



# SACE EDUCATOR'S PULSE

Issue: 04 | April 2018



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# Revitalising and Professionalising the Teaching Profession

From the CEO's desk

South Africa does not exist in a vacuum. It is inevitably part of the global, continental and regional community that has education at the apex of its priorities.

The process of revitalising and professionalising the teaching profession is at the heart of each and every country that has an agenda to ensure that its teaching force is of high quality and fit-for-purpose. This is evident in UNESCO's Vision 2030's Sustainable Development Goal (SDG) number four that seeks to "**ensure inclusive and equitable quality education and promote life-long opportunities for all**". It went on to set specific targets that need to be met by countries regarding teachers.

Similarly, the African Union's Continental Education Strategy for Africa 2025 has, as one of its strategic objectives: "**Revitalising the teaching profession to ensure quality and relevance at all levels of education**". In bringing it closer to home, the National Development Plan, SACE Act, National Policy Framework on Teacher Education and Development and the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa provide SACE with a clear mandate to set and maintain the professional and ethical standards, quality assure the provisioning of Continuing Professional Development, and manage a system for Continuing Professional Development with an ultimate goal of **enhancing the quality of teacher education and development in order to improve the quality of teachers and teaching in the country**.

In responding to this call, we have reported previously that SACE has embarked on a massive programme to professionalise the teaching profession through a proposed teacher professionalisation path that addresses, amongst others, the following areas:

- (a) **Defining Criteria for Entry into Initial Teacher Education:** This involves working collaboratively with the Department of Higher Education and Training, the Education Deans' Forum, and the Department of Basic Education, in defining the kind of teacher to be produced by the South African schools and faculties of education. This will ensure that the collective comes up with informed and agreed-upon criteria to admit student teachers into initial teacher education. In doing so, as the profession, we will go beyond the higher education institutions' Admission Point Score (APS) and look at other attributes that are pivotal in defining the kind of teacher required. The identified stakeholders will be meeting soon to ensure work is done in this area.
- (b) **Initial Teacher Education:** SACE has been absent in the initial teacher education space for quite some time, and therefore it is putting processes and systems in place, and working very closely with the schools and faculties of education, so that it can begin to: influence initial teacher education programme content; ensure curriculum coverage on ethical teaching and the SACE Code of Professional Ethics; streamline the provisional registration processes; and move towards registering student teachers from the first year of study, provisionally for a period of six years. Coupled with this, SACE has commenced a process of introducing SACE days in the higher education institutions, as well as participating in the graduation ceremonies with the purpose of accepting the newly qualified teachers into the profession and issuing them with SACE registration certificates instantly. This has already taken place with just over 400 graduates at the Central University of Technology in Bloemfontein on the 27<sup>th</sup> March 2018. We are looking forward to expanding the service as many student teachers and universities have shown interest through our social media platforms.
- (c) **One-Year Mandatory Induction as a Condition for Full Registration:** Induction and mentorship is the responsibility of the employers – the nine Provincial Education Departments, School Governing Bodies, and the independent schools. As indicated in

the section above, SACE has a vision to register student teachers provisionally for a period of six years so that the newly qualified teachers can start their first year of teaching in possession of that provisional registration status. It is also during that first year of teaching that the newly qualified teacher will engage in mandatory induction, and will keep an electronic portfolio as a supporting document for review by SACE, prior to being awarded full registration status.

Therefore, this calls upon SACE, the Department of Basic Education, teachers' employers, and the stakeholders to work collaboratively in developing the induction programme, the e-portfolio review mechanisms and processes, and the awarding of the full registration status. The Department of Basic Education's Initial Teacher Education Directorate commenced with a process of developing the induction model and they have released the first orientation booklets as a first step in this bigger induction process. Similarly, there are other smaller induction supporting processes in the DBE that we could learn from, such as the inclusive education and principals' induction projects/programmes.

- (d) **Introducing the Periodic Re-Registration Process:** Since its inception, SACE has been registering teachers on a once-off basis. This has created challenges in terms of teachers having a SACE registration certificate for life – including those that are struck-off from the register. Additionally, this has contributed to a stagnant database that could not be used to inform adequate planning and decision making since educators' information and data are not updated regularly.
- In the light of this, SACE is looking at introducing the three-year periodic re-registration process that is closely linked to fulfilling the CPTD system requirements of earning 150 points every three years. Teachers and stakeholders are being consulted on this move in terms of:
- Maintenance of the professional registration / certification
  - Emphasis on an implementation process that is **support-based and led**
  - Re-registration requirements that incorporate vetting processes
  - Implications for non-compliance

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

- (e) **Professional Teaching Standards:** As part of its mandate, SACE released the Professional Teaching Standards on the 05<sup>th</sup> October 2017 as part of the World Teachers' Day and World Teachers' Month celebrations. Since then, consultations were held in provinces with the teachers, stakeholders, and relevant office-based educators in the provinces. The professional standards were also posted on the SACE website and social media platforms, as well as in the City Press newspaper, for additional inputs and comments. The feedback received has been used to revise the existing standards with the ultimate goal of gazetting them for wider public comment, and to pilot/field test them prior to the implementation process. There is also an additional multi-stakeholder parallel process that is looking at the implications of implementing the Professional Teaching Standards in the teaching profession.

SACE will be developing more specific documents and promotional material on the key issues of teacher professionalisation highlighted above. Therefore, we call upon all the school- and office-based educators, student teachers, teachers' unions, teachers' employers, and the higher education institutions, to engage SACE continuously and provide the necessary feedback with the ultimate goal of shaping the process of professionalising the teaching profession as a collective.

# Maths Gaps

## Foundation Phase Intervention Programme

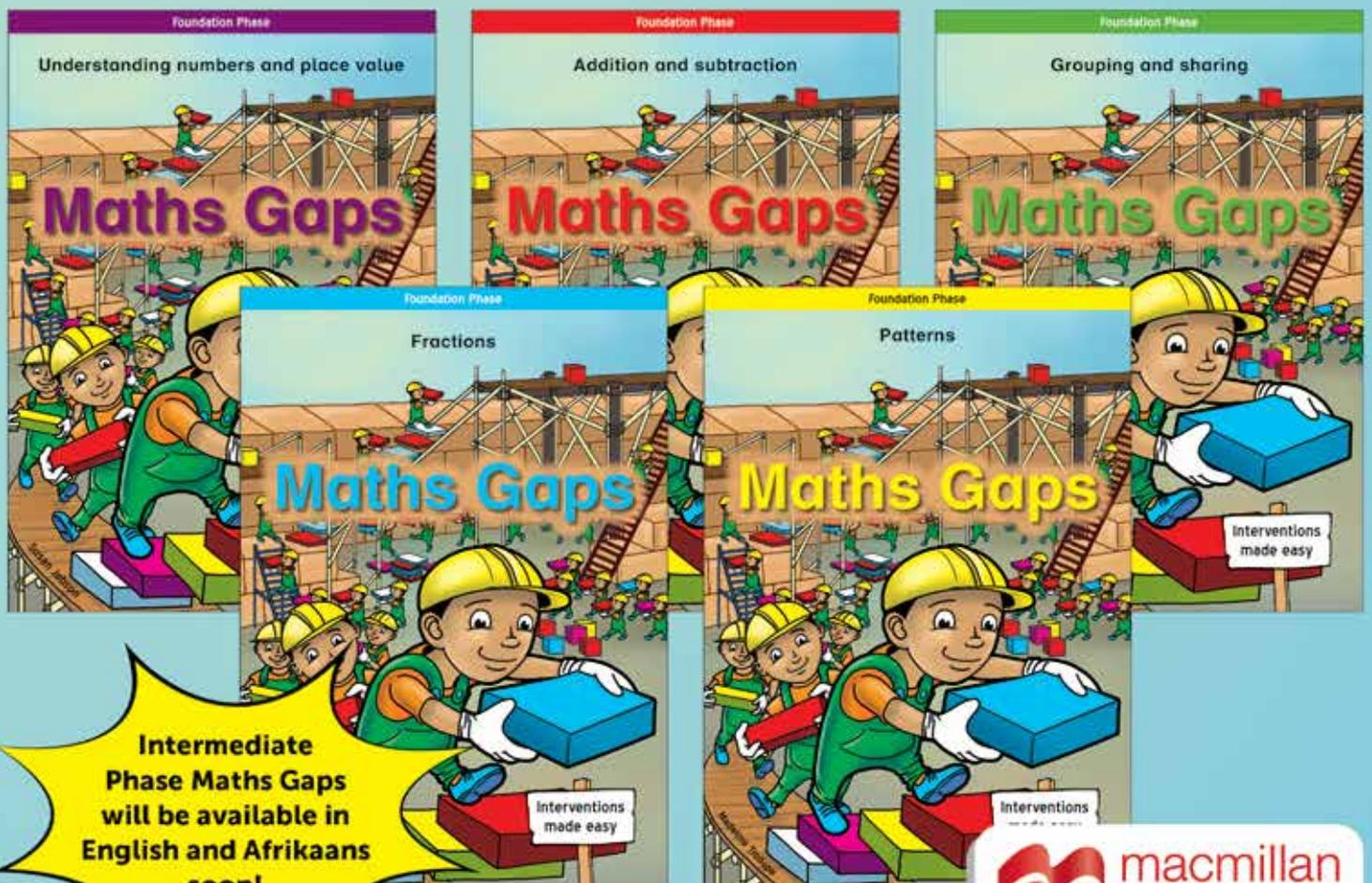
Available in English, Afrikaans, isiXhosa, isiZulu, Sepedi, Sesotho and Setswana

When there's an area of Mathematics that's difficult to understand, it's wonderful to have a helping hand to make things easier. The **Maths Gaps** series offers just that kind of help! The five **Maths Gaps** books for Foundation Phase will help learners to overcome problem areas so that they don't continue into later years.

Each **Maths Gaps** book covers Grades 1, 2 and 3, and works through all the basics that learners will need.

The series was written and reviewed by Foundation Phase experts and is compliant with the CAPS curriculum. The **Maths Gaps** series is a useful practice and intervention tool that can be used in the classroom and at home.

*Mathematics can improve, with these fun, easy-to-use books.*



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education

# Sustaining the implementation of the Continuing Professional Teacher Development Management System

The South African Council for Educators (SACE), in collaboration with the Department of Basic Education, Provincial Departments of Education, as well as teacher unions and associations, has invested a lot of resources since the inception of the Continuing Professional Teacher Development Management System (CPTD MS) in order to ensure that the profession is comfortable using the system.

It is worth noting that the CPTD MS mandate has its origin in the National Policy Framework on Teacher Education and Development (NPFTED) in South Africa, April 2007, Section 5, which stipulates that "the South African Council for Educators (SACE), as the professional body for professional educators, will have the 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."

In the process of the implementation it has become apparent that there are emerging discussions, trends - and to a large extent, lessons - that critically need to be considered and the council has at all times used such feedback to inform the continuous strengthening of the system.

The emergence of such issues was a cornerstone that led to a move towards institutionalising the support role that School Management Teams (SMTs) are encouraged to consider. This move suggests that SMTs can be able to create an enabling environment for implementation.

Currently seminars are rolled out in all provinces with a view to initiate the process of engaging SMTs into a dialogue that will see educators led by SMTs taking charge of their own Professional Development.

These seminars present an opportunity to engage and to recommend solutions to identified challenges.

The seminars are premised on the following view: "School-Based Management (SBM) is a management framework, which is school-based, student-centred and quality-focused. Through the devolution of responsibilities, schools are provided with enhanced flexibility and autonomy in managing their own operation and resources for school development in order to develop an environment that facilitates continuous improvement. At the same time, schools are required to increase accountability in school management through the participation of key stakeholders in decision making under the SBM governance framework. The ultimate aim of SBM is to improve teaching standards and learning outcomes." (Education and Manpower Bureau, February 2016.)

These seminars provide a platform for sharing best practices, wherein principals who are effectively supporting the implementation of the CPTD MS are given an opportunity to showcase the strategies that they employ to get the support of the implementation right. The engagement is solution driven and reinforces that school-based support is paying dividends because it is school community driven.

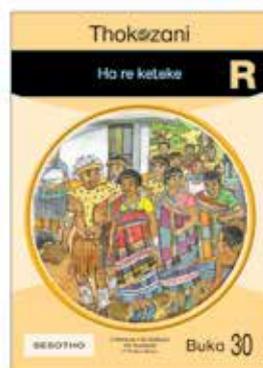
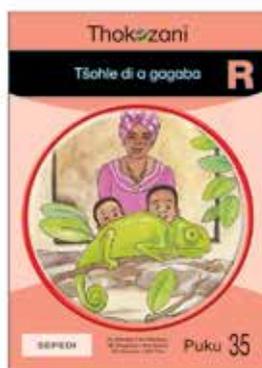
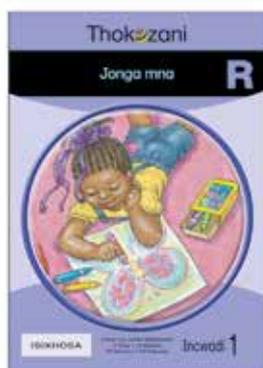
The next phase will be to provide a platform for SMTs to engage in symposiums.

The quotation above from the Education and Manpower Bureau reinforces that institutionalisation of the support of the system should locate the function where it matters most - management, and the involvement of these managers - is critical in such a discourse.

# Thokozani



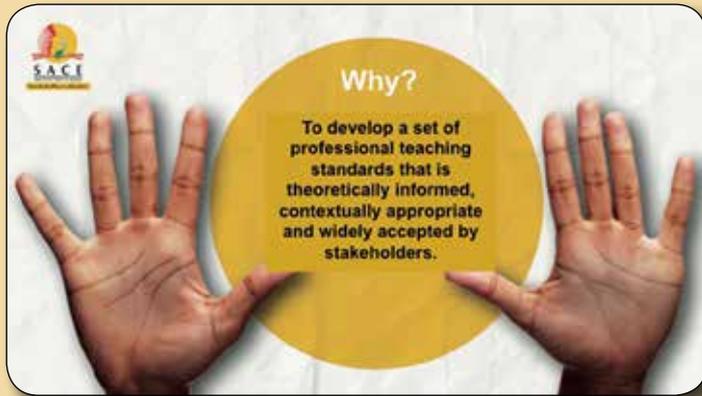
## Grade R Readers and Big Books



**Thokozani Grade R Readers** and **Big Books** have been developed to introduce young learners to reading at Home Language level. These colourful books have been written according to the topics as outlined in the Life Skills CAPS to help learners engage with the books.

There are 40 graded readers and 4 big books available in isiXhosa, isiZulu, Sepedi, Sesotho and Setswana.

Provincial Consultations – April 2018 to March 2019



**Why?**

To develop a set of professional teaching standards that is theoretically informed, contextually appropriate and widely accepted by stakeholders.

### Background and Legislative Mandate

**NDP: Vision 2030**

Professional Standards  
Professional Certification  
Quality Professional Development Provisioning

**SACE Act, 2000**

Professional Standards

The minimum requirements for entry to all the levels of the profession;

The standards of programmes of pre-service and in-service educator education;

The requirements for promotion within the education system; and

Educator professionalism



**ISPFTED**

**National Qualifications Framework Act, 2008**

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### SACE ACT no 31 of 2000 as amended

**Section 2**

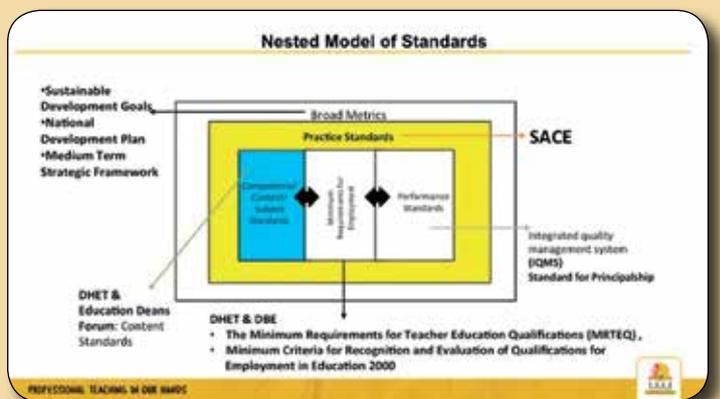
- (c) to set, maintain and protect ethical and professional standards for educators, by means of the functioning of the council.

**Section 5 (b)**

- (i) the minimum requirements for entry to all the levels of the profession;
- (ii) the standards of programmes of pre-service and in-service educator education;
- (iii) the requirements for promotion within the education system;
- (iv) educator professionalism.

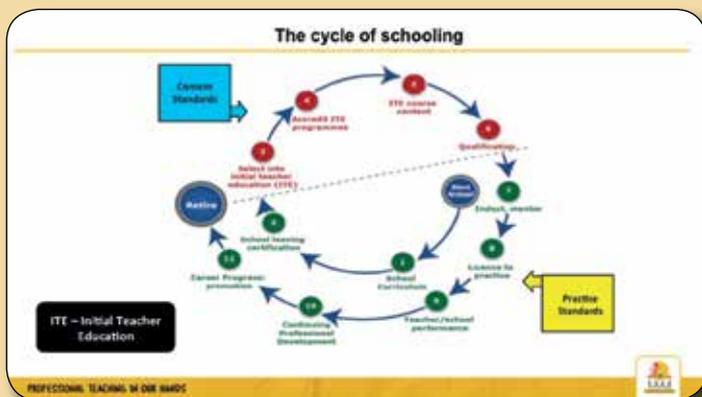
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### Nested Model of Standards



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### The cycle of schooling



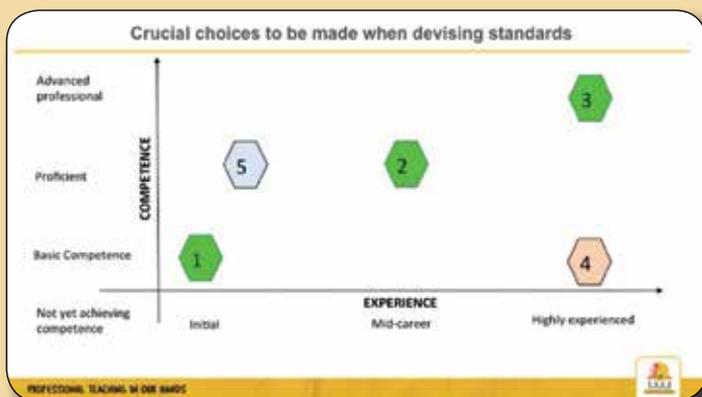
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### Crucial choices to be made when devising standards

Prescriptive, imposed.....Tools for self monitoring  
 Min. performance.....Enabling dev of expertise  
 Set of standards for all .....Differentiated stds  
 Career/time driven stds.....Proficiency driven stds  
 Discrete parts.....Holistic Practice  
 Explicit lists.....Overarching principles

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### Crucial choices to be made when devising standards



Competence Level	Initial	Mid-career	Highly experienced
Advanced professional			3
Proficient	5	2	
Basic Competence	1		4
Not yet achieving competence			

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## PROFESSIONAL ENGAGEMENT

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



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

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



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

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



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

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**4 Teaching requires that well managed and safe learning environments are created and maintained.**



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

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**PROFESSIONAL KNOWLEDGE**



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



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

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**6 Teachers make thoughtful choices about their teaching that lead to learning gains for all.**



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

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



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

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## PROFESSIONAL PRACTICE

### 8 Teachers are able to plan, organise coherent sequences of learning experiences



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

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### 9 Teachers understand how their subjects are taught and learnt effectively.



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

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### 10 Teaching involves monitoring and assessing learning.

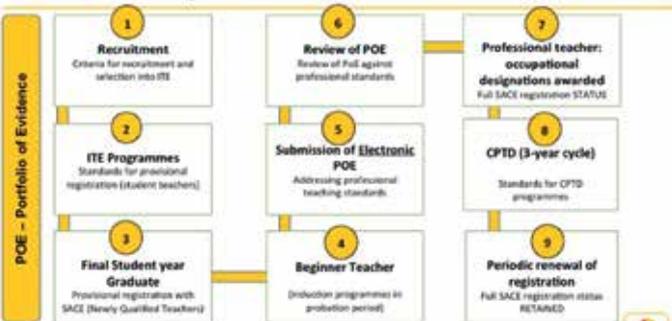


- 10.1. Teachers use assessment tasks that give learners opportunities to show what they have learnt, and what they can do with that knowledge.
- 10.2. Teachers provide learners with constructive feedback that helps them understand what they have done correctly, where they have made mistakes, and how they can improve their work.
- 10.3. Teachers analyse learner contributions, their questions and errors as important data for thinking about what they do and do not yet understand.
- 10.4. Teachers keep accurate records of assessments that reflect learner achievement and can report to stakeholders on the progress of learners.

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### Proposed Teacher Professionalisation Path



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

PHASED-IN APPROACH ACCORDING TO THE FOLLOWING COHORTS

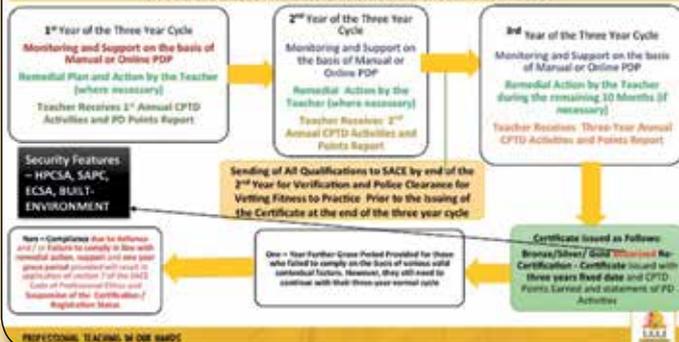
Financial Year	Cohort
2017/18 – 2019/20	Pilot Study and Refinement with the Principals and Deputy Principals
2019/2020	Principals and Deputy Principals
2020 / 2021	Heads of Departments
2022/2023	Secondary and Combined Schools Principals and Deputy Principals
2023 / 2024	Primary and Special Education Needs Schools Heads of Departments

CPTD CYCLES AND RE-REGISTRATION CONTINUES EVERY THREE YEARS

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



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## The implementation process

SACE would like to congratulate all principals and deputy principals who have participated in the first three-year cycle of Continuing Professional Development.

There is hesitation and uncertainty in terms of who is supposed to fund the activities/courses or programmes that these educators are participating in during their three-year cycle. The Government National Development Plan indicates that: *“teachers must take initiative to identify their Professional Development needs and if those needs are in line with their job requirements, government must subsidise teachers to access these programmes/courses and activities. These activities must be endorsed by SACE and enable teachers to earn Professional Development points.”*

All the cohorts have finally joined as they embark on their journey of their three-year cycle. The second cycle is und

## Reporting on educators' participation

There are two mandatory reporting periods for educators, which are in May/June and October/November. From the analysis that SACE has done on those that have reported it seems educators are not reporting on the SACE endorsed activities or providers are not reporting on the participants in their workshops or training. The teacher unions on the other hand seem to be moving very fast and we are encouraged by the likes of SAOU, NAPTOA, SADTU, PEU and NATU who are taking Professional Development initiatives to their members. We would like to congratulate and thank those providers who have been consistent in reporting on their training, and also to encourage those that are still lagging behind with their reporting to do so.

In an effort to facilitate this process SACE has developed a simple template whilst working on the electronic uploading of educators' PD points by SACE approved providers. This copy can be downloaded on the SACE website at [www.sace.org.za](http://www.sace.org.za). or requested by emailing [provider@sace.org.za](mailto:provider@sace.org.za).

The uploading by all SACE approved providers is an expectation that the Council has of the providers. This is made obligatory through the Code of Good Practice which providers sign on applying for approval. It is on this basis that all providers are expected to report on teachers that have attended their training courses, programmes and activities.

## What should be reported?

It is expected that providers should report and upload teachers' PD points for the activities that are SACE endorsed. These are the points that have been allocated to activities that have been endorsed by Council with a specific amount of PD points determined through the processes of endorsement.

## The trends

It has been our observation that there is limited reporting that takes place, or alternatively few teachers are accessing and participating in externally initiated activities delivered by SACE approved providers. When looking at the educators' reporting we get a sense that very few report on the type 3 activities: most reporting is around type 1 and 2 activities. We urge providers to use the simplified attendance register template to report on educators' participation in all of their activities.

## PD points allocation

There is cause for alarm as the number of queries that the office processes regarding the allocation of PD points to some endorsed activities is considered. SACE has made strides in the implementation of the CPTD System. The question of the allocation of PD points to all SACE endorsed activities is governed and informed by the evaluation criteria and processes that the Endorsement and the Professional Development Committees engage in.

In most cases the providers do not declare all that they do during the delivery of the activity. This means that the time planning is not specific enough to enable us to quantify the duration of the activity (how long it will take the provider to deliver and complete the delivery of his/her activity). The duration should include all the aspects undertaken, onsite and offsite tasks, Portfolio of Evidence if required, follow up visits or onsite support. Teachers/participants can only earn PD points on completion of activities; there will be no part allocation of PD points for attending part of an activity.

## Target Audience

It is critical that we should keep focus on who the beneficiaries are of the implementation of the CPTD Management System. As indicated in the National Policy Framework for Teacher Education and Development (NPFTED) 2007, SACE must manage, implement and administer the implementation of the system for all SACE registered school-based educators. This means therefore that the primary target audience is the teachers. Although the SACE mandate extends to other categories of teacher the policy is unequivocally specifying who must participate. We are not dealing with the youth and parents as these are indirect beneficiaries to our processes.

Some providers are misinterpreting what SACE does. We are not an alternative quality assurance or accrediting body. Our mandate with regard to the CPTD system is clear. We have the responsibility to protect teachers against fraudulent providers and as such grant those that meet the SACE requirement for approval SACE approval status which is valid for three years. On the other hand, we have to ensure that we have quality Professional Development activities, programmes and courses that can contribute to improvement of classroom practice and positively influence learner attainment.

# ACCREDITED COURSES

- All our courses are tailored for **educators, lecturers and managers in education.**
- We do **in-house training** at your school/college/district on requested dates (minimum of 10 participants).
- You only pay the full price for the first accredited course you do with us. Thereafter you qualify for a **R500 discount** per course that you attend.

Open up **NEW** opportunities

Courses are **CONTEXTUALISED** for your environment

**FREE** portfolio support sessions

We train in **ALL** provinces



## TRAINING CALENDAR 2018

WORKSHOP	DURATION	COST	TRAINING DATES
<b>ASSESSOR</b> 115753 Level 5 15 Credits	<b>5 days</b> <i>(including support session)</i>	R4 200	3–7 April
			2–6 July
			1–5 October
<b>MODERATOR</b> 115759 Level 6 10 Credits	<b>4 days</b> <i>(including support session)</i>	R3 900	3–6 April
			2–5 July
			1–4 October
<b>FACILITATOR</b> 117871 Level 5 10 Credits	<b>4 days</b> <i>(including support session)</i>	R3 500	3–6 April
			9–12 July
			1–4 October

\* **Venues** to be announced closer to the time.

### BOOKING CONTACT DETAILS

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# Attendance register: for uploading/reporting of Educators PD points

Name of Provider: \_\_\_\_\_

SACE Provider number: \_\_\_\_\_

Contact person & contact numbers: \_\_\_\_\_

Email address: \_\_\_\_\_

Name of activity and PD points allocated: \_\_\_\_\_

Participant Name (s) & Surname	Identity Number	SACE Registration Number	Contact number

Provider's Signature: \_\_\_\_\_

Date submitted to SACE: \_\_\_\_\_

## Celebrating managers who are in charge of their Professional Development

The three-year Continuing Professional Teacher Development (CPTD) cycle for the first cohort (i.e. principals and deputy principals), as well as for the second cohort, ended at the end of December 2016 and 2017, respectively.

The focus of this article is the progress made by principals in their first cycle. The progress made by HODs will be addressed in the next newsletter.

It is exciting to note that some of the principals and deputies heeded the call made by the South African Council for Educators (SACE) for them to voluntarily participate in the CPTD Management System (MS) in order to accumulate Professional Development points.

It is equally disappointing to note that the majority of the first cohort either did not participate in the system or participated but did not reach the expected minimum of 150 Professional Development points. This happened even after the council had:

- Extended the reporting period to 30 June 2017
- Mobilised teacher unions and South African Principal Associations (SAPA) to organise support sessions
- Developed and implemented the acceleration plan to support them - which unfortunately very few attended



Fig. 1: Principal and Deputy Principals per certificate

Fig. 1 above demonstrates the percentages of principals and deputy principals that completed various certifications, compared with those that initially started the programme. 4 628 principals and deputy principals have reported their participation in the CPTD MS, and only 26% of this number (1 170) qualified to be awarded with the certificate of achievement. The spreading is as follows: Gold is 10% (464); Silver is 8% (353); Bronze is 8% (353). It also demonstrates that of the 4 628 principals and deputy principals 74% (3 458) are reported to be in the programme but did not reach the required 150 PD points. (They have between one (1) and one hundred and forty-nine (149) points in terms of their PD accounts.)

All the deserving members of the first cohort (1 170) have been sent their certificates of achievement from the council, which is valid until the end of December 2019. The council is of the view that teachers, as professionals, should take charge of their own Professional Development, and is committed to support and recognise such endeavours.

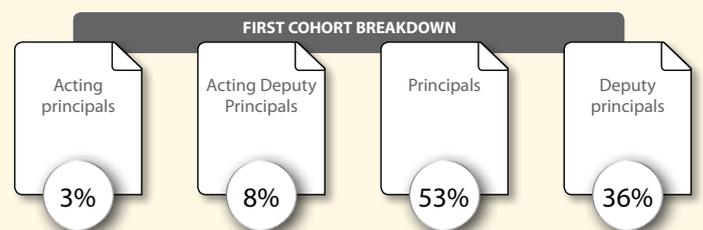


Fig. 2: The first cohort reporting (including those who are not certified)

Fig. 2 demonstrates the percentages of principals and deputy principals who reported their participation in the Professional Development activities recognised by SACE, including those who are in an acting capacity. As mentioned above, at the time of reporting the total number was 4 628. Analysis indicates that in terms of the position of the person reporting, principals are at 56% (2 584), and deputy principals are at 44% (2 044), inclusive of those who are acting in both positions.

Those who did not participate in the first cycle are encouraged to do so, in the new cycle that will end in December 2019. This will be when the council will review the implementation of the system, with the view to strengthen implementation and compliance.

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