

# TEACHER PROFESSIONALISATION

## **Teacher Professionalisation Provincial Consultations April 2019 to March 2020**

# BACKGROUND AND LEGISLATIVE MANDATE

**IFTRA  
SDG 4  
UNESCO  
(ROSA)**

<b>NDP: Vision 2030</b> National Development Plan	
<b>SACE Act, 2000</b> South African Council for Educators Act, 2000 as amended	
<b>NQF Act, 2008</b> National Qualifications Framework Act, 2008	
<b>NPFTED, 2007</b> National Policy Framework for Teacher Education and Development South Africa	
<b>ISPFTED, 2011</b> Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025	
<b>PPQTVET, 2013</b> Policy on Professional Qualification for Lecturers in the Technical and Vocational Education and Training	
<b>MRTEQ, 2015</b> The Revised Policy On The Minimum Requirements For Teacher Education Qualifications	
<b>PPQACET, 2015</b> Policy On Minimum Requirements For Programmes Leading To Qualifications For Educators And Lecturers In Adult And Community Education And Training	
<b>MRQEECE, 2017</b> Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators	

**AFTRA  
CESA  
(2016-  
2025)  
Africa  
Agenda  
2063**

# **SACE ACT no 31 of 2000 as amended**

- The SACE is a statutory professional Self-regulatory body established in terms of the SACE Act no 31 of 2000 as amended,
- Professional Body with authority to regulate the teaching profession through:

**2(a)**

**Provide for the  
Registration of  
Educators**

**2(b)**

**Promote the  
Professional  
Development of  
Educators**

**2(c)**

**Set, Maintain and  
Protect Ethical  
and Professional  
Standards**

# SACE ACT no 31 of 2000 as amended

## **Section 5 (b) (ii)**

must advise the Minister on matters relating to the education and training of educators, including but not limited to—

- (aa) the minimum requirements for entry to all the levels of the profession;
- (bb) the standards of programmes of pre- service and in-service educator education;
- (cc) the requirements for promotion within the education system;
- (dd) educator professionalism;

# SA NATIONAL DEVELOPMENT PLAN: VISION 2030

## PROFESSIONAL STANDARDS AND QUALITY CPD PROVISIONING

- “Attention should be given to the Continuing Professional Development of teachers and **promotion of Professional Standards**. Bodies such as the **South African Council for Educators** and specialist subject associations need to play a **greater role in this**”.
- Quality Assurance of PD Programmes and Providers, and ensuring that teachers earn PD Points from these programmes
- Monitoring and Evaluation: Quality and Relevance of PD provisioning, uptake by educators, and “impact / effect” in the system

## PROFESSIONAL CERTIFICATION / RE-CERTIFICATION

- “Investigate introducing professional certification. Newly qualified teachers would need to demonstrate certain competencies before they are employed in schools, and after that they would be offered preliminary or probationary certification, to be finalised based on demonstrated competence”.
- “The professional certification of all teachers would need to be renewed periodically (for example, every five years), serving as an incentive for teachers to undertake Continuous Professional Development”.



SOUTH AFRICAN COUNCIL  
FOR EDUCATORS



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



NQF Level 1-4



NQF Level 1-8



NQF Level 5-10

# The primary outcome of the Plan is to improve the quality of teacher education and development in order to improve the quality of teachers and teaching.

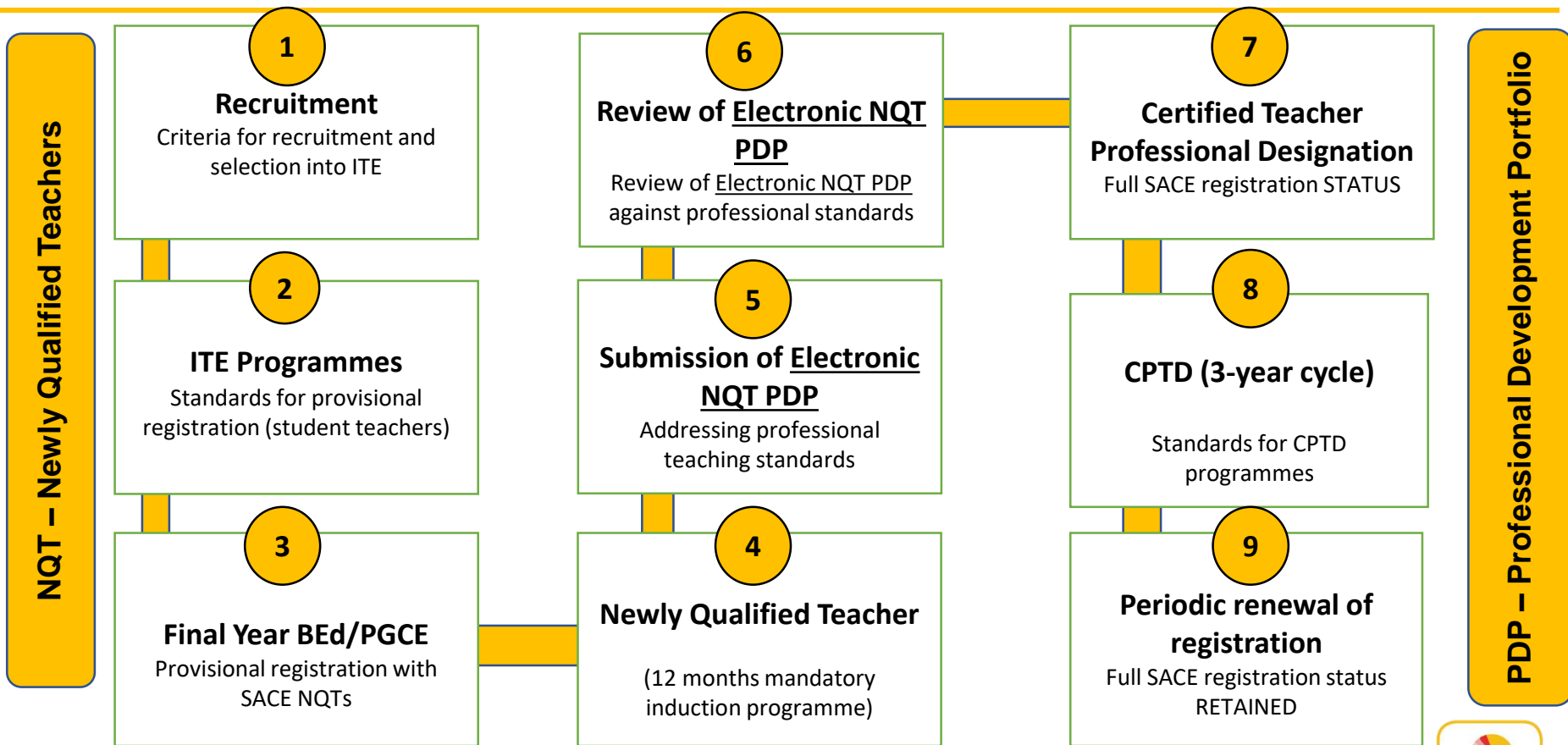
1. It addresses the career of a teacher through a number of phases from recruitment through to retirement:
  - **Recruitment of potential teachers.**
  - **Preparation of new teachers.**
  - **Induction into the world of work.**
  - **Career-long (continuing) professional learning and development.**
2. SACE has an important **quality management role to play** in promoting and supporting the system for identifying and addressing teacher development needs. SACE responsibilities in this regard include ensuring that:
  - the providers of teacher development programmes are fully approved by SACE;
  - the professional development courses available for teachers are endorsed by SACE; and
  - can lead to the accrual of Professional Development (PD) points on successful completion
3. Development of the teacher knowledge and practice standards



Integrated Strategic Planning Framework for  
Teacher Education and Development in South Africa

2011-2025

# PROPOSED TEACHER PROFESSIONALISATION PATH 2019





# NATIONAL QUALIFICATIONS FRAMEWORK ACT, 2008

## Cooperation with other QCs

**Section 28:** *Despite the provisions of any other Act, a [professional body](#) must co-operate with the relevant QCs in respect of qualifications and quality assurance in its occupational field.*

## Professional Bodies Recognition by SAQA

**Section 29:** *“A statutory or non-statutory body of expert practitioners in an occupational field must apply in the manner prescribed by the [SAQA](#) in terms of section 13(1)(i)(i) to be recognised as a [professional body](#) in terms of [this Act](#)”*

## Development and Registration of the Professional Designation on the NQF

**Section 30:** *“A professional body that is recognised in terms of section 29 must apply to the SAQA, in the manner determined by the SAQA in terms of section 13(1)(i)(ii), to register a professional designation on the NQF”.*

# 98 Key Identified Stakeholders

DBE  
9 x PEDs

Trilateral Meeting  
SACE, DBE and DHET

DHET  
9 X PTEDC

5 National Teacher  
Unions  
5 X 9 Provincial  
Teacher Unions

South African Council for  
Educators  
Statutory body  
SACE Act 31 of 2000 as  
amended

24 X Public HEIs  
14 X Private HEIs

SGBs  
7 X SGB Associations

SAQA  
CHE, QCTO and Umalusi

Teachers CPTD MS  
Seminars

NAISA (8  
Associations)  
ADvTech, Curro,  
SAPA

ELRC  
9 X PELRC

TVET and  
CETC

**The SACE Council adopted the  
Draft Professional Teaching Standards  
(PTSs) in November 2018.**

## PURPOSE OF THE DRAFT PTSs adopted November 2018

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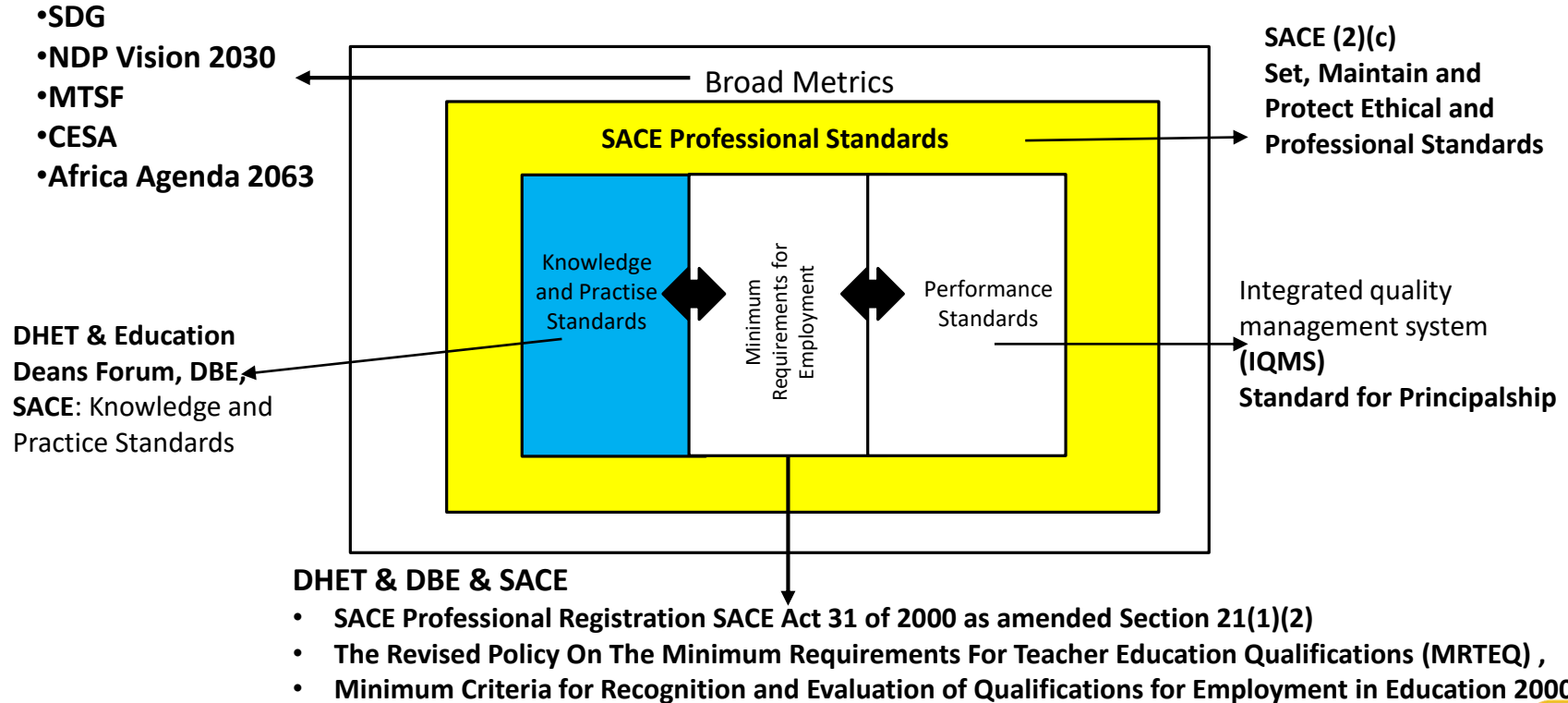
- Promote a common set of knowledge, skills and commitments across the profession to enhance the learning opportunities of all learners.
- Strengthen the professional identity and enhance the status and public standing of the teaching profession.
- Provide a common language and a vision of the profession that all teachers can use to define and develop their practice.
- Support professional teachers to fulfil their professional roles and responsibilities, from pre-service to in-service teacher.
- Set standards for the providers of teacher education so that their programmes are designed and delivered in a way that enables all pre-service and in-service teachers to meet the standards.

## PURPOSE OF THE DRAFT PTSs cont. adopted November 2018

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- Provide a framework to guide the whole continuum of educator preparation and development from student selection, pre-service education, provisional registration of newly-qualified teachers, induction, full registration, educator evaluation, continuing professional development and career advancement.
- Facilitate (individual and collaborative): evaluation, reflection and professional development of teacher at all career stages.
- Guide educators to deepen and broaden their professional knowledge, skill and understanding as they gain experience.

# NESTED MODEL OF STANDARDS



1

Teaching is based on an ethical commitment to the learning and wellbeing of all learners.



- 1.1. Teachers believe in the capacity of all learners to achieve and make progress both inside and outside the classroom.
- 1.2. Teachers understand the different challenges that confront learners and their families and consider how these challenges may affect their behaviour and learning.
- 1.3. Teachers respect different aspects of learners' identities (including gender, race, language, culture, sexual orientation and dis/ability), and believe that these diversities can be a strength and resource for teaching and learning.

## 2

## Teachers collaborate with others to support teaching, learning and their professional development.



- 2.1. Teachers conduct themselves in ways that earn the respect of those in their communities and uphold the dignity of the teaching profession.
- 2.2. Teachers understand that the wellbeing of learners and the support of their learning requires communication and collaboration between teachers, parents, caregivers, other professionals, and the community.
- 2.3. Teachers are responsible for their ongoing personal, academic and professional growth through reflection, study, reading, and research.
- 2.4. Teachers participate in endorsed continuing professional teacher development activities/programmes organised by their subject associations, professional learning communities (PLCs), higher education institutions, teacher unions and private providers.
- 2.5. Teachers provide supportive environments for the induction and mentoring of colleagues who are new to their school, as well as for pre-service and newly-qualified teachers.
- 2.6. Teachers actively involve themselves in educational debates, curriculum development initiatives, and educational issues that affect them.



### 3

Teachers support social justice and the redress of inequalities within their educational institutions and society more broadly.



- 3.1. Teachers are committed to ensuring that learners are given the support they need for inclusive access to learning opportunities.
- 3.2. Teachers have a responsibility to identify and challenge policies and practices that discriminate against, marginalise or exclude learners.

# 4

Teaching requires that well-managed and safe learning environments are created and maintained within reason.



- 4.1. Teachers are in class and teaching during scheduled teaching time.
- 4.2. Teachers establish class routines to make the most of the available teaching and learning time.
- 4.3. Teachers use fair and consistently-applied rules to promote respectful behaviour in their working environments.

5

Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.



- 5.1. Teachers understand the subject/s they teach as bodies of knowledge in which important concepts are connected to one another.
- 5.2. Teachers understand how learners process and present information in the subject/s they teach.
- 5.3. Teachers understand how subject knowledge can be applied to interpret and address real-world issues.
- 5.4. Teachers keep themselves informed of new developments and research in their subject/s.

## 6

Teachers make thoughtful choices about their teaching that lead to learning goals for all learners.



- 6.1. Teachers consider how learners develop and learn when choosing teaching and learning strategies.
- 6.2. Teachers seek to understand how theoretical concepts and evidence-based research can inform the choices they make in their classroom practices.
- 6.3. Teachers can account for the design, delivery and assessment of lessons to themselves, their colleagues and to other stakeholders.
- 6.4. Teachers improve their teaching by reflecting on what has worked and what has not worked in the learning experiences they have created.

## 7

Teachers understand that language plays an important role in teaching and learning.



- 7.1. Teachers create opportunities for learners to develop their vocabulary, their command of the Language of Learning and Teaching (LoLT), and to develop their reading and writing skills in the lessons they teach.
- 7.2. Teachers draw on other languages, when necessary, to enhance learners' understanding of the important concepts in their lessons.
- 7.3. Teachers enable learners to understand and use the specialist terminology and language of their subject/s.
- 7.4. Teachers provide learners with ongoing opportunities to read, interpret, and respond to different kinds of written, graphical and visual texts.
- 7.5. Teachers recognise that all learners need to acquire and hone foundational skills in language and numeracy, and that there is a strong interrelationship between language and numeracy.

## 8

Teachers are able to plan coherent sequences of learning experiences.



- 8.1. Teachers use the national curriculum to identify what learners are required to know and do.
- 8.2. Teachers use the national curriculum and knowledge of their subject/s to understand how important ideas and skills are built up across different years of learning.
- 8.3. Teachers base their planning on what learners know and understand in order to design coherent units of lessons with meaningful learning activities and assessments.

# 9

## Teachers understand how their teaching methodologies are effectively applied.



- 9.1. Teachers explain content knowledge to learners in ways that are understandable and accurate.
- 9.2. Teachers devise tasks that give learners opportunities to consolidate new knowledge learnt and to practise skills.
- 9.3. Teachers learn to anticipate what learners will find difficult to understand and develop effective ways to address common misunderstandings.
- 9.4. Teachers find, develop or modify carefully chosen physical, graphic, digital and text-based resources to enhance learning.
- 9.5. Teachers engage their learners to stimulate their curiosity about a subject and motivate them to learn more.

# 10

## Teaching involves monitoring and assessing learning.



- 10.1. Teachers use assessment tasks that give learners opportunities to show what they have learnt, and what they can do with that knowledge.
- 10.2. Teachers provide learners with constructive feedback that helps them understand how they can improve their learning.
- 10.3. Teachers analyse learner contributions, their questions and their errors as important data that shows what the learners do and do not yet understand to inform future planning.
- 10.4. Teachers keep accurate records of assessments that track learner achievement and can report to stakeholders on the progress of learners.



## NPFTED 2007 Section 60

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All teachers who are registered as educators with SACE will be required to earn the PD points, and a teacher who earns the maximum allowable points in the three-year cycle will be given symbolic but visible recognition. Teacher 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.

## 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. **However, educators who decide not to engage in the CPTD system deliberately will be dealt with through section 7 of the SACE Code of Professional Ethics.** 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.

# Promotion of Administrative Justice Act PAJA 3 of 2000 as amended

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To give effect to the right to administrative action that is lawful, reasonable and procedurally fair and to written reasons for administrative action as contemplated in section 33 of the constitution of the Republic of South Africa 1996; and to provide for matters incidental thereto

**‘administrative action’** means any decision taken, or any failure to take a decision by-

- a) An organ of state, when-
  - i. Exercising a power in terms of the Constitution or a provincial constitution; or
  - ii. Exercising a public power or performing a public function in terms of any legislation; or
- b) A natural or juristic person, other than an organ of state, when exercising a public power or performing a public function in terms of an empowering provision

# Promotion of Administrative Justice Act PAJA 3 of 2000 as amended

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To give effect to the right to administrative action that is lawful, reasonable and procedurally fair and to written reasons for administrative action as contemplated in section 33 of the constitution of the Republic of South Africa 1996; and to provide for matters incidental thereto

**‘Decision’** means any decision of an administrative nature made, proposed to be made, or required to be made, as the case may be, under and empowering provision, including a decision relating to-

- a) Making, suspending, revoking or refusing to make an order, award or determination
- b) Giving, suspending, revoking or refusing to give a certificate, direction, approval, consent or permission

# Promotion of Administrative Justice Act PAJA 3 of 2000 as amended

Procedurally fair administrative action affecting any person.

- 1) Administrative action which materially and adversely affects the rights or legitimate expectations of any person must be procedurally fair.
- 2) (a) A fair administrative procedure depends on the circumstances of each case.  
(b) In order to give effects to the right to procedurally fair administrative action, an administrator, subject to subsection (4) must give a person referred to in subsection (1)-
  - i. Adequate notice of the nature and purpose of the proposed administrative action;
  - ii. A reasonable opportunity to make representations;
  - iii. A clear statement of the administrative action;
  - iv. Adequate notice of any right of review of internal appeal where applicable
  - v. Adequate notice of the right to request reasons in terms of section 5
- 3) In order to give effect to the right procedurally fair administrative action, an administrator may, in his or her or its discretion, also give a person referred to in subsection (1) and opportunity to-
  - a) Obtain assistance and, in serious or complex cases, legal representation;
  - b) Present and dispute information and arguments; and
  - c) Appear in person.

# INITIAL THINKING AROUND THE THREE-YEAR CPTD CYCLE AND PROFESSIONAL RE- CERTIFICATION LINK

## PAJA

### 1st Year of the Three Year Cycle

Monitoring and Support on the basis of Manual or Online PDP

Remedial Plan and Action by the Teacher (where necessary)

Teacher Receives 1st Annual CPTD Activities and PD Points Report

### 2nd Year of the Three Year Cycle

Monitoring and Support on the basis of Manual or Online PDP

Remedial Action by the Teacher (where necessary) **PAJA**

Teacher Receives 2nd Annual CPTD Activities and Points Report

### 3rd Year of the Three Year Cycle

Monitoring and Support on the basis of Manual or Online PDP **PAJA**

Remedial Action by the Teacher during the remaining 10 Months (if necessary)

Teacher Receives Three-Year Annual CPTD Activities and Points Report

### Security Features

– HPCSA, SAPC, ECSA, BUILT-ENVIRONMENT

Sending of all Qualifications to SACE by end of the 2nd Year for Verification. Prior to the Issuing of the Certificate at the end of the three (3) year cycle.

Non – Compliance due to defiance and / or Failure to comply in line with remedial action, support and one year grace period provided will result in application of section 7 of the SACE Code of Professional Ethics and Suspension of the Certification / Registration Status

## PAJA

### One – Year Further Grace Period

Provided for those who failed to comply on the basis of various valid contextual factors. However, they still need to continue with their three-year normal cycle

### Certificate Issued as Follows:

Bronze/Silver/ Gold **Notarized** Re-Certification - Certificate Issued with three years fixed date and CPTD Points Earned and statement of PD Activities

# **CPTD MANAGEMENT SYSTEM AND PROFESSIONAL RE-REGISTRATION /RE- CERTIFICATION**

## **Section 12 (c) of the SACE Act**

**“Subject to Chapter 3, the registration committee must recommend the period of validity of the registration of an educator to the council”**

# EMPLOYMENT V/S PROFESSIONAL CONVERSATION AROUND THE CPTD SYSTEM AND RE-REGISTRATION

EMPLOYMENT AND LABOUR	PROFESSIONAL
<ul style="list-style-type: none"> <li>• DBE, DHET, PEDs, SGB Associations, Independent Schools/Associations, Education Labour Relations Council (ELRC),</li> <li>• <b>EEA, FETC Act, CET Act, SASA, LRA, NPFTED, ISPFTED, SDA, IQMS/PMS, NEPREQEE, ELRC Agreements, PAM, Independent Schools Policies...</b></li> <li>• <b>Employment</b> of Qualified Certified SACE Registered Educators</li> <li>• Employer – Employee Relationship</li> <li>• Employ - Dismiss</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SACE</b> – First port of entry into the teaching profession</li> <li>• <b>SACE Act, NQF Act, NPFTED, ISPFTED, MRTEQ,</b></li> <li>• <b>PROFESSIONAL REGISTRATION:</b> Admitting certified qualified Professionals into the Teaching Profession – <b>Fitness-to-Practice</b></li> <li>• Retaining the Professional Registration Status</li> <li>• Retaining Good Professional Standing – Adherence to the ethical and professional standards, CPTD System, financial requirements</li> <li>• <b>NON ADHERENCE - Membership Suspension, Application of the Code of Professional Ethics and Related Sanctions.</b></li> <li>• <b>Member – Professional Council Relationship</b></li> <li>• <b>Admission into the Profession- Section 5 (C)(cc):</b> remove from the register for a specified period or indefinitely, or subject to specific conditions, the name of, an educator found guilty of a breach of the code of professional ethics;</li> </ul>



## THE TEACHERS PLEDGED (EXTRACTED and amended FROM THE SACE CODE OF PROFESSIONAL ETHICS)

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- I acknowledge the noble calling of my profession to educate and train the learners of our country;
- I acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in this country;
- I acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa;
- I commit myself therefore to do all within my power, in the exercising of my professional duties, to act in accordance with the ideals of my profession, as expressed in this Code; and
- I act in a proper and becoming way such that my behaviour does not bring the teaching profession into disrepute

THANK YOU  
Kindly send all comments to  
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