needs (PGP)
- o Guidance on how the teacher can undertake or access professional development activities
- o Information on the CPTD Management System
- o A record of the teacher's PD activities and PD points
- o Links between the teacher's PD activities and quarterly work schedule

Who will have access to the PDP?

The following persons will have access to the PDP for developmental or monitoring purposes:

- o The school Principal or delegated SMT member.
- o An authorised representative of the teacher's employer.
- o An authorised SACE representative.

5. PROFESSIONAL DEVELOPMENT (PD) POINTS

What are PD points?

PD points are just a way of assigning a numerical value to teachers' professional development activities.

Is teaching the only profession whose members have to accumulate PD points?

No, the professional bodies for medical professionals, engineers, managers and many other professions use PD points for the same purpose, both here and in other countries. Each professional body develops its own system. The idea is the same for all.

How are PD points recorded?

When a teacher signs up for the CPTD Management System, a Personal PD Points Account (PPDPA) in the teacher's name will be created automatically by SACE. The teacher must also keep a record of engagement in PD activities in the PDP.

How does a teacher sign up?

A teacher signs up by completing a profile form. The form will be available as a paper document to be completed by hand, or as an electronic document to be completed online. The online sign-up form can be accessed at www.sace.org.za.

How will a teacher accumulate PD points?

A teacher will accumulate PD points by engaging in three types of professional development activities:

- o Type 1: Activities initiated by the teacher
- o Type 2: Activities initiated by the school
- o Type 3: Activities initiated externally

PD points are allocated according to the PD Points Schedule which is discussed in Section 7.

Must a teacher get PD points in all three types of activities?

Yes. All three types have value for professional development.

Types 1 (teacher initiated) and 2 (school initiated) activities are available to all teachers at any time. They are especially important ways of growing in professional knowledge and practice.

Type 3 (externally initiated) activities may be available to a teacher only from time to time.

How will a teacher's PD points be reported to SACE?

Type 1 and Type 2 points

A teacher will record Type 1 and Type 2 PD points in the personal PDP according to the PD Points Schedule. SACE expects teachers to record their points honestly. Dishonest reporting is unprofessional conduct. It may also be a breach of SACE's Code of Professional Ethics.

The first reporting period will take place in June each year. A Principal will request staff members to report their first set of PD activities and points for the year on a simple form supplied by SACE. Teachers will send their PD activities and points to SACE by uploading them electronically on the CPTD self-service portal (accessed at www.sace.org.za), post, e-mail or fax. The second reporting of the remaining PD activities and points to SACE will take place in November of each year.

Type 3 points

When SACE approves an external provider and endorses the provider's professional development activity, SACE will allocate the correct number of PD points to that activity according to the PD Points Schedule.

Type 3 PD points will be reported online to SACE by each SACE Approved Provider, using a simple electronic form.

Teachers will record their Type 3 points in their PDPs.

If a school initiated activity needs funding, who will fund it?

A school activity is managed by the school. The school staff or the whole school community will decide what activities are needed. They will decide whether funds are needed and if so how to raise them. Many excellent school-based PD activities need only teachers' active involvement and creativity.

6. THE PD POINTS SCHEDULE

What is the PD Points Schedule?

The PD Points Schedule comprises three lists, one for each type of professional development activity (see Annexure), with the PD points allocated to each activity.

Type 1, Type 2 and Type 3 professional development activities have each been divided into categories. Each activity has been given its own PD points value.

How have the PD Points values been allocated?

The PD points are a way of recognising the professional development teachers achieve through their own actions, both individually, and as part of a school collective or community of practice.

- PD Points values have been allocated by SACE using professional judgment based on:
- o The need to ensure that all teachers, regardless of their school circumstances and their professional qualifications and experience, will have a fair chance to reach the target of 150 points every three years
 - o The importance of all three types of professional development (Teacher initiated, School initiated, Externally initiated)
 - o The need to give special recognition to Type 1 and Type 2 activities (Teacher initiated and School initiated). These should be part of the normal professional work of all teachers
 - o Appreciation that teachers have limited time for professional development both within and outside normal school hours
 - o The importance of maintaining a balance between different types and categories of activities
 - o The need to keep the CPTD Management System as simple as possible.

Can a teacher earn more than 150 points in a three-year cycle?

Yes. 150 points is the minimum requirement. SACE acknowledges teachers' PD efforts by awarding Certificates of Achievement at the end of each three year cycle, as follows:

150 points: Certificate of Achievement (Bronze)

151-300 points: Certificate of Achievement (Silver)

300+ points: Certificate of Achievement (Gold)

Can additional points be carried over to the next three year cycle?

No. The Personal PD Points Account (PPDPA) for each teacher is re-set to zero at the end of the three year cycle. However, each teacher's PD Points record is permanently stored by SACE.

Can the PD Points values for particular activities on the PD Points Schedule be changed?

Yes, if there is good reason to do so. The PD Points Schedule has been tested during the Pilot. Some changes were made after the Pilot. SACE may also make changes from time to time after the CPTD Management System is up and running throughout the country.

7. APPROVING PROFESSIONAL DEVELOPMENT PROVIDERS

Can anyone provide professional development activities to teachers?

No. Only providers approved by SACE will be allowed to offer professional development activities with PD Points value. They will be called "SACE Approved Providers". They will offer professional development activities that are endorsed by SACE.

The intention is that only SACE Approved Providers will be engaged and funded by employers, unions or other bodies supporting professional development of teachers.

What does SACE Approved Provider status mean?

SACE Approved Provider status means that a provider:

- o has met SACE's criteria for approval of providers
- o has signed up to SACE's Code of Good Practice for providers
- o is fit to offer professional development activities endorsed by SACE
- o agrees to offer only activities with PD points value that are endorsed by SACE
- o will provide SACE with lists of successful teacher participants in endorsed activities
- o agrees to feedback from participants and monitoring by SACE
- o is approved for a three year period, subject to renewal

Can a teacher be a SACE Approved Provider?

Only with the employer's approval, and only if the teacher meets SACE's criteria for SACE Approved Provider status.

Can a SACE Approved Provider provide any activity it chooses?

Yes, but if the activity is not SACE endorsed it will not carry PD points value.

Can a SACE Approved Provider provide any activity it chooses for as long as it likes?

No. A SACE Approved Provider can offer only SACE endorsed activities for the duration of the endorsement period.

SACE approval is granted for a maximum of three years at a time.

A further application must be made to SACE to extend the approval period.

How will SACE Approved Provider status be granted?

It is important to note that providers fall into three categories:

- Category A: Accredited by one of the three Quality Councils
- Category B: Not accredited by any of the three Quality Councils
- Category C: Emerging providers and all the Provincial Education Departments

Automatic approval is granted to providers who are already accredited by a Quality Council:

- o Council on Higher Education (CHE)
- o Umalusi
- o Quality Council for Trades and Occupations (QCTO)

These are called "Category A providers".

Category B providers are likely to comprise:

- o Professional associations
- o Teacher unions
- o NGOs
- o Private providers

Category C providers are likely to comprise

- o Government Departments
- o 9 x Provincial Education Departments
- o Emerging Providers

How are Category A providers approved?

Automatic approval will be granted when a Category A provider applies to SACE on the prescribed form, enclosing proof of valid accreditation by the relevant Quality Council and details of the activities it wishes to offer for PD points.

A SACE Approved Provider may offer only activities that carry PD point's value that are endorsed by SACE



How are Category B providers approved?

A Category B provider must meet these criteria:

- o Purpose statement
- o Financial viability
- o Tax clearance certificate
- o Physical resources
- o Facilities for delivery of activity
- o Staff expertise, qualifications, experience
- o Track record/evaluations/references
- o Any other information required by SACE

How are Category C Providers approved?

A Category C provider must meet these criteria:

- o Purpose statement
- o Physical resources
- o Facilities for delivery of activity
- o Staff expertise, qualifications, experience
- o Track record/evaluations/references
- o Any other information required by SACE

A provider must apply to SACE on the prescribed form, submitting details of the activities it wishes to offer. SACE will appoint one or more evaluators to scrutinise the application. The evaluator will conduct a site visit and interview the proposed presenters if the need arises.

SACE will grant SACE Approved Provider status to a Category B and C providers if the evaluators report that the criteria have been met.
A SACE Approved Provider may offer only activities that are endorsed by SACE for PD points.

Will providers get feedback?

Yes. SACE is committed to work with the provider community to strengthen the quality of their work in teacher professional development. SACE will provide feedback to providers on how their applications for approval as providers and for endorsement of PD activities could be improved.

What happens if an Approved Provider delivers a poor-quality or inappropriate activity?

Such information will be provided by participating teachers who will inform SACE in their feedback. SACE will investigate and take action. Endorsement will be withdrawn from activities that fail to meet SACE's criteria. Approval status will be withdrawn from a provider that does not meet and maintain the required standard as prescribed by SACE.

How will SACE choose evaluators to advise on provider approval and on the endorsement of activities?

SACE will invite applications from experienced educators and specialists in each province.

The main criteria are that the evaluator must have deep knowledge and insight into what it takes to be a good teacher in our schools, and must have real expertise in a particular subject or phase or topic.

Between them, SACE's evaluators will cover all school phases, and also topics of a more general nature affecting the profession.

How will teachers know that a provider has been approved?

The list of Approved Providers will be available from SACE and will be posted on the CPTD Management System self-service portal at www.sace.org.za.

SACE will require that every SACE Approved Provider must display the "SACE Approved Provider" logo on all its promotional material and on the materials it uses in its PD activities. Information on each Approved Provider will be available on the SACE website and from the SACE office.

8. ENDORSING PROFESSIONAL DEVELOPMENT ACTIVITIES

What does endorsement mean?

Endorsement means that SACE has evaluated and approved a proposed teacher professional development activity.

Endorsement applies to Type 3 professional development activities.

When SACE endorses a Type 3 professional development activity it means that:

- o A SACE Approved Provider has submitted a proposed teacher development activity to SACE for endorsement
- o A SACE evaluator has evaluated the activity and made a positive recommendation
- o SACE's Endorsement Sub-committee has certified that the activity meets each of the SACE criteria, taken as a whole, at a satisfactory level
- o SACE's Endorsement Sub-committee has endorsed the proposed activity for a maximum of three years
- o The SACE Approved Provider may offer the endorsed activity for a maximum off three years

The SACE endorsement criteria

SACE will apply the following criteria when evaluating a proposed teacher professional development activity submitted by a SACE Approved Provider:

1. Fitness of purpose (relevance, appropriateness)
 - o Aligns with identified system needs
 - o Strengthens subject competence
 - o Strengthens professional practice
 - o Promotes professional commitment, responsibility
 - o Promotes system transformation
2. Fitness for purpose (effectiveness)
 - o Outcomes aligned with the overall purpose of the activity for the target audience
 - o Contents of the programme / activity supports the achievement of the outcomes and overall purpose
 - o Planned teaching and learning processes support the achievement of the outcomes and overall purpose
 - o Assessment tasks are designed to enable teachers to demonstrate achievement of the outcomes and the overall purpose

Feedback to providers

The SACE Endorsement Sub-committee will decide whether a proposed activity is "Endorsed" or "Not endorsed". Whatever the decision, the Endorsement Sub-committee will give feedback to the provider to indicate how the proposed activity could be improved.

Maintaining quality

SACE may suspend its endorsement of an activity at any time if there is evidence from teachers' feedback that the activity or its presentation is of poor quality. After investigation, SACE may permanently withdraw its endorsement.

9. MONITORING AND EVALUATION

What is monitoring?

Monitoring means keeping a check on how the CPTD Management System is working so that improvements may be made along the way.

How will the CPTD Management System be monitored?

Teachers, SMTs, Principals and providers will be encouraged to give feedback to SACE on whether the system is user-friendly and how the system could be improved.

Who will monitor teachers' participation in PD activities?

Teachers will monitor their own participation in PD activities, guided by their personal Professional Development Portfolio (PDP).

The principal and SMT in each school will monitor their teachers' PD participation and discuss improvements in departmental and staff meetings or with individual teachers.

SACE will monitor a representative sample of teachers' PDPs each year to see how teachers are using the system, and will provide feedback on its findings to the teachers and schools concerned.

SACE will use its CPTD-IS to monitor how teachers are participating in the system. SACE will share its findings with the stakeholder community, the provider community, the Department of Basic Education, Provincial Education Departments and teachers themselves.

How will providers be monitored?

Teachers will be invited to make frank and fair comments on what providers deliver to teachers. SACE will take up these comments with providers in order to encourage better service. SACE will withdraw endorsement from activities that have no value for teachers.

What is evaluation?

Evaluation is an unbiased assessment, by an external body, of whether the CPTD Management System is meeting its goals and targets. This will enable SACE, the stakeholder community, and the Departments of Education to review both the goals and targets and the ways in which the system is implemented, and decide what improvements to make.

Who will evaluate the CPTD Management System?

SACE will commission a formal independent external evaluation of the CPTD Management System every few years and publish its results.

PROFESSIONAL DEVELOPMENT POINTS SCHEDULE

In order to reach your target of at least 150 Professional Development Points within three years, there are three different types of activities that you can participate in. These are Type 1 Activities, Type 2 Activities and Type 3 Activities.

Type 1 Activities are "Teacher Initiated" activities. In other words, these are the activities in which you, as a teacher, decide on your own to participate in. These activities can include reading educational material, listening or watching educational programmes or even attending meetings etc. But all of these activities have to add value to you as an educator and develop you professionally and have to tend to your own professional development needs as a teacher. It is also very important for you to report on all of these activities in your Professional Development Portfolio so that SACE will be able to see what you did in order to develop yourself more.

Type 2 Activities are those activities that have been "initiated by the School". These activities include meetings, workshops and projects that form part of initiatives developed by your school. If these activities contributed to your professional development as a teacher, you will be able to earn points. Again, it is very important for you to report on all of these activities in your Professional Development Portfolio so that SACE will be able to see what you did in order to develop yourself professionally.

Type 3 Activities are activities that have been "initiated externally". These activities come from external providers like universities, government departments, unions and other independent service providers who present courses and workshops that will develop teachers professionally. Always remember to report on all of these activities in your Professional Development Portfolio, so that SACE will be able to see what you did in order to develop yourself professionally. Below you will find a table that will show the amount of points you can get after completing different activities. As you read through it, you will notice that there can be overlaps when it comes to the different types of activities. For example, Type 1 and Type 2 activities both have "meetings" included as activities.

Type 1 and 2 Activities are not submitted to SACE for endorsement, you as teacher are responsible to participate in them, report on them in your Professional Development Portfolio, and record the points you have earned (in the table below you will be able to see how many points can be earned for which activities). Type 3 Activities, on the other hand, go through a process with SACE in order to protect you as teacher against dishonest service providers and their activities. These (Type 3) activities are presented by Approved Providers, and are endorsed by SACE.

Type 1: Teacher Initiated Activity Categories

TYPE 1 ACTIVITIES	POINTS PER SEMESTER	POINTS PER ANNUM	POINTS PER THREE YEAR CYCLE
<p>1. Reading Educational Material from Various Publications and Sources <i>(from publishers, teacher unions, print media, libraries, employers, professional associations, Higher Education Institutions, conferences, seminars, workshops, and others)</i></p> <p><input type="checkbox"/> Magazines <input type="checkbox"/> Newspapers <input type="checkbox"/> Journals <input type="checkbox"/> Periodicals <input type="checkbox"/> Books <input type="checkbox"/> Websites / Electronic Sources</p> <p><i>Always remember that your reading should help you to develop professionally and should be focused and relevant to what you, as a teacher, are supposed to be doing. In other words, you will not be able to get points for reading things that are not valuable to your professional development. The things that you will be reading have to be focused and important for you as a teacher. Also remember to keep evidence of what you read and to report on it thoroughly in your Professional Development Portfolio. (READING TWO ARTICLES OUT OF AT LEAST THREE OF THE LISTED SOURCES)</i></p>	5	10	30

NB: FOR THE WEBSITE YOU HAVE TO RECORD DATE, TIME AND WEB ADDRESS IN YOUR PDP)			
<p>2. Engaged in Electronic Media Educational Activities (from radio, television, and others)</p> <p><input type="checkbox"/> Listening to educational programmes on radio</p> <p><input type="checkbox"/> Viewing educational programmes on TV</p> <p><i>When listening to radio programmes or viewing television programmes, make sure that these are focused and relevant to your development as a teacher. Then report on them in your Professional Development Portfolio. Again, you will not be able to get points just by viewing any television programme such as soap operas or cartoons. Programmes will have to add value to your professional development as a teacher. (THE TOTAL NUMBER OF PROGRAMMES FOR BOTH RADIO AND TV SHOULD AT LEAST BE 10 TROUGHOUT THE YEAR IN ORDER TO CLAIM THE 5 PD POINTS PER ANNUM)</i></p>	-	5	15
<p>3. Attending educational meetings Examples:</p> <p><input type="checkbox"/> Attending and participating in union meetings</p> <p><input type="checkbox"/> Attending and participating in School Governing Bodies meetings</p> <p><input type="checkbox"/> Attending and participating in subject association meetings</p> <p><input type="checkbox"/> Attending and participating in other educational meetings and activities</p> <p><input type="checkbox"/> Participating in community development initiatives</p> <p><input type="checkbox"/> Discussing education</p>	-	10	30

<p>topics with colleagues</p> <p><i>Meetings must be focused and directed in order for you to get points. Merely attending meetings and not benefitting from them, will not add any value to your professional development and you will not be able to gain points from them. It is very important for these meetings to help you in your development as a teacher, and proper reporting from your side is very important as well. Always make sure that you report on these meetings, and how they helped you as a teacher, in your Professional Development Portfolio.(YOU MUST ATTEND AT LEAST 8 MEETINGS PER ANNUM IN ORDER TO CLAIM 10 PD POINTS FOR THE YEAR) NB: ON DISCUSSING EDUCATION TOPIC THE FREQUENCY SHOULD BE REGULARLY)</i></p>			
<p>4. Mentoring and Coaching</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentoring less experienced colleagues / student teachers <input type="checkbox"/> Coaching learners after school hours <input type="checkbox"/> Teaching KhariGude learners <p><i>When conducting mentoring and coaching of less experienced colleagues or even student teachers and learners you often also learn something yourself as a teacher. This also counts as professional development. However, this needs to be focused and relevant to your work as a teacher in order for it to be added as points. Remember to have a proper report in your Professional Development Portfolio.(COACHING AND TEACHING KHARIGUDE LEARNERS MIGHT BE MORE FREQUENT THAN MENTORING</i></p>	5	10	30

COLLEAGUES OR STUDENT TEACHERS SO 5 PD POINTS CAN BE EARNED FROM 5 SESSIONS OF COACHING AND TEACHING AND 4 SESSIONS OF MENTORIN)			
<p>5. Researching and Developing</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Undertaking research in teaching and learning <input type="checkbox"/> Researching and writing article for newsletter, newspaper, magazine, journal <input type="checkbox"/> Researching and presenting at educational meeting, conference, resource centre, radio, TV <input type="checkbox"/> Storytelling <input type="checkbox"/> Researching and writing script for educational radio, television <input type="checkbox"/> Researching and developing materials for teaching and learning <p><i>Often you will find yourself in a position where you need more information for proper teaching, and sometimes you can even find yourself in a position where you write articles for newspapers etc. If, by doing research for these sort of activities, you find yourself learning more and developing yourself as a teacher more, you can earn points. Always remember to record everything in your Professional Development Portfolio.</i></p>	10	20	60
<p>6. Kick-starting/leading project</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiating and leading school projects <input type="checkbox"/> Initiating and leading community initiatives <p><i>School projects and community initiatives form part of a teachers function. If you have been one of the planners or developers of such projects</i></p>	5	10	30

Type 2: School Initiated Activity Categories

TYPE 2 ACTIVITIES	POINTS PER SEMESTER	POINTS PER ANNUM	POINTS PER THREE YEAR CYCLE
<p>1. School Meetings</p> <p><i>Examples</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Attending and participating in staff meetings <input type="checkbox"/> Attending and participating in departmental / employer meetings <input type="checkbox"/> Participating in extra-curricular activity <input type="checkbox"/> Participating in fund-raising <input type="checkbox"/> Attending and participating in SGB meetings <input type="checkbox"/> Attending and participating in cluster meetings <input type="checkbox"/> Attending and participating in committee meetings <input type="checkbox"/> Discussing education topics with colleagues <p><i>Sometimes teachers find themselves in meetings and participating in activities where different topics are being discussed. Some of these discussions and activities are very fruitful and insightful for teachers and can help you developing professionally. For these activities you can earn points. Keep in mind that they have to be focused and relevant and that you will still have to thoroughly report on these in your Professional Development Portfolio.(IN ORDER TO CLAIM 10 PD POINTS PER ANNUM YOU SHOULD HAVE ATTENDED AND PARTICIPATED IN AT LEAST 10 MEETINGS)</i></p>		10	30

<p>2. School Workshops <i>Examples:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> workshop on curriculum <input type="checkbox"/> Attending and participating in school workshop on teaching <input type="checkbox"/> Attending and participating in school workshop on assessing <input type="checkbox"/> Attending and participating in school workshops on management <input type="checkbox"/> Attending and participating in school workshop on classroom management <p><i>Schools will sometimes identify the need to have a specific workshop for certain purposes These workshops may be run by the HODs; Subject Advisors; Lead teachers or the PLCs. If these workshops are focused and helpful to you as a teacher, then you can earn points by attending and participating in them. It is important to pay attention during these workshops so that you can fully report on it in your Professional Development Portfolio.(IN ORDER TO CLAIM 21 PD POINTS PER SEMESTER YOU SHOULD HAVE A LEAST PARTICIPATED IN A MINIMUM OF 10 WORKSHOPS)</i></p>			
<p>3. School Projects <i>Examples:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Undertaking research and development on learning and teaching <input type="checkbox"/> Participating in project on HIV/AIDS awareness, prevention and care <input type="checkbox"/> Participating in food 		20	60

gardening/school nutrition project <input type="checkbox"/> Participating in community outreach project <input type="checkbox"/> Participating in arts/culture/sports development project <input type="checkbox"/> Participating in school twinning/partnership project <input type="checkbox"/> Participating in excursion/camping project <p><i>When you participate in School Projects, you can also get points. Remember to make sure you record everything in your Professional Development Portfolio.</i></p>			
Type 2 Maximum Points		76	216

Type 3 Activities: Externally Initiated

TYPE 3 ACTIVITIES	POINTS PER SEMESTER	POINTS PER ANNUM	POINTS PER THREE YEAR CYCLE
1. Workshops <ul style="list-style-type: none"> - <i>Examples</i> - ½ day: 5 points - 1 day: 7 points - 2-5 days: 10 points <p><i>This activity has to be focused and must help you as a teacher to develop further. Always remember to report on it in your Professional Development Profile in order to keep a record of your points as well as the details of how this activity benefitted you.</i></p>			
2. Short Courses/Skills			

<p>Programmes</p> <p>Examples:</p> <p>□ 1 months +</p> <p><i>This activity has to be focused and must help you as a teacher to develop further. Always remember to report on it in your Professional Development Profile in order to keep a record of your points as well as the details of how this activity benefitted you.</i></p>			
<p>3. Modules</p> <p>Examples:</p> <p><i>This activity has to be focused and must help you as a teacher to develop further. Always remember to report on it in your Professional Development Profile in order to keep a record of your points as well as the details of how this activity benefitted you.</i></p>			
<p>4. Part/Full Qualification</p> <p>Examples</p> <p>Use the NQF qualification structure in order to allocate points. Use it as a basis and add our 1,2,3 year thing.</p> <ul style="list-style-type: none"> - 1 Year 30 - 2 Years 45 - 3 Years 60 - 4 Years 75 <p><i>This activity has to be focused and must help you as a teacher to develop further. Always remember to report on it in your Professional Development Profile in order to keep a record of your points as well as the details of how this activity benefitted you.</i></p>			
Type 3 Maximum Points			

PD POINTS

Full day = 5-8 hours

Type 3 Activities: Externally Initiated

These are activities that have been "initiated externally". These activities are provided by external providers like universities, government departments, unions, private providers, NGOs, and other providers to address educators' professional development needs. All the externally initiated activities, workshops, short courses, modules, part and full qualifications point values will be determined on the basis of their duration and on whether they meet the SACE criteria for endorsement. You will have to check the SACE database / catalogue of endorsed professional development activities / programmes to view a list of the actual endorsed PD activities and PD points allocated to each one of them. The following PD point's value provides you with some examples of PD Points allocation to Type 3 (Externally Initiated) PD activities / Programmes:

DURATION	PD POINTS
WORKSHOPS	
½ Day Session	5 Points
1 Day Session	7 Points
2 – 5 Days Session	10 Points
SHORT COURSES	
10 – 31 Days	15 Points
32 - 90 Days	20 Points
91 – 200 Days	30 Points
201 – 310 Days	40 Points
PART / FULL QUALIFICATION	
1 Years	30 Points
2 Years	45 Points
3 Years	60 Points
4 Years	75 Points