



ANNUAL PERFORMANCE PLAN

2019/20



SACE

South African Council for Educators

Towards Excellence in Education



SOUTH AFRICAN COUNCIL FOR EDUCATORS



Foreword by the Member of Executive Council

The South African Council for Educators (SACE) has, in the last two years, introduced the process of professionalising the teaching profession with an ultimate goal of enhancing its standing, status and internal quality. In line with this, SACE's professionalisation process is positioned within a broader context of government's vision to professionalise the public service through the constitution of the country, National Development Plan: Vision 2030 and other related initiatives. Thus, as a statutory professional self-regulatory body, SACE has an enormous role to play as the profession's self-regulator through determining entry into all levels of the profession, promoting and managing a system for continuing professional development, and setting and upholding the professional and ethical standards. This legislative mandate of SACE forms part of its self-regulatory framework which is fundamental to building a capable teaching force that is highly developed, value-driven, accountable as well as being governed by high professional and ethical standards in delivering quality education in schools and colleges. The ethical and professional standards are also critical in instilling confidence, and providing assurance and trust to the public and parents that the professional service delivered by teachers is of high quality and ethical standards.

Council has concluded the job evaluation process, during the 2018/19 financial year, with an ultimate goal of enhancing the organisational structure and internal capacity with regard to human capital. As a result, new positions have been created and a number of appointments have already been made. Similarly, the SACE monthly levies have been increased to enhance the organisation's financial resources and increasing visibility at provincial level. In line with this, additional provincial offices will be secured during the 2019/20 financial year.

In 2019/20 Programme 1 (Registration of Educators) will continue to register newly qualified educators and in doing so, it will introduce the submission of police clearance as a requirement for determining the applicants' suitability to practice and work with children. Linked to this will be the establishment of a joint Registration and Ethics Fit-to-Teach Committee that will deal with applicants that have serious criminal record. The online registration will be introduced and this will assist with reducing the walks-in registration.

Programme 2 (Legal and Ethics) is key in implementing and enforcing the SACE code of professional ethics in the teaching profession. In doing so, it will engage in the following activities: advocating and communicating the code, managing a system for handling cases, and administering the disciplinary processes. Therefore, internal capacity has been increased, through the organisational job evaluation process. This will go a long way in strengthening the case management process and minimising backlogs. Additionally, SACE will be collaborating with the Department of Basic Education on two protocols that deal with (a) the reporting of the sexual harassment and abuse cases to SACE by the Provincial Education Departments and (b) the reporting of sexual harassment abuse and harassment cases to SACE and the Provincial Education Departments by schools, parents, learners and the public.

The Continuing Professional Teacher Development (CPTD) System (Programme 3) is moving towards completing the sign-ups in terms of the practicing educators. While the educator sign-up process is moving very well, there are challenges in terms of educators, schools, and providers reporting to SACE participation in the CPTD system. Ultimately, this has a negative bearing on the extent at which educators fulfil the requirements for earning 150 Professional Development Points over a cycle of three years. In 2019/20 Programme 3 will focus on systems and processes to enhance the education and support of professional development uptake by educators at individual, school and provider levels. Also, new professional development activities will be endorsed and providers approved, as well as the quality assurance of the professional development provisioning on the ground.

In terms of Programme 4 (Professional Standards) SACE will continue to advocate for its teacher professionalisation path across the teacher education and development continuum. In doing so, it will, through Programme 4, finalise the gazetted professional teaching standards and possibly field test them through phased-in implementation process. Programme 4 will also develop the professional teacher designation as well as working with the Departments of Basic Education and Higher Education and Training on the teacher induction model and determining criteria for entry into initial teacher education respectively.

Lastly, Programme 5 (Research Policy and Planning) will look into supporting Council and advising the Basic and Higher Education Ministries on various education and development matters, through policy and research. A process of developing the virtual library will also commence in 2019/20.



Ms ME Mokgalane
Chief Executive Officer

05/02/2019

Date:

OFFICIAL SIGN – OFF

It is hereby certified that this Annual Performance Plan:

Was developed by the management of **The South African Council for Educators** under the guidance of **The Department of Basic Education and Council Structures**.

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

Accurately reflects the performance targets which **The South African Council for Educators** will endeavour to achieve given the resources made available in the budget for **2019/20**.



Ms TV Sophethe
Manager: Planning M&E Reporting and Research

05/02/2019

Date:



Mr GM Mapindani
Chief Financial Officer

05/02/2019

Date:



Ms ME Mokgalane
Accounting Officer

05/02/2019

Date:

Approved by:



Mrs AM Motshekga, MP
Executive Authority

19/02/2019

Date:

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LIST OF ACRONYMS

African Forum of Teaching Regulatory Authorities	AFTRA
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
Health Professions Council of South Africa	HPCSA
Higher Education Institutions	HEIs
Human Resource Development Council	HRDC
Medium Term Expenditure Framework	MTEF
National Association of Independent Schools in South Africa	NAISA
National Teacher Education and Development Committee	NTEDC
Post Level one Educators	PL1
Professional Learning Communities	PLCs
Provincial Education Departments	PEDs
Provincial Teacher Education and Development Committee	PETDC
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



PART A: STRATEGIC OVERVIEW

SOUTH AFRICAN COUNCIL FOR EDUCATORS

1. UPDATED SITUATIONAL ANALYSIS

The entity reviewed its Annual Performance Plan in the context of prevailing policy imperatives that are linked to its mandate and clearly espoused by the Department of Basic Education, and through the entities Strategic Plan 2015-2020. The strategic plan was a key document that was relied upon when developing the Annual Performance Plan 2019/20. Although the policy trajectory remains largely unchanged the service delivery environment is affected by a number of factors. These issues are discussed below.

1.1 Performance Delivery Environment

The South African Council for Educators (SACE) derives its core mandate from the SACE Act no.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 continuing professional development for all educators and setting and maintaining the 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 setting the professional standards and ensuring that there is quality provisioning of teachers' continuing professional development through the approval of providers and endorsement of programmes and activities that are fit for purpose. This professional development quality assurance role is detailed out 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 further requires that SACE, as a professional Council be recognised by the South African Qualifications Authority and most importantly, develop and implement the profession teacher designation in order to acquire that status. All these legislation and policies are pivotal in contributing to SACE's strategic goals in 2019/20 and the country's Outcome number 1: Improved quality basic education and the related basic education sectoral priorities.

The South African government, through the Department of Public Service and Administration, is going through the process of professionalising the public service. In line with this, SACE has, in the last two years initiated a process of professionalising the teaching profession. This will take a step further in terms of gazetting the professional teaching standards during 2019/2020 and implementing them across the entire teacher professionalization path From 2020/2021 in terms of the following: determining criteria for entry into initial teacher education, provisional registration of student teachers, and professional certification and awarding of the professional designation that is dependent on the mandatory induction process, and periodic re-certification that is linked to fulfilling the requirements of the CPTD system. Adequate internal capacity and systems coordination will be needed to fulfil this mandate effectively.

It is expected that the Council will generate approximately R 103 million per annum

1.2 Organizational Environment

The Council has staff complement of 104 employees. The Council has appointed 13 provincial co-ordinators to facilitate and manage Continuous Professional Teacher Development. As indicated in the previous financial year, there was a need to improve case management to process the increasing number of reported cases. The Council has appointed two full-time investigators, a para-legal clerk and increased its pool of resource persons. Currently there are two Provincial offices (Free State and Kwa Zulu Natal) which are operational in the current year. And there are plans to open additional offices in the Western Cape; Limpopo and Eastern Cape during the 2019/20 financial year.

The organisation generally suffered internal capacity challenges throughout the 2018/19 financial year. This had an impact on Divisions such as Ethics and Teacher Professionalisation. However, Council mitigated that through a job evaluation process that resulted in additional staff at strategic level, especially at senior management and ethics levels, amongst others.

2. REVISIONS TO LEGISLATIVE AND OTHER MANDATES

There have been no significant changes to the entities legislative and other mandates as outlined in the strategic plan. There are no pending court cases.

The Entity functions under several legislative mandates, which include among others the following:

Legislative mandates

TITLE
Education Labour Relations Council (ELRC) – ERLC Act (1993)
Employment of Educators Act, 1998 (Act 76 of 1998)
SACE Act no.31 of 2000 as amended by the BELA Act no.65 of 2011
NQF Act no.67 of 2008
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)

3. OVERVIEW OF 2019/20 BUDGET AND MTEF ESTIMATES

Expenditure estimates

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22

Financial performance in R,000

69,805	70,768	81,982	103,420	108,700	111,700	111,700
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Registration fees	4,800	8,398	8,010	6,000	4,000	6,000	5,000
Subscription fees	52,080	50,358	60,455	78,120	79,200	79,200	79,200
Reprints of certificates	400	2,075	2,138	2,000	1,400	2,000	2,000
Interest receivable	768	2,280	2,800	1,000	3,800	4,200	5,200
CPTD Subsidy	11,557	7,239	8,303	16,000	20,000	20,000	20,000
Sundry income	200	418	276	300	300	300	300

68,384	60,037	63,043	101,548	108,700	111,700	111,700
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Programme

Administration	50,327	48,463	50,729	77,048	81,700	82,500	82,800
Research	2,000	495	859	1,500	1,000	1,500	1,200
Professional Development	12,557	7,239	8,332	18,000	21,500	22,000	22,000
Registration	1,500	2,193	1,151	2,000	2,000	2,200	2,200
Code of Ethics	2,000	1,647	1,972	3,000	2,500	3,500	3,500
Sundry income	200	418	276	300	300	300	300

Net surplus	1,421	10,731	18,939	1,872	0	0	0
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3.1 Relating expenditure trends to strategic outcome-oriented goals:

Registration: The increasing cost over the MTEF will enable the Council to implement on-line registration, data clean-up and verification. It is expected that the number of applications for registration remain at an average of 35 000 for the current year and 40 000 for updates. Updates include provisionally registered student teachers who produce their completed qualifications for full registration

Code of Ethics: It is expected that the number of reported violations will increase over the MTEF. The council will increase its effort to clear the growing number of uncompleted cases. This will reduce the costs of handling cases. The council will continue to embark on advocacy campaigns to reduce the number of violations by educators. The campaign may increase number of reported cases initially but will decrease violations in a long term. The amount of R2, 500 million has been allocated to this function for the 2019/20 financial year.

Professional Development: The Department of Basic Education funds the Continuing Professional Teacher Development system. The department has approved a budget of R20 million for 2019/20 to subsidise the management of continuing professional Teacher Development. The total Professional Development budget also includes costs for the approved teacher professionalization path and the consultations on the professional practice standards. During the MTEF we shall be finalizing the professional standards and focus on the popularisation thereof. The council will continue to finalise the CPTD sign-ups (especially for teachers in special education needs schools, including school psychologists and therapists) and monitor and support the implementation of the three-year CPTD cycle with the three cohorts.

Research: The Council intends making improvements on the delivery of this mandatory function. The council has not made a good impact in terms of this advisory function. With the average budget of R1,3 million over the medium term, the council will make a better impact in terms of research for self-renewal and research on professional matters. In addition, a research resource centre will be established. This will result into educators' virtual library in the long-term.



PART B: PROGRAMME AND SUB – PROGRAMME PLANS

SOUTH AFRICAN COUNCIL FOR EDUCATORS

4. PROGRAMME 1: REGISTRATION OF EDUCATORS

The purpose of this programme is to register qualified educators and create sub registers for special categories; maintain and update educator database; and enhance the quality of the registration of teachers by introducing standards.

Key Focus areas for 2019/20

- Consider and decide on any application for registration
- Keep a register of the names of all persons who are registered
- Determine period of validity of the registration
- Determine minimum criteria and procedure for registration
- Maintain and update educator database

4.1. Strategic Objective

Strategic Objective Title	To register all qualifying educators who apply for registration
Strategic Objective Statement	To register unregistered practicing and newly qualified educators in the country, and special categories of educators
Baseline	N/A

4.2 Strategic objective and Annual Targets 2019/20

Strategic Objective Title: To determine policy and priorities for the department									
Strategic objective statement / indicator	Strategic Plan target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets			
		2015/16	2016/17	2017/18		2019/20	2020/21	2021/22	
1.1 To register unregistered practicing and newly qualified educators in the country, and special categories of educators	100 000	83 402	84 088	60 000	85 000	75 000	77 000	79 000	

Programme performance indicator		Audited/ Actual performance			Estimated performance	Medium-term targets		
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/2021	2021/22
1.1.1	Number of new educators registered	35 262	37 977	34 087	38 000	35 000	36 000	37 000
1.1.2	Number of educators updating and renewing their registration status	48 140	46 088	45 454	47 000	40 000	41 000	42 000

4.4 Quarterly Targets 2019/20

Performance indicator		Reporting period	Annual target 2019/20	Quarterly targets			
				1st	2nd	3rd	4th
1.1.1	Number of new educators registered.	Quarterly	35 000	10 000	9 000	7 000	9 000
1.1.2	Number of Educators updating and renewing their registration status.	Quarterly	40 000	7 000	12 000	10 000	11 000

4.5 Reconciling performance targets with the Budget and MTEF

Expenditure estimates

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
1,500	2,193	1,151	2,000	2,000	2,200	2,200

Performance and expenditure trends

The increasing cost over the MTEF will enable the Council to implement on-line registration, data clean-up and verification. It is expected that the number of applications for registration remain at an average of 35 000 for the current year and 40 000 for updates. Updates include provisionally registered student teachers who bring their completed qualifications for full registration

5. PROGRAMME 2: LEGAL AND ETHICS

Programme Purpose:

The purpose of this programme is to:

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

Key Focus areas for 2019/20

- To receive and record all complaints lodged with SACE;
- To investigate complaints of improper conduct against educators;
- To mediate over disputes where a disciplinary hearing is not warranted;
- To institute disciplinary hearings at the behest of the Council where evidence of a breach of the Code of Professional Ethics for Educators has been found; and
- To process appeals lodged with the CEO.

5.1. Strategic Objective

Strategic Objective Title	Set and maintain ethical standards and process complaints.
Strategic Objective Statement	To reduce the number of violations of the code of ethics
Baseline	720 complaints per annum

5.2 Strategic objective and Annual Targets 2019/20

Strategic Objective Title: To Promote the maintenance of Ethical Standards in the profession.									
Strategic objective statement / indicator		Strategic Plan target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
			2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
2.1	To reduce the number of violations of the code of ethics	80% cases concluded	59.6% 550/922	68.3% 536/784	64.2% 327/509	75% 550 planned	75%	80%	90%

5.3 Programme performance indicators and Annual Targets for 2019/20

Programme performance indicator		Audited/ Actual performance			Estimated performance	Medium-term targets		
		2015/16	2016/17	2017/18		2018/19	2019/20	2020/2021
2.1.1	Percentage of cases finalised.	59.6% 550/922	68.3% 536/784	64.2% 327/509	70% 550 planned	75%	80%	85%

5.4 Quarterly Targets 2019/20

Performance indicator		Reporting period	Annual target 2019/20	Quarterly targets			
				1st	2nd	3rd	4th
2.1.1	Percentage of cases finalised	Quarterly	75%	75%	75%	75%	75%

5.5 Reconciling performance targets with the Budget and MTEF

Expenditure estimates

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
2,000	1,647	1,972	3,000	2,500	3,500	3,500

Performance and expenditure trends

It is expected that the number of reported violations will increase over the MTEF. The council will increase its efforts to clear the growing number of uncompleted cases, which will reduce the costs of handling cases. The council will continue to embark on advocacy campaigns to reduce the number of violations by educators. The campaign may increase number of reported cases initially but will decrease violations in a long term. The amount of R2, 500 million has been allocated to this function for the 2019/20 financial year.

6. PROGRAMME 3: CONTINUING PROFESSIONAL TEACHER DEVELOPMENT MANAGEMENT (SYSTEM)

Programme Purpose:

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

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

Key Focus areas for 2019/20

- Implement and manage the CPTD System
- Support educators on professional development
- Endorse professional development activities;
- Approve professional development providers; and
- Development and maintenance of the CPTD Information system

6.1. Strategic Objective

Strategic Objective Title	To promote career-long quality continuing professional development for all school-based educators
Strategic Objective Statement	To approve providers and endorse professional development activities that contributes to improving educators' professional competence.
Baseline	Number of SACE signed up educators participating in the CPD management system: 40% of the principals, deputy principals and HOD's.

6.2 Strategic objective and Annual Targets 2019/20

Strategic Objective Title: To promote career-long quality continuing professional development for all school-based educators									
Strategic objective statement / indicator	Strategic Plan target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets			
		2015/16	2016/17	2017/18		2019/20	2020/21	2021/22	
3.1	To approve providers and endorse professional development activities that contributes to improving educators' professional competence	85% of the signed-up educators participate in the CPTD Management System	1091 Endorsed	169 Providers approved	92.53%	130	130	135	140

6.3 Programme performance indicators and Annual Targets for 2019/20

Programme performance indicator		Audited/ Actual performance			Estimated performance	Medium-term targets		
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/2021	2021/22
3.1.1	Number of educators signed up to the CPTD system per year. (Disaggregated by Cohort)	56 679 PL1Educators in Secondary and Combined Schools	87702 PL1 Educators in Primary and Special Education Needs Schools	74022PL1 Teachers	50 000 PL1 Teachers	35 000 Teachers signed up	30 000 Teachers signed up	30 000 teachers signed up
3.1.2	Number of Professional Development Providers approved		169	164	130	130	135	140
3.1.3	Number of new Professional Development Activities endorsed	1091	2082	1626new Professional Development Activities Processed in a year.	750 new Professional Development Activities Processed in a year.	700 new Professional Development Activities Processed in a year.	750 new Professional Development Activities Processed in a year.	780
3.1.4	Number of educators supported on Professional Development	-	-	-	-	10 000	15 000	15 000

6.4 Quarterly Targets 2019/20

Performance indicator		Reporting period	Annual target 2019/20	Quarterly targets			
				1st	2nd	3rd	4th
3.1.1	Number of educators signed up to the CPTD system per year. (Disaggregated by Cohort)	Quarterly	35 000 Teachers signed-up	15 000	15 000	2 000	3 000
3.1.2	Number of Professional Development Providers approved	Quarterly	130	30	40	35	25
3.1.3	Number of new Professional Development Activities endorsed	Quarterly	700 new Professional Development Activities Processed in a year	170	200	180	150
3.1.4	Number of educators supported on Professional Development	Quarterly	10 000	3000	3000	500	3500

6.5 Reconciling performance targets with the Budget and MTEF

Expenditure estimates

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
12,557	7,239	8,332	18,000	21,500	22 000	22 000

Performance and expenditure trends

The Department of Basic Education funds the Continuing Professional Teacher Development system. The department has approved a budget of R20 million for 2019/20 to subsidise the management of continuing professional Teacher Development. The total Professional Development budget also includes costs for the approved teacher professionalization path and consultations on the professional practice standards. During the MTEF the organisation will be finalizing the professional standards and the popularisation thereof. The council will continue to finalise the CPTD sign-ups (especially for the teachers in special education needs schools, and school psychologists and therapists) and monitor and support the implementation of the three-year CPTD cycle with the three cohorts, as well as supporting professional development uptake.

7. PROGRAMME 4 : Professional Standards

Programme Purpose:

The purpose of this programme is to:

- To develop a set of professional standards for teachers' practice that is theoretically informed, contextually appropriate and widely accepted by stakeholders;
- Develop various strategies and processes of assisting and supporting educators with regard to professional matters and needs;
- Improve and maintain the status and image of the teaching profession;
- Facilitate processes of ensuring that more and better teachers join the teaching profession; and
- Ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards.

Key Focus areas for 2019/20

- Consultation of the teacher professionalisation programme which will assist with the risk of buy-in.
- Maintain strategic structures where the SACE mandate in the form of teacher professionalisation can be advocated with updates on SACE programmes
- Develop, implement and maintain professional practice standards across the teacher education continuum; and
- Develop the framework for certified teacher professional designation.

7.1. Strategic Objective

Strategic Objective Title	To enhance teacher preparation and professional practice
Strategic Objective Statement	<ul style="list-style-type: none"> • Set and implement the IPET and CPTD standards through a consultative process with the stakeholders in the teaching profession. • Develop the professional designations as part of contributing to the enhanced status of the teaching profession
Baseline	Educators subscribing to requirements

7.2 Strategic objective and Annual Targets 2019/20

Strategic Objective Title: To enhance teacher preparation and professional practice									
Strategic objective statement / indicator	Strategic Plan target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets			
		2015/16	2016/17	2017/18		2019/20	2020/21	2021/22	
4.1 Set and implement the IPET and CPTD standards through a consultative process with the stakeholders in the teaching profession.	70% of the educator's practice in line with the approved professional standards	Research Report on Professional Standards and implementation plan are approved	Professional standards and professional designation conceptual framework to guide and inform the writing process	Professional Practice Standards framework produced and consulted on. Draft professional practice standards produced for broader consultation	Professional Practice Standard approved	Professional Practice Standards gazetted	Professional Practice Standards phased in	Professional Practice Standards implemented	

7.3 Programme performance indicators and Annual Targets for 2019/20

Programme performance indicator		Audited/ Actual performance			Estimated performance	Medium-term targets		
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/2021	2021/22
4.1.1	Set Professional teaching standards	Research Report on Professional Standards and implementation plan are approved	Professional standards and professional designation conceptual framework to guide and inform the writing process	Professional Practice Standards framework produced and consulted on. Draft professional practice standards produced for broader consultation	Professional Practice Standard approved	Professional Practice Standards gazetted	Professional Practice Standards phased in implementation	Professional Practice Standards implemented

7.4 Quarterly Targets 2019/20

Performance indicator		Reporting period	Annual target 2019/20	Quarterly targets			
				1st	2nd	3rd	4th
4.1.1	Set Professional teaching standards	Annual	Professional Practice Standards gazetted	0	0	0	Professional Practice Standards gazetted

7.5 Reconciling performance targets with the Budget and MTEF

Expenditure estimates

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
12,557	7,239	8,332	18,000	21,500	22 000	22 000

Performance and expenditure trends

The Department of Basic Education funds the Continuing Professional Teacher Development system. The department has approved a budget of R20 million for 2019/20 to subsidise the management of continuing professional Teacher Development. The total Professional Development budget of 21,5 million, also includes costs for the 1,5 million approved teacher professionalization path and the consultations on the professional practice standards. During the MTEF we shall be finalizing the professional standards and the popularisation thereof. The council will continue to finalise the CPTD sign-ups (especially for the teachers in special education needs schools, including school psychologists and therapists) and monitor and support the implementation of the three-year CPTD cycle with the three cohorts.

8. PROGRAMME 5: RESEARCH POLICY AND PLANNING

Programme Purpose:

The purpose of this programme is to:

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

Key Focus areas for 2019/20

- Develop the Planning M&E and reporting policy framework
- Coordinate the strategic planning workshop to develop the 2020-2024 strategic plan
- Improve the quality of annual performance plans and institutionalise operational planning
- Produce policy and research publications/ reports and disseminate research findings through various communications channels;
- Establish and manage the SACE resource center and virtual library.

8.1. Strategic Objective

Strategic Objective Title	To influence national policy and initiatives through evidence-based research and advice
Strategic Objective Statement	Use the data, information and research to inform policy decisions and advice to the Minister, Council and the teaching profession as a whole.
Baseline	Number of research reports: 5

8.2 Strategic objective and Annual Targets 2019/20

Strategic Objective Title: To enhance teacher preparation and professional practice									
Strategic objective statement / indicator	Strategic Plan target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets			
		2015/16	2016/17	2017/18		2019/20	2020/21	2021/22	
5.1 Use the data, information and research to inform policy decisions and advice to the Minister, Council and the teaching profession as a whole.	5	5	6	5	3	5	5	5	

8.3 Programme performance indicators and Annual Targets for 2019/20

Programme performance indicator		Audited/ Actual performance			Estimated performance	Medium-term targets		
		2015/16	2016/17	2017/18		2018/19	2019/20	2020/2021
5.1.1	Number of research reports produced in line with the SACE Research Policy and Agenda.	5	7	5	3 National Report on the utilization of the research projects produced.	2	4	4
5.1.2	Number of Provincial Practitioner-Based Research Conferences / Seminars held	0	0	2	2	9	3	4
5.1.3	Establish the SACE Resource center and virtual library	0	0	Resource centre and virtual library research and concept partially achieved	Resource centre and virtual library research and concept approved	Resource centre established and equipped	Virtual library established and equipped	1

8.4 Quarterly Targets 2019/20

Performance indicator		Reporting period	Annual target 2019/20	Quarterly targets			
				1st	2nd	3rd	4th
5.1.1	Number of research reports produced in line with the SACE Research Policy and Agenda.	Quarterly	2	0	1	1	0
5.1.2	Number of Provincial Practitioner-Based Research Conferences / Seminars Held	Annual	9	9	0	0	0
5.1.3	Establish the SACE Resource center and virtual library	Annual	Resource centre established and equipped	0	0	0	Resource centre established and equipped

The indicator will be completed in 2020/21

8.5 Reconciling performance targets with the Budget and MTEF

Expenditure estimates

Programme 5: Policy and Research

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
*2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
2,000	495	859	1,500	1,000	1,500	1,200

Performance and expenditure trends

The Council intends making improvements on the delivery of this mandatory function. The council has not made a good impact in terms of this advisory function. With the average budget of R1,3 million over the medium term, the council will make a better impact in terms of research for self-renewal and research on professional matters. In addition, a research resource centre will be established. This will result into an educators' virtual library in the long-term.



PART C: LINKS TO OTHER PLANS

SOUTH AFRICAN COUNCIL FOR EDUCATORS

8. LINKS TO LONG TERM INFRASTRUCTURE AND OTHER CAPITAL PLANS

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

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

The next (3) three offices will be established in the Western Cape; Limpopo and Eastern Cape to be operational within the 2019/20 financial year.

The establishment of provincial offices will service the following:

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

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

9. CONDITIONAL GRANTS

None

10. PUBLIC-PRIVATE PARTNERSHIPS



ANNEXURES

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNEXURE A: CHANGES TO THE STRATEGIC PLAN

Table 1 presents the changes to the Strategic Plan 2015-2020 in relation to the strategic objectives. These changes have resulted in the change in actual strategic objectives and in some instances on the numbering.

Strategic Plan 2015-2020	APP 2019/20
Administrative and Infrastructure	Not included in the APP as a programme.

Table 2 presents the changes to the Strategic Plan 2015-2020 in relation to the performance indicators. These changes include removal/ amended performance indicators over the 5-year period.

Performance Indicator as per Strategic Plan/ previous Annual Performance Plan	Amended/Removal	New indicator Title
Programme 2: Legal and Ethics		
Number of educators to be trained on the code of professional Ethics	Indicator removed	N/A
Number of cases to be processed in a year Target	Indicator amended	Percentage of cases finalised.
Programme 3: Continuing Professional Teacher Development Management (System)		
Number of practicing educators signed up to the CPTD system per year (Disaggregated by Cohort). Target	Indicator amended	Number of educators signed up to the CPTD system per year. (Disaggregated by Cohort).
Number of signed up teachers who are engaged in three types of professional development (PD) activities from: Type 1: self-initiated PD activity Type 2: School initiated PD activity Type 3: Externally initiated	Indicator removed	N/A
Number of signed up educators who meet the minimum requirement of the 150 CPTD point over the three-year cycle. (Disaggregated by Cohort – Principals and Deputy Principals, HODs, PL1 Educators)	Indicator removed	N/A
Number of new professional development activities processed in the year of submission (in terms of endorsed status, not-endorsed status, rejected and in process).	Indicator amended	Number of Professional Development Providers approved Target
Number of endorsed development activities subjected to quality assurance	Indicator amended	Number of new Professional Development Activities endorsed.
New indicator	New indicator	Number of educators supported on Professional Development.
Programme 4: Professional Standards		
Professional designation for teachers developed and registered.	Removal from 2018/19 APP	N/A
Programme 5: Research Policy and Planning		
Number of policy advice and briefs produced per annum	Indicator removed	N/A

ANNEXURE B: TECHNICAL INDICATOR DESCRIPTIONS

Programme 1: Registration of Educators

Indicator Title	1.1.1 Number of new Educators registered.
Short definition	The objective statement relates to registration of unregistered practicing, newly qualified and special categories of educators.
Purpose/importance	To register qualified educators and create sub-registers for specialized categories.
Source / Collection of Data	SACE Registration system
Admissible Evidence for Annual and Quarterly Targets	Data drawn out of the SACE Registration system
Method of Calculation	Counting the number of teachers registered
Data limitations	This indicator only reports on educators registered.
Type of indicator	Output
Calculation type	Cumulative year end
Reporting Cycle	Quarterly
New indicator	No
Desired performance	To register more unregistered educators.
Indicator responsibility	Manager: Registration

Indicator Title	1.1.2 Number of Educators updating and renewing their registration status.
Short definition	Record number of educators updating and renewing their registration status
Purpose/importance	To ensure compliance with registration requirements for educators updating and renewing their registration status.
Source / Collection of Data	SACE Registration system
Admissible Evidence for Annual and Quarterly Targets	Data from SACE Registration system
Method of Calculation	Counting the teachers updating/renewing
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative year end
Reporting Cycle	Quarterly
New indicator	No
Desired performance	To update and validate more registration updates
Indicator responsibility	Manager: Registration

Programme 2: Legal and Ethics

Indicator Title	2.1.1 Percentage of cases Finalised
Short definition	To process all complaints of improper conduct or alleged breach of the Code of professional ethics reported to SACE
Purpose/importance	To ensure that the Code of Professional Ethics is adhered to and that all cases reported are handled.
Source / Collection of Data	Telephonic complaints, Print media, written complaints, anonymous complaints and electronic media received
Admissible Evidence for Annual and Quarterly Targets	Written statements where applicable, Investigation reports, list of all finalised cases
Method of Calculation	$\frac{\text{Number of cases processed}}{\text{Number of cases finalised}} \times 100$
Data limitations	None
Type of indicator	Outcome
Calculation type	None Cumulative year end
Reporting Cycle	Quarterly
New indicator	Slightly changed
Desired performance	To finalize all cases received per year.
Indicator responsibility	Manager Legal and Ethics

Programme 3: Continuing Professional Teacher Development Management (System)

Indicator Title	3.1.1. Number of educators signed up to the CPTD system per year. (disaggregated by Cohort)
Short definition	<p>The CPTD Management System recognises professional development activities that are initiated by educators, schools and external providers. It is designed to allocate professional development points to educators who have reported participation. On a cycle of 3 years an educator is required to have accumulated a minimum of 150 professional development points so as to awarded with a Certificate of Achievement.</p> <p>The implementation of the CPTD was phased in process which started with a first cohort comprising principals and deputy principals in 2014. This was followed by a second cohort of School-based Heads of Departments in 2015 and then finally, the third cohort were the secondary schools grouped together with Combined Schools, while the primary schools were combined with special education needs schools. Their cycle started in 2016 and 2017 respectively.</p>
Purpose/importance	The purpose of the CPTD Management System is to ensure that educators report their participation in their own professional development activities as well as instilling a culture of lifelong learning among educators.
Source / Collection of Data	Participant lists Training Materials
Admissible Evidence for Annual and Quarterly Targets	SACE CPTD Information System Participant registers
Method of Calculation	For each cohort in the first year of implementation: Number of educators sign up per calendar year.
Data limitations	None
Type of indicator	Input
Calculation type	Cumulative – year end.
Reporting Cycle	Quarterly
New indicator	No
Desired performance	Targeted performance is desired
Indicator responsibility	Manager (PD)

Indicator Title	3.1.2 Number of professional Development providers approved
Short definition	Professional development providers are externally identified entities who deliver training interventions to educators lasting a duration of 6 days and beyond. The CPTD Management system requires that training providers be approved and professional development activities endorsed. Providers submit their applications to be approved by SACE together with the activities (training programmes) they want to facilitate. Once approved the provider will be listed in the SACE Professional Development catalogue. Educators will be able to browse the catalogue and select Professional Development activities they can attend.
Purpose/importance	To ensure educators have access to high quality training activities facilitated by SACE approved Service Providers.
Source / Collection of Data	Provider application forms, Training Materials, Training Policies, Bank Statements, Facilitators Profiles Curriculum Vitae), SETA approval certificates, Company and Tax registrations.
Admissible Evidence for Annual and Quarterly Targets	Provider lists, provider code of good practice certificate
Method of Calculation	Counting of number of providers approved
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative – year end
Reporting Cycle	Quarterly
New indicator	No
Desired performance	Targeted performance desired
Indicator responsibility	Manager (PD)

Indicator Title	3.1.3 Number of new Professional Development Activities
Short definition	Professional Development activities are drawn from service providers who meets endorsement requirements. The requirements assess the quality of the activity against the professional gaps in teaching and learning. Providers submit applications to have their training programmes (activities) approved.
Purpose/importance	It is aimed at improving teaching and learning in schools
Source / Collection of Data	Requirements, Application forms, Training Materials, Training Policies, SETA approval certificates.
Admissible Evidence for Annual and Quarterly Targets	List of training activities endorsed.
Method of Calculation	Counting the number of endorsed activities
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative year end
Reporting Cycle	Quarterly
New indicator	No
Desired performance	Targeted performance desired
Indicator responsibility	Manager (PD)

Indicator Title	3.1.4 Number of educators supported on professional development
Short definition	Professional develop refers to a process of engaging in lifelong learning and acquisition of relevant competences and skills to enhance teaching and learning in the education environment. To support the welfare of the educator through professional development initiatives amongst other training, seminars, conferences, workshops and advocacy.
Purpose/importance	To ensure educators are provided with professional development assistance in the execution of their duties. It is important for educators to be provided with opportunities to develop themselves and address challenges that emanate from rapid changes in the teaching environment.
Source / Collection of Data	Circulars and notices, invites of stakeholders
Admissible Evidence for Annual and Quarterly Targets	List of stakeholders, list of registers
Method of Calculation	Counting numbers of educators supported
Data limitations	None
Type of indicator	Input / output
Calculation type	Cumulative – year end
Reporting Cycle	Quarterly
New indicator	Yes
Desired performance	Targeted performance desired
Indicator responsibility	Manager (PD)

Programme 4: Professional Standards

Indicator Title	4.1.1 Set professional teaching standards
Short definition	The objective statement relates to setting and implementing the IPET and CPTD standards through a consultative process with the stakeholders in the teaching profession. This will ensure proper and effective development of the professional designations as part of contributing to the enhanced status of the teaching profession.
Purpose/importance	To professionalise the teaching profession by setting the professional teaching standards and development of professional designations.
Source / Collection of Data	Approved Professional Teaching Standards Document Gazetted by the Minister of Basic Education
Admissible Evidence for Annual and Quarterly Targets	Simple count of the Professional Teaching Standards Gazette document by 31 March 2020
Method of Calculation	Simple count of the Professional Teaching Standards Gazette document dated 31 March 2020
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting Cycle	Annual
New indicator	No
Desired performance	Produce Professional Teaching Standards Gazette document by 31 March 2020
Indicator responsibility	Assistant Manager: Teacher Professionalisation

Programme 5: Research Policy and Planning

Indicator Title	5.1.1 Number of research report produced in line with the SACE Research Policy and Agenda.
Short definition	Conduct and complete research projects in line with the SACE research policy. The research reports will be produced for dissemination after research has been finalised.
Purpose/importance	To influence education policies and advise the Ministers of Basic Education and Higher Education and Training
Source / Collection of Data	Research reports completed and published on the SACE website.
Admissible Evidence for Annual and Quarterly Targets	Research reports completed and published on the SACE website.
Method of Calculation	A simple count of the number of research reports completed
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative year end
Reporting Cycle	Quarterly
New indicator	No
Desired performance	Produce and disseminate the research reports as targeted.
Indicator responsibility	Manager Planning M&E Reporting and Research

Indicator Title	5.1.2 Number of provincial practitioner-based research conferences/ seminars held
Short definition	Conduct practitioner-based research that will be informed by professional practice in schools. Publish the research through in-house and external journals. Conferences/ seminars will be conduct at selected provinces by means of invitation to teachers. These conferences are also used as a platform to disseminate research based information.
Purpose/importance	To inform educational and teacher education and development policies through practice.
Source / Collection of Data	Circular to the schools, educators, and stakeholders, list of teachers confirming attendance
Admissible Evidence for Annual and Quarterly Targets	Attendance register, programme, expenditure report
Method of Calculation	Count the number of seminars/conferences held
Data limitations	Unavailability of targeted teachers
Type of indicator	Output
Calculation type	Cumulative year end
Reporting Cycle	Annual
New indicator	No
Desired performance	Conducting of the seminar/conference as per target
Indicator responsibility	Manager Planning M&E Reporting and Research

Indicator Title	5.1.3 Establish the SACE Resource centre and virtual library.
Short definition	Develop the resource centre for SACE staff, stakeholders and Councillors, and the virtual library that could be accessed by teachers digitally across the country.
Purpose/importance	To inform the work of the SACE divisions, committees, stakeholders and educators.
Source / Collection of Data	Concept note on Resource Centre and Virtual Library. Access procedures communicated to SACE staff, Council and educators.
Admissible Evidence for Annual and Quarterly Targets	Actual working Resource centre and Virtual Library established. (Which stakeholders have access to.
Method of Calculation	Simple count: physical verification
Data limitations	None
Type of indicator	Outcome
Calculation type	Non-cumulative.
Reporting Cycle	Annually
New indicator	No
Desired performance	Well-functioning Resource centre by the end of 2019
Indicator responsibility	Manager Planning M&E Reporting and Research



SACE

South African Council for Educators

Towards Excellence in Education

SOUTH AFRICAN COUNCIL FOR EDUCATORS

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