



SOUTH AFRICAN COUNCIL FOR EDUCATORS (SACE)

MEDIA RELEASE

1. BACKGROUND

SACE marks 22 years since its conception in 1994, the year of our democracy. In 1995, the Minister of Education, Prof S Bhengu, launched the Council pronouncing that its basic principle was “the profession regulating itself”. Since then, Council has a majority of teachers. Today 18 of the 30 member Council are teachers. There are perceptions in some quarters that SADTU dominates Council. In terms of proportional representation SADTU has 12 Councilors. The Council meeting last week unanimously rejected the notion that SADTU is in control of SACE and dominates decisions. Nearly all decisions of Council are by full consensus. Council continues reviewing its legislation and procedures in a quest for more efficiency and efficacy. It has once again decided to propose amendments to the SACE ACT.

SACE continues delivering on its mandates of:

- Compulsory registration of all teachers;
- Professionalization of teaching; and
- Safeguarding ethical conduct in the profession.

2. REGISTRATION

In the last financial year, SACE registered 35262 new educators and updated registrations of 48140 teachers. As at 30 May 2016, the register had 552 263 full registrations and 103 706 provisional registrations (of which 21473 were for foreign nationals). Of these approximately, 420 000 are practicing.

In the second quarter of this year, 8070 teachers were given full registration (including 291 foreign nationals and 11386 (including 2310 foreign) registrations were updated. SACE is collaborating with Department of Basic Education (DBE) to determine the profile of the teaching Corps so as to advise the Ministry on the needs of the profession.

The Council has detected over 20 cases of educators teaching with fraudulent qualifications. All new applications for past the past 18 months are vetted and qualifications verified in office. The Council is now working together with Universities, Education Departments and SAQA (The South African Qualifications Authority) to ensure that **all** qualifications **of all** teachers are authentic. The Council **warns** teachers who are teaching with fraudulent qualifications to leave the profession immediately! Council will de-register such teachers and report them to the relevant authorities. Teaching with fraudulent qualifications is a criminal offense. Employers and school Managers are urged to contact SACE and the relevant educational department if there is doubt about the qualification of any teacher. Unregistered teachers cannot teach lawfully.

3. PROFESSIONALISATION OF TEACHING

SACE has a legislated role to manage the Continuing Professional Teacher Development (CPTD) system. It is **compulsory** for all teachers, including school managers, to acquire 150 CPTD points in a 3-year cycle. School Principals complete their first cycle this year, other Managers next year, and teachers the following year. All educators are urged to take up professional development activities and programmes as per SACE guidelines. It is a requirement that teachers embark on lifelong learning so as to develop learners holistically. In the past year, SACE has endorsed 1091 professional development programmes and approved of 113 new providers. To date, there are 2811 endorsements and 650 approvals. SACE has a role to quality assure professional development programmes and activities.

SACE also has a duty to set professional practice Standards and Designations. SACE is busy consulting with Stakeholders and doing research on quantifying SACE Professional Standards. SACE will accord different levels of registration, including an induction period, as educators achieve prescribed standards. It is envisaged that teachers move up the career ladder in a structured manner, in the area of their expertise. The Council has also agreed that it should play a greater role in monitoring teacher qualification programmes.

4. ETHICAL CONDUCT

Council has a duty to ensure that teachers abide by its code of Ethics.

In the past year, it processed 593 complaints against teachers. 550 cases were finalized and 43 were carried over.

77 hearings were instituted resulting in 70 “guilty” and 2 “not guilty” findings. 5 cases were withdrawn.

25 registrations were struck off the roll indefinitely, while 5 were struck off for definite periods. 40 educators received other sanctions.

In the last quarter 151 complaints were processed, resulting in 17 hearings and 23 investigations. Members of the public are urged to contact SACE if they are in doubt of teachers’ conduct. Contrary to some perceptions, SACE is not lenient to teachers, nor does it treat teachers with ‘kid gloves’ when they are in breach of the Code of Ethics. On the contrary, it takes very stern action when teachers are involved in sexual misconduct, corporal punishment or illicit activities.

It has also been alleged that SACE has been ‘covering up’ on the issue of the “selling of posts”. The Council categorically denies that, as it continues investigations.

The Council is serious that the profession must rid itself of **“rotten apples”** that bring the profession into disrepute. It has now taken a decision to propose amendments to the SACE Act to publish names of educators struck off the roll. Employers are urged to check with SACE the professional standing of any teacher.

5. THE ROLE OF TEACHERS

SACE works in collaboration with all the educational stakeholders in the country. The Teacher appreciation and support programme (TASP), which was launched in 2015 has gained momentum. It is an initiative co-facilitated by SACE and the DBE (Department of Basic Education) that seeks to thank educators and contribute to their well-being. Yearlong activities include fun-walks, a celebration of historic events and days, health and financial services, presentation of awards and fitness programmes. It is the view of SACE that a fulfilled teacher is a productive teacher.

Teachers hold the key to the future of society. We depend on teachers to develop our learner’s holistically. Not only do we want our learners to get good grades, but also they need to have a well-rounded education. Learners have to be exposed to sports, arts and culture. Learners have to develop attitudes and ethics for a better world: A world of “UBUNTU” and sustainability; A world that cares; and A selfless world.

This is what the large majority of our teachers do.

They overcome challenges of:

- Overcrowded classes;
- Demanding curricular requirements;
- Poor resources;
- Undisciplined learners ; and
- Unhelpful authorities;

to try to develop citizens of the future.

- SACE presides over AFTRA (The African Teacher Regulatory Federation Authorities) and is a founding member of IFTRA (The International Forum of Teacher Regulatory Authorities).Both AFTRA and IFTRA share SACE's esteem for teachers.

SACE SALUTES TEACHERS

6. ADMINISTRATION

To undertake the tasks outlined, SACE collects R10 per month per educator and an annual Government grant of R9m for CPTD system. With this resource base its acquired its own building in Centurion, Tshwane and rents offices in Bloemfontein and Durban. It has a staff complement of approximately 100 and about 100 professional volunteers.

The Council has now entered into discussions with stakeholders to increase levies to spread its footprint and refine its mandated deliverables.

SACE has come of age and is now poised to take full charge of the teaching profession in the Country.

Thank You

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