



**South African Council
for Educators**

Towards Excellence in Education

The CPTD MANAGEMENT SYSTEM HANDBOOK

January 2013

CONTENTS

Glossary of terms

1	SACE and Professional Development	4
2	The CPTD Management System	5
3	About the CPTD Management <u>System</u>	5
4	The Personal Professional Development Portfolio (PDP)	8
5	Professional Development (PD) points	9
6	The PD points Schedule	10
7	Approving Professional Development Providers	11
8	Endorsing Professional Development Activities	14
9	Monitoring and Evaluation	15

GLOSSARY OF TERMS

- Activity:** See PD Activity
- Automatic approval:** Automatic approval given by SACE to a Category A provider
- Category A provider:** A provider of professional development activities that has been accredited by a Quality Council
- Category B provider:** A provider of professional development activities that has not been accredited by a Quality Council and must satisfy SACE’s criteria for approval
- CHE:** Council on Higher Education (Quality Council for Higher Education)
- CPTD:** Continuing Professional Teacher Development
- CPTD-IS:** Continuing Professional Teacher Development Information System
- CPTD Self-service Portal:** Website, accessed at www.sace.org.za that enables teachers, providers and others to find information about the CPTD Management System and provide information directly to SACE
- Endorsed:** Decision by SACE Endorsement Sub-committee that a professional development activity satisfies SACE’s criteria of fitness of purpose and fitness for purpose
- FTE:** Full-time Equivalent
- HEI:** Higher Education Institution
- KhariGude:** Adult literacy campaign conducted by the Department of Basic Education
- NGO:** Non-Governmental Organisation
- Not Endorsed:** Decision by SACE Endorsement Sub-committee that a professional development activity does not satisfy SACE’s criteria of fitness of purpose and fitness for purpose.
- NSC:** National Senior Certificate
- PD:** Professional development
- PD Activities:** Professional development activities which, taken as a whole, are intended to enable teachers to become better at their work, proud of their profession, and effective contributors to their schools and communities
- PD points:** Professional Development points
- PD Points Schedule:** List of PD points allocated to professional development activities
- PDP:** Professional Development Portfolio
- PED:** Provincial Education Department
- PPDP:** Personal Professional Development Points Account

Pilot: Project planned as a test of the CPTD Management System

Quality Council: One of three standards setting and quality assurance bodies established in terms of the National Qualifications Framework Act, 2008

QCTO: Quality Council for Trades and Occupations

Quality Council: One of three standards setting and quality assurance bodies established in terms of the National Qualifications Framework Act, 2008

QCTO: Quality Council for Trades and Occupations

SACE: South African Council for Educators

SACE Act: South African Council for Educators Act, 2000 (Act 31 of 2000)

SACE Approved Provider: Provider of professional development activities that has satisfied SACE's criteria for approval

Self-service portal: See CPTD Self-service portal

SGB: School Governing Body

SMT: School Management Team

Type 1 activity: Teacher-initiated professional development activity

Type 2 activity: School-initiated professional development activity

Type 3 activity: Externally-initiated professional development activity

Umalusi: General and Further Education and Training Quality Assurance Council (Quality Council for General and

Further Education and Training)

1. SACE AND PROFESSIONAL DEVELOPMENT

SACE

SACE is the South African Council for Educators, a body established by law to uphold the teaching profession.

SACE registers all professional educators, ensures that all educators conduct themselves professionally, and manages a system for the promotion of continuing professional development of all teachers in South Africa.

In this Handbook the term “teacher” refers to all SACE-registered school-based educators. Initially the CPTD Management System will be made available for teachers in schools.

Professional Development

Like all professionals, teachers need to grow their knowledge and skills throughout their careers.

Like all professions, teaching requires deep knowledge which is continuously updated and widened, and it involves complex skills that need to be continually adapted to new circumstances.

Because teachers are entrusted by parents with profound responsibilities, teachers need to continuously strengthen their capacity to help children along the path of learning, understanding and development.

Teachers need to continuously renew their commitment to their profession, to express their pride in its ideals of service, their dedication to our children's development and their determination to contribute to a just and thriving nation.

That is professional development.

One of SACE's main functions is to promote and facilitate the professional development of teachers, in particular the CPTD Management System.

"If your ship doesn't come in, swim out to it." CPTD stands for Continuing Professional Teacher Development. The CPTD Management System is a new system for encouraging and recognising teachers' professional development.

It is managed by SACE with the support of the Department of Basic Education, the nine Provincial Education Departments and education stakeholders.

The CPTD Management System will be made available to all teachers whether state-employed, employed by School Governing Bodies, or employed by independent schools.

This CPTD Management System Handbook explains what the CPTD Management System is all about.

It is for use by all:

- . Teachers;
- . Principals and School Management Teams;
- . District Coordinating Committees;
- . Provincial Coordinating Committees;
- . Professional Development Providers; and
- . Others who support Continuing Professional Teacher Development.

The CPTD Management System Handbook has been updated and improved in the light of experience in the CPTD Pilot.

2. THE CPTD MANAGEMENT SYSTEM AT A GLANCE

Each teacher will have a personal Professional Development Portfolio (PDP) developed according to SACE guidelines. The PDP will provide advice and support on professional development. The PDP will be a personal record of a teacher's professional development journey.

SACE will allocate professional development (PD) points to teachers' professional development activities according to a schedule of points approved by SACE.

Each teacher will sign up with SACE by completing a profile form. SACE will create a personal profile record and a Personal PD Points Account (PPDPA) for each signed-up teacher. A copy of the profile form must be kept in the teacher's PDP.

When teachers achieve points for their professional development activities, the points will be reported to SACE and added to their PPDPA.

Each teacher will be expected to achieve at least 150 PD points on their PPDPA in **every three year cycle**.

SACE will issue a Certificate of Achievement to each teacher who achieves the target number of PD points within the three years, as follows:

- 150 points: Certificate of Achievement (Bronze)
- 151-300 points: Certificate of Achievement (Silver)
- 300+points: Certificate of Achievement (Gold)

PD points are not carried over to the next three year cycle. At the end of each teacher's three year cycle the PPDPA is re-set to zero.

3. ABOUT THE CPTD MANAGEMENT SYSTEM

What is the CPTD Management System for?

It is to help teachers organise and focus their professional development in order to achieve maximum benefit and recognition, and to ensure that external providers meet high standards.

How will it do this?

The CPTD Management System will promote and recognise teachers' professional development.

Firstly, teachers' own individual efforts to improve themselves as professionals will be encouraged and recognised.

Secondly, what schools do to grow teachers' knowledge, skills, commitment and service will be encouraged and their teachers' school-based professional development activities will be recognised.

Thirdly, external providers will be assisted by SACE to improve and maintain the quality, effectiveness and relevance of their programmes for teachers. Providers must be approved by SACE and their activities endorsed by SACE. Only SACE endorsed programme activities will carry PD points. Teachers' participation in such programmes will be recognised and their feedback will be encouraged. Poor quality activities will be identified. Sub-standard activities and providers will be excluded from the system.

What ideas lie behind the CPTD Management System?

The main ideas are to encourage teachers to become better at their jobs and to encourage school communities to become better sites of teaching, learning and development.

Will the CPTD Management System benefit teachers?

Yes, the system will facilitate their professional development by helping teachers focus their PD activities, by giving recognition to what teachers do for themselves and their schools, and by helping providers to offer high quality, meaningful and relevant service to teachers.

So the CPTD Management System aims to assist all teachers to get good value from their professional development activities, whether undertaken on their own, in school or externally.

Will the CPTD Management System offer professional development programmes / activities to teachers?

No, such programmes are offered by employers, NGOs, HEIs, teacher unions, professional associations and other bodies through the CPTD system. SACE will approve such providers and endorse their activities. SACE will work with teachers and providers to improve the provision and take-up of professional development activities.

How is SACE involved?

SACE is empowered by the SACE Act to manage the CPTD Management system.

SACE will manage the CPTD Management System with support from the departments of education and education stakeholders.

SACE and the education departments have co-operated to design the CPTD Management System, with advice from a broadly-based stakeholder Reference Group.

The CPTD Management System is the way SACE will fulfil its mandate to encourage and help teachers to develop themselves professionally.

SACE will –

- . Provide all teachers with information on how to develop themselves professionally
- . Keep a record of teachers' professional development on its CPTD Information System (CPTD-IS)
- . Screen external providers of professional development activities and approve those that meet SACE's quality criteria
- . Evaluate activities proposed by external providers and endorse those that meet SACE's criteria of relevance, effectiveness and quality (fitness of purpose and fitness for purpose)
- . Monitor and evaluate the CPTD Management System in order to ensure that it helps improve teachers' professionalism and the quality of teaching and learning in schools.

How are the departments of education involved?

The education departments are working with SACE to develop and plan the CPTD Management System, with advice from a broadly-based reference group and from everyone who was involved in the CPTD Pilot.

The Provincial Education Departments (PEDs) played an important role in co-ordinating the CPTD Pilot which helped to test and improve the CPTD Management System.

The Department of Basic Education is committed to fund the planning and development of the CPTD Management System, and to provide funds to SACE to manage the system.

How are stakeholders involved?

Teacher unions, HEIs and other stakeholders have advised SACE and the departments of education as the CPTD Management System has been developed.

The CPTD Management System has become a part of the Integrated Strategic Planning Framework for Teacher Education and Development, which is an outcome of the Teacher Development Summit held in 2009. All stakeholders in the summit and all education departments have given their blessing to the system and will help it to succeed and improve.

How will the CPTD Management System help teachers to develop?

The CPTD Management System is a new way of organising and recognising teachers' professional development.

The CPTD Management System will encourage and recognise:

- . What teachers do on their own to develop themselves and improve learning;
- . What teachers do as part of the school collective to develop themselves and improve teaching, learning, assessment and service to the community; and
- . What teachers do to develop themselves and improve teaching, learning, assessment and service to the community by taking advantage of good quality services provided by employers, unions, professional associations and others.

Is participation in professional development compulsory?

Yes. Participation in professional development is mandatory for all teachers.

Professional development is part of SACE's Code of Professional Ethics for educators. Each educator pledges to uphold the Code when they register with SACE. Section 7 of the SACE Code says that all educators must "keep abreast of educational trends and developments" and "promote the on-going development of teachers as a profession".

Since all teachers commit themselves to uphold the code, professional development is not an option but an obligation for all teachers.

Moreover, all state-employed teachers and many privately-employed teachers are required to undertake professional development as part of their conditions of service.

Principals, Deputy Principals and Heads of Department are required, as part of their duties and responsibilities, to help teachers develop professionally. Principals, Deputy Principals and Heads of Department are also required to develop themselves professionally. So, professional development is an all-teacher and all-school affair.

SACE expects and encourages all teachers to sign up for the CPTD Management System as it rolls out so that they keep up to date and on their toes professionally.

How will SACE monitor the CPTD Management System?

SACE will monitor teachers' participation in the CPTD Management System in two ways:

- . As the system is rolled out, authorised SACE representatives will visit a sample of schools every year. They will talk to teachers, look at teachers' PDPs and gather information on teachers' PD successes and problems
- . Each year SACE will analyse the trends in teachers' involvement in the system through its CPTD information system (CPTD-IS)

What happens if teachers don't reach the 150 points target?

For the first six years (from 2014-19) SACE will not impose a penalty on teachers who don't achieve the PD points target within their three year cycle. After six years (in 2019) SACE will review the situation and make a decision about sanctions for non-compliance. However, educators who decide not to engage in the CPTD system deliberately will be dealt with through section 7 of the SACE Code of Professional Ethics.

All professional bodies require that their members must continuously develop and many require their members to achieve a target number of PD points as a condition of retaining their registration. This is one of the options SACE may consider when it reviews teachers' participation in the CPTD Management System.

4. THE PERSONAL PROFESSIONAL DEVELOPMENT PORTFOLIO (PDP)

Is the PDP part of the CPTD Management System?

Yes, it is a vital part, for information, recording and monitoring.

Who will own the PDP?

The PDP will be the teacher's own property, kept and signed by the teacher.

Each teacher will have and keep a personal PDP, designed according to SACE guidelines after consultation with teachers.

The PDP guidelines will be available to teachers in print and electronically.

What is the personal PDP for?

The PDP is a resource document to assist each teacher with professional growth. It will contain:

- . Advice on understanding and analysing a teacher's professional development needs
- . The teacher's analysis of professional development needs (PGP)
- . Guidance on how the teacher can undertake or access professional development activities
- . Information on the CPTD Management System
- . A record of the teacher's PD activities and PD points
- . Links between the teacher's PD activities and quarterly work schedule

Who will have access to the PDP?

The following persons will have access to the PDP for developmental or monitoring purposes:

- . The school Principal or delegated SMT member.
- . An authorised representative of the teacher's employer.
- . An authorised SACE representative

5. PROFESSIONAL DEVELOPMENT (PD) POINTS

What are PD points?

PD points are just a way of assigning a numerical value to teachers' professional development activities.

Is teaching the only profession whose members have to accumulate PD points?

No, the professional bodies for medical professionals, engineers, managers and many other professions use PD points for the same purpose, both here and in other countries. Each professional body develops its own system. The idea is the same for all.

How are PD points recorded?

When a teacher signs up for the CPTD Management System, a Personal PD Points Account (PPDPA) in the teacher's name will be created automatically by SACE. The teacher must also keep a record of engagement in PD activities in the PDP.

How does a teacher sign up?

A teacher signs up by completing a profile form. The form will be available as a paper document to be completed by hand, or as an electronic document to be completed online. The online sign-up form can be accessed at www.sace.org.za.

How will a teacher accumulate PD points?

A teacher will accumulate PD points by engaging in three types of professional development activities:

- . Type 1: Activities initiated by the teacher
- . Type 2: Activities initiated by the school
- . Type 3: Activities initiated externally

PD points are allocated according to the PD Points Schedule which is discussed in Section 7.

Must a teacher get PD points in all three types of activities?

Yes. All three types have value for professional development.

Types 1 (teacher initiated) and 2 (school initiated) activities are available to all teachers at any time. They are especially important ways of growing in professional knowledge and practice.

Type 3 (externally initiated) activities may be available to a teacher only from time to time.

How will a teacher's PD points be reported to SACE?

Type 1 and Type 2 points

A teacher will record Type 1 and Type 2 PD points in the personal PDP according to the PD Points Schedule. SACE expects teachers to record their points honestly. Dishonest reporting is unprofessional conduct. It may also be a breach of SACE's Code of Professional Ethics.

The first reporting period will take place in June each year. A Principal will request staff members to report their first set of PD activities and points for the year on a simple form supplied by SACE. Teachers will send their PD activities and points to SACE by uploading them electronically on the CPTD self-service portal (accessed at www.sace.org.za), post, e-mail or fax. The second reporting of the remaining PD activities and points to SACE will take place in November of each year.

Type 3 points

When SACE approves an external provider and endorses the provider's professional development activity, SACE will allocate the correct number of PD points to that activity according to the PD Points Schedule.

Type 3 PD points will be reported online to SACE by each SACE Approved Provider, using a simple electronic form.

Teachers will record their Type 3 points in their PDPs.

If a school initiated activity needs funding, who will fund it?

A school activity is managed by the school. The school staff or the whole school community will decide what activities are needed. They will decide whether funds are needed and if so how to raise them. Many excellent school-based PD activities need only teachers' active involvement and creativity.

6. THE PD POINTS SCHEDULE

What is the PD Points Schedule?

The PD Points Schedule comprises three lists, one for each type of professional development activity (see Annexure), with the PD points allocated to each activity.

Type 1, Type 2 and Type 3 professional development activities have each been divided into categories. Each activity has been given its own PD points value.

How have the PD Points values been allocated?

The PD points are a way of recognising the professional development teachers achieve through their own actions, both individually, and as part of a school collective or community of practice.

PD Points values have been allocated by SACE using professional judgment based on: . The need to ensure that all teachers, regardless of their school circumstances and their professional qualifications and experience, will have a fair chance to reach the target of 150 points every three years

- . The importance of all three types of professional development (Teacher initiated, School initiated, Externally initiated)
- . The need to give special recognition to Type 1 and Type 2 activities (Teacher initiated and School initiated). These should be part of the normal professional work of all teachers
- . Appreciation that teachers have limited time for professional development both within and outside normal school hours
- . The importance of maintaining a balance between different types and categories of activities
- . The need to keep the CPTD Management System as simple as possible.

Can a teacher earn more than 150 points in a three-year cycle?

Yes. 150 points is the minimum requirement. SACE acknowledges teachers' PD efforts by awarding Certificates of Achievement at the end of each three year cycle, as follows:

150 points: Certificate of Achievement (Bronze)

151-300 points: Certificate of Achievement (Silver)

300+ points: Certificate of Achievement (Gold)

Can additional points be carried over to the next three year cycle?

No. The Personal PD Points Account (PPDPA) for each teacher is re-set to zero at the end of the three year cycle. However, each teacher's PDpoints record is permanently stored by SACE.

Can the PD Points values for particular activities on the PD Points Schedule be changed?

Yes, if there is good reason to do so. The PD Points Schedule has been tested during the Pilot. Some changes were made after the Pilot. SACE may also make changes from time to time after the CPTD Management System is up and running throughout the country.

7. APPROVING PROFESSIONAL DEVELOPMENT PROVIDERS

Can anyone provide professional development activities to teachers?

No. Only providers approved by SACE will be allowed to offer professional development activities with PD Points value. They will be called “SACE Approved Providers”. They will offer professional development activities that are endorsed by SACE.

The intention is that only SACE Approved Providers will be engaged and funded by employers, unions or other bodies supporting professional development of teachers.

What does SACE Approved Provider status mean?

SACE Approved Provider status means that a provider:

- . has met SACE’s criteria for approval of providers .
- . has signed up to SACE’s Code of Practice for providers
- . is fit to offer professional development activities endorsed by SACE
- . agrees to offer only activities that are endorsed by SACE
- . will provide SACE with lists of successful teacher participants in endorsed activities
- . agrees to feedback from participants and monitoring by SACE
- . is approved for a three year period, subject to renewal

Can a teacher be a SACE Approved Provider?

Only with the employer’s approval, and only if the teacher meets SACE’s criteria for SACE Approved Provider status.

Can a SACE Approved Provider provide any activity it chooses for as long as it likes?

No. A SACE Approved Provider can offer only SACE endorsed activities.

SACE approval is granted for a maximum of three years at a time.

A further application must be made to SACE to extend the approval period.

How will SACE Approved Provider status be granted?

In two ways depending on whether a provider is accredited by a Quality Council or not.

Automatic approval is granted to providers who are already accredited by a Quality Council:

- . Council on Higher Education (CHE)
- . Umalusi
- . Quality Council for Trades and Occupations (QCTO)

These are called “Category A providers”.

All other providers are called “Category B providers”. They are likely to comprise:

- . Professional associations

- . Teacher unions
- . Department of Basic Education
- . Provincial Departments of Education
- . NGOs
- . Private providers

How are Category A providers approved?

Automatic approval will be granted when a Category A provider applies to SACE on the prescribed form, enclosing proof of accreditation by the relevant Quality Council and details of the activities it wishes to offer for PD points.

A SACE Approved Provider may offer only activities that are endorsed by SACE for PD points.

How are Category B providers approved?

A Category B provider must meet these criteria:

- . Purpose statement
- . Financial viability
- . Tax clearance certificate
- . Physical resources
- . Facilities for delivery of activity
- . Staff expertise, qualifications, experience
- . Track record/evaluations/references
- . Any other information required by SACE

A provider must apply to SACE on the prescribed form, submitting details of the activities it wishes to offer.

SACE will appoint one or more evaluators to scrutinise the application. The evaluator will conduct a site visit and interview the proposed presenters if the need arises.

SACE will grant SACE Approved Provider status to a Category B provider if the evaluators report that the criteria have been met.

A SACE Approved Provider may offer only activities that are endorsed by SACE for PD points.

Will providers get feedback?

Yes. SACE is committed to work with the provider community to strengthen the quality of their work in teacher professional development. SACE will provide feedback to providers on how their applications for approval as providers and for endorsement of PD activities could be improved.

What happens if an Approved Provider delivers a poor-quality or inappropriate activity?

Such information will be provided by participating teachers who will inform SACE in their feedback. SACE will investigate and take action. Endorsement will be withdrawn from activities that fail to meet SACE's criteria. Approval status will be withdrawn from a provider that does not meet and maintain the required standard as prescribed by SACE.

How will SACE choose evaluators to advice on provider approval and on the endorsement of activities?

SACE will invite applications from experienced educators and specialists in each province.

The main criteria are that the evaluator must have deep knowledge and insight into what it takes to be a good teacher in our schools, and must have real expertise in a particular subject or phase or topic.

Between them, SACE's evaluators will cover all school phases, and also topics of a more general nature affecting the profession.

How will teachers know that a provider has been approved?

The list of Approved Providers will be available from SACE and will be posted on the CPTD Management System self-service portal at www.sace.org.za.

SACE will require that every SACE Approved Provider must display the "SACE Approved Provider" logo on all its promotional material and on the materials it uses in its PD activities.

Information on each Approved Provider will be available on the SACE website and from the SACE office.

8. ENDORSING PROFESSIONAL DEVELOPMENT ACTIVITIES

What does endorsement mean?

Endorsement means that SACE has evaluated and approved a proposed teacher professional development activity.

Endorsement applies to Type 3 professional development activities.

When SACE endorses a Type 3 professional development activity it means that:

- . A SACE Approved Provider has submitted a proposed teacher development activity to SACE for endorsement
- . A SACE evaluator has evaluated the activity and made a positive recommendation
- . SACE's Endorsement Sub-committee has certified that the activity meets each of the SACE criteria, taken as a whole, at a satisfactory level
- . SACE's Endorsement Sub-committee has endorsed the proposed activity for a maximum of three years
- . The SACE Approved Provider may offer the endorsed activity for a maximum off three years

The SACE endorsement criteria

SACE will apply the following criteria when evaluating a proposed teacher professional development activity submitted by a SACE Approved Provider:

1. Fitness of purpose (relevance, appropriateness)
 - . Aligns with identified system needs
 - . Strengthens subject competence
 - . Strengthens professional practice

- . Promotes professional commitment, responsibility
- . Promotes system transformation

2. Fitness for purpose (effectiveness)

- . Outcomes aligned with the overall purpose of the activity for the target audience
- . Contents of the programme / activity supports the achievement of the outcomes and overall purpose
- . Planned teaching and learning processes support the achievement of the outcomes and overall purpose
- . Assessment tasks are designed to enable teachers to demonstrate achievement of

the outcomes and the overall purpose **Feedback to providers**

The SACE Endorsement Sub-committee will decide whether a proposed activity is “Endorsed” or “Not endorsed”. Whatever the decision, the Endorsement Sub-committee will give feedback to the provider to indicate how the proposed activity could be improved.

Maintaining quality

SACE may suspend its endorsement of an activity at any time if there is evidence from teachers’ feedback that the activity or its presentation is of poor quality. After investigation, SACE may permanently withdraw its endorsement.

9. MONITORING AND EVALUATION

What is monitoring?

Monitoring means keeping a check on how the CPTD Management System is working so that improvements may be made along the way.

How will the CPTD Management System be monitored?

Teachers, SMTs, Principals and providers will be encouraged to give feedback to SACE on whether the system is user-friendly and how the system could be improved.

Who will monitor teachers’ participation in PD activities?

Teachers will monitor their own participation in PD activities, guided by their personal Professional Development Portfolio (PDP).

The principal and SMT in each school will monitor their teachers’ PD participation and discuss improvements in departmental and staff meetings or with individual teachers.

SACE will monitor a representative sample of teachers’ PDPs each year to see how teachers are using the system, and will provide feedback on its findings to the teachers and schools concerned.

SACE will use its CPTD-IS to monitor how teachers are participating in the system. SACE will share its findings with the stakeholder community, the provider community, the Department of Basic Education, Provincial Education Departments and teachers themselves.

How will providers be monitored?

Teachers will be invited to make frank and fair comments on what providers deliver to teachers. SACE will take up these comments with providers in order to encourage better service. SACE will withdraw endorsement from activities that have no value for teachers.

What is evaluation?

Evaluation is an unbiased assessment, by an external body, of whether the CPTD Management System is meeting its goals and targets. This will enable SACE, the stakeholder community, and the Departments of Education to review both the goals and targets and the ways in which the system is implemented, and decide what improvements to make.

Who will evaluate the CPTD Management System?

SACE will commission a formal independent external evaluation of the CPTD Management System every few years and publish its results.



South African Council for Educators

Towards Excellence in Education

Teachers are invited to send suggestions for further improvement to:
The Senior Manager: Professional Development and Research
South African Council for Educators

Private Bag X127

Centurion 0046

E-mail: ella.mokgalane@sace.org.za / member@sace.org.za

Tel.: 012 663 9517.

Fax-to-Email: 086 571 5260

Providers are invited to send their suggestions to:

The CPTD Coordinator

provider@sace.org.za

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