



S A C E

South African Council for Educators

Towards Excellence in Education

South African Council for Educators(SACE)
STRATEGIC PLAN
2011/2012-2013/2014

SOUTH AFRICAN COUNCIL FOR EDUCATORS (SACE)

STRATEGIC PLAN

2011/2012 – 2013/2014

1. Overview

The South African Council for Educators (SACE), as a statutory body and public entity, has the responsibility to contribute towards achieving government's mandate, national priorities, goals and outcomes. SACE is a public entity that operates under the Ministry of Basic Education and it is one of the strategic partner in delivering the outputs and targets reflected in the Minister's 2010 delivery agreement.

The Minister of Basic education's delivery agreement clearly defines several strategic government departments, stakeholder bodies, public entities, statutory bodies, and parastatals that are key and central to delivering the basic education outcome, outputs and targets. And SACE is one of them. SACE's activities and programmes should be aligned more with one of the government's 12 key outcomes which are derived from the 2009 Medium Term Strategic Framework (MTSF). That is, government's outcome number one – **Improved Quality of Basic Education**. These outcomes are derived from the ruling party's 2009 election manifesto (with the 5 priority areas¹) and the 2009 MTSF (with 10 strategic priorities). The priority areas and strategic priorities are there to provide strategic guidance and direction on what the government wants to achieve.

In contributing to the improved quality of basic education outcome, SACE will also align its activities and programmes to the four outputs and eight sub-outputs as reflected in the Minister of Basic Education's Delivery agreement. SACE will contribute directly to output number 1, 3 and 4. Output number one focuses on

¹ Creation of decent work and sustainable livelihoods, education, health, rural development food security and land reform, and fight against crime and corruption.

improving the quality of teaching and learning. The two sub-outputs linked to this output are, improve teacher capacity and practices and increase access to high quality learning material. SACE's programmes that will contribute to this outcome include: Professional development, management and implementation of the Continuing Professional Teacher Development System (CPTD), ethics and professionalism, professional registration of qualified teachers, induction programmes, recruitment programme, and programmes to celebrate teachers and the profession as a whole.

Output number 3 deals with improving early childhood development. The sub-outputs linked to this output are, universalize access to Grade R and improve the quality of early childhood development. SACE will play a role in terms professionalizing the sector through registration of the practitioners and working collaboratively with the relevant stakeholders in ensuring that the sector has quality initial qualifications and its continuing professional development programmes are endorsed by SACE through the CPTD management system. In addition, SACE will ensure that those registered ECD practitioners adhere to the SACE Code of professional ethics. SACE will also contribute to output number four (ensure credible outcomes-focused planning and accountability) in terms of sub-output number one (strengthening school management and promote functional schools). This will be achieved by quality assuring the continuing professional development programmes of school managers and professionalizing the schooling environment in order to ensure that we have functional schools.

Furthermore, the strategic plan outlines the vision, mission, and programmes of SACE. The vision and mission are closely linked to the redefined roles and mandated functions of SACE. The redefined roles and functions inform SACE's key focus areas and programmes which will be outlined later in the plan. It is important to start by outlining the roles and functions of SACE briefly for purposes of understanding the Council's bigger picture. Firstly SACE plays a role of **regulating and protecting the teaching profession**. This role should be achieved by developing and maintaining standards of entry into the profession instead of registering educators on the basis of presenting a paper certificate. Standards for pre-service teacher education will be set and monitored as part of effecting this role. In addition, SACE will regulate and

protect entry into the profession by managing a register of qualified teachers, the code of professional ethics, complaints and discipline within the profession, and managing and implementing the Continuing Professional Teacher Development system

Secondly SACE is critical in **developing the teaching profession** as opposed to being a provider of professional development activities and programmes. The Department of Basic Education at national and provincial level and other employers are key and central in playing a role of developing educators on an ongoing basis as their employees. SACE, on the other hand, should develop the profession as a whole by facilitating professional development, monitoring the provisioning and uptake of professional development by employers and educators respectively, and most importantly identifying the needs of the profession and various ways of addressing them. In taking the role of developing the profession further, SACE should take its central role and begin a process of setting and monitoring various standards, managing and implementing the CPTD system effectively, and quality assuring professional development and initial teacher education programmes. It should also work collaboratively with the Department of Basic Education in developing an induction programme that is linked to the awarding of professional designation and full professional registration. The awarding of the professional designation is subject to Council approval.

Thirdly, SACE should play a critical role in **promoting teaching as a profession**. This would firstly involve working collaboratively with the schools and the Department of Basic Education in developing programmes and campaigns that would contribute to teacher recruitment and retention. South Africa will be faced with a problem of teacher shortage in the near future. Currently the system is losing around 19 000 teachers a year (in terms of teacher attrition rates). This number does not necessarily match with the Higher Education Institutions' 6000 output per annum. Research has also shown that the majority of newly qualified teachers are from the white communities and that the country is not producing enough teachers in the foundation phase. These factors are important enough for SACE to play a critical role in teacher recruitment and retention programmes and campaigns. In addition, promoting the teaching profession would also involve creating new opportunities for

celebrating contributions of the teaching profession, promoting programmes that focus on teacher appreciation (for example the World Teachers' Day) and improving the status and image of the teaching profession. SACE's participation in the Department of Basic Education's Quality Teaching and Learning Campaign will go a long way in contributing to the improvement of the status and image of the profession.

The fourth role of SACE is to **advise the Ministers of Basic and Higher Education, Council, and the profession on various professional matters** such as,

- Teacher professionalism
- Teacher supply and demand issues
- Standards of IPET and CPD or pre-service and in-service teacher educations;
- Needs of the profession;
- Induction of Teachers;
- CPTD system;
- Standards of entry into all levels of the profession;
- and any other relevant education matter

The advisory role would also include standards setting and monitoring, trends, and patterns of educators' professional conduct. It is important to ensure at all times that the advisory role is informed by consultations (where necessary), research, data and information in the registration database, ethics database, and the CPTD Information System. In some instances advisory role would be performed through the development of policy positions on various educational matters

Furthermore, SACE has **promoting research on professional matters**, as its fifth role. SACE has not performed this function adequately over the years because its location within the organisation and lack of human resource capacity. This role has an impact on all the SACE functions and programmes and therefore calls for an establishment of a unit that will focus on research coordination, policy and planning, and monitoring and evaluation. The promotion of research role will involve developing policy and plans for SACE, identifying focus areas and priorities, and undertaking research on professional matters for purposes of informing SACE programmes, Council decisions, educational

policy, advising the Ministers of Education, Council and the profession. The proposed research unit will be responsible for the publication and dissemination of research findings through various channels. It will also coordinate policy matters, conceptualise and develop programmes that will promote practitioner based research (by educators). This will contribute to their professional development and contributing to the profession. A concept paper on the establishment of the research unit has been developed as well.

In terms of its sixth role, SACE will **inform the teaching profession**. Firstly this would involve:

- ensuring that the CPTD approved providers, and endorsed professional development activities available and accessible to and informing the needs of the teaching profession;
- ensuring that the registration database is available and accessible to the teaching profession and informing teacher and supply issues;
- producing and publicising annual qualitative and quantitative report on the review of ethics cases;
- producing and publicising annual SACE statistics report that is informed by the registration database, ethics database, and CPTD Information system. This will complement the Department of Education's Statistics at Glance which is focusing more on learners. This one will focus more on educators
- research reports and disseminate findings to the profession in various ways
- Regular professional magazine

Lastly, SACE should play a role of **creating awareness of SACE activities and professional matters** to the educators on a regular basis. Some of the functions linked to this role would include:

- Developing comprehensive SACE advocacy and communication strategy for purposes of publicizing communicating SACE activities and various professional matters;
- Focusing on internal and external communication activities;
- Using various communication tools and strategies to ensure that all educators are reached;

- Developing two way communication strategy with educators;
- Developing fundraising strategy for SACE including opportunities for paid advertorial space in all the SACE bigger publications such as magazines, newsletters, diaries, and others; and
- Ensuring that all educators receive, at least, one publication from SACE once a year at least

The redefined roles and functions of SACE, as outlined in this section, need to be implemented through a three year strategic plan with clear focus areas, programmes and most importantly outputs and targets.

In addition, there is need for an effective organisational structure with adequate line and support functions. In line with the strategic plan, the main programmes with SACE's core functions would be:

- Registration of professionally qualified educators;
- Development of the profession; and
- Promoting standards of professional ethics

These core functions would be carried out by the existing Registration, Professional Development, and Ethics Divisions. The Communication Division and proposed Policy Planning and Research Coordination Division will be responsible for the cross-cutting functions in terms of communication, marketing, stakeholder and media relations, monitoring and evaluation of programmes, policy planning, and research. These functions should provide support to Council, the CEO's Office and SACE's core and support Divisions. In addition to supporting all the SACE Divisions on communication and advocacy matters, the Communication Division will focus largely on functions that deal with Council's role of creating awareness of SACE activities and professional matters to the educators on a regular basis. The proposed Policy Planning and Research Coordination will support the CEO's office, SACE Divisions and Council with policy matters, research, and monitoring and evaluation services. Part of its monitoring and evaluation services would include monitoring the implementation of the strategic plan which will be critical to the current and next financial years' auditing processes and audit opinion in the next annual reports.

Both the Finance and Corporate Services Divisions will provide administrative support to all the SACE Divisions and related programmes. In the light of the above SACE's programmes will be as follows:

1. **Registration:** its main aim is to manage the register and related registration processes. In addition it should promote and implement standards of entry into the profession
2. **Professional Development:** Ensures that the teaching profession is promoted and well developed. It also has the responsibility of promoting and implementing the CPTD management system, and initial and professional development standards
3. **Ethics and Legal:** Its main focus is to promote and implement standards of professional conduct and manage cases. Additionally, it should provide the necessary interventions and support to schools and individual educators
4. **Policy, Planning and Research Coordination:** Providing policy, planning, and research support to all the SACE Divisions, CEO's Office, Council and its structures. Secondly it will provide monitoring and evaluation services of the SACE programmes and implementation of the strategic plan. Lastly it will provide advice to the Education Ministers, Council, and the teaching profession.
5. **Communication and Advocacy:** Ensure that the necessary communication tools and strategies are in place to effect ongoing two-way communication between SACE and the educators on SACE activities and professional matters. It is also responsible for international and national relations with SACE and good media relations.
6. **Corporate Services:** Its aim is to ensure effective administration of SACE. It also ensures that the SACE human resources are managed effectively and developed on a regular basis. Lastly it sees to the sound SACE ICT systems
7. **Finance:** Responsible for managing and controlling the finances of SACE

2. Legislative and Policy Mandates

On the 17 October 1994, the Minister of Education Prof Bhengu gave notice of his intention to establish a South African Council for Educators (SACE) [Government Gazette No 16037]. SACE was launched in September 1995 and officially recognized by the

Minister in January 1997. Initially SACE had two functions, viz: *registration* and *discipline*. In November 1997, SACE resolved to extend its responsibilities to include the professional development of educators.

On 2 August 2000, the South African Council for Educators Act no.31 was promulgated. Section 5 (a), (b) and (c) of this Act spells out the powers and duties of the Council with regard to registration of educators, the development of educators, and promotion of professional ethics. This is supported by section 2 which indicates the Act's three objects as:

- to provide for the registration of educators;
- to promote the professional development of educators; and
- To set, maintain and protect ethical and professional standards for educators by means of the functioning of the council.

On 26 April 2007, the Minister of Education promulgated the *National Policy Framework for Teacher Education and Development in South Africa (NPFTED)* [Government Gazette No. 29832]. Section 53 of the policy framework states that,

“...the South African Council for Educators (SACE), as a statutory body for professional educators will have overall responsibility for the implementation, management and quality assurance of the CPTD system. SACE will be provided with the necessary resources and support to undertake that role”

The two main pieces of legislation that provide SACE with its legislative authority and mandate are the SACE Act no. 31 (2000) and National Policy Framework for Teacher Education and Development in South Africa (2007).

Furthermore, there are other policies, plans, agreements, and initiatives that key in informing and supporting the delivery of SACE mandate. The government's Medium Term Strategic Framework (MTSF) of 2009, SONA, Action Plan 2014 towards Schooling 2025, Minister of Basic Education delivery agreement (November 2010)

3. Vision

Promoting excellence in the teaching profession

4. Mission

The South African Council for Educators aims to enhance the status of the teaching profession through the:

- registration of professionally qualified and competent educators;
- management and quality assurance of registered educators' continuing professional development; and
- safeguarding standards of professional ethics.

5. Key Stakeholders and Partners

In delivering on its mandate, the Council will strive to act in a consultative, collaborative, and responsive manner with its stakeholders and the teaching profession as a whole.

The following are Council's key stakeholders and partners:

- Educators and Practitioners
- Teacher Unions
- Provincial Departments of Education
- Departments of Basic and Higher Education and Training
- Higher Education Institutions
- ETDP SETA
- SAQA
- Quality Councils (Umalusi, HEQC, QCTO)
- School Governing Body Structures
- Independent Schools Boards

- International Teaching Councils / IFTRA and other national professional councils outside the education field.

6. Values

Council performs its political and administrative functions through committees and its employees. In performing these functions, the committees and staff are guided by the following set of values:

- *Service oriented*: ensure that the teaching profession and educators in particular are serviced satisfactorily at all times. This should also ensure that servicing educators is priority number one of all SACE employees
- *Openness and Transparency* - All SACE matters should be treated with honesty and sincerity. SACE will strive to engage and consult with its stakeholders on various matters at all times
- *Quality* – provide quality and excellent service and programmes to the educators and the profession as a whole
- *Professionalism* – display high level of professionalism at all times

7. Strategic Goals

The SACE strategic goals flow from the national goals and government's outcome number one – improving the quality of education. They are also informed by the identified outputs and sub-outputs as reflected in the Minister of Basic Education's delivery agreement, the council's role and mandated role, and functions and the political, economical, social, and technological environment within which SACE operates. The strategic objectives are:

1. To establish and maintain a register of professionally qualified educators;
2. To have professionally competent and skilled educators through the development of the profession and effective management and implementation of the continuing professional teacher development system;

3. To Identify and undertake research on relevant professional matters in order to inform SACE programmes and advice Council, the Ministers of Basic and Higher Education and Training, and the profession;
4. To establish, maintain, review, and enforce standards of professional ethics;
5. To facilitate effective ongoing communication between SACE and the wider community, and in particular , the teaching profession; and
6. To have an effective and efficient management of SACE

8. SACE Programmes and Three Years Targets

STRATEGIC OBJECTIVES NO:	OUTPUTS AND TARGETS		
	2011/2012	2012/2013	2014/15
<p>1. To establish and maintain a register of professionally qualified educators PROGRAMME: Registration</p> <p>OUTPUTS FOR THE STRATEGIC OBJECTIVE</p> <ul style="list-style-type: none"> • Improve the main register of professionally qualified educators and introduce new sub-registers on provisional and temporary registration <ul style="list-style-type: none"> • Develop strategies and programmes to facilitate the registration of all unregistered practicing educators • Facilitate cost-effective registration methods for educators by introducing electronic registration and making the register available to educators and employers <ul style="list-style-type: none"> • Enhance the quality of the registration of teachers by introducing standards of entry into the profession 			
<p>Sub-Programme 1: Management of Registration</p>	<ul style="list-style-type: none"> ▪ 80% clean and updated register of professionally qualified educators ▪ 80% authentic register of professionally qualified educators ▪ develop two sub-registers for provisional registration and 	<ul style="list-style-type: none"> ▪ 90% clean and updated register of professionally qualified teachers ▪ 90% authentic register of professionally qualified educators ▪ Implementation of sub-registers – (a) provisional 	<ul style="list-style-type: none"> ▪ 100% clean and updated register of professionally qualified teachers ▪ 100% authentic register of professionally qualified educators ▪ Implementation of sub-registers – (a) provisional

	<p>temporary registration</p> <ul style="list-style-type: none"> 90% of the practising unregistered educators are registered with SACE 	<p>register for the student teachers and any other person who is in transition to qualify as a professional teacher, (b) temporary register for anyone who is teaching, coaching, and training but is not or does not have an intention to qualify as a professional educator</p> <ul style="list-style-type: none"> 100% of practicing unregistered teachers are registered with SACE 	<p>register for the student teachers and any other person who is in transition to qualify as a professional teacher, (b) temporary register for anyone who is teaching, coaching, and training but is not or does not have an intention to qualify as a professional educator</p> <ul style="list-style-type: none"> 100% of practicing unregistered teachers are registered with SACE
<p>Sub-Programme 2: Sectoral Registration</p>	<ul style="list-style-type: none"> Sectoral registration concept document and possible alignment with the teacher education qualifications policy Strategies of dealing with the sectoral registration of the registered educators are in place and approved by Council 	<ul style="list-style-type: none"> Registration and issuing of certificates takes place according to sectors as defined and approved in the sectoral registration concept. Statistical reports available to this effect. 	<ul style="list-style-type: none"> Registration and issuing of certificates takes place according to sectors as defined and approved in the sectoral registration concept. Statistical reports available to this effect.
<p>Sub-Programme 3: Electronic Registration</p>	<ul style="list-style-type: none"> Research report and concept on introducing electronic registration 	<ul style="list-style-type: none"> Report on the Introduction of electronic registration and strategic linkages with teacher laptop initiative and other related programmes 	<ul style="list-style-type: none"> Report on full roll-out of the electronic registration and accessibility of the register to educators and employers (with different security levels)
<p>Sub-Programme 4: Standards of Entry into the</p>	<ul style="list-style-type: none"> Processes of setting-up standards of entry into the profession and the 	<ul style="list-style-type: none"> Report on Implementation and monitoring of the standards 	<ul style="list-style-type: none"> Report on Implementation and monitoring of the standards

Profession	consultative process thereof are in place <ul style="list-style-type: none"> ▪ Approval of standards by all relevant stakeholders and Council 		
<p>2. To have professionally competent and skilled educators through the development of the profession and effective management and implementation of the CPTD System</p> <p>PROGRAMME: Professional Development</p> <p>OUTPUTS FOR THE STRATEGIC OBJECTIVE</p> <ul style="list-style-type: none"> • Enhance the quality of the practicing educators through the management of the CPTD system • Develop various strategies and processes of assisting and supporting educators with regard to professional matters and needs <ul style="list-style-type: none"> • Improve and maintain the status and image of the teaching profession • Facilitate processes of ensuring that more and better teachers join the teaching profession <ul style="list-style-type: none"> • Ensure effective programmes and strategies of celebrating teachers and the profession • Ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards 			
Sub-Programme 1: CPTD Management System	<ul style="list-style-type: none"> ▪ CPTD management system pilot completed and report available to inform the implementation phase ▪ Establish an electronic and manual registers of approved providers and databases of endorsed 	<ul style="list-style-type: none"> ▪ Introducing the CPTD Management system to the first cohort of school-based educators – as advised by the CPTD task team and SACE Council - for year 1 of the first discrete cycle ▪ electronic and manual 	<ul style="list-style-type: none"> ▪ CPTD management system rolled out to first cohort of school based educators for year 2 of the first discreet cycle ▪ electronic and manual registers of approved providers and databases of

	<p>professional development activities</p>	<p>registers of approved providers and databases of endorsed professional development activities available and accessible to educators, employers and the profession as a whole</p> <ul style="list-style-type: none"> ▪ Ongoing monitoring of professional development uptake and participation in the CPTD management system take place and report is produced 	<p>endorsed professional development activities available and accessible to educators, employers and the profession as a whole</p> <ul style="list-style-type: none"> ▪ Ongoing monitoring of professional development uptake and participation in the CPTD management system take place and report is produced
<p>Sub-Programme 2: Educator Professional Assistance Facility</p>	<ul style="list-style-type: none"> ▪ Facility is resourced, functioning, and publicised to the profession through print and electronic media, SACE and stakeholders, websites, regular education publications, and other forms of communication. ▪ All educators referred to the facility individually and by various Divisions of SACE, ELRC, employers, teacher unions are assisted through the facility 	<ul style="list-style-type: none"> ▪ All educators referred to the facility individually and by various Divisions of SACE, ELRC, employers, teacher unions are assisted through the facility ▪ Ongoing monitoring of the facility to assess the utilisation and identify educators' professional needs and ways in which their needs are addressed. Report is produced 	<ul style="list-style-type: none"> ▪ All educators referred to the facility individually and by various Divisions of SACE, ELRC, employers, teacher unions are assisted through the facility ▪ Evaluation of the facility takes place and report produced

	<ul style="list-style-type: none"> ▪ Ongoing monitoring of the facility to assess the utilisation and identify educators' professional needs and ways in which their needs are addressed. Report is produced 		
<p>Sub-Programme 3:</p> <p>Induction on Professional Matters</p>	<ul style="list-style-type: none"> ▪ Concept and Programme on Induction, with special focus on professional matters (welcoming teachers into the profession before) are developed and approved 	<ul style="list-style-type: none"> ▪ 80% of the newly qualified educators, educators returning to the teaching profession, and foreign educators registering with SACE go through an approved induction programme ▪ Implementation and monitoring reports produced 	<ul style="list-style-type: none"> ▪ 100% of the newly qualified educators, educators returning to the teaching profession, and foreign educators registering with SACE go through an approved induction programme ▪ Implementation and monitoring reports produced
<p>Sub-Programme 4:</p> <p>Teacher Recruitment</p>	<ul style="list-style-type: none"> ▪ Teacher recruitment programme developed, with special focus on: <ul style="list-style-type: none"> - Documenting and profiling best practices and communicating positive messages and stories about the teaching 	<ul style="list-style-type: none"> ▪ 60% of the secondary schools and youth agencies / structures access the developed recruitment programme and monitor feedback 	<ul style="list-style-type: none"> ▪ 60% of the secondary schools and youth agencies / structures access the developed recruitment programme and monitor feedback

	profession		
Sub- Programme 5: Professional Practice and Professional Development Standards	<ul style="list-style-type: none"> ▪ Setting-up standards of professional practice and professional development, and the consultative process thereof ▪ Approval of standards by all relevant stakeholders and Council 	<ul style="list-style-type: none"> ▪ Implementing the standards for initial professional teacher education qualifications and professional development activities 	<ul style="list-style-type: none"> ▪ Implementing the standards for initial professional teacher education qualifications and professional development activities
Sub-Programme 6: Celebration of Teachers and the Profession	<ul style="list-style-type: none"> ▪ Develop and Implement one programme of appreciating teachers and another for celebrating the profession 	<ul style="list-style-type: none"> ▪ Feedback report on the implementation of the developed teacher appreciation and celebration of the profession programmes 	<ul style="list-style-type: none"> ▪ Feedback report on the implementation of the developed teacher appreciation and celebration of the programs

3. To Identify and undertake research on relevant professional matters in order to inform SACE programmes and advice Council, the Ministers of Basic and Higher Education and Training, and the profession
PROGRAMME: Policy Planning and Research Coordination

- Enhance policy coordination within SACE
 - Strengthen the medium and long term planning that is purposeful and informed by data and research
- Strengthen the SACE advisory role and services that is informed by policy, research, and consultative processes
 - Promote research on professional matters and any other educational matter relevant to SACE
- Develop monitoring and evaluation policies, frameworks, and instruments for SACE programmes and the implementation of the strategic and operational plans

Sub-Programme 1 Policy Matters	<ul style="list-style-type: none"> ▪ 60% of the SACE policies are reviewed and new policies developed SACE in 	<ul style="list-style-type: none"> ▪ 80% of the SACE policies are reviewed and new policies developed SACE in 	<ul style="list-style-type: none"> ▪ 100% of the SACE policies are reviewed and new policies developed SACE in
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	<p>consultations with the SACE structures and Divisions</p> <ul style="list-style-type: none"> ▪ Participation in various national teacher education and development policy making structures to inform policy and act as the voice of the teaching profession ▪ Development of relevant policy positions for SACE on an ongoing basis to inform national policy and advice Council, the Ministers of Education and the profession 	<p>consultations with the SACE structures and Divisions</p> <ul style="list-style-type: none"> ▪ Participation in various national teacher education and development policy making structures to inform policy and act as the voice of the teaching profession ▪ Development of relevant policy positions for SACE on an ongoing basis to inform national policy and advice Council, the Ministers of Education and the profession 	<p>consultations with the SACE structures and Divisions</p> <ul style="list-style-type: none"> ▪ Participation in various national teacher education and development policy making structures to inform policy and act as the voice of the teaching profession ▪ Development of relevant policy positions for SACE on an ongoing basis to inform national policy and advice Council, the Ministers of Education and the profession
<p>Sub-Programme 2</p> <p>Planning</p>	<ul style="list-style-type: none"> ▪ Coordination and analysis of SACE information base (databases, registers, statistical reports, research reports, and monitoring and evaluation reports) to inform SACE short, medium, and long term plans on an annual basis ▪ Development and review of strategic and operational plans 	<ul style="list-style-type: none"> ▪ Coordination and analysis of SACE information base (databases, registers, statistical reports, research reports, and monitoring and evaluation reports) to inform SACE short, medium, and long term plans on an annual basis ▪ Development and review of strategic and operational plans 	<ul style="list-style-type: none"> ▪ Coordination and Analysis of SACE information base (databases, registers, statistical reports, research reports, and monitoring and evaluation reports) to inform SACE short, medium, and long term plans on an annual basis ▪ Development and review of strategic and operational plans
<p>Sub-Programme 3</p>	<ul style="list-style-type: none"> ▪ research reports on two SACE research priorities per annum 	<ul style="list-style-type: none"> ▪ Conduct research on three SACE research priorities per 	<ul style="list-style-type: none"> ▪ Conduct research on four SACE research priorities per

Research	<p>in line with the SACE Research Policy</p> <ul style="list-style-type: none"> Approved practitioner-based research concept and programme All the SACE Divisions and Council structures are supported on the research activities 	<p>annum</p> <ul style="list-style-type: none"> Introduce the Implementation of the practitioner-based research programme with 5 educators All the SACE Divisions and Council structures are supported on research activities 	<p>annum</p> <ul style="list-style-type: none"> implement the practitioner-based research programme with 10 educators All the SACE Divisions and Council are supported on the research activities
Sub-Programme 4 Monitoring and Evaluation	<ul style="list-style-type: none"> Monitoring and Evaluation framework, instruments and indicators are available 	<ul style="list-style-type: none"> Reports on Monitoring and evaluation of the implementation of strategic and operational plans, and SACE programmes 	<ul style="list-style-type: none"> Reports on Monitoring and Evaluation of the implementation of strategic and operational plans, and SACE programmes
Sub-Programme 5: Research Reports and Publications	<ul style="list-style-type: none"> Produce SACE statistics publication per annum Produce research reports in line with the research conducted under sub-programme 3 on research Produce 2 editions of the SACE professional journal / magazine 	<ul style="list-style-type: none"> Produce SACE statistics publication per annum Produce research reports in line with the research conducted under sub-programme 3 on research or the request of the CEO Produce 2 editions of the SACE professional journal / magazine 	<ul style="list-style-type: none"> Produce SACE statistics publication per annum Produce research reports in line with the research conducted under sub-programme 3 on research Produce 2 editions of the SACE professional journal / magazine
Sub-Programme 6: Resource Centre	<ul style="list-style-type: none"> Resource Centre concept and approval by Council 	<ul style="list-style-type: none"> Establishment and running of the Resource centre 	<ul style="list-style-type: none"> Well Resourced centre available for full utilisation by SACE staff and Council

**4. To establish, maintain, review, and enforce standards of professional conduct;
PROGRAMME: Ethics and Legal Affairs**

- Promote ethical conduct among educators through the implementation of the standards of professional conduct
 - Improve case management processes
- Facilitate interventions and support for schools and educators on ethical matters

<p>Sub-Programme 1:</p> <p>Standards of Professional ethics</p>	<ul style="list-style-type: none"> ▪ The SACE Code of Professional Ethics is reviewed on the basis of experiences from processes of handling cases, case analysis processes, and feedback from teacher unions, educators and various stakeholders ▪ Communicate and advocate the Code of Professional Ethics and Disciplinary processes and procedures (including any changes) in collaboration with teacher unions to the educators, wider society, and the profession as a whole 	<ul style="list-style-type: none"> ▪ Communicate and advocate the Code of Professional Ethics and Disciplinary processes and procedures (including any changes) in collaboration with teacher unions to the educators, wider society, and the profession as a whole 	<ul style="list-style-type: none"> ▪ The SACE Code of Professional Ethics is reviewed on the basis of experiences from processes of handling cases, case analysis processes, and feedback from teacher unions, educators and various stakeholders ▪ Communicate and advocate the Code of Professional Ethics and Disciplinary processes and procedures (including any changes) in collaboration with teacher unions to the educators, wider society, and the profession as a whole
<p>Sub-Programme 2:</p> <p>Managing Cases</p>	<ul style="list-style-type: none"> ▪ 80% cases reported are finalised ▪ Qualitative and quantitative (annual statistics) report on cases produced 	<ul style="list-style-type: none"> ▪ 90% of cases reported are finalised ▪ Qualitative and quantitative (annual statistics) report on cases produced 	<ul style="list-style-type: none"> ▪ 100% of cases reported are finalised ▪ Qualitative and quantitative (annual statistics) report on cases produced
<p>Sub-Programme 3:</p>	<ul style="list-style-type: none"> ▪ Report on interventions and educations support 	<p>Report on interventions and educations support</p>	<p>Report on interventions and educations support</p>

Educator and School Support			
<p>5. To facilitate effective ongoing communication between SACE and the wider community, and in particular, the teaching profession PROGRAMME: Communication and Advocacy</p> <ul style="list-style-type: none"> ▪ Improve media relations <ul style="list-style-type: none"> ▪ Enhance internal communication within SACE ▪ Strengthen external communication channels with educators and the profession as a whole <ul style="list-style-type: none"> ▪ Facilitate regular updating of the SACE website ▪ Strengthen national and international networks, relations, and consultative processes 			
<p>Sub-Programme 1</p> <p>National and International Relations</p>	<ul style="list-style-type: none"> ▪ Develop the national and international relations strategy and plan ▪ Establish and strengthen networks and ongoing relations with national stakeholders, and in particular, all the teacher unions ▪ Establish and strengthen networks and ongoing working relations with international stakeholders such as the professional or teaching councils/authorities and other relevant educational organisations 	<ul style="list-style-type: none"> ▪ Reports on ongoing interactions with national and international stakeholders, visits to other countries and hosting of countries 	<ul style="list-style-type: none"> ▪ Reports on ongoing interactions with national and international stakeholders, visits to other countries and hosting of countries

	<ul style="list-style-type: none"> ▪ Reports on ongoing interactions with national and international stakeholders, visits to other countries and hosting of countries 		
Sub-Programme 2 Media Relations	<ul style="list-style-type: none"> ▪ Quarterly Media monitoring reports on SACE and other relevant educational matters ▪ Establish and strengthen networks and relations with 60% media houses 	<ul style="list-style-type: none"> ▪ Quarterly Media monitoring reports on SACE and other relevant educational matters ▪ Establish and strengthen networks and relations with 80% media houses ▪ Strengthen and sustain networks and relations already established with media houses 	<ul style="list-style-type: none"> ▪ Quarterly Media monitoring reports on SACE and other relevant educational matters ▪ Establish and strengthen networks and relations with 100% media houses ▪ Strengthen and sustain networks and relations already established with media houses
Sub-Programme 3 Media Production and Publications	<ul style="list-style-type: none"> ▪ Two different types of SACE publications are available and distributed to all the 30 000 institutions ▪ Media production facilities (sms/email facility, screens) are utilised for effective communication with teachers on all SACE matters 	<ul style="list-style-type: none"> ▪ Four different types of SACE publications are available and distributed to all the 30 000 institutions ▪ Media production facilities (sms/email facility, screens) are utilised for effective communication with teachers on all SACE matters 	<ul style="list-style-type: none"> ▪ Four different types of SACE publications are available and distributed to all the 30 000 institutions ▪ Media production facilities (sms/email facility, screens) are utilised for effective communication with teachers on all SACE matters
Sub-Programme 4 Website Management	<ul style="list-style-type: none"> ▪ Updated and informative website with feedback and reports on the number of hits on the website as a whole and per section 	<ul style="list-style-type: none"> ▪ Updated and informative website with feedback and reports on the number of hits on the website as a whole and per section 	<ul style="list-style-type: none"> ▪ Updated and informative website with feedback and reports on the number of hits on the website as a whole and per section
Sub-Programme 5	<ul style="list-style-type: none"> ▪ Quarterly Reports on inflow of 	<ul style="list-style-type: none"> ▪ Quarterly Reports on inflow of 	<ul style="list-style-type: none"> ▪ Quarterly Reports on inflow of

Call Centre Management	calls and educators' feedback	calls and educators' feedback	calls and educators' feedback
Sub-Programme 6: Internal Communications	<ul style="list-style-type: none"> ▪ Regular communication with staff through e-mails, memos and other communication tools ▪ Quarterly internal newsletter to all staff and Council members 	<ul style="list-style-type: none"> ▪ Regular communication with staff through e-mails, newsletters, memos and other communication tools ▪ Quarterly internal newsletter to all staff and Council members 	<ul style="list-style-type: none"> ▪ Regular communication with staff through e-mails, newsletters, memos and other communication tools ▪ Quarterly internal newsletter to all staff and Council members
Sub-Programme 7: Marketing and Advertisement	<ul style="list-style-type: none"> ▪ Develop marketing strategy for SACE ▪ Maximising the SACE brand through promotional material, specialised publications, bill boards, print and electronic media, and viral marketing 	<ul style="list-style-type: none"> ▪ Maximising the SACE brand through promotional material, specialised publications, bill boards, print and electronic media, and viral marketing 	<ul style="list-style-type: none"> ▪ Maximising the SACE brand through promotional material, specialised publications, bill boards, print and electronic media, and viral marketing
6. To have an effective and efficient management of SACE PROGRAMME: Corporate Services <ul style="list-style-type: none"> ▪ Strengthen the management and development of the SACE human capital <ul style="list-style-type: none"> ▪ Ensure effective and efficient administration systems and processes 			
Sub-Programme 1: Human Resource Management and Development	<ul style="list-style-type: none"> ▪ Achieve a 100% identification of skills gaps through the use of a performance development plan. ▪ Implement at least 80% of training and development 	<ul style="list-style-type: none"> ▪ Achieve a 100% identification of skills gaps through the use of a performance development plan. ▪ Implement at least 80% of training and development 	<ul style="list-style-type: none"> ▪ Achieve a 100% identification of skills gaps through the use of a performance development plan. ▪ Implement at least 80% of training and development

	<p>interventions in line with the SACE needs.</p> <ul style="list-style-type: none"> ▪ Monitor at least 90% of the performance development system assessment to ensure that personnel meet targets. ▪ Resolve all grievances raised by staff. ▪ Revise all policies and procedures in line with HR best practices. ▪ Ensure that all managers consistently apply and follow up on the individual development action plan ▪ Recruit and appoint highly skilled personnel to fill vacancies 	<p>interventions in line with the SACE needs.</p> <ul style="list-style-type: none"> ▪ Monitor at least 90% of the performance development system assessment to ensure that personnel meet targets. ▪ Resolve all grievances raised by staff. ▪ Revise all policies and procedures in line with HR best practices. ▪ Ensure that all managers consistently apply and follow up on the individual development action plan ▪ Recruit and appoint highly skilled personnel to fill vacancies 	<p>interventions in line with the SACE needs.</p> <ul style="list-style-type: none"> ▪ Monitor at least 90% of the performance development system assessment to ensure that personnel meet targets. ▪ Resolve all grievances raised by staff. ▪ Revise all policies and procedures in line with HR best practices. ▪ Ensure that all managers consistently apply and follow up on the individual development action plan ▪ Recruit and appoint highly skilled personnel to fill vacancies
<p>Sub-Programme 2</p> <p>Secretariat Services to Council and its Structures and Registry and Postal Services</p>	<ul style="list-style-type: none"> ▪ Setting up a registry and archives. ▪ Development of meeting procedures document. 	<ul style="list-style-type: none"> ▪ Setting up a registry and archives. ▪ Development of meeting procedures document. 	<ul style="list-style-type: none"> ▪ Setting up a registry and archives. ▪ Development of meeting procedures document.
<p>Sub-Programme 3</p> <p>Procurement Services</p>	<ul style="list-style-type: none"> ▪ Reviewal of procurement policies and procedures. ▪ Ensure unqualified audit report on compliance to policies and procedures ▪ Compile annual procurement 	<ul style="list-style-type: none"> ▪ Reviewal of procurement policies and procedures. ▪ Ensure unqualified audit report on compliance to policies and procedures ▪ Compile annual procurement 	<ul style="list-style-type: none"> ▪ Reviewal of procurement policies and procedures. ▪ Ensure unqualified audit report on compliance to policies and procedures ▪ Compile annual procurement

	<ul style="list-style-type: none"> plan. ▪ Ensure that SACE assets are secured and operational. 	<ul style="list-style-type: none"> plan. ▪ Ensure that SACE assets are secured and operational. 	<ul style="list-style-type: none"> plan. ▪ Ensure that SACE assets are secured and operational.
Sub-Programme 4 Information and Communication Technology (ICT)	<ul style="list-style-type: none"> ▪ Provision of a reliable accessible and stable technology environment. ▪ Review and update IT policies ▪ Completion of SACE Integrated IT solution. ▪ Monitor security system on monthly basis to ensure that the security provide a safe environment for IT systems. ▪ Review and update the IT architectural framework annually to ensure strategic alignment to SACE’s mission and objectives. 	<ul style="list-style-type: none"> ▪ Provision of a reliable accessible and stable technology environment. ▪ Review and update IT policies ▪ Monitor the effective implementation of the complete intergrated IT solution ▪ Monitor security system on monthly basis to ensure that the security provide a safe environment for IT systems. ▪ Review and update the IT architectural framework annually to ensure strategic alignment to SACE’s mission and objectives. 	<ul style="list-style-type: none"> ▪ Provision of a reliable accessible and stable technology environment. ▪ Review and update IT policies ▪ Implement improvement to the intergrated IT environment. ▪ Monitor security system on monthly basis to ensure that the security provide a safe environment for IT systems. ▪ Review and update the IT architectural framework annually to ensure strategic alignment to SACE’s mission and objectives.
Sub-Programme 5 Acquisition of the new building	<ul style="list-style-type: none"> ▪ Planning and construction of the building 	<ul style="list-style-type: none"> ▪ Occupation of the new building (under lease agreement) 	<ul style="list-style-type: none"> ▪ Once-off purchase of the leased property
7. To have an effective and efficient management of SACE PROGRAMME: Financial Services			
Sub-Programme 1: Financial Administration	<ul style="list-style-type: none"> ▪ Prepare a three year budget for strategic plan. ▪ Review of financial policies 	<ul style="list-style-type: none"> ▪ Prepare a three year budget for strategic plan. ▪ Review of financial policies 	<ul style="list-style-type: none"> ▪ Prepare a three year budget for strategic plan. ▪ Review of financial policies

	<p>and procedures.</p> <ul style="list-style-type: none"> ▪ Maintain a positive cash flow at all times. ▪ Produce monthly and quarterly accurate financial reports ▪ Secure additional funding for specific projects ▪ Receive an unqualified audit report. 	<p>and procedures.</p> <ul style="list-style-type: none"> ▪ Maintain a positive cash flow at all times. ▪ Produce monthly and quarterly accurate financial reports ▪ Secure additional funding for specific projects ▪ Receive an unqualified audit report. 	<p>and procedures.</p> <ul style="list-style-type: none"> ▪ Maintain a positive cash flow at all times. ▪ Produce monthly and quarterly accurate financial reports ▪ Secure additional funding for specific projects ▪ Receive an unqualified audit report.
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