

WELCOME TO THE HOME OF THE TEACHING PROFESSION
SERVICE ORIENTED
QUALITY
RESPECT
DIGNITY
RESPONSIBILITY
TOLERANCE
TRANSPARENCY
ACCOUNTABILITY



ANNUAL PERFORMANCE PLAN

2020/21



SACE
South African Council for Educators

Towards Excellence in Education



EXECUTIVE AUTHORITY STATEMENT



The South African Council for Educators (SACE) has, in the last two years, heightened the process of professionalising the teaching profession with the ultimate goal of enhancing its standing, status and internal quality across the teacher education and development continuum. Accordingly, SACE's professionalisation process is positioned within the broader context of government's vision to professionalise the public service through the constitution of the country, the National Development Plan: Vision 2030 and other related initiatives.

Thus, as a statutory professional self-regulatory body, SACE has an enormous role to play in setting and maintaining both the professional and ethical standards in the teaching profession in order to protect the integrity of the profession and to safeguard the public interests. Also, the ethical and professional standards contribute to teacher professionalism and reinforce public confidence and trust in the teaching profession.

In line with this, SACE has a legislative authority to determine requirements for entry into all levels of the profession, promote and manage a system for continuing professional development, and set and uphold professional and ethical standards. This legislative mandate ensures that SACE plays a dual role of being the custodian and gatekeeper of the teaching profession. It also forms part of SACE's self-regulatory frameworks which are fundamental to building a capable and credible teaching force that is highly developed, value-driven and accountable in delivering quality teaching and learning in schools and post-schooling colleges.

In the next five years, SACE will implement the professional standards and the profession's teacher professionalisation path that begins with determining the requirements for entry into initial teacher education; registration of student teachers from first year of study; supporting of the newly qualified teachers through structured induction and mentoring programme; awarding of professional certification and designation status that is linked to the induction programme; and continuing professional teacher development system and maintenance of the professional status through the possible re-certification process.

Additionally, in responding to the President of the Republic of South Africa's call to migrate the Early Childhood Development Education (ECD) from the Department of Social Development (DSD) to the Department of Basic Education, SACE will take the lead in contributing to the professionalisation of the ECD sector in collaboration with other key role players. This will assist in strengthening the internal quality of the sector, and protect the practitioners as well as the children.

SACE is indeed working towards protecting the integrity of the teaching profession and inspiring a credible teaching profession in the next five years.

Mrs AM Motshekga, MP
Executive Authority

FOREWORD BY THE CHAIRPERSON



The appreciation of our success and areas of development presents us with an opportunity to gauge our policies, our systems, practices and culture at an operational level as to whether we are in anyway line with realisation of our mandates. The gauge will not only evaluate our operations but must also give us an opportunity to reflect on the oversight role of the Exco and the council. Indeed as a council we have, under the leaders of Exco and Council, made some strides in dealing with cases reported to the council. We must appreciate ETHICS Committee and staff for working tirelessly to deal with all backlogs and the improved processes that have been employed to deal with cases more efficiently and effectively.

We also must appreciate the good work done at Committee and staff to register new applicants or teacher candidates. Work is done to ensure that students teachers are registered by council on provisional basis. We must also appreciate the vigilance and due diligence by staff in identifying the possible fraudulent certificates and other documents. We still have many practicing educators who are not registered with us, have some foreign educators with qualifications not certified by SAQA in our classrooms. However, work is underway by Registration Committee and staff to identify them and remedy the situation.

Our CPTD programme is doing well. The participation rate of teacher has fairly increased in the last few years thanks to our field coordinators, stakeholder engagements programmes, visits to provinces and other programmes. We however must still look at what could be more progressive ways to encourage members to participate more with more understanding, zeal and purpose. Continuous Professional Development remains the fundamental pillar of any profession and should be a voluntary and intrinsic activity for each and every professional whether a teacher or any other professional. We need more creative ways to make our members to participate voluntary to such programmes with making it an extra distress to teacher but a fashionable thing to do. We, together with all our stakeholder and parties to council we must look at means and ways to encourage our members to freely and voluntary participate in Professional Learning Committees.

Professional Learning Committees are buttressed by a theory of Community of Practices. Learning has always been assumed as a process that has a beginning and an end. It is seen as something that is best separated from the rest of our activities and it is the result of teaching (Wenger, 1998). This is what has always been the generally acceptable norm of learning. This has been an understanding of what learning is, until around the late 1980's and early 1990's that two scholars from very different disciplines, Jean Lave and Etienne Wenger came up with a new model of learning (Smith, 2009). They coined a model of learning called 'community of practice' based on situated learning.

This model of situated learning proposes that learning involves a process of engagement in a 'community of practice'. Communities of practices are groups of people who share a concern or a passion for something they do and learn on how to do it better as they interact with each other regularly (Wenger, 2006).

Professionalisation of the teaching remains the most central task of the council in the next five years. Implementation of the teaching standards both at teacher training level as part of teacher preparation

and in practice remains paramount. We need to create during our time a teaching cohort that is accountable, committed with passion for teaching, ethical with acceptable work ethics and culture, learner oriented, task-on-time, creative, and so on.

This however is not enough; we need to define professionalism in a broader term as a professional regulating authority. In defining professionalism, we must include claiming human dignity, respect for dignity of all educators, as a fundamental pillar of professionalism. Professionalisation should include professionalisation of the work environment as a space of professional practice and conduct. We really cannot expect teachers to be professional if our schools remain void of professional character themselves.

We need to be vocal on matters of tools of work, infrastructures in our schools – something as simple as a toilet, safety in schools. This is work in progress and we are making stride in this regard through our Rights, Responsibilities and safety in schools. A handbook is being finalised however it will be continuously be reviewed.

Teachers must look at the council as their professional home rather than their guard dog.



Mr ML Cele
Chairperson of the Council

ACCOUNTING OFFICER STATEMENT



At the heart of any organisation, lies its human capital that is pivotal in delivering the mandate that is flowing from its enabling legislation and the related policies and regulations. Similarly, SACE completed its job evaluation process in the last 18 months with an ultimate goal of strengthening its internal capacity and implementing its legislative mandate and five-year strategic plan deliverables that cut across the school and post-school sectors.

In addition to this, is the need for an enhanced institutional arrangements / institutional network and critical mass of policy actors that are a fundamental in collaborating with and supporting SACE to effectively and continuously deliver on its core mandate. These networks and actors will be developed across the following key programmes that are key to realising a quality and credible teaching profession.

Programme 2 (Professional Registration): As part of professionalising the profession of teaching, Programme 2 will for the first time introduce the provisional registration of student teachers from first year of study until they graduate. Furthermore,

as newly qualified teachers, the provisionally registered newly qualified teachers will participate in the mandatory induction programme, through their employers in order to qualify for the SACE's professional certification and the awarding of the professional designation status subsequent to the submission of the Professional Development Portfolio to SACE.

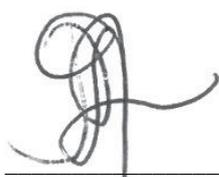
Additionally, in order to ensure that only fit-to-practice teachers/lecturers are professionally registered and certified by SACE, applicants will be screened through the submission of the police clearance certificate, the Department of Justice and Constitutional Development's National Register for Sexual Offenders (NRSO) and the Department of Social Development's (DSD) National Child Protection Register (NCPR).

Programme 3 (Ethical Standards) is key to the implementation and enforcement of the SACE Code of Professional Ethics in the teaching profession in order to guide SACE members' professional conduct and assuring the public of the high ethical conduct standards in the profession.

The following activities will resort under this programme: advocating and communicating the code, managing a system for handling cases, and administering the disciplinary procedures and process. Internal capacity has been increased through the organisational job evaluation process to strengthen the case management process and minimise backlogs. SACE will furthermore be collaborating with the Department of Basic Education on two protocols: (a) the reporting of sexual harassment and abuse cases to SACE by the provincial education departments, and (b) the reporting of sexual harassment and abuse cases to SACE and the provincial education departments by schools, parents, learners and the public.

Programme 4 (Professional Development) Over 400 000 practising educators having signed up for participation in the CPTD System. However, there are challenges with reporting on participation in the continuing professional teacher development (CPTD) system by educators, schools and providers. Ultimately, this has a negative bearing on the extent to which educators fulfil the requirements for earning 150 professional development points over a cycle of three years. In 2020-2025, a sub-programme will focus on systems and processes that enhance education and support around professional development uptake by educators at individual, school and provider levels. In addition, new professional development activities will be endorsed and providers approved, with a focus on the quality assurance of professional development provisioning on the ground.

Programme 5 (Professional Teaching Standards) will see SACE continuing to advocate for its teacher professionalisation path across the teacher education and development continuum. The gazetting of professional teaching standards is nearing finalisation, and it is intended that they be field-tested through a phased-in implementation process. Programme 5 will furthermore ensure the finalisation of the development of a professional teacher designation. Finally, it will facilitate collaboration with the Department of Basic Education and the Department of Higher Education and Training on the development of a teacher induction model and the determination of criteria for entry into initial teacher education.



Ms ME Mokgalane
Accounting Officer of the South African Council for Educators





SACE

SOUTH AFRICAN EDUCATION QUALITY ASSOCIATION
Towards Excellence in Education

Teachers Rights, Responsibility and Safety Programme

Gauteng

UNISA

Pretoria

Winnie Madikizela Mandela Building

4 September 2019



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LIST OF ACRONYMS

Africa Federation of Teaching Regulatory Authorities	AFTRA
Continuing Professional Teacher Development	CPTD
Continuing Professional Teacher Development Management System	CPTD MS
Department of Basic Education	DBE
Department of Higher Education and Training	DHET
District Teacher Development Centres	DTDCs
Education Deans Forum	EDF
Education Labour Relations Council	ELRC
Higher Education Institutions	HEIs
Human Resource Development Council	HRDC
Integrated Strategic Planning Framework for Teacher Education and Development in South Africa	ISPFTED
Medium-Term Expenditure Framework	MTEF
National Association of Independent Schools in South Africa	NAISA
National Development Plan	NDP
National Education Evaluation and Development Unit	NEEDU
National Teacher Education and Development Committee	NTEDC
National Policy Framework for Teacher Education and Development in South Africa	NPFTE
post-level one educators	PL1
professional learning communities	plcs
post-level one	PL1
Progress in International Reading Literacy Study	PIRLS
provincial education departments	PEDs
Provincial Teacher Development Institutes	PTDIs
Provincial Teacher Education Committee	PTEC
Professional Teaching Standards	PTSs
Quality Council for Trades Occupations	QCTO
school governing body associations	SGBs
South African Council for Educators	SACE
South African Council for Social Service Professions	SACSSP
South African Principals' Association	SAPA
South African Qualification Authority	SAQA
Southern and Eastern Africa Consortium for Monitoring Educational Quality	SAQMED
Teaching and Learning International Survey	TALIS
Trends in International Mathematics and Science Study	TIMMS



PART A

OUR MANDATE



1. UPDATES TO THE RELEVANT LEGISLATIVE AND POLICY MANDATES

TITLE
Education Labour Relations Council (ELRC) - ERLC Act (1993)
Employment of Educators Act, 1998 (Act 76 of 1998)
Integrated Strategic Policy Framework for Teacher Education and Development (2011) (ISPFTED)
Minimum Requirements for Teacher Education Qualification (MRTEQ)
National Policy Framework for Teacher Education and Development (2007) (NPFTED)
NQF Act, 2008 (Act 67 of 2008)
SACE Act, 2000 (Act 31 of 2000 as amended by BELA Act, 2011 (Act 65 of 2011))
South African Schools Act, 1996 (Act 84 of 1996, as amended (SASA))
South African Qualifications Authority Act, 1995 (Act 58 of 1995)
The Basic Education Laws Amendment Act, 2011 (Act 15 of 2011)
The Children's Act, 2005 (Act 38 of 2005)
The Commission for Gender Equality Act, 1996 (Act 39 of 1996)

2. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

- NDP: Vision 2030: National Development Plan
- NQF Act, 2008: National Qualifications Framework Act, NQF Amendment Bill 2019
- NPFTED, 2007: National Policy Framework for Teacher Education and Development South Africa
- ISPFTED, 2011: Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011 - 2025
- PPQTVET, 2013: Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training
- MRTEQ, 2015: Revised Policy on the Minimum Requirements for Teacher Education Qualifications
- PPQACET, 2015: Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and training
- MRQEECCCE, 2017: Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators
- Revised Registration Criteria
- Code of Professional Ethics
- CPTD Management System Handbook 2013
- Professional Teaching Standards

- Fit-to-Teach Policy
- Teacher Professionalisation Path
- Draft Teachers' Rights Responsibilities and Safety Handbook

Policies to be approved in the next 5 years:

- Professional certification framework and policy
- Policy framework registering student educators from year one
- Policy on Registration of Non- Foreign Nationals
- Teacher Designation
- Re-certification framework
- Educator support Concept document

3. RELEVANT COURT RULINGS

In the case of Arnold Robertson versus South African Council of Educators (SACE), Western Cape Department of Education, and Department of Basic Education - 15547/2013 - Mr Robertson was removed from the register of educators by SACE after he was found guilty of misconduct. Mr Robertson made unsavoury remarks of a directly sexual nature to a grade 7 learner thus violating the Code of Professional Ethics. He appealed the decision of SACE in the Western Cape Division of the High Court which Court ordered that he be reinstated as an educator on grounds that he undergoes remediation and sexual therapy and submit his report to SACE who must register him on a three months basis. The court reviewed the SACE sanction and found it not have been fair in that the applicant was not given reasons for the sanction of being removed from the register. Further, he had not been given an opportunity representation to SACE in terms of Section 23(3) of the SACE Act 31 of 2000 as to why he should not be removed from the register.



PART B

OUR STRATEGIC FOCUS



4. UPDATED SITUATIONAL ANALYSIS

The South African Council for Educators (SACE) reviewed its strategic plan in the context of prevailing policy imperatives that are linked to its mandate and clearly espoused by the NDP, the Revised Framework for Strategic Plans and Annual Performance Plans, and the policies and frameworks of the Department of Basic Education. In the process, a robust strategic planning workshop was conducted with staff, Council structures and external stakeholders. The current situational analysis is based on international and continental professionalisation strategies and missions. Council is currently preparing the sector for consequence management and the implementation of professional teaching standards (PTSs). The development of the standards created an opportunity for internal buy-in and accountability by key stakeholders.

Once the PTSs have been gazetted, Council can apply for the recognition and registration of a professional teacher’s designation. The review of the MRTEQ has identified further opportunities for Council to participate in the HEI sector, and a buzz has been created about the proposed teacher professionalisation path. The development of the approved PTSs has created an opportunity to review the provider key programme development and will inform the induction process for teachers. The PTSs serve as a reminder to the sector that all teaching staff, regardless of their post level, have a teaching responsibility; thus, PTSs are applicable across the whole spectrum and not only to post-level one (PL1) teachers.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Clear policy mandate role within NDP for the teaching profession • Teacher professionalisation path developed and implemented; • Professional Teaching standards approved and are in a process of gazetting • Revenue stability • Influence in the African Region • Well-developed internal policies • Proficient and committed staff members 	<ul style="list-style-type: none"> • Inadequate Data-driven/ Evidence-based Processes; • Inadequate systems linkage / Integration • Poor Communication and stakeholder relations • Poor marketing of the SACE brand • Lack of staff upskilling / staff capacitation • Ad-hoc relations with key stakeholders and partners; • Non-visibility in the provinces • Lack of Standard Operating Procedures / outdated operations
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Brand South Africa Affiliation • Political stability • Funding from Fiscus • Teachers’ funding SACE • Legislative and Policy Environment • More collaboration with AFTRA and IFTRA • Recognition by international teaching councils. • Supportive stakeholders and partners • Minister, DG, Portfolio Committee Chairperson Support • Use of new Technology / Innovation to advance organisational mandate 	<ul style="list-style-type: none"> • SACE’s custodianship and voice not felt in the teaching profession; • Partially in charge of the teaching profession; • Increasing negative public image of the teaching profession • Perceptions about the SACE Autonomy / Independence; • Office-based educators – “forgotten in the SACE agenda” • Outdated database that cannot be utilised to inform the planning and policy decision making processes in the profession; • Continuous legal challenges

The implementation of professional teaching standards will support and develop effective, high-quality practices across all teaching career pathways, including the selection of candidates, initial teacher education and the ongoing development of qualified teachers.

The Council needs to register or re-register those persons who meet all of the requirements to be a teacher. SACE has reviewed the registration process, and the updated process will facilitate the registration of teachers who meet the standards for the teaching profession. Issues around disparities in South Africa include those related to gender, economic means and geographic location. Some of these disparities have an impact on access to the SACE registration process. SACE does not have offices in all the provinces, and this has led to discrepancies in access to registration services due to the higher cost involved in some instances. Council is therefore in the process of implementing online registration and aims to provide a greater level of multi-channel support to applicants. The improved registration process will ensure that teaching professionals and the teaching profession itself are valued and trusted by learners, employers, parents and the community. SACE needs to ensure that there is no compromise in delivery on its core mandates, including the registration of teachers to practise because this process will avail quality and ethical teachers to the education sector, and this is important for the well-being of the education sector.

To be granted full registration by SACE, teachers will have to demonstrate that, in addition to meeting the registration requirements, they are fit to practise and they meet the professional teaching standards for teachers at the proficient level. Student teachers are granted registration in the provisional registration category. They are generally expected to make the transition to full registration upon completion of their studies, when they have to comply with all the relevant requirements for that category.

Council needs to improve its communication with registered teachers. Provisionally registered teachers will receive reminder notices once every three months prior to the expiry of their registration period, advising them of the requirements if they should wish to continue being registered with Council. Their registration will automatically expire unless they have applied for renewal or moved to another category at least 30 days prior to the expiry of their previous registration. Currently, Council is focusing on the registration of student teachers and practising teachers. Non-practising educators are not obliged to register with Council.

It is compulsory to submit a police clearance certificate obtained in South Africa when applying for teacher registration in order that the applicant's criminal record may be checked. As part of SACE's strategy to improve its engagement with teachers, the institution will raise awareness about its mandate, the SACE Act, PTSs and registration requirements. SACE will also provide advice to teachers on how to maintain their registration by delivering presentations at universities and at teacher and principal network meetings and by holding professional development workshops.

SACE is committed to providing a quality service to all registrants. Therefore, Council promotes its website as the first point of contact for queries about teacher registration matters. Applicants and teachers may also contact Council by phone or email or in person.

4.1 External Environment Analysis

SACE derives its core mandate from the SACE Act, 2000 (Act 31 of 2000), as amended. In line with the Act, SACE has a mandate to enhance the status of the teaching profession by registering educators, managing a system for the continuing professional development of all educators, and setting and maintaining ethical and professional standards. The mandate is further strengthened by chapter 9 of the National Development Plan (NDP, 2012), which views the role of SACE as being responsible for setting professional standards and ensuring that there is quality provisioning of continuing professional development for teachers through the approval of providers and the endorsement of programmes and activities that are fit for purpose.

This professional development quality assurance role is detailed in the National Policy Framework on Teacher Education and Development (2007) and the Integrated Strategic Planning Framework for Teacher Education and Development. Lastly, the National Qualifications Framework requires that SACE be recognised by the South African Qualifications Authority and that it develops and implements the profession's teacher designation in order to acquire that status. All relevant legislation and policies are pivotal in contributing to SACE's strategic goals for 2020/21 and the country's outcome number 1: Improved quality basic education and the related basic education sectoral priorities.

In its 2012 report, the National Education Evaluation and Development Unit (NEEDU) indicated that our teachers are unable to teach reading to learners in the Foundation Phase, and in 2017 the PIRLS report stated that ten-year-old learners cannot read for meaning. This state of affairs calls for the continuing professional teacher development management system (CPTD MS) to focus on the submission of specific continuing professional development to address these inefficiencies. SACE, as the custodian of the CPTD MS, needs to strengthen the implementation of the system while at the same time amplifying PTS 2.3 and 7.1.

The CPTD MS will address the following: the need to strengthen the ability of teachers to teach reading; the need for emotional intelligence training to address challenges faced in the classroom, viz. violence, assault etc.; the way in which digital learning leads to cyber bullying and how the system should respond to it; the decolonisation of teaching, learning and assessment; and the development of a programme and handbook on teachers' rights, responsibilities and safety.

Interventions by SACE would take the form of advocating for the development and submission of relevant continuing professional development activities through provider forums, teacher seminars, union conferences and PETC. Professional development activities should be endorsed by SACE to enable teachers to earn professional development points and to strengthen the identity of the profession and the positioning of the teacher in the education landscape. The development of a programme and handbook on teachers' rights, responsibilities and safety would also help to address the identified challenges.

The final report of the Human Resource Development Council of South Africa (2014:21) recommends that SACE should:

- reaffirm its leadership role as the custodian of the teaching profession;
- enhance its own status as a professional body through recognition by the South African Qualifications Authority (SAQA) to fulfil its mandated regulatory, developmental and advisory roles more effectively;
- affirm its leadership role in the teacher professionalisation process by voicing clear, strategic direction in setting professional teaching standards as stipulated in the SACE Act, 2000 (Act 31 of 2000) as amended;
- articulate a broadly consulted teacher professionalisation path in a teacher professionalisation policy;
- focus on capacity building – in view of the limited in-house capacity of SACE, it is evident that these challenges can only be addressed through continuous capacity-building initiatives in the legislative and economic environment of the South African education landscape, within its own organisation and with its stakeholders; and
- remain, first and foremost, accountable for the integrity of the teaching profession.
- The DBE's teacher development master plan identifies professional development needs. Different diagnostic reports, viz. the Teaching and Learning International Survey (TALIS), the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS) and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SAQMED) report are key external evaluation instruments that provide valuable information. The findings point to the teaching of reading; the introduction of a three-streams model (technical vocational, technical occupational and academic streams); problem areas in gateway subjects like Mathematics, Life Sciences, Geography etc.; the establishment of focus schools and schools for specialisation; and the further development of NICPD and provincial teacher development institutes (PTDIs).
- The President declared during SONA that ECD 0-4 would be migrated into the mainstream education landscape. The impact thereof on the delivery of continuing professional development will be critical.
- The challenge that the institution will face in responding to teachers who are experiencing barriers to teaching or who are differently abled will reside in its capacity to deliver on the relevant material, e.g. braille manuscripts, and in providing training to the relevant target audiences through, for example, sign language.
- Council receives and processes diverse complaints against educators. The types of offences are vast. While SACE processes every complaint that it receives that falls within its jurisdiction, more emphasis is placed on cases involving the sexual abuse and corporal punishment of learners.

The effective processing of these cases is often hampered by a number of factors and challenges, including:

- Learners refusing to testify or cooperate for fear of reprisal or victimisation by the same teachers they have complained about, by other learners or by colleagues of teachers complained about;
- Parents refusing to grant SACE access to the abused learner or learners, especially at the investigation stage or at disciplinary hearings;
- Witnesses moving around to the extent that they become and remain untraceable;
- Parents coming to the hearing, if they appear at all, with statements denying the abuse of their children or claiming that the child was abused by another person and not the accused educator, while at the investigation stage they confirmed that they knew the teacher was the perpetrator;
- SACE being forced to withdraw many serious cases against perpetrators owing to a lack of cooperation by parents, and the same abusers ending up being recycled back into the system;
- A lack of experienced investigators to deal with complex and specialised cases; and
- A lack of presiding officers with the necessary knowledge and expertise to preside over the case.

The organisation endeavours to encourage parents, teachers and community members to support SACE's processes by ensuring that they support abused learners and every aggrieved person who may have laid a complaint against a teacher.



Over the previous five years, Council undertook a research study called “Factors and environment facilitating/enhancing sexual-related misdemeanour between teachers and learners”. The table below depicts the cases that were analysed and reported to SACE from 2014-2018. The results show that most cases received by Council relate to corporal punishment and assault. Thus, in the next five years Council’s research division will conduct research on corporal punishment and the use of alternatives to corporal punishment in schools.

Nature of Misconduct	2014/2015	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019
Verbal Abuse, Victimization, Harassment, Defamation	86	89	113	87	141
Sexual Misconduct / Rape	94	97	99	78	93
Fraud, Theft, Financial Mismanagement	34	40	52	37	62
Racism	6	2	4	9	11
Corporal Punishment, Assault	253	267	265	253	295
Unprofessional Conduct, Use of improper language, Alcohol Abuse, Absenteeism, Insubordination	111	95	122	75	141
Negligence	2	9	12	10	7
Threatening to kill/ Murder	0		05		1
No. Jurisdictions	0	10	06	11	14

4.2 Internal Environment Analysis

Council has a staff complement of 106 permanent employees. In the previous period, Council conducted a job evaluation process in order to re-position itself in terms of its mandates and the growth of the organisation. The need for most of the existing posts was reconfirmed in the process, and new additional vacancies were identified.

Council prioritised a few such posts due to financial constraints. Other posts that were identified will be filled over time as the organisation grows, finances permitting. Among others, the following posts were created and filled in order to meet current demands and enable delivery on core mandates:

- The Head: Professional Development and Ethics
- The Head: Registration and Teacher Professionalisation.

These two key positions were critical to delivery on SACE's core mandates related to:

- The reviewing of professional certification criteria; and
- Current demands in line with technology and development, with the introduction and implementation of online professional certification to offset problems experienced with "walk-ins for professional certification", which lead to unmanageable queues at head office and some provinces such as KwaZulu-Natal.

The profession has experienced huge demands from its members in relation to teacher professionalisation and the need to standardise the profession to expected levels.

Another managerial position that was filled was that of Manager: Planning, Monitoring, Evaluation, Reporting and Research. If SACE is to make an impact on the professionalisation and development of the education sector, the planning and research aspect cannot be ignored.

The re-configuration and job restructuring have led to the appointment of a manager for the professional development unit. This unit is responsible for the management, maintenance and development of the profession, as dictated by the SACE Act, 2000 (Act 31 of 2000). Council has appointed provincial co-ordinators to facilitate and manage CPTD.

There was also a need to improve case management to facilitate the processing of the increasing number of reported cases. Council has appointed fulltime investigators and a para-legal clerk and has increased its pool of resources. Currently, there are three provincial offices (Free State, KwaZulu-Natal and Limpopo) which are operational. There are also plans to open additional offices in the remaining provinces during the 2020–25 period.

SACE's policy on internship as part of on-the-job experiential learning has seen many graduates benefiting. Serving interns are issued with letters of recommendation after their 12 months' experiential learning. Not only is the experience they have obtained acknowledged, but they also benefit from an employment opportunity.

PART C

MEASURING OUR PERFORMANCE



5. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

Council has aligned its programmes with SACE’s mandates and budget programme structure. There are five programmes that Council will be implementing in the next financial year to achieve its mandates. The table below depicts the programmes and sub-programmes.

Programme	Sub-programmes
1. Administration	1.1 Executive and Governance 1.2 Planning, Monitoring & Evaluation Reporting and Research 1.3 Corporate Services 1.4 Financial Management 1.5 Communication and Stakeholder Relations 1.6 Information and Communication Technology
2. Professional Registration	2.1 Registration of Educators and Lecturers 2.2 Data Management
3. Ethical Standards	3.1 Investigations 3.2 Disciplinary Hearings 3.3 Sanctioning
4. Professional Development	4.1 Continuing Professional Teacher Development Management System 4.2 Member Support 4.3 Quality Management
5. Professional Teaching Standards	5.1 Initial Teacher Education 5.2 Newly Qualified Educators 5.3 Practising Educators

Measuring the Impact

Impact Statement	Enhancing public confidence in the credibility of the teaching profession
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Programme 1: Administration

Purpose: The purpose of this programme is to implement and manage the policy directives and priorities of the Council to ensure the functional proficiency of SACE through appropriate support services.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance			
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Efficient and effective governance	Minutes and attendance registers of the meetings	Number of Council and EXCO meetings convened	-	-	-	-	10	10	10
	Approved quarterly performance report	Number of quarterly performance reports submitted to DBE	-	-	-	-	4	4	4
	Research conducted	Number of research reports produced	7	5	3	2	3	3	4
	Attendance register	Number of research-based seminars/conferences conducted	-	2	2	9	1	1	1
	Performance agreements and assessments	Percentage of employees assessed through performance development system	-	-	-	-	100%	100%	100%
	Report on monitoring of the plan	Communication plan developed, implemented and monitored	-	-	-	-	4	4	4
	Acknowledgement from treasury	Percentage of invoices paid within 30 days	-	-	-	-	100%	100%	100%
	Reviewed, costed ICT policy	Approved ICT policy	-	-	-	-	1	1	1

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.1.1	Number of Council and EXCO meetings convened	10	1	3	3	3
1.1.2	Number of quarterly performance reports submitted to DBE	4	1	1	1	1
1.1.3	Number of research reports produced	3	-	1	1	1
1.1.4	Number of research-based seminars/conferences conducted	1	-	-	-	1
1.1.5	Percentage of employees assessed through performance development system	100%	-	-	-	100%
1.1.6	Communication plan developed, implemented and monitored	4	1	1	1	1
1.1.7	Percentage of invoices paid within 30 days	100%	100%	100%	100%	100%
1.1.8	Approved ICT policy	1	1	-	-	-

Explanation of planned performance over the medium-term period

Good governance requires that an entity’s governance structure, SACE’s Council in this instance, meet regularly at various levels to assist the entity in meeting its goals and to ensure that there is internal accountability. SACE’s Council meetings are the most important part of its operations in view of the fact that it is a professional self-regulatory body that is governed by the Council, which consists of 30 members. The decisions made by Council members during meetings provide the direction and authority for the ongoing operation of the Council.

Programme Resource Considerations

Table: Budget allocation for programme and sub-programmes as per the ENE and/or EPRE

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
36 042	38 594	45 240	39 502	43 058	46 933	51 157

Narrative: Explanation of the contribution of resources to the achievement of outputs

During the MTEF period Council will operate with a budget of R 385.3 million and R 329 million of this budget will be generated from the educators’ in terms on their monthly levies contribution. With the special focus on strengthening the professionalisation of the teaching profession and implementation of the professional standards, the revenue will increase from R300 million to R 385.3 million from the previous MTEF period.

Programme 1 is a programme that hosts the compensation of employees. It is expected that the staff force will not increase that much as most of the vacancy were advertised and filled in the 2019/20 financial year, mostly critical positions. The plan to roll-out provincial offices is underway, however the rolling out will not be in all provinces, as a research study on the effectiveness of the provincial offices will be undertaken in the 2020/21 financial year.

The research programme which used to be a stand alone programme has been located within programme 1 as Planning, M&E Reporting and Research. This programme will coordinate and undertake research needs as identified by core programmes of the organisation. In the 2020/21 financial year, the Council will conduct 1 research conference in the last quarter which will be in collaboration with other partners and stakeholders.

Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Implementation of workplace skills plan	Inadequate budget for training and skills development	Conduct a needs analysis and submit a proposal.
Recruitment and selection of new employees	Risk that people with fictitious qualifications might be appointed due to lack of vetting of new employees	Benchmark with other entities on their experience.
Visibility of SACE to members and stakeholders	Website not being user-friendly (Outdated information may be given to stakeholders)	Update the website on a weekly basis. Conduct surveys and needs analyses of stakeholders. Compile and coordinate a communication and stakeholder engagement plan on a quarterly basis, involving all SACE divisions.
Quarterly performance reports submitted to DBE and Treasury	Integrated electronic performance information system not available	Procure a system and integrate it with the available systems.

Programme 2: Professional Registration

Purpose: The purpose of this programme is to ensure that Council registers college lecturers and teachers who are fit to practise. Council must keep an up-to-date register of fit-to-practise educators and college lecturers.

This programme is divided into two sub-programmes:

Sub-programme 2.1: Registration of Educators and Lecturers

Purpose: To ensure that all educators/lecturers who meet the registration standards are certified to practise.

Register student educators and qualified educators and lecturers, and create sub-registers for special categories to enhance the quality of the professional certification of teachers by introducing standards.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance	MTEF Period			
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Fit-to-practise-registered educators and lecturers	Register of all educators, lecturers and student educators subjected to fitness to practise	Number of educators registered	37 977	34 087	29 765	35 000	25 000	30 000	31 000
		Percentage of educators applying through the online system for professional certification	-	-	-	-	20%	50%	60%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.1.1	Number of educators registered	25 000	5 000	5 000	5 000	10 000
2.1.2	Percentage of educators applying through the online system for professional certification	50%	-	-	-	50%

Sub-programme 2.2: Data Management

Purpose: To ensure that periodical statistical status reports are published. Council will keep both a manual and an online database providing access to up-to-date information on the registration status of current college lecturers and prospective teachers. Information will be provided about whether teachers are registered, any conditions placed on their registration, their date of registration expiry and confirmation about their fit-to-practise status.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets							
			Audited/Actual Performance		Estimated Performance	MTEF Period				
			2016/17	2017/18		2018/19	2019/20	2020/21	2021/22	2022/23
Fit-to-practise-registered educators and lecturers	Educators data	Number of statistical reports produced on the status of the profession	-	-	-	-	2	2	2	

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.2.1	Number of statistical reports produced on the status of the profession	2	-	1	-	1

Explanation of planned performance over the medium-term period

SACE respects and values differences and promotes equality and diversity. All teachers registered with SACE must meet the professional certification requirements. Council wants to promote an inclusive profession that incorporates educators from a range of diverse backgrounds and that respects the principle of equal treatment. SACE understands that varied perspectives will make valuable contributions to the teaching profession and that this will benefit learners. The focus of Council is to regulate the education sector by providing the sector and community with ethical, diverse, resilient teachers positioned to deliver quality education. SACE will ensure that learners are taught by qualified, registered teachers who promote equality and diversity throughout the sector, by keeping a register and making sure all teachers are fit to teach.

All educators who approach the Council to be registered are vetted and screened to ascertain their fitness to practise. Those found unfit on account of having previously been removed from the roll of educators or not being admitted on account of a criminal record are afforded an opportunity to undergo a fit-to-practise process to decide their professional certification status.

Programme Resource Considerations

Table: Budget allocation for programme and sub-programmes as per the ENE and/or EPRE

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
5 259	4 951	6 108	6 849	5 286	5 761	6 280

Narrative: Explanation of the contribution of resources to the achievement of outputs

Some of the objectives that the council will implement in the next MTEF period are to certify newly qualified educators coming into the teaching profession, promote educators’ life-long learning; improve teacher professionalism, strengthen educators’ professional competence through the provisioning of quality SACE approved providers and endorsed professional development programmes, uphold the ethical standards, and ensure effective governance of SACE.

SACE like all other professional councils has the right and responsibility to determine who will enter and remain in the teaching profession. This is part of its critical responsibility in regulating and protecting entry into the teaching profession, and one way of realising that, is to ensure that all teachers are registered before they can practice. In doing so, it acts as a gatekeeper and watchdog of the profession through the screening of applicants prior to certifying professionally. The screening is pivotal to ensure that the applicants are ethical, appropriately and genuinely qualified, and fit-to-practice as teachers in schools. In the 2020/21 financial year registration will be from the 1st year of study. The professional registration programme with the assistance of CPTD Coordinators will be going to all universities to register the student teachers and capacitate them on the mandate and role of the Council.

Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Registering of unregistered practising and newly qualified educators in the country	Inaccurate, unreliable database - incomplete/inaccurate information on educators	Three-year funded plan of action to update the register
	Professional certification delay - long periods to process professional certification requests	Office to gear up for a turnaround plan

Programme 3: Ethical Standards

Purpose: The purpose of this programme is to promote and maintain ethical standards in the profession.

This programme is divided into three sub-programmes.

Sub-programme 3.1: Investigations

Purpose: To effectively conduct investigations into allegations of misconduct.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance		MTEF Period	
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Maintained ethical standards	Register of reported cases	Percentage of investigations on new cases finalised	-	-	-	-	80%	80%	80%
		Percentage of investigations on roll-over cases finalised	-	-	-	-	90%	90%	90%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.1.1	Percentage of investigations on new cases finalised	80%	-	-	-	80%
3.1.2	Percentage of investigations finalised on roll-over cases	90%	-	-	-	90%

Sub-programme 3.2: Disciplinary Hearings

Purpose: To effectively and efficiently manage the resolution of misconduct cases.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance			
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Maintained ethical standards	Report on disciplinary hearings finalised	Percentage of disciplinary hearings finalised on new cases	-	-	-	-	70%	70%	70%
		Percentage of disciplinary hearings on roll-over cases finalised	-	-	-	-	80%	80%	80%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.2.1	Percentage of disciplinary hearings finalised on new cases	70%	-	-	-	70%
3.2.2	Percentage of disciplinary hearings finalised on roll-over cases	80%	-	-	-	80%

Sub-programme 3.3: Sanctioning

Purpose: To improve ethical behaviour in the teaching profession.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets							
			Audited/Actual Performance			Estimated Performance		MTEF Period		
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	
Maintained ethical standards	Monitoring report	Monitoring report produced on sanctioned educators	-	-	-	-	-	2	4	4

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.3.1	Monitoring report produced on sanctioned educators	2	-	1	-	1

Explanation of planned performance over the medium-term period

The following key issues must be covered in the narrative per programme:

The Professional Ethics division is seized with the responsibility to contribute towards the dream of building and sustaining a credible teaching profession through the enforcement of ethical standards among educators. Council has a clarion call to recognise and appreciate educators who uphold the code of professional ethics and, better still, ethical standards enunciated in the code by keeping them in the register of fit-to-practise educators. Such educators are appreciated for acting as role models to society and the school system at large, including those who believe in a credible teaching profession.

On the other hand, the Professional Ethics division is being inundated with increasing numbers of misconduct cases coming from the entire country, involving teachers who misbehave themselves. The division still continues with its mandate to investigate and conduct hearings to assess the cases brought before it, albeit in the face of several challenges. As a tribunal seized with the onerous responsibility to give regard to the legislative mandate that defines SACE, including the Constitution of 1996, particularly section 35(3)(h) of the Constitution, which directs anyone enquiring into the conduct of another to afford every accused the preponderance of innocence until the contrary is proven, it is incumbent upon SACE to reach administratively reasonable and fair outcomes in all its hearings.

The main challenges that SACE is saddled with include parental refusal to permit children to testify, postponements by representatives of accused educators, witness tampering, and resistance by some educators to adhering to the code of professional ethics. Council continues to close gaps in these challenges by seeking cooperation, implementing awareness programmes and encouraging the community to help in enforcing the code of professional ethics, while at the same time inspiring a credible teaching profession.

Programme Resource Considerations

Table: Budget allocation for programme and sub-programmes as per the ENE and/or EPRE

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
4 677	5 196	9 047	7 953	7 443	9 478	10 061

Narrative: Explanation of the contribution of resources to the achievement of outputs

Section 26 of the SACE Act dictates that employers of teachers must submit concluded cases with sanctions to SACE. In line with this, a protocol has been developed between the Department of Basic Education (DBE), 9 Provincial Education Departments (PEDs), and School Governing Body (SGB) Associations has been developed for purposes of enhancing the reporting of cases by employers to SACE. The signing of protocol by these partners will increase the number of cases SACE will be dealing with over the MTEF period.

Due to the nature of the processes and procedures involved in the investigation and hearing of educator misconduct cases, an average of 190 cases get rolled over into the new financial year. Therefore, this MTEF period should take these factors into account. With the budget of R 26.9 million within the MTEF period, the Council commits to investigate 80% of the reported cases from the public, learners and employers, as well as the roll-over cases from 2019/20 onwards.

Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Improved reporting of cases by provincial education departments	Poor outreach - lack of sufficient outreach and communication programmes to conscientise educators, parents and school communities, resulting in more breaches of the code	Planned outreach programmes and communication projects, including publications and road shows, in conjunction with the communications and advocacy division as part of a general SACE outreach; increased allocation of budget



Programme 4: Professional Development

Purpose: To ensure that educators engage in life-long learning to improve their professional competence.

This programme is divided into three sub-programmes.

Sub-programme 4.1: Continuing Professional Teacher Development Management System

Purpose: To enable educators to sign up for, participate, record and report on their professional activities

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets					
			Audited/Actual Performance		Estimated Performance	MTEF Period		
			2016/17	2017/18		2018/19	2020/21	2021/22
Improved teacher competence	Professional development activities captured on the CPTD information system	Percentage of selected practising signed-up educators verified for the continuing professional development uptake	-	-	-	40%	45%	50%
	CPTD Management system report of signed-up final year students	Percentage of signed-up final-year initial teacher education students	-	-	-	65%	75%	85%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.1.1	Percentage of selected practising signed-up educators verified for the continuing professional development uptake	40%	-	-	-	40%
4.1.2	Percentage of signed-up final-year initial teacher education students	65%	-	-	-	65%

Sub-programme 4.2: Member Support

Purpose: To provide assistance to members to ensure their participation in professional matters.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance		MTEF Period	
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Improved teacher competence	Attendance registers of type of support that educators were provided with	Number of educators supported on professional matters	-	-	-	10 000	50 000	50 000	50 000

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.2.1	Number of educators supported on professional matters	50 000	15 000	15 000	5 000	15 000

Sub-programme 4.3: Quality Management

Purpose: To ensure that all professional development programmes offered to educators are fit for purpose.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance		MTEF Period		
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Improved teacher competence	Approved providers and endorsed activities list	Percentage of professional development providers approved	-	-	-	-	70%	75%	80%
		Percentage of professional development activities endorsed	-	-	-	-	80%	95%	100%
		Percentage of endorsed activities monitored	-	-	-	-	60%	80%	90%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.3.1	Percentage of professional development providers approved	70%	-	-	-	70%
4.3.2	Percentage of professional development activities endorsed	80%	-	-	-	80%
4.3.3	Percentage of endorsed activities monitored	60%	-	-	-	60%

Explanation of planned performance over the medium-term period

The professional development environment of SACE is a complex maze with myriad challenges as well as promises of success. The mandate to inspire educators to take charge of their lifelong learning derives from societal expectations about the academic excellence of learners. Educators have to become learners before they can be great educators. They need to analyse their own performance and engage in lifelong learning to enhance their classroom practice, student learning and the academic achievement of learners. In this light, SACE is seized with the responsibility to provide responsive programmes of action to promote continuous professional teacher development and learning initiatives so as to champion the theory of change among educators countrywide. SACE is also poised to provide a CPTD management system (CPTD MS) which is functionally proficient and responsive to the changing dynamics of professional development.

Among the challenges it faces is the lack of information technology skills among the ageing cohort of educators, given the rise of technology-driven learning; complaints about the administrative burden of reporting on continuous professional development activities by educators who are already overloaded with their core teaching activities; and the lack of motivation and inadequate support available to educators to help them engage in continuous professional development. Once these challenges are confronted with an open mind and a collaborative focus, educators will be able to see continuous professional development as a necessary and crucial part of their career advancement and professionalism.

Programme Resource Considerations

Table: Budget allocation for programme and sub-programmes as per the ENE and/or EPRE

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
13 162	12 999	19 005	27 669	27 823	29 590	31 077

Narrative: Explanation of the resources' contribution to achieving the outputs.

The Programme will ensure that educators are properly equipped to undertake their essential and demanding tasks, are able to continually enhance their professional competence and performance and the country has a community of competent teachers dedicated to providing education of high quality, with high levels of performance as well as ethical and professional standards of conduct.

The budget will be reduced by R3m over the MTEF period. In line with this, the total budget of R 27 million in 2020/21 financial year will be utilised for signing-up 65% of the final year students in the higher education institutions will be signed up and orientated on the participation in the CPTD system. This will ensure that upon graduation, they start a process of participating in their three-year CPTDMS cycle seamlessly, as newly qualified teachers.

Previously there has been a decline in reporting professional development activities by the educators. It is within this background that the Council has changed its strategy to encourage the participation and reporting of the professional development activities. The sub-programme on member support will enable the CPTD coordinators in all nine provinces to provide assistance to members, to ensure that they not only participate in professional matters but are assisted with professional issues and encouraged to forge a partnership and relationship with the Council.

Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Institutionalisation of CPTD MS support: School-based	Resistance by school management teams (SMTs) and teachers' unions	To advocate for the benefit of this model within the context of teacher support.
	Lack of capacity and willingness of the SMTs to provide support to teachers	Provide tools that will make the task easier to carry out.
	Dysfunctionality of the self-service portal	Review SACE's partnership with its service providers.
The approval of providers	Few providers submitting professional development (PD) reports	Resuscitate provider forums and advocate through SACE's social media.



Programme 5: Professional Teaching Standards

Purpose: To improve and maintain the status and image of the teaching profession, and ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards.

This programme is divided into three sub-programmes.

Sub-programme 5.1: Initial Teacher Education

Purpose: To ensure initial teacher education programmes adhere to professional teaching standards.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets					MTEF Period		
			Audited/Actual Performance		Estimated Performance	MTEF Period				
			2016/17	2017/18		2018/19	2019/20		2020/21	2021/22
Improved teacher professionalism	Teacher professionalisation policy	Development of teacher professionalisation policy	-	-	-	-	-	Draft policy produced	Consultation with stakeholders on a draft policy	Approval of the policy by Council
	Policy framework	Policy framework registering student educators from year one	-	-	-	-	-	Development of and consultation on a policy framework	Approved policy framework	Implementation of the policy framework

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
5.1.1	Development of teacher professionalisation policy	Draft policy produced	-	-	-	Draft policy produced
5.1.2	Policy framework registering student educators from year one	Development of and consultation on a policy framework	-	-	-	Development of and consultation on a policy framework

Sub-programme 5.2: Newly Qualified Educators

Purpose: To ensure that newly qualified educators comply with professional standards.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance	MTEF Period			
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Improved teacher professionalism	Professional certification framework and policy	Development of a professional certification framework and policy for educators registering with Council	-	-	-	-	Approved research report on professional certification	Draft professional certification framework and policy consulted on	Final professional certification framework and policy approved
	Teacher designation	Development of a teacher designation	Conceptual framework to guide the process	Draft professional teacher designation	Consultation process for drafting a professional teacher designation	-	Approved teacher designation	Consultation on the approved teacher designation	Implementation of teacher designation

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
5.2.1	Development of a professional certification framework and policy for educators registering with Council	Approved research report on professional certification	-	-	-	Approved research report on professional certification
5.2.2	Development of a teacher designation	Approved teacher designation	-	-	-	Approved teacher designation

Sub-programme 5.3: Practising Educators

Purpose: To ensure that practising educators adhere to professional standards.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets									
			Audited/Actual Performance		Estimated Performance	MTEF Period						
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23			
		Development of re-certification framework										
Improved teacher professionalism	Reports by educators	Percentage of selected practising educators adhering to the standards through their reported professional development activities	-	-	-	-	-	-	-	40%	45%	50%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
5.3.1	Development of re-certification framework	Draft framework developed	-	-	-	Draft framework developed
5.3.2	Percentage of selected practising educators adhering to the standards through their reported professional development activities	-	-	-	-	40%

Explanation of planned performance over the medium-term period

Professional Teaching Standards aims to provide a framework to guide the whole continuum of teacher preparation and development in line with teacher professionalisation path. The amount of R 8.6 million allocated for the Professional Teaching Standard Programme over the MTEF period will achieve the following:

Initial Teacher Education: Council will work collaboratively with stakeholders in terms of developing the criteria for the selection of prospective student teachers into the higher education institution. Coupled with this, Council will register the student teachers provisionally from first year in order to track them and be able to enforce the code of professional ethics during their teaching practice.

Newly Qualified Educators: in terms of SACE's teacher professionalisation path, employers will be to induct the Newly Qualified Educators and develop the SACE professional development portfolio to show evidence of their induction programme. SACE will assess the portfolio as part of professional certification and awarding teachers the During the MTEF period, SACE will develop a framework and policies to guide the process of assessing the portfolios for purposes of awarding of the full registration status.

Practicing Educators will engage the continuing professional development activities that are informed by the professional teaching standards. reporting of the continuing professional development activities against the professional standards and re-certification of educators. Furthermore, the signed-up teachers who have been selected for the verification in the CPTD system will be required to report their participation in the three types of professional development against the earmarked professional teaching standards during the MTEF period.



Programme Resource Considerations

Table: Budget allocation for programme and sub-programmes as per the ENE and/or EPRE

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
345	504	1 253	1 500	1 000	2 000	2 000

Narrative: Explanation of the contribution of resources to the achievement of outputs.

The amount of R1million allocated for the Professional Teaching Standard Programme for the 2020/21 financial year will enable the programme to fast track and conclude the consultation on teacher professionalisation policy. The professional teaching standards will be gazetted in the year under review. Professional Teacher Designation indicator was not included in the 2019/20 financial year to enable the process of consulting to be concluded, the approved designation will be finalised in the 2020/21 financial year.

Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Approval of the designation	Lack of buy-in by stakeholders	Prioritise advocacy and consultation







PART D

TECHNICAL INDICATOR DESCRIPTION



Programme 1: Administration

INDICATOR TITLE	NUMBER OF COUNCIL AND EXCO MEETINGS CONVENED
Definition	SACE is a professional self-regulatory body that is governed by a council made up of 30 members. These members participate in meetings of the two different internal structures, as follows: (a) Council meetings, which take place four times in a financial year; and (b) Council committee meetings, which happen at least five times in a financial year. This excludes special meetings, which may be called from time to time for various reasons. It also excludes additional work on staffing, labour relations, bargaining and negotiations about staff's conditions of service, and recruitment and selection processes.
Source of Data	Council meeting registers, minutes of meetings and annual activity plan
Method of Calculation/ Assessment	Simple count
Means of verification	Signed registers and minutes
Assumptions	All Council and Exco meetings will take place as scheduled per quarter and according to Council's activity plan.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	Matters should be discussed and Council resolutions made at all Council and Exco meetings that are convened.
Indicator Responsibility	Office of the Chief Executive Officer

INDICATOR TITLE	NUMBER OF QUARTERLY PERFORMANCE REPORTS SUBMITTED TO THE DEPARTMENT OF BASIC EDUCATION
Definition	This refers to quarterly performance reports, produced in line with treasury regulations and the DBE's reporting schedule, in compliance with requirements around the programme performance information of the entity.
Source of Data	Quarterly reports submitted under programmes and Annual Performance Plan
Method of Calculation/ Assessment	Simple count
Means of Verification	Quarterly reports signed by CEO
Assumptions	All SACE programmes will submit their quarterly reports on time.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	Approved quarterly performance reports
Indicator Responsibility	Sub-Programme Manager: Planning, Monitoring, Evaluation and Reporting

INDICATOR TITLE	NUMBER OF RESEARCH REPORTS PRODUCED
Definition	This refers to the conducting of complete research projects in line with SACE's research policy. The research reports are to be produced for dissemination after the research study has been finalised.
Source of Data	Collected study findings; transcripts; questionnaire, if applicable
Method of Calculation/ Assessment	Simple count
Means of Verification	Finalised research report
Assumptions	The report will yield the intended results.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Policy brief to be submitted to the Minister of Basic Education
Indicator Responsibility	Sub-Programme Manager: Planning, Monitoring & Evaluation, Reporting and Research

INDICATOR TITLE	NUMBER OF RESEARCH-BASED SEMINARS/CONFERENCES CONDUCTED
Definition	This refers to the conducting of practitioner-based research, informed by professional practice in schools; the publishing of the research through in-house and external journals; and the conducting of conferences/seminars in a selected province by means of invitation to educators, the education sector and other higher education stakeholders. These conferences are also to be used as a platform for disseminating research-based information.
Source of Data	Invitation to all stakeholders; circular to schools, educators and stakeholders; list of teachers confirming attendance
Method of Calculation/ Assessment	Simple count
Means of Verification	Attendance register, programme, expenditure report
Assumptions	A well-attended conference/seminar where information will be disseminated
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Conducting of the seminar/conference as per target
Indicator Responsibility	Sub-Programme Manager: Planning, Monitoring & Evaluation, Reporting and Research

INDICATOR TITLE	PERCENTAGE OF EMPLOYEES ASSESSED THROUGH PERFORMANCE DEVELOPMENT SYSTEM
Definition	This refers to a continuous communication strategy to assist SACE employees in achieving desired behaviours and results through the execution of clearly defined performance expectations and assessments.
Source of Data	Employee performance agreements and reports
Method of Calculation/ Assessment	Simple count
Means of Verification	Signed performance agreements
Assumptions	Participation of all employees through the performance development system, together with their supervisors
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	Improved organisational performance
Indicator Responsibility	Sub-Programme Manager: Corporate Services

INDICATOR TITLE	COMMUNICATION PLAN DEVELOPED, IMPLEMENTED AND MONITORED
Definition	This refers to the development of a communication plan with inputs from all programmes before the financial year commences. It is expected to be a well drafted and coordinated plan which reflects on enhancing engagements with SACE’s stakeholders through various forms and events, including both print and electronic media, and through the development of publications to publicise and promote the SACE brand. The plan will be monitored quarterly per activity.
Source of Data	Attendance lists, publications developed, distribution records and media engagements records
Method of Calculation/ Assessment	Simple count
Means of Verification	A signed communication plan and monitoring reports
Assumptions	SACE’s visibility will be enhanced, and all programme managers will submit the required activities before the financial year commences and report quarterly on all activities undertaken per plan.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	A well-coordinated communication plan and enhanced, relevant engagements with SACE stakeholders
Indicator Responsibility	Sub-Programme Manager: Communications and Stakeholder Relations

INDICATOR TITLE	PERCENTAGE OF INVOICES PAID WITHIN 30 DAYS
Definition	This refers to ensuring that supplier invoices are paid within 30 days after receipt of a statement.
Source of Data	The date on which the supplier statement was received; receipt stamp on the supplier statement and invoice
Method of Calculation/ Assessment	The number of days that the invoice took to be paid; monthly supplier age analysis from the Pastel Evolution system
Assumptions	The invoice status on the age analysis
Means of Verification	Supplier invoices and statements
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Monthly
Desired Performance	Suppliers paid on target
Indicator Responsibility	Sub-Programme Manager: Finance

INDICATOR TITLE	APPROVED ICT POLICY
Definition	This refers to the alignment of technology with SACE's business goals, enabling a contribution to the organisation's strategic objectives and enabling the organisation's ICT systems to be fully integrated across each department, which in turn allows for organisation-wide management of the ICT environment. The purpose of an ICT plan is to make sure the centre's use of information and communications technology (ICT) efficiently and effectively assists the centre in attending to core business.
Source of Data	Various research on ICT industry changes and changes in SACE internal ICT systems
Method of Calculation/ Assessment	Simple Count
Means of Verification	Signed and approved ICT policy
Assumptions	A functional ICT policy
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Implemented ICT Policy
Indicator Responsibility	Sub-Programme Manager: ICT

Programme 2: Professional Registration

Sub-programme 2.1 Registration of Educators and College Lecturers

INDICATOR TITLE	NUMBER OF EDUCATORS REGISTERED
Definition	This refers to the regulatory processes for entry and continued employment in the teaching profession, and it includes both the manual and online registration of qualified teachers, college lecturers and prospective teachers. Through a professional registration and certification process, Council seeks to identify, register and certify teachers and lecturers who will enhance student learning and demonstrate a high level of knowledge, skills, abilities and commitment.
Source of Data	SACE register
Method of Calculation/ Assessment	Simple count
Assumptions	All teachers will register.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	All teachers registered
Indicator Responsibility	Programme Manager: Professional Registration

INDICATOR TITLE	PERCENTAGE OF EDUCATORS APPLYING THROUGH THE ONLINE SYSTEM FOR PROFESSIONAL CERTIFICATION
Definition	Professional certification will only be awarded to professionally qualified teachers who present evidence to Council that they have completed the induction programme. This process includes credentials attained by teachers who have met the specified registration and certification requirements. It refers to both teachers who are professionally qualified and those whose status will be changing from provisional to full practising registration. SACE will require confirmation that the teacher has completed an appropriate one-year induction and mentoring programme, and the submission of evidence in the form of an e-portfolio.
Source of Data	SACE registration system
Method of Calculation/ Assessment	$\frac{\text{(Number of educators applying online)}}{\text{Number of educators in the SACE registration system}} * 100$ (Rounded to first decimal)
Assumptions	
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	Quarterly
Indicator Responsibility	Programme Manager: Professional Certification

Sub-programme 2.2 Data Management

INDICATOR TITLE	NUMBER OF STATISTICAL REPORTS PRODUCED ON THE STATUS OF THE PROFESSION
Definition	This refers to the registration data management process. It includes acquiring, validating, storing, protecting and processing data to ensure the accessibility, reliability and timeliness of the data for reporting, for Council decision making, and for research use by Council and relevant stakeholders. The purpose of this technical indicator is to enable SACE to make use of Big Data more than ever before to inform Council decisions and gain deep insights into trends and opportunities. The data management process must lead toward acquiring the right data and analysing it in order to get the actionable intelligence necessary for Council to make truly data-driven business decisions.
Source of Data	SACE registration system
Method of Calculation/ Assessment	Simple count
Means of Verification	Approved registration data management policy
Assumptions	Registration data management policy
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual
Desired Performance	Approved registration data management policy
Indicator Responsibility	Programme Manager: Professional Registration

Programme 3: Ethical Standards

Sub-programme 3.1 Investigation

INDICATOR TITLE	PERCENTAGE OF INVESTIGATIONS FINALISED
Definition	Investigations entail a process of establishing whether or not a case of misconduct exists after a matter has been reported. Investigated cases may lead to a charge if an educator is found to have committed a case of misconduct under the Code of Professional Ethics, or it may be dropped if the contrary is true. This relates to the new cases received.
Source of Data	List of all new received cases
Method of Calculation/ Assessment	<u>Number of cases received</u> Number of cases investigated X100
Means of Verification	Signed investigation report by programme manager
Assumptions	Cases of misconduct by teachers will be reported to SACE schools; witnesses and other stakeholders will cooperate with the investigation team/officer(s).
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Conclusion of 80% of all investigations
Indicator Responsibility	Programme Manager: Ethical Standards

INDICATOR TITLE	PERCENTAGE OF INVESTIGATIONS FINALISED ON ROLL-OVER CASES
Definition	Investigations entail a process of establishing whether or not a case of misconduct exists after a matter has been reported. Investigated cases may lead to a charge if an educator is found to have committed a case of misconduct under the Code of Professional Ethics, or it may be dropped if the contrary is true.
Source of Data	List of all roll-over cases received
Method of Calculation/ Assessment	$\frac{\text{Number of cases received}}{\text{Number of cases investigated}} \times 100$
Means of Verification	Signed investigation report by programme manager
Assumptions	Cases of misconduct by teachers will be reported to SACE schools; witnesses and other stakeholders will cooperate with the investigation team/officer(s).
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Conclusion of 80% of all investigations
Indicator Responsibility	Programme Manager: Ethical Standards

Sub-programme 3.2: Disciplinary Hearings

INDICATOR TITLE	PERCENTAGE OF DISCIPLINARY HEARINGS FINALISED
Definition	A disciplinary hearing entails an enquiry into an investigated case of misconduct against an educator who is registered with the Council and who is alleged to have breached the Code of Professional Ethics. The disciplinary enquiry must establish whether a guilty charge exists or not. When an educator is found guilty, a sanctioning decision must be imposed on the educator.
Source of Data	Disciplinary hearing reports
Method of Calculation/ Assessment	<u>Number of cases received</u> Number of disciplinary hearings conducted X100
Means of Verification	Disciplinary hearing report and letters to affected parties
Assumptions	Hearings will be conducted in the year in which the matter arose.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	60%
Indicator Responsibility	Programme Manager: Ethical Standards

INDICATOR TITLE	PERCENTAGE OF DISCIPLINARY HEARINGS FINALISED ON ROLL-OVER CASES
Definition	This entails cases that are not finalised in the year in which the complaint against an educator arose.
Source of Data	Disciplinary hearing reports for roll-over cases
Method of Calculation/ Assessment	$\frac{\text{Number of cases received}}{\text{Number of roll-over cases heard}} \times 100$
Means of Verification	Roll-over case reports
Assumptions	Cases will roll over to the year after which they arose.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	80%
Indicator Responsibility	Programme Manager: Ethical Standards

Sub-programme 3.3: Sanctioning

INDICATOR TITLE	MONITORING REPORT ON SANCTIONED EDUCATORS PRODUCED
Definition	This refers to the process whereby a corrective measure is instituted against an educator for breaching the Code of Professional Ethics.
Source of Data	Disciplinary hearing report and ethics committee action list
Method of Calculation/ Assessment	Simple count
Means of Verification	Disciplinary hearing reports and ethics committee minutes
Assumptions	Educators will be deterred from committing similar acts of misconduct under the Code of Professional Ethics.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	100%
Indicator Responsibility	Programme Manager: Ethical Standards

Programme 4: Professional Development

Sub-programme 4.1 Continuing Professional Teacher Development Management System

INDICATOR TITLE	PERCENTAGE OF SELECTED PRACTISING SIGNED-UP EDUCATORS VERIFIED FOR THE CONTINUING PROFESSIONAL DEVELOPMENT UPTAKE
Definition	At the beginning of an academic year, the CPTD division will randomly select five per cent (5%) of educators from each province to be reviewed. These educators will be supported by provincial coordinators to ensure that at the end of the financial year all of them have been professionally developed. The support includes, among other things: training under CPTD MS, workshops, seminars, training and conferences.
Source of Data	List of all selected educators per province, signed reports of the coordinators detailing interventions
Method of Calculation/ Assessment	<u>All selected educators</u> Reviewed educators X100
Means of Verification	Printout from system of activities, attendance registers
Assumptions	Educators will participate; a functional CPTD MS
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Monthly, quarterly and annually
Desired Performance	At least 40% of the selected educators to be supported and reporting on the CPTDMS
Indicator Responsibility	Programme Manager: Professional Development

INDICATOR TITLE	PERCENTAGE OF SIGNED-UP FINAL YEAR INITIAL TEACHER EDUCATION STUDENTS
Definition	This refers to final year teacher education students signed up under the CPTD MS to participate in and report on their CPTD.
Source of Data	CPTD MS (CRM)
Method of Calculation/ Assessment	Total number of final year students Number of signed-up final year students X100
Means of Verification	BI tool and CRM database
Assumptions	Final year students will be signed up to participate in CPTD
Disaggregated of Beneficiaries (where applicable)	Women Youth People with disability
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	70%
Indicator Responsibility	Programme Manager: Professional Development

Sub-programme 4.2 Member Support

INDICATOR TITLE	NUMBER OF EDUCATORS SUPPORTED ON PROFESSIONAL MATTERS
Definition	Professional development refers to a process of engaging in lifelong learning and acquisition of relevant competencies and skills to enhance teaching and learning in the education environment. It also refers to supporting the welfare of the educator through professional development initiatives that include training, seminars, conferences, workshops and advocacy.
Source of Data	Signed registers of members supported
Method of Calculation/ Assessment	Simple count
Means of Verification	Registers of members supported
Assumptions	Members will be supported on professional development matters
Disaggregated of Beneficiaries (where applicable)	Women Youth People with disability
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	60%
Indicator Responsibility	Programme Manager: Professional Development

Sub-programme 4.3 Quality Management

INDICATOR TITLE	PERCENTAGE OF PROFESSIONAL DEVELOPMENT PROVIDERS APPROVED
Definition	This entails persons who are approved to provide professional development activities for educators in type three – externally initiated – PD activities.
Source of Data	Provider catalogue
Method of Calculation/ Assessment	$\frac{\text{Total number of provider applications}}{\text{Number of approved providers}} \times 100$
Assumptions	Providers will apply to be approved
Means of Verification	Provider application files
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	70%
Indicator Responsibility	Sub-Programme Manager: Professional Development

INDICATOR TITLE	PERCENTAGE OF PROFESSIONAL DEVELOPMENT ACTIVITIES ENDORSED
Definition	This entails the endorsement of professional development activities to be made available to teachers to enable them to participate in CPTD.
Source of Data	Endorsed activities catalogue
Method of Calculation/ Assessment	$\frac{\text{Total number of applications for activity endorsement}}{\text{Number of activities endorsed}} \times 100$
Assumptions	Providers will submit adequate activities for endorsement.
Means of Verification	PD activities endorsement files and PD provider catalogue
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	80%
Indicator Responsibility	Sub-Programme Manager: Professional Development

INDICATOR TITLE	PERCENTAGE OF ENDORSED ACTIVITIES MONITORED
Definition	This entails the endorsed activities that are subjected to quality assurance through site visits and programme evaluation.
Source of Data	Site visit forms
Method of Calculation/ Assessment	$\frac{\text{Total number of endorsed activities}}{\text{Number of endorsed activities monitored}} \times 100$
Means of Verification	Site visit reports
Assumptions	Providers will allow Council to monitor their sites and programmes.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired Performance	60%
Indicator Responsibility	Sub-Programme Manager: Professional Development

Programme 5: Professional Teaching Standards

Sub-programme 5.1: Initial Teacher Education

INDICATOR TITLE	DEVELOPMENT OF A TEACHER PROFESSIONALISATION POLICY
Definition	The teacher professionalisation policy will outline the requirements for professional teaching standards that are required to be demonstrated by teachers to be registered by SACE. This policy will inform how SACE will satisfy itself that an applicant has demonstrated understanding and the implementation of professional teaching standards during initial teacher education. The policy will outline how to compile evidence demonstrating that the applicant meets the standards at the proficient level.
Source of Data	Approved policy
Method of Calculation/ Assessment	Simple count
Means of Verification	Signed and approved teacher professionalisation policy
Assumptions	A functional teacher professionalisation policy
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Implemented teacher professionalisation policy
Indicator Responsibility	Programme Manager: Professional Teaching Standards

INDICATOR TITLE	POLICY FRAMEWORK FOR REGISTERING STUDENT EDUCATORS FROM YEAR ONE
Definition	This refers to a policy framework for the registering of student educators from year one. This framework will outline a set of procedures or goals to be used in decision making to guide an ongoing process for preparing students on their journey to becoming professional teachers. The framework will help ensure that a clear registration requirements student educator is outlined in line with the registration policy. The framework will outline clear accountabilities and delegated authorities for individual roles. The framework will include a registration policy, a procedure and implementation schedule in response to registration requirements, and registration regulations.
Source of Data	Approved policy framework for registering student educators from year one
Method of Calculation/ Assessment	Simple count
Means of Verification	Approved policy framework for registering student educators
Assumptions	A policy framework for registering student educators will be developed and approved, and used to guide the registration process of students from year one of registration
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Registration policy framework for students from year one implemented
Indicator Responsibility	Programme Manager: Professional Teaching Standards

Sub-programme 5.2: Newly Qualified Educators

INDICATOR TITLE	DEVELOPMENT OF A PROFESSIONAL CERTIFICATION FRAMEWORK AND POLICY FOR EDUCATORS REGISTERING WITH COUNCIL
Definition	<p>This refers to the development of a professional certification framework and policy to set out what newly qualified teachers need to submit to Council to obtain a full practising certificate after having obtained a provisional practising certificate. Council will require confirmation that the teacher has recently completed an appropriate one-year induction and mentoring programme while employed in a teaching role. The purpose of the framework and policy for professional certification is to ensure that teachers are fit to practise. Teachers need to declare that they meet the professional teaching standards. The framework will include a guide developed by SACE to assist teachers in collecting and assessing evidence to demonstrate that they have met the professional standards at the proficient level.</p> <p>When making a declaration, the teacher must be satisfied that all ten standards have been met with supporting evidence submitted through an e-portfolio.</p>
Source of Data	Approved professional certification framework and policy for educators registering with Council
Method of Calculation/ Assessment	Simple count
Means of Verification	Signed and approved professional certification framework and policy
Assumptions	A functional professional certification framework and policy
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Implemented professional certification framework and policy
Indicator Responsibility	Programme Manager: Professional Teaching Standards

INDICATOR TITLE	APPROVED TEACHER DESIGNATION
Definition	This refers to the development and implementation of a SACE Certified Teacher designation. The designation signifies that teachers are certified and qualified and possess distinct knowledge and skills specific to practising. The SACE Certified Teacher designation is not a lifetime award. Only teachers who uphold and implement the TPS and are fit to practise will be awarded the designation. Teachers who resign, retire or fail to pay their membership fees or whose teaching certificate has been revoked or suspended for disciplinary reasons are ineligible to use it.
Source of Data	Designation policy
Method of Calculation/ Assessment	Simple count
Means of Verification	Copy of approved teacher designation
Assumptions	Teacher designation developed and approved
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual
Desired Performance	Approved teacher designation
Indicator Responsibility	Programme Manager: Professional Teaching Standards

Sub-programme 5.3: Practising Educators

INDICATOR TITLE	DEVELOPMENT OF RE-CERTIFICATION FRAMEWORK
Definition	Council’s mandate to both promote and regulate the profession of teaching is grounded in the concept of standards. Council will develop a framework for re-certification This policy framework will draw strongly on all Council processes, namely participation in CPTD, being ethical and fitness to practise. The purpose of the framework is to ensure that teachers are fit to practise; participate in CPTD; and declare that they meet the professional teaching standards. The purpose of developing a re-certification framework will also inform the recertification process. The framework will outline the allocation of CPTD points to be assigned every three years for professional activities. The re-certification framework will enable teachers to maintain their designation and preserve their professional stature. It will outline a process that will allow teachers to reflect on how their teaching practice continues to support student learning.
Source of Data	Re-certification framework
Method of Calculation/ Assessment	Simple count
Means of Verification	Re-certification framework
Assumptions	
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual
Desired Performance	An approved re-certification framework
Indicator Responsibility	Programme Manager: Professional Teaching Standards

INDICATOR TITLE	PERCENTAGE OF SELECTED PRACTISING EDUCATORS ADHERING TO THE STANDARDS THROUGH THEIR REPORTED PROFESSIONAL DEVELOPMENT ACTIVITIES
Definition	This refers to professional teaching standards for teachers (PTS), approved by SACE, that define the pedagogical and other professional knowledge and skills required of all educators. The registration and certification of teachers will be linked to the new standards, which will be aligned to the CPTD framework. This alignment will ensure that candidates complete their preparation programme with the knowledge and skills necessary to be effective as beginning educators while continuing to improve their teaching with years of practice.
Source of Data	The approved professional teaching standards
Method of Calculation/Assessment	$\frac{\text{(Number of educators with evidence in their CPTD portfolio on adherence to standards)}}{\text{Number of educators in the SACE registration system}} * 100$ <i>(Rounded to first decimal)</i>
Means of Verification	Assessment of adherence within the e-portfolios and professional development portfolios of teachers
Assumptions	All teachers adhering to the standards in their reported professional development activities
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual
Desired Performance	All teachers presenting adherence in their PDPs
Indicator Responsibility	Programme Manager: Professional Teaching Standards





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