

PROGRESS REPORT TO THE TEACHERS AND SACE STAKEHOLDERS

Reporting and Accounting to the Teaching Profession

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CEO's Remarks

As a public entity, as well as a statutory professional council, the South African Council for Educators (SACE) has a responsibility to practice good governance by, amongst others, reporting and accounting vertically and horizontally / upward and downward to Parliament, Ministers of Basic Education and Higher Education and Training, Department of Basic Education, Department of Higher Education and Training, and most importantly to its stakeholders and members of the teaching profession – our teachers.

Usually, we feel comfortable in accounting upward and in doing so, we tend to forget about the most significant people at the heart of the teaching profession – **OUR** Teachers. It is for this reason that, SACE recently adopted the following as its motto: **“Putting Teachers First”**, in ensuring that indeed teachers are prioritised.

In the light of this, the purpose of this document is to brief provide periodic reports to our teachers, through our SACE Constituencies and stakeholders, on a quarterly basis. This will ensure that they are well informed of Council's activities and equally have an opportunity to influence them as well.

Having said that, SACE is constituted by a number of stakeholders, such as, members of the organised teaching profession, school governing body associations, independent institutions, TVET sector, Ministerial representatives and Council on Higher Education. In August 2017, the Minister of Basic Education appointed 30 new Council

Putting
Our
Teachers
First

“You Cannot Put
LEARNERS FIRST
If You Put
TEACHERS LAST”

members, who were nominated by their constituencies, to serve the teaching profession for the 2017 – 2018 term of office. In line with this, Council is led by Councilor Mabutho Cele as the Chairperson and Councilor Louis Swanepoel as the Deputy Chairperson.

As part of taking the teaching profession to greater heights, Council engaged in a planning session with the ultimate goal of directing the SACE strategy during its term of office. In doing so, the following areas were prioritized:

- Professionalising the teaching profession;
- Improved evidence-based and data driven advisory to the Ministers of Basic Education and Higher Education and Training, Council and the teaching profession;
- Strengthened ICT Capacity
- Improved Advocacy and Communication
- Enhanced Institutional Capacity
- Strengthen Provincial Presence

The SACE management has a responsibility to ensure that it implements these priorities effectively and efficiently in order to actualise the SACE mandate and turn the teaching profession around.

Additionally, SACE is welcoming back the Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) Sectors with effect from the beginning of the 2018/19 financial year onwards. This was after SACE, the Department of Higher Education and Training and Department of Basic Education came to a realisation that, despite the fact the Department of Education was separated into two in 2009, the Basic Education Laws Amendment Act (2011) did not amend section 3 of the SACE Act that determines eligibility to register with SACE. Both the Department of Higher Education and Training and SACE are working on a joint advocacy and communication drive that will start with the key stakeholders in June 2018, followed by the TVET and CET colleges across the country after the July school holidays.

Council has noted with great concern violence against our teachers in schools. The recent incidences of teachers who were killed in schools in the Western Cape and Gauteng provinces, and the one where a teacher was hit by a learner with a book on

her face are condemned with the strongest terms they deserve. It is for this reason that, as a guardian and custodian of the teaching profession, SACE is working towards playing a prominent role in protecting the teachers in line with its motto of putting teachers first. Section 5(b) of the SACE Act provides Council with a mandate to establish an Educator Professional Assistance Facility. A programme to this effect was launched during the 2012 SACE World Teachers' Day function in the Cape Town and should be revived and strengthened to play a role of protecting the teachers effectively.

SACE has two provincial offices in Durban (Kwazulu-Natal province) and Bloemfontein (Free State province). In line with SACE's priority of phasing-in the establishment of additional provincial offices, Council took a resolution to establish offices in Polokwane (Limpopo province), Paarl (Western Cape), and East London (Eastern Cape). Processes are at an advance stage to acquire the buildings in these three provinces so that they could function and serve our teachers during the 2018/19 financial year.

Lastly, the SACE monthly levies have increased from R10.00 to R15.00 with effect from 1st November 2017. A double deduction to this effect was done in March 2018 to accommodate the arrears due to the delay in implementing Council's decision earlier. This delay has been communicated to the stakeholders accordingly and our apologies for any inconvenience that might have been caused by this. As SACE we are eternally grateful to our educators for continuing to be the main source of funding for this organisation, which is their professional home. It is for this reason, amongst others, that SACE has prioritised putting them first, serving them efficiently and effectively, and most importantly keeping them posted and well informed on its activities.

REGISTRATION OF TEACHERS

Unregistered Practicing Teachers

In terms of the SACE Act (no.31 of 2000), registration of educators is compulsory. Hence section 21 of the Act states that "a person who qualifies for registration in terms of this Act must register with the council prior to being appointed as an educator" and further says that "no person may be employed as an educator by any employer unless the person is registered with the council". By the 31st March 2018, our register was standing as **556 483**. While this figure shows that the overwhelming majority of our teachers are registered, we continue to have approximately **34 000** employed and practicing teachers who are not registered with SACE and by implication they are practicing illegally.

In line with this, Council has a special project to address this issue during the 2018/19 financial year (1st April 2018 to 31st March 2019). SACE will communicate extensively and directly with the affected teachers and broadly with its stakeholders prior to taking a decision on what to do with their membership if they remain unregistered post 2018/19 financial year. SACE is therefore, appealing to all unregistered practicing teachers to do the right thing and register with Council before 31st March 2019.

Registration Numbers

While this general report focuses on the January – March 2018 period, it is also important to look at the number of teachers registered in the last five months, between November 2017 and March 2018, due to the huge number of (a) new registration (*see table below*) consisting of newly qualified teachers seeking employment, PGCE Distance Learning working student teachers, foreign educators, and practicing unregistered teachers; and (b) update of annual provisional and conditional registrations (*see table below*).

Indicators	November	December	January	February	March	Total
New	4114	1306	3841	3429	2913	15603
Updates¹	3293	2112	5848	5399	4980	21632
Total	7 407	3 418	9 689	8 828	2 082	37 235

Table 1: Number of Teachers Registered with SACE (November 2017 – March 2018)

¹ **Updates** – this refers to one of the following three scenarios: (a) newly qualified teachers who were registered provisionally as student teachers, submitting their qualifications and transcripts in order to change their registration status to full registration; (b) academically qualified but professionally unqualified people who are given provisional registration for a period of one or three years, renewing their registration; and people being provided one-year conditional registration that is linked to a school or subject renewing their membership.

The following should be noted:

- **37 235** teachers were registered between November 2017 and March 2018. The profile of these teachers is being looked into for analysis purposes and informing various decision-making processes.
- The majority of these teachers were registered in the SACE national and Durban offices.
- **8 people** were arrested by the Hawks in the SACE national office due to the fraudulent qualifications.

SACE had a number of provincial off-site registration sessions with teachers and student teachers in teacher unions and provincial education departments gatherings, higher education institutions, SACE workshops and seminars in all the nine provinces.

We would like to acknowledge that there were instances where one or two off-site registration sessions did not go well in the Western Cape province in particular, due to huge unexpected numbers, technology and equipment. We are however confident that the opening of the Western Cape office sooner will assist immensely.

Turning Around the SACE Registration Process

A part of its broader vision of professionalising the teaching profession, SACE introduced a process of overhauling and reconceptualising the SACE registration processes and procedures since May 2017. Coupled with this, it is Council's responsibility to ensure that it protects the children in schools and the public at large by registering people who have authentic qualifications and are fit-and-proper to practice in our schools. It is against this background that Council took the following decisions that will be implemented progressively over its 2017 – 2021 term of office:

- Development of the SACE Online Registration System** – The system is currently in a process of being developed through the State Information Technology Agency (SITA), with completion target date of July 2018. Progress report will be given on an ongoing basis through our social media platforms, website and stakeholders.
- Doing away with the On-the-Spot Registration** from the 1st January 2019 in order to address, the fraudulent registration, qualification verification with bodies such as, SAQA and the 25 Higher Education Institutions, and fitness-to-practice process.

(c) **SACE has incorporated the Fitness-to-Practice into its Registration Criteria.**

This will ensure that the fit-and-proper teachers are registered by (i) conducting criminal record check through the South African Police Service (SAPS) and develop guidelines that will determine criminal offences that will make it difficult be registered with SACE; (ii) determining suitability to work with children through clearance from the Department of Social Development's (DSD) Child Protection Register in line with the Child Protection Register; (iii) and clearance from the Department of Justice and Constitutional Development's National Register of Sexual Offenders.

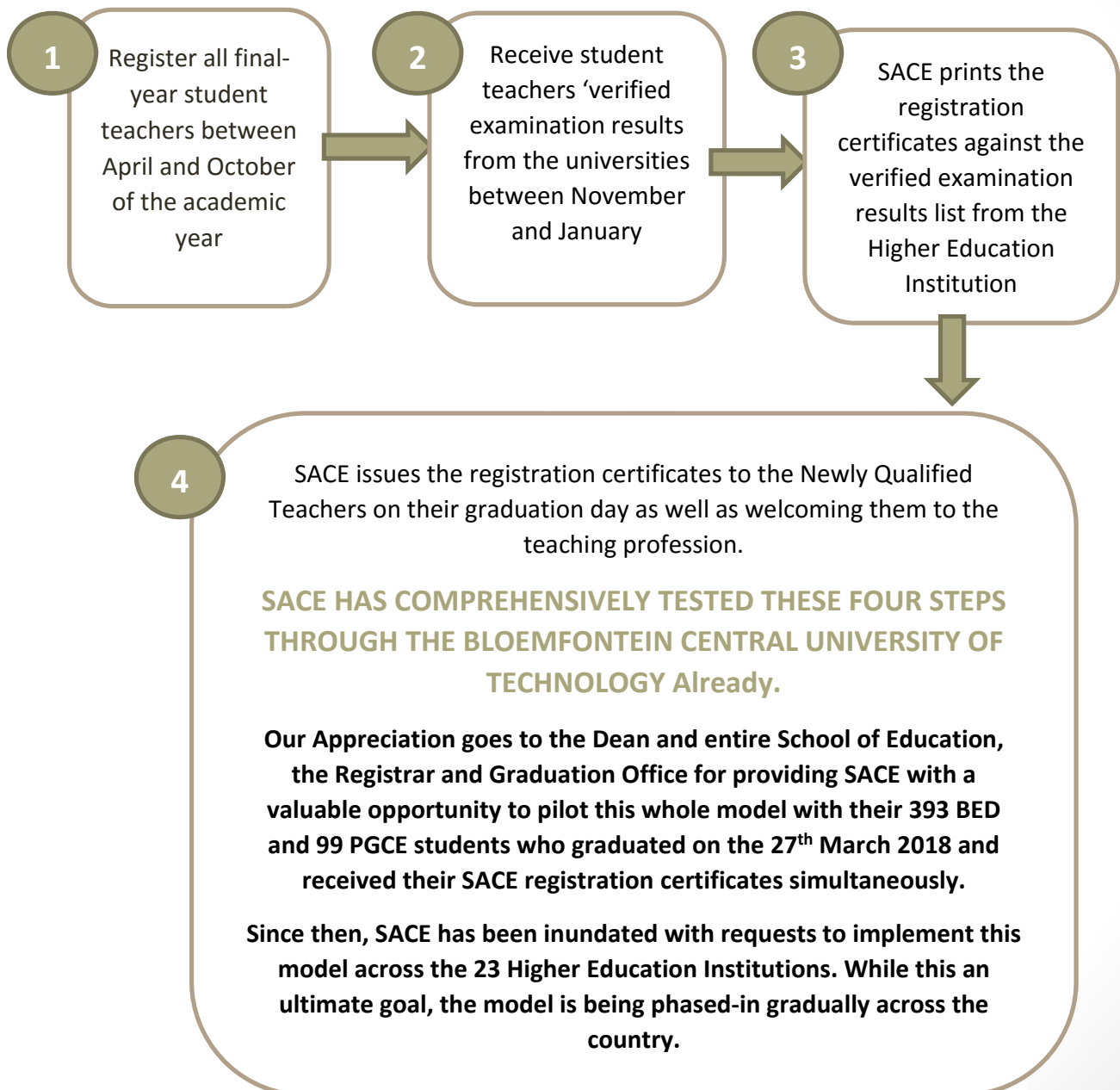
The implementation will take place progressively from the 1st January 2019 onwards, starting with the police clearance certificate. This has been communicated to all the SACE stakeholders and constituencies accordingly.

SACE together with the Department of Basic Education are engaging the Department of Social Development and Department of Justice and Constitutional Development on the implementation processes in as far as the National Child Protection Register and National Register of Sexual Offenses are concerned.

Additionally, SAQA will assist with the verification of the practicing teachers' qualifications through its National Learner Record Database (NLRD), in line with the finalized Service Level Agreement.

(d) **SACE Presence in the Higher Education Institutions** has been introduced.

Through this process, engagements are in progress in the five Higher Education Institutions (*Zululand. University of Kwazulu-Natal, University of Free State, University of Venda, and Central University of Technology in Bloemfontein*) as follows:



- (e) **Amendments in the registration documents requirement:** a number of the newly qualified teachers have been registering with transcript of their results while awaiting their graduation ceremony and qualification certificate. This has been a challenge in terms of: (i) fraudulent documents and (ii) failure to return to SACE and submit the qualification post the graduation ceremony/time. It is against this background that **Council took a resolution that full registration be provided to persons who submit both academic transcript and qualification certificate with effect from the 1st July 2018. Those who submit the academic transcript only, will be accorded provisional registration letter. SACE will also engage the employers on this matter, as it will affect the newly qualified educators awaiting graduation ceremonies.**
- (f) **Council reviewed the SACE Scope of Registration** with an ultimate goal of only registering people who play a role in teaching and learning in schools as follows:

REVISED SCOPE OF REGISTRATION

Main Register	Student Teachers Register	Special Register
<p>consists of the professionally qualified educators only.</p>	<p>(a)provisional registration from 1st year of study, for a period of five years to accomodate failures along the way and open distance learning students.</p>	<p>given the fact that the Basic Education System has introduced the three stream model curriculum and that SACE has taken over the TVET sector, Council has resolved to have a special registration category that caters for the professionally unqualified people in: TVET Sector, Technical High Schools, Focus Schools, Religious Education, Montessori and Waldorf Schools, and CET Sector</p>

The revised scope will assist with the registration of people who have impact on the schooling/TVET/CET teaching and learning process, as opposed to everyone working with children in schools. This will also assist in delineating the roles of SACE and employers in schools in terms of the professionals and all other employees respectively.

(g) Lastly, engagements with the Health Professional Council of South Africa (HPCSA) will be held to address the **dual registration of the school Therapists and Psychologists (SACE/HPCSA)**. This will lead to the signing an MOU with an ultimate goal of having one registration, through the HPCSA, that accommodates educational professional matters.

CPTD SYSTEM

The CPTD system has been implemented unevenly in the 9 provinces for quite some time. However, with SACE's engagements with the stakeholders and provincial Heads of Departments the situation is changing.

The following should be noted:

- The CPTD system was introduced in terms of the three cohorts – Cohort 1 (Principals and Deputy Principals), Cohort 2 (School Departmental Heads) and Cohort 3 (Teachers)
- To date **256 342** (60.31%) teachers have signed-up for participation in the CPTD system and more are continuing to do so in many schools.
- The first cohort has completed its first three-year CPTD cycle at the end of 2016, and those who qualified received their bronze (earned 150 - 199 Professional Development Points), silver (earned 200 - 299 Professional Development Points) and gold (silver (earned 300 plus Professional Development Points) certificates.
- Revamped and upgraded CPTD system self-service portal which can be accessed through www.sace.gov.za for purposes of:
 - **Signing-up**
 - **Login**
 - **Requesting username and password**
 - **Reporting your Professional Development Activities and Earning PD Points**
 - **Working on online Professional Development Portfolio**
 - **Searching for the SACE approved Providers and SACE Endorsed activities**
 - **CPTD System - related Queries**
- While the overwhelming majority of teachers are participating in various professional development activities, the biggest challenge has been the

REPORTING of Participation in Professional Development Activities in order to earn the necessary Points and satisfy the CPTD system requirements of earning 150 PD Points over a cycle of three years.

- Ongoing support CPTD seminars have been held with over 10 000 teachers on Saturdays (half day) and during the week after school. Additionally, video clips will be put on the SACE website and you-tube channel to provide support that could be accessed by everyone nationally.
- Council appointed the provincially-based CPTD Coordinators to coordinate the CPTD system and support teachers in the implementation process. Teachers and stakeholders are welcomed to contact them for school-based / onsite support (*see the list at the end of the document*)

TEACHER PROFESSIONALISATION

SACE commissioned the teacher professionalisation research where a number of stakeholders were engaged. One of the key things produced through this report was the teacher professionalisation path that was approved in principle by Council for engagements, consultation and developing the operationalisation strategy and plans. The teacher professionalisation programme and path addresses, amongst others, the following areas:

- (a) Defining Criteria for Entry into Initial Teacher Education:** This involves working collaboratively with the Department of Higher Education and Training, Education Deans Forum, the Department of Basic Education and relevant stakeholders in defining the kind of a teacher to be produced by the South African Schools and Faculties of Education. This will ensure that, the collective comes up with an informed and agreed upon criteria to admit student teachers into Initial Teacher Education. In doing so, as the profession, we will be going beyond the Higher Education Institutions' Admission Point Score (APS) and look at other attributes and attitudinal issues that are pivotal in defining that kind of a teacher. The identified stakeholders will be meeting soon, to ensure work is done in this area.
- (b) Initial Teacher Education:** SACE has been absent in the Initial Teacher Education space for quite some time, and therefore it is putting processes and systems in place in working very closely with the Schools and Faculties of Education so that it begin to influence initial teacher education programme

content, ensure curriculum coverage on ethical teaching and the SACE Code of Professional Ethics, streamline the provisional registration processes, and moving towards registering student teachers from the first year of study, provisionally for a period of six years.

Coupled with this, is that, SACE has commenced a process of introducing SACE days in the Higher Education Institutions, and also participating in the graduation ceremonies with the purpose of accepting the newly qualified teachers into the profession and issuing them with the SACE registration certificates instantly. This has already taken place with just over 400 graduates at the Central University of Technology in Bloemfontein on the 27th March 2018. We are looking forward to expanding the service as many student teachers and universities have shown interest through our social media platforms.

(c) One-Year Mandatory Induction as a Condition for Full Registration:

Induction and mentorship are the responsibility of the employers - 9 Provincial Education Departments, School Governing Bodies, and Independent School. As indicated in the section above, SACE has a vision to register student teachers provisionally for a period of six years so that as Newly Qualified Teachers, they could start their first year of teaching, in possession of that provisional registration status. It is also during that first year of teaching that the Newly Qualified Teacher will engage in mandatory induction, keep an electronic professional development portfolio as a supporting document for review by SACE prior to awarding full registration status.

Therefore, this calls upon SACE, Department of Basic Education, Teachers' employers and the stakeholders to work collaboratively in developing the induction programme, the e-professional development portfolio review mechanisms and processes, and the awarding of the full registration status. The Department of Basic Education's Initial Teacher Education Directorate commenced with a process of developing the Induction model and they have released the first Orientation Booklets as a first step in this bigger induction process. Similarly, there are others smaller Induction supporting processes, in the DBE that we could learn from and those are, the Inclusive Education and Principals Induction projects/programmes.

(d) Introducing the Periodic Re-Registration Process: Section 5(a) of the SACE Act requires that Council “**must prescribe the period of validity of the registration or provisional registration**”. Since its inception, SACE has been registering teachers on a once-off basis. This has created challenges in terms of teachers having a SACE registration certificate for life, including those that are struck-off from the register. Additionally, this has contributed to a stagnant database that could not be used to inform adequate planning and decision making since educators’ information and data are not updated regularly. On the other hand, there are mechanisms for the maintenance of the current registration.

In the light of this, SACE is looking at introducing the three-year periodic re-registration process that is closely linked to fulfilling the CPTD system requirements of earning 150 Points every three-years. Teachers and stakeholders are being consulted on this move in terms of:

- Maintenance of the professional registration / certification
- Emphasis on an implementation process that is **support-based and led**
- Re-registration Requirements that incorporate vetting processes
- Implications for non-compliance

The Teacher Professionalisation Sub-Division will be doing more work on advocating and capacitating the teaching profession on this matter and ensuring that positive, common and consistent messages are shared in the teaching profession on this matter.

(e) Professional Teaching Standards: As part of its mandate, SACE released the Professional Teaching Standards on the 05th October 2017 as part of the World Teachers’ Day and month celebrations. Since then, consultations were held in provinces with the teachers, stakeholders and relevant office-based educators in the provinces. The professional standards were also posted on the SACE website and social media platforms; and the City Press newspaper for additional inputs and comments.

The feedback received is in the process of being used to revise the existing standards with an ultimate goal of gazetting them for the wider public comments and pilot / field test them prior to the implementation process. There is also an additional multi-stakeholder parallel process that is looking

at the implications of implementing the Professional Teaching Standards in the teaching profession.

SACE is a member of the African Federation of Teaching Regulatory Authorities (AFTRA) and the International Federation of the Teaching Regulatory Authorities (IFTRA). We are making use of both AFTRA and IFTRA member states to learn and share information in as far as the process of professionalizing the teaching profession and developing the teaching standards are concerned. The African Union's CESA and Agenda 2063, UNESCO's SDG 4, and the SADC Task Team on Professional Standards and Competency Framework are also informing and influencing SACE on in the professionalization and professional standards work.

Additionally, ongoing consultative bilateral are being held with the SACE stakeholders across the country.

ETHICS MATTERS

(a) Implementation of the struck-off sanctions: In ensuring that proper mechanisms and systems are in place to adequately track all struck-off educators and ensure that they did not find employment in different provinces, districts or circuits the following mechanisms have been put in place:

- SACE is working collaboratively with the Department of Basic Education, the Provincial Education Departments and other employers in addressing this matter;
- Once a quarter, a list of struck-off teachers is send to the DBE DG's office for purposes of blocking the affected teachers against PERSAL;
- Where there are cases involving minors are concerned, SACE sends the names to the Department of Social Development's National Child Protection Register.

(b) Sexual Violence Cases in schools: In terms of these cases the following should be noted:

Firstly, Council took a resolution to prioritise the sexual harassment cases given the number and nature of occurrences across the country.

Secondly, a SACE research report on Factors and Environment that facilitate sexual misdemeanours between teachers and learners has been released (see the attachment below) and it is also available on the website.



Factors and
environment facilita

Thirdly, on the 19th of March 2018, SACE organised an Imbizo Plenary session on how to deal with scourge of sexual harassment in our schools. The main purpose of the Plenary was to mobilise stakeholders in the education fraternity to come together and discuss ways in which they can collaboratively deal with

the scourge of sexual harassment between teachers and learners in our schools and to plot a way forward which is inclusive of all stakeholders, including learners, parents, and school governing bodies.

The finalized recommendations, from this Imbizo, will be implemented jointly with the stakeholders. Linked with this, will be an official launch of the SACE reports on factors and an environment that facilitate the sexual misdemeanor between teachers and learners.

(c)Fourthly, SACE has conducted a **follow-up study on trends analysis of a 5-year review study** on disciplinary cases reported to SACE (2013 – 2017), as attached for your information and inputs.



FINAL REPORT
RESEARCH TRENDS /

Lastly, a number of robust sessions to advocate the Code of Professional Ethics have been held with teachers, communities and churches (Methodist in Particular) in the past four months. Similarly, Higher Education Institutions are being engaged in terms of ensuring that the student teachers are exposed to the Code of Professional Ethics.

SACE CPTD SYSTEM COORDINATORS

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We will keep you posted on all relevant SACE Activities including its Programmes.

