THE SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL PERFORMANCE PLAN

2018 / 19
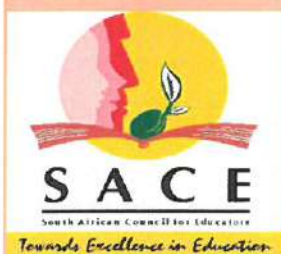
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LIST OF ACRONYMS

SACE	-	The South African Council for Educators
CPTD	-	Continuing Professional Teacher Development
HOD	-	Head of Department
DBE	-	Department of Basic Education
SAQA	-	South African Qualification Authority
CHE	-	Council on Higher Education
FET	-	Further Education and Training
MTEF	-	Medium Term Expenditure Framework
CPTD-IS		Continuing Professional Teacher Development – Information System
PL1	-	Post Level one Educators
PD	-	Professional Development
PDP's	-	Professional Development Portfolios
NQF	-	National Qualifications Framework
SGB	-	School Governing Bodies
PED	-	Provincial Education Departments
QCTO	-	Quality Council for Trades Occupations

FOREWORD BY THE CHIEF EXECUTIVE OFFICER

As a custodian and guardian of the teaching profession, the South African Council for Educators (SACE) has a responsibility to ensure that all practising educators are registered, manage a system for the promotion of their continuing professional development and ensure that they adhere to the Code of Professional Ethics. Equally, SACE has a legislated mandate to strengthen and uphold the teaching profession, including the development of professional standards for the teaching profession in South Africa.

The process of developing the 2018/19 Annual Performance Plan (APP) came at an opportune time, when SACE's Council was inaugurated to govern the organisation and serve the teaching profession diligently during the 2017 – 2021 terms of office. Consequently, Council has taken stock in order to reflect on its role, the delivery of SACE's mandate, its resources, the changing educational policy environment, and impact in the education sector as a whole and the teaching profession in particular. It is evident from the reflection and self-renewal process that the organisation needs to reclaim its authority and lead the teaching profession accordingly. This, inevitably, requires that SACE rebrand and reposition itself in order to occupy its rightful position, play its intended role and act as the voice of the teaching profession.

In line with this, the APP presents the five programmes that reflect the new Council's vision and tone on the governance, leadership and most importantly, the performance of the organisation. Coupled with this, Council approved an increase in the monthly levies in order to improve its revenue and ultimately enhance the organisation's capacity, performance on various programmes, infrastructure, and visibility at provincial level.

In terms of its Registration mandate (Programme 1), Council engaged in a review and reconceptualization of its processes, systems and rules of the game as informed by the evidence from analysis conducted. Thus, this programme will introduce the concept of fit-and-proper to teach, through a reviewed and enhanced registration policy and criteria. The effective implementation of this, is dependent largely on SACE's enhanced institutional capacity, the establishment of an institutional network and policy actors who will work collaborative and cooperatively to register an educator who is credible, qualified, and fit-and-proper to teach and practice in the South African School.

SACE has over the years experienced challenges in completing the processing of educator misconduct cases submitted within a financial year. Programme 2 (Ethics) explored various strategies that will improve this recurring challenge. Additionally, more rigour advocacy and communication on the code of professional ethics will be done. SACE, the education sector and the teaching profession in particular, have observed with great concerns the ongoing educator misdemeanours, in the media and public space, on administering corporal punishment and sexual relations between the educators and learners. These issues continue to be part of the wicked problems for the profession. They need different ways of thinking and leadership in the education sector to resolve them. A more collaborative and deliberative intervention approach will go a long way in addressing these challenges.

The CPTD Management System (Programme 3) is entering its fourth year of implementation. The first cohort (principals and deputy principals) completed its first three-year cycle in June 2017. All

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The CPTD Management System (Programme 3) is entering its fourth year of implementation. The first cohort (principals and deputy principals) completed its first three-year cycle in June 2017. All the three cohorts are now participating fully in the three-year cycle and therefore, the issue of ongoing monitoring and support of educators' uptake in professional development and reporting it to SACE become central to this Programme in 2018/19 financial year.

Significant progress has been registered in terms of Programme 4 that ensures that the country has the professional teaching standards. The Professional Teaching Standards will be finalised and approved by Council for implementation. Likewise, the development of the professional teacher designation will be finalised and SACE's recognition status will be awarded. Additionally, linked to Programme 4 is the process of professionalising the teaching profession across the entire teacher education and development continuum, through a multi-stakeholder driven approach.

SACE intends to strengthen its advisory role, in line with the SACE Act. Programme 5 (Research) will play a pivotal role in ensuring that the advice to the Minister, Council, and the larger profession is evidence-based and informed by empirical research. This programme will also support the work of the SACE Council Committee and ensure that the organisation engages in self-renewal as well.

The Council is looking forward to a year of turning the profession around and putting educators first in all that it does.

OFFICIAL SIGN – OFF

It is hereby certified that this Annual Performance Plan:
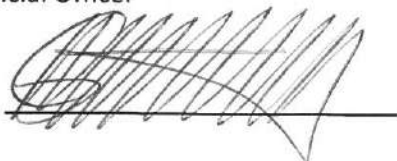
Was developed by the management of **The South African Council for Educators** under the guidance of **The Department of Basic Education and Council Structures.**

Was prepared in line with the current Strategic Plan of **The South African Council for Educators**, and

Accurately reflects the performance targets which **The South African Council for Educators** will endeavour to achieve given the resources made available in the budget for **2018/2019.**

G.M. Mapindani
Chief Financial Officer

Signature: _____

M.E. Mokgalane
Accounting Officer

Signature: _____

PART A: STRATEGIC OVERVIEW

1. UPDATED SITUATIONAL ANALYSIS

The performance and operations of the South African Council for Educators should be understood with the environment and context within which it operates. This will assist in terms of unpacking the critical uncertainties, driving forces and predetermined elements at play as the organisation plans for the 2018/19 financial and outer years. In doing so, the performance delivery environment, organisational environment and legislative environment will be examined.

1.1   Performance Delivery Environment

SACE is the only statutory professional council in the education sector. It has a responsibility to uphold the image and status of the teaching profession. In doing so, it is important to ensure that factors and forces that may have a bearing on the performance delivery environment of the organisation are understood and taken into account in the planning process.
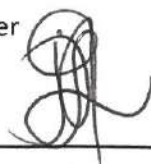
SACE went through some rough patches in the last quarter of the 2016/17 financial year. This has, to a certain extent, dented the image and confidence of the people in the organisation. While this is the case, it is also important to applaud the outgoing Council for having managed to deal with the situation effectively and timeously. Since then, the Minister of Basic Education, Honourable Angy Motshekga, appointed and inaugurated the new SACE Council on the 15th August 2017. The 30-member Council will govern SACE and deliver's mandate in the coming four years (2017 – 2021). Council is made up of constituencies from the organised teaching profession, Ministerial appointees, School Governing Bodies, Department of Higher Education and Training, Independent schools, and Council on Higher Education. This Council has a responsibility to build SACE's image and bring back people's confidence into the organisation back.

As a professional council, SACE is responsible for ensuring that the 450 000 educators in the public and independent schools are registered, participate in the CPTD Management System and adhere to the Code of Professional Ethics. These educators' employers a central to the process in term of ensuring that every educator employed in every school is complying with the SACE professional requirements. SACE continues to have a challenge of non-compliance from both the employers in terms of employing unregistered educators. There are approximately 17 000 educators who are still practising without registering with SACE and the Council will have a dedicated programme to address this challenge. SACE's collaboration with the 9 Provincial Education Departments (PED's), School Governing Bodies (SGB's) and Independent Schools as employers becomes very important in the Registration, CPTD system, Teacher Professionalisation, Professional Research and Ethics programmes of SACE. Furthermore, collaboration with and the support of the 81 education districts, circuit offices, 23 Higher Education Institutions, South African Qualifications Authority (SAQA), Council on Higher Education (CHE), UMALUSI, Quality Council for Trades Occupations (QCTO) and ETDP-SETA are also needed in effecting all mandates of SACE accordingly across the country.

SACE has come of age in the last 22 years. Therefore, it has made some mark in the profession that contributes positively to its opportunities. The public is protected through educators that are registered with Council and as a result, committing to the Code of Professional Ethics and participation in the web-based CPTD system in order to keep abreast with the educational developments.

Furthermore, SACE has its presence in the two provinces - Free State and Kwazulu-Natal with advance plans for the expansion in Limpopo, Western Cape and Eastern Cape Province during the 2018/19 financial year, and the remaining provinces in during the 2019/20 financial year.

SACE introduced the process of professionalising the teaching profession across the entire teacher education and development continuum. This process also includes the development of the professional Teaching Standards.

While these positives and opportunities are appreciated, SACE voice and custodianship of the teaching profession are not felt in the teaching profession. This has led to the believe that it is lost power and authority over the teaching profession, resulting in it being partially in charge of it. This is also substantiated by the organisation's absence in the Initial Teacher Education (ITE) space and the profession continuing to dictate to it on a number of issues. Visibility in the provinces has also been raised as a challenge and threat to SACE and as a result has a possibility of increasing negative public image about the organisation and the profession as well.

1.2 Organizational Environment

As indicated above, the Minister of Basic Education appointed a 30-member Council in August 2017 to continue with the work of the previous Council which ended its term in July 2017.

The Council has staff complement of **102** of which **10** are at managerial level under the leadership of the newly appointed Chief Executive Officer. The Council has appointed   provincial co-ordinators to facilitate and manage Continuous Professional Teacher Development. There is also a need to improve the case management to process the increasing number of reported cases. Council will appoint two full-time investigators, a para-legal clerk and increase its pool of resource persons. At least two Provincial offices are to be operational in the current year.

It is expected that the Council will generate R 103 million per annum comprising of the following:

- **Registration fees** Paid as once off on registration at a rate of R200 for South African educators and R400 for foreigners;
- **Annual membership fees** of R180-00 per educator and,
- **Government subsidy** to manage Continuous Professional Teacher Development System.

2. REVISIONS TO LEGISLATIVE AND OTHER MANDATES

2.1. The Basic Education Laws Amendment Act (2011)

The Basic Education Laws Amendment Act of 2011 amends Section 5 of SACE Act no. 31 of 2000 to mandate SACE to manage a system for the promotion of the Continuing Professional Development of all educators. It further amends Section 19 of SACE Act of 2000 to allow the state to fund the Council on request by Council.

In effect SACE's role in promoting the professional development of educators is clarified.
It has to focus on quality assuring programmes and activities and monitoring and recording of uptake.

2.2 Employment of Educators Act (1998)

The Employment of Educators Act 1998 Section 15 (2) directs that if the name of an Educator is struck off the register of educators kept by The South African Council for Educators, the Educator shall, notwithstanding anything to the contrary contained in this Act, be deemed to have resigned with effect from the day following immediately after the day on which the Educators name was so struck off.

2.3 South African Council for Educators (SACE) Act (2000)

The SACE Act (2000) Section 26 (2) requires that in each case where steps were taken against any educator under Section 24 (2), other than the cautioning or reprimanding of the Educator, the Employer shall furnish The South African Council for Educators with the record of the proceedings at the inquiry and all other documents relating thereto.

3. OVERVIEW OF 2018/19 BUDGET AND MTEF ESTIMATES

	2014/15 Audited	2015/16 Audited	2016/17 Audited	2017/18 Budget	2018/19 medium - term	2019/20	2020/21
Financial performance in R,000	**73,235**	**69,805**	**70,768**	**72,703**	**103,420**	**110,620**	**110,620**
Registration fees	6,314	4,800	8,398	6,200	6,000	6,000	5,000
Subscription fees	49,735	52,080	50,358	52,080	78, 120	78,120	78,120
Reprints of certificates	2,059	400	2,075	1,880	2,000	2,000	2,000
Interest receivable	4,337	768	2,280	2,400	1,000	4,200	5,200
CPTD Subsidy	10,531	11,557	7,239	9,743	16,000	20,000	20,000
Sundry income	259	200	418	400	300	300	300
	61,434	**68,384**	**60,037**	**72,703**	**98,148**	**96,582**	**98,300**
Administration	47,745	50,327	48,463	57,460	68,376	64,882	66,400
Research	670	2,000	495	1,000	1,500	3,200	3,400
Professional Development	10,531	12,557	7,239	10,743	18,000	22,000	22,000
Registration	394	1,500	2,193	1,500	2,000	2,500	2,500
Code of Ethics	2,094	2,000	1,647	2,000	3,000	4,000	4,000
Net surplus	**11,801**	**1,421**	**10,731**	**0**	**5,272**	**14,038**	**12,320**

3.1 Relating expenditure trends to strategic outcome oriented goals:

Registration: The increasing cost over the MTEF will enable the Council to implement on-line registration, data clean-up and more vigorous vetting and verification. It is expected that the number of applications for registration is expected to remain at an average of 30 000 for the current year and 40 000 for updates. Updates include provisionally registered student teachers who bring their completed qualifications for full registration

Code of Ethics: It is expected that the number of reported violations will increase over the MTEF. The council will increase its effort on to clear the growing number of uncompleted cases. The Council has trained more additional experienced professionals to assist in conducting investigations and hearings throughout the country. This will reduce the costs of handling cases. The council will embark on advocacy campaigns to reduce the number of violations by educators. The campaign may increase number of reported cases initially but will decrease violations in a long term. The amount of R3 million has been allocated to this function for the 2018/19 financial year.

Professional Development: The Department of Basic Education funds the Continuing Professional Teacher Development system. The department has approved a budget of R9.7 million for 2018; R16 million for 2018/19 and R20 million for 2019/20 to subsidise the management of Continuing professional Teacher Development. The total Professional Development budget also includes costs

for the approved teacher professionalization path and the development of the professional practice standards. The projection of the last two years of the MTEF is for the finalisation of professional standards and popularisation thereof. The council will continue to finalise the CPTD sign-ups (especially for the teachers in special education needs schools, and school psychologists and therapists) and monitor and support the implementation of the three year CPTD cycle with the three cohorts.

Research: The Council intends making improvements on the delivery of this mandatory function. The council has not made a good impact in terms of this advisory function. With the average budget of R3 million over the medium term, the council will make a better impact in terms of research for self-renewal and research on professional matters. In addition, a research resource centre will be stablished. This will result into educators' virtual library in the long-term.

Surplus: The projected surplus has been earmarked for Provincial offices and enhancement of delivery. The Council intends completing the establishment of the six remaining provincial offices within the MTEF. The council will purchase the offices starting with three to be procured in the 2018/19 financial year

PART B: PROGRAMME AND SUB – PROGRAMME PLANS

4. SACE PROGRAMMES: STRATEGIC OBJECTIVES, PROGRAMME PERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2018/2019

4.1 PROGRAMME 1: REGISTRATION OF EDUCATORS

Programme Purpose:

- Register qualified educators and create sub registers for special categories;
- Maintain and update educator database;
- Enhance the quality of the registration of teachers by introducing standards; and

Programme Key Functions:

- Determine minimum criteria and procedures for registration;
- Consider and decide on any application for registration;
- Keep a register of the names of all persons who are registered;
- Determine period of validity of the registration;

Programme performance indicators and Annual Targets for 2018/19

Strategic objective	Programme performance indicator	Audited/ Actual performance			Estimated Performance		Medium-term targets		
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/2021		
To register all qualified educators.	Number of new educators registered.	35 262	37 977	20 000	38 000	35 000	35 000		
	Number of educators updating and renewing their registration status.	48 140	46 088	40 000	47 000	47 000	47 000		

Quarterly targets for 2018/19

Performance indicator	Reporting period	Annual target 2018/19	Quarterly targets			
			1st	2nd	3rd	4th
Number of new educators registered.	Quarterly	38 000	10 000	9 000	8 000	11 000
Number of Educators updating and renewing their registration status.	Quarterly	47 000	12 700	12 700	9 000	12 600

Reconciling performance targets with the Budget MTEF

Expenditure estimates

Financial performance in R,000	2014/15 Audited	2015/16 Audited	2016/17 Audited	2017/18 Budget	2018/19 medium - term	2019/20	2020/21
Registration	394	1,500	2,193	1,500	2,000	2,500	2,500

Performance and expenditure trends

Registration: The increasing cost over the MTEF will enable the Council to implement on-line registration, data clean-up and more vigorous vetting and verification. It is expected that the number of applications for registration is expected to remain at an average of 30 000 for the current year and 40 000 for updates. Updates include provisionally registered student teachers who bring their completed qualifications for full registration.

4.2 PROGRAMME 2: ETHICS

Programme Purpose:

- Promote ethical conduct among educators through the development and enforcement of the code of ethics.
- Provide support to schools, educators and school communities on ethical matters.

Programme Key Functions:

- To uphold the image of the teaching profession by reviewing the Code of Professional Ethics Annually ;
- To investigate complaints of improper conduct against educators;
- To institute disciplinary hearings at the behest of the Council where evidence of a breach of the Code of Professional Ethics for Educators has been found; and
- Advocate the Code.

Programme performance indicators and Annual Targets 2018/19

Strategic objective	Programme performance indicator	Audited/Actual performance Budget		Estimated performance			
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Promote the maintenance of Ethical Standards in the profession.	Number of educators to be trained on the Code of Professional Ethics.	33 251	57 504	10 000	10 000	15 000	15 000
	Number of cases to be concluded annually.	550	536	500	550	550	550

Quarterly targets for 2018/19

Programme performance indicators	Reporting period	Annual target 2018/19	Quarterly targets			
			1st	2nd	3rd	4th
Number of educators to be trained on the Code of Professional Ethics.	Quarterly	10 000	2 500	3 500	2 500	1 500
Number of cases to be concluded Annually.	Quarterly	550	120	150	120	160

Reconciling performance targets with the budget and the MTEF

Expenditure estimates

	2014/15 Audited	2015/16 Audited	2016/17 Audited	2017/18 Budget	2018/19	2019/20	2020/21
					medium - term		
Financial performance in R,000							
Code of Ethics	2,094	2,000	1,647	2,000	3,000	4,000	4,000

Performance and expenditure trends

Code of Ethics: It is expected that the number of reported violations will increase over the MTEF. The council will increase its effort on to clear the growing number of uncompleted cases. The Council has trained more additional experienced professionals to assist in conducting investigations and hearings throughout the country. This will reduce the costs of handling cases. The council will embark on advocacy campaigns to reduce the number of violations by educators. The campaign may increase number of reported cases initially but will decrease violations in a long term. The amount of R3 million has been allocated to this function for the 2018/19 financial year.

4.3 PROGRAMME 3: CONTINUING PROFESSIONAL DEVELOPMENT MANAGEMENT SYSTEM

Programme Purpose

SACE has a responsibility to manage a system for continuing professional development with the support of the Department of Basic Education and the nine Provincial Education Departments. In line with this, SACE will:

- Ensure that educators engage in life-long learning throughout their career.
- Ensure that educators' classroom practice and professional competence are improved through the provisioning of quality SACE approved providers and endorsed professional development programmes.

Programme Key Functions:

- Monitor and support educators' participation in the three year CPTD system cycle
- Monitor and support educators' professional development uptake
- Endorsement of professional development activities
- Approval of professional development providers
- Development and maintenance of the CPTD Information system

Programme performance indicators and Annual targets 2018/19

Strategic Objective	Programme Performance Indicator	Audited/Actual Performance			Estimated Performance	Medium Term Budget		
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/2021
To promote career-long quality continuing professional development for	Number of practicing educators signed up to the CPTD system per year. (Disaggregated by	56 679 PL1[1] Educators in Secondary and Combined Schools	87702 PL1 Educators in Primary and Special Education Needs Schools	80 000 PL1 Teachers	50 000 PL1 Teachers	28 321 Teachers	10 000 Teachers

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[1] PL1 Post Level 1 Educators

all school-based educators	Cohort)					
	Number of signed up teachers who are engaged in three types of Professional Development (PD) Activities from:					
	Type 1: Self-Initiated PD Activity	**15 012** signed-up principals, deputies and	**89 980** signed-up principals, deputies, HODS and PL1 Educators in Secondary and combined schools	**106 340** signed-up principals, deputies, HODS and all PL1 Educators	**158 763** signed-up principals, deputies, HODS and all PL1 Educators	**174 639** of signed-up principals, deputies, HODS and all PL1 Educators	**192 102** of signed-up principals, deputies, HODS and all PL1 Educators
	Type 2: School Initiated PD Activity	**8 025** principals and deputy principals reported their participation in type 2 (school initiated) PD activities	**81 800** signed-up principals, deputies, HODS and PL1 Educators in Secondary and combined schools	**89 980** of signed-up principals, deputies, HODS and all PL1 Educators	**127 010** principals, deputies, HODS and all PL1 Educators	**133 361** of signed-up principals, deputies, HODS and all PL1 Educators	**140 029** of signed-up principals, deputies, HODS and all PL1 Educators
		21538 signed-up principals, deputies, HODS			**95 258** signed-up principals,	**100 021** of signed-up principals,	**105 022** signed-up principals, deputies, HODS and all PL1

Indicator							
Type 3: Externally Initiated	-	11 676 signed-up principals, deputies, HODS and PL1 Educators in Secondary and combined schools	65 400 of signed-up principals, deputies, HODS and all PL1 Educators	deputies, HODS and all PL1 Educators	deputies, HODS and all PL1 Educators	deputies, HODS and all PL1 Educators	Educators
Number of signed up educators who meet the minimum requirement of 150 CPTD points over the three year cycle. (Disaggregated by Cohort – Principals and Deputy Principals, HODs, PL1 Educators).		-	**23 352** all Signed up Principals & Deputy Principals **(Cohort 1: 2014-16)** meet minimum requirement of 150 CPTD points	**26 320** all Signed up HODs **(Cohort 2: 2015-2017)** meet minimum requirement of 150 CPTD points by **Dec 2017. As at the 8th September 2017**	**63 708** all Signed up Group 1 (Secondary and Combined) Educators **(Cohort 3: 2016-2018)** meet minimum requirement of 150 CPTD points.	**63 708** all Signed up Group 2 (P **(Cohort 3: 2016-2018)** meet minimum requirement of 150 CPTD points.	
Number of new Professional Development Providers Processed in the year of submission (in terms of approved status, not approved status, rejected	113 new Professional Development Providers Processed in the year of submission	169 new Professional Development Providers Processed in the year of submission	120 new Professional Development Providers Processed in the year of submission	130 new Professional Development Providers Processed in the year of submission	140 new Professional Development Providers Processed in the year of submission	150 new Professional Development Providers Processed in the year of submission	

and in process)						
Number of new Professional Development Activities Processed in the year of submission (in terms of endorsed status, not-endorsed status, rejected and in process)	1091	1948	600 new Professional Development Activities Processed in a year.	750 new Professional Development Activities Processed in a year.	800 new Professional Development Activities Processed in a year.	850 new Professional Development Activities Processed in a year.
Number of Endorsed Development Activities subjected to quality assurance by SACE in a financial year	-	-	130	160	190	220

Quarterly Targets for 2018/2019

Performance indicator	Reporting period	Annual target 2018\2019	Quarterly targets			
			1st	2nd	3rd	4th
Number of practicing educators signed up for the CPTD system	Quarterly	50 000 PL1 Teachers	15 000	15 000	-	20 000
Number of signed up teachers who are engaged in three types of Professional Development (PD) Activities from: Type 1: Self-Initiated PD Activity Type 2: School Initiated PD Activity Type 3:Externally Initiated	Bi-Annual	Type 1: 122 700 signed-up principals, deputies, HODS and all PL1 Educators	Type 1: 32 720	Type 1 49 080	-	Type 1: 40 900

Performance Indicator	Frequency					
Percentage of signed up educators who meet the minimum requirement of 150 CPTD points over the three year cycle. (Disaggregated by Cohort – Principals and Deputy Principals, HODs, PL1 Educators).	Annual	Type 2: **98 160** signed-up principals, deputies, HODS and all PL1 Educators Type 3: **73 620** signed-up principals, deputies, HODS and all PL1 **Educators** **24847** of all Signed up HODs **(Cohort 2: 2015-2017)** meet minimum requirement of 150 CPTD points by **Dec 2017**	Type 2: 24540 Type 3: 16 360 24847 of all Signed up **HODs (Cohort 2: 2015-2017)** meet minimum requirement of 150 CPTD points by Dec 2017	Type 2: 24540 Type 3: 24 540 -	Type 2: 49 080 Type 3: 32 720 35 new Professional Development Providers Processed 200 -	Type 2: **49 080** Type 3: **32 720** 63 708 all Signed up Group 1 (Secondary and Combined) Educators **(Cohort 3: 2016-2018)** meet minimum requirement of 150 CPTD points.
Number of new Professional Development Providers Processed in the year of submission (in terms of approved status, not approved status, rejected and in process)	Quarterly	130 new provider applications processed in a year	30 new Professional Development Providers Processed	35 new Professional Development Providers Processed	200	30 new Professional Development Providers Processed
Number of new Professional Development Activities Processed in the year of submission (in terms of	Quarterly	750 new Professional Development	170	200	-	180

endorsed status, not-endorsed status, rejected and in process)		Activities Processed in a year		
Number of Endorsed Professional Development Activities subjected to quality assurance by SACE in a financial year	Bi-Annual	160	-	60	100

4.4 PROGRAMME 4: TEACHER PROFESSIONALISATION

Programme Purpose:

- To develop a set of professional standards for teachers' practice that is theoretically informed, contextually appropriate and widely accepted by stakeholders.

- Develop various strategies and processes of assisting and supporting educators with regard to professional matters and needs;

- Improve and maintain the status and image of the teaching profession;

- Facilitate processes of ensuring that more and better teachers join the teaching profession; and

- Ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards.

Programme Key Functions:

- Managing and implementing the teacher professionalisation programme in collaboration with the education stakeholders;

- Develop, implement and maintain professional practice standards across the teacher education continuum;

- Develop and register the teacher professional designation with The South African Qualifications Authority (SAQA).

Programme performance indicators and Annual targets 2018/19

| Strategic Objective | Programme Performance Indicator | Audited/Actual Performance | | | Estimated Performance | | 2019/20 | 2020/2021 |
		2015/16	2016/17	2017/18	2018/19			
To enhance teacher preparation and professional practice.	Set Professional practice standards for teaching.	Research Report on the professional standards and implementation plan are approved.	Report on the writing of the professional practice standards.	Professional practice standards framework produced and consulted on.	Professional practice standards approved and gazetted.		-	-
	Monitor the Implementation of the Professional Practice Standards.	-	-	-	-		National report on the implementation of the professional teaching standards on practising educators.	National report on the implementation of the professional teaching standards on practising educators and student teachers.
	Professional designation for teachers developed and registered.	Research Report on teacher professional designation and implementation plan are approved.	Report on the development of the professional designation.	Report on the development of the professional designation and consultation	Professional teacher designation piloted, finalised and registered on the SAQA Professional		Professional teacher designation implemented together with the 1ᵗ phase of full professional registration.	Professional teacher designation implemented together with the 2nd phase of full professional registration.

		process.	Bodies and Professional Designations database.

Quarterly targets for 2018/19

Performance indicator	Reporting period	Annual target 2018/2019	Quarterly targets			
			1st	2nd	3rd	4th
Set Professional practice standards for teaching.	Annual	Professional practice standards approved and gazetted.	-	-	-	Professional practice standards approved and gazetted.
Professional designation for teachers developed and registered.	Annual	Professional teacher designation piloted, finalised and registered on the SAQA Professional Bodies and Professional Designations searchable database.	-	-	-	Professional teacher designation piloted, finalised and registered on the NQF.

Reconcilling performance targets with the Budget MTEF

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
	Audited	Audited	Audited	Budget	medium - term		
Financial performance in R,000							
Professional Development	10,531	12,557	7,239	10,743	18,000	22,000	22,000

ANNUAL PERFORMANCE PLAN

Performance and expenditure trends

Professional Development: The Department of Basic Education funds the Continuing Professional Teacher Development system. The department has approved a budget of R9.7 million for 2018; R16 million for 2018/19 and R20 million for 2019/20 to subsidise the management of Continuing professional Teacher Development. The total Professional Development budget also includes costs for the approved teacher professionalisation path and the development of the professional practice standards. The projection of the last two years of the MTEF is for the finalisation of professional standards and popularisation thereof. The council will continue to finalise the CPTD sign-ups (especially for the teachers in special education needs schools, and school psychologists and therapists) and monitor and support the implementation of the three year CPTD cycle with the three cohorts.

4.5 PROGRAMME 5: POLICY AND RESEARCH

Programme Purpose:

- To enhance policy and research coordination within SACE.
- To strengthen the SACE advisory role and service that is informed by policy, research, and consultative processes.
- To promote research on professional matters and any other educational matter relevant to SACE.

Programme Key Functions:

- Advising the Ministers of Basic and Higher Education, Council and the profession on professional matters;
- Provide ongoing support to all the SACE Divisions and Committees in terms of policy and research matters;
- Conceptualize and undertake research on professional matters for purposes of informing SACE programmes, Council decisions Educational policy, advising the Minister of Education, Council and the profession;
- Produce policy and research publications/ reports and disseminate research findings through various communications channels;
- Establish and manage the SACE resource center and virtual library.

Programme performance indicators and Annual Targets 2018/19

Strategic Objective: To influence national policy and initiatives through evidence-based research and advice

Programme performance indicators and Annual targets 2018/19

Strategic Objective	Programme Performance Indicator	Audited/Actual Performance			Estimated Performance	2018/19	2019/20	2020/21
		2015/16	2016/17	2017/18				
To influence national policy and initiatives through quality evidence-based research and advice.	The number of research report produced in line with the SACE Research Policy and Agenda.	5	6	5		3 National Report on the utilization of the research projects produced.	6	5
	Number of Policy advice and briefs produced per annum	-	-	2		2	3	2
	Number of Provincial Practitioner-Based Research Conferences / Seminars Held	-	-	2		2	2	3
	Establish the SACE Resource center and virtual library	-	-	-		Resource centre and virtual library research and concept approved	Resource centre established and equipped	Virtual Library established and launched

Quarterly targets for 2018/19

Performance Indicator	Reporting period	Annual target 2018/19	Quarterly targets			
			1st	2nd	3rd	4th
The number of research report produced in line with the SACE Research Policy and Agenda	Annual	3	1	1	1	-
Number of Policy advice and briefs produced per annum	Annual	2	1	-	1	-
Number of Provincial Practitioner-Based Research Conferences / Seminars Held	Bi-Annual	2	1	-	1	-
Establish the SACE Resource center and virtual library	Annual	Resource centre and virtual library concept approved	-	-	-	Resource centre and virtual library concept approved

Reconciling performance targets with the Budget and MTEF

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
	Audited	Audited	Audited	Budget	medium – term		
Financial performance in R,000							
Policy and Research	670	2,000	495	1,000	1,500	3,200	3,400

Performance and expenditure trends

Research: The Council intends making improvements on the delivery of this mandatory function. The council has not made a good impact in terms of this advisory function. With the average budget of R3 million over the medium term, the council will make a better impact.

ANNUAL PERFORMANCE PLAN

PART C: LINKS TO OTHER PLANS

5. LINKS TO LONG – TERM INFRASTRUCTURE AND OTHER CAPITAL PLANS

The Council has taken a decision to expand its operations to provincial level by establishing provincial offices in the 8 provinces with the exception of Gauteng where the Head Office is located.

Two provincial offices in Kwazulu Natal (KZN) and the Free State are operational since 2015.

The next (3) three offices will be established in the Western Cape; Limpopo and Eastern Cape to be operational in 2018/19 financial year.

The establishment of provincial offices will service the following:

- Deliver full mandatory functions under the control of the head-office;
- Taking service to the public;
- Availing local presence and improve awareness of Council's roles.

The Council has increased its subscriptions to enable this plan and to improve delivery of mandatory functions.

PART D: ANNEXURES

6. TECHNICAL INDICATOR DESCRIPTIONS

Programme 1: Registration of Educators

Indicator Title	1. Number of new Educators registered.
Short definition	To register qualified educators
Purpose/importance	To register qualified educators and create sub-registers for specialized categories.
Source / Collection of Data	SACE Registration system
Method of Calculation	*None*
Data limitations	This indicator only reports on educators registered.
Type of indicator	Impact
Calculation type	Cumulative for the year
Reporting Cycle	Quarterly
New indicator	No
Desired performance	To register more unregistered educators.
Indicator responsibility	SACE – Registration Division

Indicator Title	3. Number of Educators updating and renewing their registration status.
Short definition	Record of all Educators bringing documents for updating
Purpose/importance	To enhance the quality of the registration of Educators who are updating their status.
Source / Collection of Data	SACE Registration system
Method of Calculation	None
Data limitations	None

Type of indicator	Output Indicator
Calculation type	Cumulative
Reporting Cycle	Quarterly
New indicator	No
Desired performance	To update and validate more registration updates
Indicator responsibility	SACE - Registration Division

Programme 2: Ethics

Indicator Title	1. Number of Educators to be trained on the Code of Professional Ethics.
Short definition	Advocating of the Code of Professional Ethics.
Purpose/importance	To ensure that the Code of Professional Ethics is adhered to.
Source / Collection of Data	Attendance registers
Method of Calculation	None
Data limitations	Unavailability of educators for workshops
Type of indicator	Impact
Calculation type	Cumulative
Reporting Cycle	Quarterly
New indicator	No
Desired performance	To increase awareness on the Code of Professional Ethics
Indicator responsibility	SACE – Ethics Division

Indicator Title	2. The number of cases to be concluded Annually.
Short definition	To enforce the Code of Professional Ethics.
Purpose/importance	To ensure that the Code of Professional Ethics is adhered to and that all cases reported

	are handled.
Source / Collection of Data	Complaints received
Method of Calculation	<u>Number of cases received</u> Handled cases = Finalized cases
Data limitations	Capacity constraints and the unavailability of witnesses.
Type of indicator	Impact indicator
Calculation type	Cumulative
Reporting Cycle	Quarterly
New indicator	No
Desired performance	To finalize all cases received per year.
Indicator responsibility	SACE – Ethics Division

Programme 3: Continuing Professional Development Management System

Indicator Title	**1. Number of practising educators signed up to the CPTD system per year. (Disaggregated by Cohort)**

Short definition	The implementation of the CPTD is done in steps. Each cohort has a specific year in which to sign up and start the three year CTPD cycle.
	
	This is the number of educators who signed up in the specific years:
	
	      Cohort 1: Principals and Deputy Principals – 2014
	
	      Cohort 2: HODs – 2015
	
	      Cohort 3: Secondary and Combined School PL1 Educators – Period 2016
	
	      Cohort 4: Primary and Special Needs PL1 Educators – Period 2017

Purpose/importance	The performance measure indicates whether educators are signing up to participating in continuous professional development in line with the National Policy Framework on Teacher Education and Development.
Source / Collection of Data	SACE CPTD Information System
Method of Calculation	For each cohort in the first year of implementation:

	Number of educators sign up per calendar year.
Data limitations	This indicator only reports on the educators who have signed up to participate in the CPTD system.
Type of indicator	Output Indicator
Calculation type	Cumulative– Add up all of the signed up educators for the year.
Reporting Cycle	Annually as per the Cohort Implementation Timelines
New indicator	Yes
Desired performance	• 110 000 Group 1 (Secondary and Combined) Educators **(Cohort 3: 2016-2018)** are signed up to the CPTD system by Dec 2016. • 160 000 Group 2 (Primary & Special Needs) Educators **(Cohort 4: 2017-2019)** are signed up to the CPTD system by Dec 2017.
Indicator responsibility	SACE - CPTD & Research Division

Indicator Title	**2. Percentage of signed up educators who engage in and report the three types of Professional development (PD) activities.**
Short definition	This is the percentage of all signed up educator who participated and reported the three types of PD activities to improve their professional practice and competence. In addition educators, schools and external providers have to report participation of educators in the three types of activities to SACE. Where: Type 1 is self-initiated activities Type 2 is school initiated activities Type 3 is activities (training) provided by external providers. Activities facilitated by external providers lasting 2 hours to 5 days have a predetermine number of points and can be facilitated by Provincial Education Department, however activities of 6 days and longer must be endorsed by SACE.
Purpose/importance	The performance measure indicates whether educators are participating in all three types of continuous professional development activities in line with the National Policy Framework on Teacher Education and Development.
Source / Collection of Data	SACE CPTD Information System. Educators self-report on Type 1 activities.

	Schools report on Type 2 (for all educators of that school). Providers submits attendance registers, used to record Type 3 activities (participants records are updated in CPTD IS).
Method of Calculation	Percentage of educators who participated in Type 1 activities = $$\frac{Number\ of\ educators\ who\ participated\ in\ Type\ 1\ activities}{Number\ of\ signed\ up\ educators} * 100$$ Percentage of educators who participated in Type 2 activities = $$\frac{Number\ of\ educators\ who\ participated\ in\ Type\ 2\ activities}{Number\ of\ signed\ up\ educators} * 100$$ Percentage of educators who participated in Type 3 activities = $$\frac{Number\ of\ educators\ who\ participated\ in\ Type\ 3\ activities}{Number\ of\ signed\ up\ educators} * 100$$ *(Rounded to first decimal)*
Data limitations	Not all signed up educators, schools and providers submit reports on participation in PD activities.
Type of indicator	Output Indicator
Calculation type	Cumulative– Add up all of the CPTD points collected over the period.
Reporting Cycle	Bi-annual
New indicator	No
Desired performance	55% of signed up teachers participate in Type 1 PD activities. 50% of signed up teachers participate in Type 2 PD activities. 35% of signed up teachers participate in Type 3 PD activities.
Indicator responsibility	SACE - CPTD & Research Division

Indicator Title	3. Percentage of signed up educators who meet the minimum requirement of 150 CPTD points over the three year cycle. (Disaggregated by Cohort)
Short definition	This is the percentage of Cohort 1: Principals and Deputy Principals – Period 2014-2016 Cohort 2: HODs – Period 2015-2017 Cohort 3: Secondary and Combined School PL1 Educators – Period 2016-2018 Cohort 4: Primary and Special Needs PL1 Educators – Period 2017-2019 That meet the requirement of 150 CPTD points at the end of the CPTD three year cycle. CPTD points are awarded for the completion of three types of professional development activities namely; Teacher initiated, School Initiated and Externally Initiated.
Purpose/importance	The performance measure indicates whether educators are participating in continuous professional development in line with the National Policy Framework on Teacher Education and Development.
Source / Collection of Data	SACE CPTD Information System
Method of Calculation	For each cohort: $$\frac{Number\ of\ educators\ with\ 150\ CPTD\ points}{Number\ of\ signed\ up\ educators} * 100$$ *(Rounded to first decimal)*
Data limitations	This indicator only reports on the educators who have signed up for the CPTD system. This is self-reporting data for educators. Not all educators may take the time to report all of their CPTD activities, meaning that the value might be a slight underestimate of actual CPTD.
Type of indicator	Impact Indicator
Calculation type	Cumulative over a three year period – Add up all of the CPTD points collected over a three year period.
Reporting Cycle	Every Three Years as per Cohort Implementation Timelines
New indicator	Yes
Desired performance	In first three year cycle, 70% of the participating educators achieve 150 CPTD points. In the second three year cycle for each cohort, 80% of the participating educators

	achieve 150 CPTD points
Indicator responsibility	SACE - CPTD & Research Division

Indicator Title	**4. Percentage of new Professional Development (PD) provider applications processed in the quarter of submission (in terms of approved status, not approved status, rejected and in process).**
Short definition	Providers submit their applications to be approved by SACE together with the activities (training programmes) they want to facilitate. Once approved the provider will be listed in the SACE Professional Development catalogue. Educators will be able to browse the catalogue and select Professional Development activities they can attend.
Purpose/importance	To ensure educators have access to high quality training activities facilitated by SACE approved Service Providers.
Source / Collection of Data	CPTD- IS (ideal) CPTD CATALOGUE
Method of Calculation	$$\frac{Number\ of\ new\ Professional\ Development\ provider\ applications\ processed\ in\ the\ quarter}{Number\ of\ new\ Professional\ Development\ provider\ applications\ submitted\ in\ the\ quarter} * 100$$ All registrations will be added even if the applications is not approved or rejected. (Rounded to 1 decimal)
Data limitations	CPTD – IS does not create a catalogue and the information is not up to date.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting Cycle	Quarterly Annually
New indicator	
Desired performance	80% of new PD Provider applications processed in the quarter of submission.
Indicator responsibility	CPTD: Provider and Endorsement

Indicator Title	5. Percentage of new Professional Development activities processed in the quarter of submission (in terms of approved status, not approved status, rejected and in process).
Short definition	Providers submit applications to have their training programmes (activities) for approved to SACE. Once approved the activities will be listed in the SACE Professional Development catalogue. Educators will be able to browse the catalogue and select Professional Development activities they can attend.
Purpose/importance	To ensure educators have access to high quality training activities facilitated by SACE approved Service Providers.
Source / Collection of Data	CPTD- IS (ideal) CPTD CATALOGUE
Method of Calculation	$$\frac{Number\ of\ new\ Professional\ Development\ activities\ processed\ in\ the\ quarter}{Number\ of\ new\ Professional\ Development\ activities\ \ submitted\ in\ the\ quarter} * 100$$ (Rounded to 1 decimal)
Data limitations	CPTD – IS does not create a catalogue and the information in the CPTD information system is not up to date.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting Cycle	Quarterly Annually
New indicator	No
Desired performance	80% of new PD Provider activities processed in the quarter of submission.
Indicator responsibility	CPTD: Provider and Endorsement

Indicator Title	6. Number of Endorsed Professional Development Activities subjected to quality assurance by SACE in a financial year.
Short definition	Provincial officers and SACE Evaluators do quality checks when visiting provider sites.
Purpose/importance	Providers offer high quality PD activities to educators.
Source / Collection of Data	Site visit plan and reports.
Method of Calculation	Number of PD activities subjected to quality assurance in the financial year. Number of activities removed from the catalogue after negative feedback.
Data limitations	Only data source available is self-reporting by provincial officers.
Type of indicator	Outcome
Calculation type	Cumulative – numbers per quarter is added to get yearly total.
Reporting Cycle	Quarterly Annually
New indicator	Yes
Desired performance	School based educators have access to 1000 high quality PD activities endorsed by SACE.
Indicator responsibility	CPTD: Provider and Endorsement

Programme 4: Teacher Professionalisation

Indicator Title	1. Set Professional practice standards for teaching.
Short definition	Sets out the professional practice standards for teaching including minimum requirement for entry into the teaching field and also illustrate the teacher progression path.
Purpose/importance	To professionalise the teaching profession
Source / Collection of Data	Completed Standards Document signed off by the SACE council.
Method of Calculation	Simple count and verification of the presence of the Final Professional Standards Document and proof of signoff by the SACE council by 31st March 2019.
Data limitations	None
Type of indicator	Impact

Calculation type	Non-Cumulative
Reporting Cycle	Once off – By 31st March 2019
New indicator	Yes
Desired performance	Produce final Professional Standards document, signed off by the SACE council by 31st March 2019.
Indicator responsibility	SACE - CPTD & Research Division

Indicator Title	2. Professional designation for educators developed and registered.
Short definition	SACE has to comply with the Policy and Criteria for recognition as a professional body and has to register professional designations for educators in terms of the NQF Act, Act 67 of 2008.
Purpose/importance	The recognition of SACE as a professional body will contribute to strengthening social responsiveness and accountability within the profession and promote pride in the profession.
Source / Collection of Data	SAQA website. SACE Information Systems Registration, Legal and Professional Ethics, CPTD Information System Policies
Method of Calculation	Professional body ID issued to SACE by SAQA listed on the SAQA website on the Professional bodes and Professional designation database. Professional designation ID(s) issued to the teaching profession by SAQA listed on the SAQA website on the Professional bodes and Professional designation database
Data limitations	None
Type of indicator	Impact
Calculation type	Non-Cumulative
Reporting Cycle	Once off – By 31st March 2019
New indicator	Yes
Desired performance	SACE is a registered professional body and the teaching profession has professional designations. Professional Teacher designation piloted, finalized and registered on the SAQA

	Professional Bodies and Professional Designations database.
Indicator responsibility	SACE - CPTD & Research Division

Programme 5: Research

Indicator Title	**1. The number of research report produced in line with the SACE Research Policy and Agenda.**
Short definition	Research assignments completed.
Purpose/importance	To influence education policies and advise the minister of Education
Source / Collection of Data	Research reports completed and published on the SACE website.
Method of Calculation	A simple count of the number of research reports completed by the end of the financial year.
Data limitations	Inaccessibility to external stakeholders.
Type of indicator	Output
Calculation type	Cumulative – add all the reports per quarter.
Reporting Cycle	Quarterly, Annually
New indicator	No
Desired performance	Six research assignments completed.
Indicator responsibility	SACE - Research Division

Indicator Title	**2. Number of Policy Briefs produced per financial year.**
Short definition	To influence education policies.
Purpose/importance	To influence education policies and advise the minister of Education
Source / Collection of Data	Policy Briefs
Method of Calculation	A simple count of the number of policy briefs completed by the end of the financial year.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative – add all the policy briefs per quarter.

Reporting Cycle	Quarterly, Annually
New indicator	No
Desired performance	Four Policy Briefs produced per annum.
Indicator responsibility	SACE - Research Division

Indicator Title	3. Establishment of a Resource Centre and Virtual Library.
Short definition	The subdivision is establishing a resource centre and virtual library for the SACE staff, SACE Council and educators.
Purpose/importance	To inform the work of the SACE divisions, committees, stakeholders and educators.
Source / Collection of Data	Concept note on Resource Centre and Virtual Library. Actual working Resource centre and Virtual Library established. (Which stakeholders have access to. Access procedures communicated to SACE staff, Council and educators.
Method of Calculation	Simple count and verification of the concept note, presence of the Resource Centre and Virtual Library and proof of access procedures distributed to stakeholders.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative.
Reporting Cycle	Annually
New indicator	Yes
Desired performance	Well-functioning Resource centre by the end of 2018
Indicator responsibility	SACE - Research Division (Research subdivision)

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