

**The SACE Professional Development Plenary Paper WCED Future Focus Conference: “Best practices and challenges with Professional Development / Learning opportunities at all levels”**

Good morning ladies and gentleman and congratulations for being here. You are not here in passing, my child will one day hopefully be able to reap the benefits of the hard work you do every single day. And we may never know if my child is in your class, because I do not believe that my child has to come from me. My child is by virtue of the soil, my child is in every class and congratulations.

An engaging opportunity was created and from the perspective of the South African Council for Educators, how do we take these very important nuances, tangibles and intangibles, and compare them to a fruitarian experience: *“The fruit isn’t just tasty but also draws you towards it. Its shiny it’s got the colour coding just in the right place, the lighting, it has the right scenery and you want to part of the discussion about being able to seize the opportunity to eat this fruit.”*

Professional Development is about me, it’s about: *“Oh I like that! How did she get that right? How do I do that? How do I access it? I want to know about the programme, how do I get myself involved and if I can’t get involved where else can I access the programme?”*

Future Focus: Does this mean effectively I have to go on the net and say ok SACE: which programmes are endorsed where are they and when can I access them? Or does it mean, ok I want this programme, I have this opportunity, how do I link the two? It effectively starts creating an opportunity for us, to ask does professional development mean: you tell me what I need to do now so I can know what I need to do tomorrow? Or does it say professionally, I know what I do well, I want to share it but I also want to learn from it? How do I then extend my professional identities, and access my experienced colleagues? Yesterday we had an opportunity to listen to the baby boomers, millennials, the post-millennials, it was a very interesting conversation. I remember gasping and the one thing I was worried about was, how do we ensure that we do not eliminate, or take away from the individuals that have experience? There is nothing like experience.

I can sit here and I can tell you everything I have read, I can recall verbatim what is in the National Policy Framework Teacher Education and Development for South Africa 2007 (NPFTED), I can tell how Prof Sayed has taken an aspect of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025, (ISPFTED) I can take the conversation further and add the Master Plan for 2030, but what does that actually mean? It is about how do you take into cognisance the generation Z: *“The child that’s dealing with violence, me as a teacher do I understand what I need... What do I need for that child in my class? What do I need to understand as professional, which I am, so that I am better placed to articulate my understanding?”*

How do I ensure that my innate professional development is responsive to the issues that I deal with on a daily basis? I don’t think you need anyone to ask you how difficult is it every day? But I do think you want someone to ask you what contributed to making your day amazing. What took your breath away today? And if you cannot find it: *“Then there is a need for professional development to re-ignite your joy for the profession. Re-ignite the reason why you do what you do every single day, without anyone ever questioning why you do as you do? Because you know what you do. It is in that moment; it is in that sense of responsibility.”*

Trajectory, the bounce effect: Professional development is one thing if you want to do build your career path, so I am a student teacher, I want to model my teacher, I become a teacher, and in my path I want to become a departmental head, a deputy principal and principal. One way or another

work my way up the system. Alternatively, I want to be the best teacher that even when the children, leave my school, and may or may-not become teachers, because I believe everyone should want to become a teacher, they want to bring their children back, because they want to see if that light was real, that light which I continuously ignited, in them. *“Ma’am could you really do that? And re-do it two, three four generations later?”* Because that’s who we are. We build generations, we build and understanding and our parents who are effectively our children, that become more than just our parent body, bring their kids back because you are there. You are that sparkle in that school, in that classroom, that gets me as a teacher, to bring my own child back.

The trajectory is not just about professional development for what I do now. It’s a life-long passion driven, impact, momentous understanding and coordination within. I don’t develop myself professionally because I only want to earn my 150 PD points. I develop myself professionally and in addition to the professional development: I sign-up, participate, record and report, and in addition the 150 PD points which are required for the CPTD Management System, as shared in the SACE act 31 of 2000 section 5.

Our values are important and one of the things that the SACE has done is list 5 values for the Minimum Requirements for Teacher Education Qualifications (MRTEQ). If we going to get it right, we need to get it right from inception. In institution A, B and C. whether public or independent, the values are: DIGNITY, RESPECT, ACCOUNTABILITY, RESPONSIBILITY and TOLERANCE. The system needs you to understand that after it is dignified, respected, accountable and responsible, you need to tolerate it.

Systems are there for checks and balances, and it is about how we understand the systematic processing of information that allows us to continuously develop and say: *“ok this system doesn’t work for me? What do I need to do so that I can be part of the discussion, to change that system?”* That is trajectory, how do I now start accounting in depth, very important limitation if we look at the process of IQMS, you need to respond to a set number of standards, however within PD, the CPTD MS, we expose you to everything within the system. You are not limited to a set number of standards. It needs to be noted that the 10 Draft professional teaching standards, were adopted by Council in November 2018.

How do we now, bring all of this together and start synthesising the forward approach, should we be QR coding, no more registers: *“Yes, please!”*. Can I go onto my phone download and say, of this professional development activity, this is what I have learnt and what I need to report: *“Yes, please!”*. How do we effectively look at the future in a focused prioritised, understanding and bringing into account all these intricacies: *“a teacher’s voice is not only a teacher by virtue of them being appointed, it is a spirit and it must be protected,”* because only you know the magic that happens, when those doors close, and if the doors don’t close only you know the magic that happens when that child says *ma’am you saved my life today, I will tell you about it 10 years down the line, but today you saved my life.*