

South African Council of Educators

2020-2025

STRATEGIC PLAN

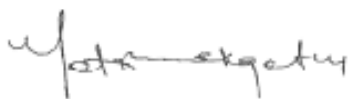
MID-TERM

PROGRESS REPORT

EXECUTIVE AUTHORITY STATEMENT

The South African Council for Educators (SACE) is a schedule 3A national public entity and professional self-regulatory body that was established in accordance with the SACE Act, no. 31 of 2000 as amended. By upholding ethical and professional standards, it seeks to inspire a respectable teaching profession both inside and outside the classroom. To instil confidence and trust, ensure commitment, respect, and assurance of qualified and beyond reproach members of the teaching profession in South African schools, educators sign an intangible social contract shared with the public, parents, and students through the standards of the teaching profession.

SACE has continued to be dedicated to implementing the professional standards and advancing the field of teaching toward teacher professionalization during the 2020–2025 strategic period. This plan will clearly state the requirements for entry into initial teacher education programs. Through this process, the teaching profession will undergo a fundamental change. Due to the transition of early childhood development from the Department of Social Development to the Department of Basic Education, one of SACE's top priorities is to define its specific role in the registration procedure for early childhood development professionals. The organisation is still committed to making sure that the objectives outlined in its Strategic plan for 2020–2025 are fully implemented and achieved. The process of mid-term assessment and review has been crucial in tracking development and identifying major obstacles to our plans.



Hon. AM Motshekga, MP
Executive Authority

ACCOUNTING OFFICER / ACCOUNTING AUTHORITY STATEMENT

SACE has a legislative mandate to provide for mandatory professional registration that is accompanied by preconditions that certify a prospective registrant as fit-to-practice the teaching profession based on good conduct and authentic qualifications. Accordingly, since 2020/2021 financial year 125 899 fully qualified educators and 41 024 student teachers have been registered after being screened for fitness-to-practice against the South African Police Services (SAPS)'s crime record database and Department of Justice and Constitutional Development's National Register of Sexual Offenders. While the verification of qualifications by the South African Qualification Authority (SAQA) is of utmost importance, it has not moved as Council wished due to inadequate financial resources. Notwithstanding this, it is mandatory that individual registration applicants with foreign qualifications evaluate and verify them with SAQA prior to their professional registration with SACE.

In line with the tenets of Education 4.0, a move has been made to develop an online registration system for first-time applicants and those that transition from provisional to full normal registration status. While this effort entailed the institutionalisation of a process of ensuring that educators receive digital registration certificates, teachers and employers are warming up to digitisation process, albeit slowly. Notably, due to the reality of fraud risks that have been identified, internal controls and the human capacity to curb them have since been strengthened. The next two and half years will see the introduction of qualification verification through SAQA, processes of e-certification as well as heightened processes for registering Early Childhood Development (ECD) practitioners.

SACE's second mandate focuses on the promotion and management of the continuing professional teacher development for practising educators. This programme aims to ensure that educators, as lifelong learners, improve their professional competence and ultimately contribute to the quality of teaching and learning, as well as the learning

outcomes. Equally, this programme ensures the offering of quality professional development programmes and activities to educators by providers that are SACE approved. Towards this end, professional development providers have been approved to deliver SACE-endorsed professional development programmes and activities that have been evaluated against the quality and fitness for purpose criteria.

Markedly, 53 082 educators have been supported on various professional matters. Although these numbers are key in measuring the professional development mandate, it is difficult to accurately ascertain the full extent of improved professional competence being realised through the efforts of the Council. Consequently, the Department of Planning Monitoring and Evaluation (DPME) and Department of Basic Education (DBE) conducted a rapid review on the provisioning of continuing professional development for educators in the system. Likewise, SACE commissioned another rapid review on the professional development uptake of the SACE endorsed professional development programmes and activities. Both studies have been useful in providing some lessons to strengthen the provisioning and management of continuing professional development in the sector. Nonetheless, additional work needs to be done in terms of enhanced monitoring of professional development uptake by teachers through their participation in the CPTD system and actual provisioning of SACE endorsed professional development programmes in various contexts and platforms, including the functionality of the CPTD Information system.

From an ethical standards perspective, SACE has a mandate to develop and review the code of professional ethics periodically. Thus, 995 cases of ethical misconduct by educators have been received over the two financial years. Evidently, the case load has been increasing over the years under review and inevitably, this has resulted in the carrying over of some cases to the following year. While the number of the reported and processed cases may appear inconsequential (474) relative to the number of registered educators (596 896), these cases should not have happened in the first place since they harmed learners and colleagues. Council worked tirelessly on investigations of the reported cases; however, it has not been able to conduct many disciplinary hearings as it intended, due to inadequate resources, postponement of cases, parents refusing for their children to testify, and the unavailability of learners and the accused during COVID-19. Therefore, Council is looking into creating an

increased pool of panellists and financial resources to match the ever-increasing caseload, designing more cost-effective disciplinary hearings processes, including virtual ones and improving institutional networks so that there can be collaboration for the sharing of resources and evidence and others.

As part of its legislated responsibility, Council developed professional standards which underpins the teacher professionalisation path across the teacher education continuum. In the quest for professionalising the teaching profession, this path would ensure that there are minimum requirements for entry into the teaching profession; provide for provisional registration of student teachers for the first year of study; ensure quality and relevant programmes for preservice teacher training; work collaboratively with employers in the induction and certifying of teachers; and ensure maintenance of professional registration through continuing professional development.

Even though some policies and frameworks have been developed on these focus areas, the process of implementing the teacher professionalisation path has been moving slowly due to limited internal capacity, in the main. Fortunately, the SACE Review and Repositioning programme will examine and fast track the processes of implementing the teacher professionalisation path. It is worth noting that engagements have been held with the Council on Higher Education with the intention to commence a process of joint accreditation of teacher education and development programmes in Higher Education Institutions.

Lastly, the 2021-2025 SACE Council, made up of 30 members, has been appointed by the Minister of Basic Education and capacitated accordingly. Since then, a programme of reviewing and repositioning SACE commenced in 2021, along with the job evaluation process. Amongst others, these two processes will enhance the organisation's service delivery and effective implementation of the SACE vision and 2020-2025 strategic plan.

Remarkably, in the period under review, SACE visibility is being heightened in the provinces where provincial offices were established such as in KwaZulu-Natal, Free State, Eastern Cape, Limpopo and Western Cape provinces. The process of establishing the Northern Cape provincial office started in 2022 and the remaining

provinces will be covered in the next two financial years. Suffice it to say that the digitisation of systems, enhancement and upgrading of the registration online system, case management system and CPTD Information system that took place during the first half of the 2020-2025 period covered by the 5-year strategy are worthy milestones.



Ms ME Mokgalane
Chief Executive Officer: South African Council for Educators

PART A
OUR MANDATE

CONSTITUTIONAL MANDATE

The Constitution of South Africa states in section 29 that:

- (3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that -
- (c) maintain standards that are not inferior to standards at comparable public educational institutions.

LEGISLATIVE AND POLICY MANDATES

- 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)
- 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)

INSTITUTIONAL POLICIES AND STRATEGIES GOVERNING THE FIVE-YEAR PLANNING PERIOD

- 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 Qualification for Lecturers in Technical and Vocational Education and Training
- MRTEQ, 2015: The 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
- MRQEECCE, 2017: Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators

PART B
OUR STRATEGIC FOCUS

VISION

To inspire a credible teaching profession

MISSION

To enhance and safeguard public confidence in the teaching profession by registering fit-to-teach/-practise educators and lecturers

VALUES

- **DIGNITY:** This refers to the state or quality of being worthy of honour: The Council and profession strive to treat staff, educators and members of the public with integrity, humanity and compassion.
- **RESPECT:** This is with due regard for the feelings, wishes or rights of others: The Council and profession are committed to displaying due respect and consideration with regard to the feelings, wishes and rights of members and the public.
- **ACCOUNTABILITY:** The value is related with the fact or condition of being required or expected to justify actions or decisions: The Council and profession is willing to account for ethical/unethical conduct by members.
- **RESPONSIBILITY:** This value describes the state or fact of having a duty to deal with something or the power to influence or direct people's behaviour or the course of events: The Council and profession strive to take ownership of their actions and directly influence the behaviour of members.

- **TOLERANCE:** The value is concerned with the ability or willingness to tolerate the existence of systems, opinions or behaviours that one dislikes or disagrees with: The Council and profession willing to accept, consider and understand different views and opinions regarding the relevant professional and ethical standards.
- **TRANSPARENCY:** The Council and profession commit to honest and open communication and sharing of information between stakeholders.
- **SERVICE-ORIENTED:** This is about ensuring that the teaching profession in general and educators in particular are serviced satisfactorily at all times: Serving educators is priority number one for all SACE employees.
- **QUALITY:** The Council undertakes to provide quality and excellent service to educators and the profession as a whole.

PART C
MEASURING OUR
PERFORMANCE

PROGRAMMES

Council has aligned its programmes with SACE's mandates and budget programme structure. There are five programmes as shown in the table below that Council will be implementing in the 2020 - 2025 period to achieve its mandates.

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

1. IMPACT STATEMENT

Impact Statement	Enhancing public confidence in the credibility of the teaching profession
-------------------------	---

It is to be noted that the nature of the impact that the SACE seeks to realise is such that it does not manifest at a particular point in time. Though the impact is clearly a very long-term result sought by the SACE, it would grow slowly and continue to do so over a period of time, granted that the outcomes that contribute to it, remain existent. Undoubtedly, the SACE has made progress with respect to its quest to professionalise teaching in South Africa going by the number of fit-to-practice educators operating in schools in South Africa, the depth of advocacy and reinforcement of good ethical conduct in the profession as well as the continued development of teacher competencies as exemplified by the earning of CPTD points.

The effort to realise the five outcomes that were predetermined for the 2020-2025 strategic plan are continuing, unabated. The convincing theory of change that underpins the various programmes designed by SACE and creates a sequential chain that links inputs, activities, outputs, outcomes and impact provide reasonable assurance for the realisation of the desired impact. So, to a large extent, steady progress towards the emergence of the impact is palpable.

The confidence of the public in the credibility of the teaching profession is arguably on the increase, given the progress that is evident as it concerns the achievement of the Council's five outcomes. The continued management of the Council in a manner that reflects effective and efficient governance, as has been the case in the first half of the period covered by the 2020-2025 strategic plan, is fostering higher levels of confidence in the credibility of the teaching profession. This is basically because as the recognised body for regulating the teaching profession in South Africa, proper governance of the Council is signalling that the mandate of professionalisation of teaching is being executed accordingly. Exco and Council meetings are being held

consistently to provide the necessary oversight and guidance for proper running of SACE. The sub-programmes created to deliver results in the areas of corporate services, finance, communications and stakeholder relations, information communication technology and research are also making valid contributions towards ensuring there is effective and efficient governance at SACE that are, in turn, instigating higher levels of confidence in the credibility of the teaching profession.

The outcome of having fit-to-practice educators and lecturers in classrooms is pivotal for the emergence of the desired impact that the SACE seeks. To be considered as fit-to-practice, educators undergo a rigorous screening process before they are registered with SACE. As the pool of this registered fit-to-practice educators enlarge, as indeed has been the case since 2020, more schools are being served by them. This inevitably means that the general conduct of educators in many of South Africa's schools is synchronising with fit-to-practice expectations. In the face of sustenance of the momentum of registration of educators at the SACE, the reasonable inference of well-behaved educators in schools will remain valid and consequently the impact of higher levels of confidence in the credibility of the teaching profession can be said to be manifesting.

The potential of the outcomes of effective and efficient governance as well as fit-to-practice educators to engender the desired impact is complemented by three other outcomes. These are 'maintained ethical standards', 'improved teacher competence' and 'improved teacher professionalization'. As the achievements of results, judging by selected indicators, grow in these three areas, the emergence of the impact becomes more of a certainty. With the system of investigations of educator misconduct, disciplinary hearings and issuance of sanctions that the SACE has created, unethical behaviour among educators would be arrested, over time. This projection, which is supported by the operant conditioning theory, is feeding the maintained ethical standards outcome and contributing towards the desired impact.

The efforts at improving educators by exposing them to professional development interventions that allow them to earn CPTD points means that such educators have become more competent at what they do. Increased competence of educators would translate into better performances in the classroom which certainly breeds

confidence, in the population, about the credibility of the teaching profession. The effect that the outcome of 'improved teacher professionalization' has on the anticipated impact is the same. This latter outcome sprouts primarily from the implementation of the teachers professionalisation path that the programme on professional teaching standards is currently actively involved with.

2. PROGRESS ON THE ACHIEVEMENT OF OUTCOMES

As reflected in its 2020 – 2025 strategic plan, SACE is poised to enhance the confidence that the public has in the credibility of the teaching profession. This aim is presented as an impact because the benefit described crystallises at a macro or societal level. In the quest to realise this impact, the organisation recognises that it would have to work tenaciously towards the achievement of a catalogue of outcomes. The underpinning idea is that the identified outcomes, working in concert would, if sustained over the long term, engender the emergence of the impact that it seeks. There were five outcomes identified and each was aligned with a programme of the organisation as depicted in the table below:

	Programme	Outcome
1	Administration	Efficient and effective governance
2	Professional Registration	Fit-to-practice registered educators and lecturers
3	Ethical Standards	Maintained ethical standards
4	Professional Development	Improved teacher competence
5	Professional Teaching Standards	Improved teacher professionalisation

For the purpose of performance measurement, an outcome indicator was chosen for each of the formulated outcomes. Four of the indicators were quantitative in nature and only one was qualitative. Given that basically all the indicators were new,

baselines measurements were not recorded at the time that the 2020 - 2025 strategic plan was developed. The odd case with a baseline stated was with respect to the second outcome which was stated as 'fit-to-practice registered educators and lecturers'. The baseline associated with the indicator of 'percentage of educators and lecturers screened for fitness-to-practice' was 267 810. The figure provided however is discounted in this report as the indicator chosen was supposed to have produced a baseline that is measured in a percentage as well. On that note, therefore, the mid-term performance review has been undertaken on the premise that none of the indicators had baseline measurements linked to them.

The provisions that are more important for the purpose of the mid-term review are the targets. The targets pronounce the level of desired achievement that the SACE seeks to realise with respect to each indicator selected for the measurement of progress towards an outcome. The determination of the performance of the SACE would therefore entail a comparison of the actual achievements realised two and a half years (the mid-term point) into the five-year strategy of the Council. There is no gainsaying that progress has been made over the past 30 months of the strategy but whatever progress has been made would only be satisfactory in so far as the pre-set target levels for each indicator have been met or surpassed.

Progress towards the achievement of the outcome of efficient and effective governance which the administration programme is supposed to drive was measured by 'percentage of internal and external audit recommendations implemented'. The implementation of the audit recommendations signals that the Council is on the path of good governance that would yield effective and efficient performance. The five-year target set was 100%, as the intention was to ensure that all audit findings are implemented. This target is cross-sectional in nature, meaning that at every point in time, post-audit, the target should be met. At the mid-term point, 45 audit recommendations had been made by auditors. 36 of these recommendations have been duly implemented and this amounts to a 78% performance achievement. This translates to an underperformance, essentially because it falls short of the desired target of 100%.

The registration programme at SACE aims to ensure that only educators who are fit to practice, having met the minimum requirements of a requisite educational qualification, a clean criminal record and an acceptable standard of ethical conduct, end up teaching in classrooms. To this end, the Council through the programme registers qualified educators, designated teachers and indeed student educators, obviously in different categories. As stated in the 2020-2025 strategic plan, all the efforts invested in the registration process would yield an outcome of a situation where only fit-to-practice educators and lecturers secure the SACE registration.

The target linked to the indicator of 'percentage of educators and lecturers screened for fitness-to-practice' was set at 100%. Actual performance was measured by determining the proportion of the pool of all educators that applied for registration who were ultimately considered as fit-to-practice and therefore were registered by the SACE. Over the period under review, 125 825 applications were received and 109 845 of the applicants passed the screening exercise and were accordingly registered. This equates to an 87.3% level of performance which when juxtaposed against the desired target of 100% implies underperformance.

The outcome of 'maintained ethical standards' is the focus of the ethical standards programme. The programme recognises the need for educators to continuously conduct themselves in a morally and ethically upright manner. Consequently, educators who transgress the standards are expected to be removed from the registration scroll after the due process of investigations, disciplinary hearings and sanctions has played out. During the period 30 educators were struck off the SACE registration database. This penalty was meted out to 11 and 19 educators in the 2020/2021 and 2021/2022 years, respectively. Despite this, it is encouraging to see that the number of educators that remain on the SACE database which is testament to their adherence to the code of professional ethics has increased during the period. Indeed, the 5-year target of 400 000 educators upholding the high ethical standards of the teaching profession has already been exceeded as 596 896 educators are currently on the SACE database.

2.1 TABLE OF OUTCOMES, INDICATORS AND TARGETS

Outcome	Outcome Indicator	2019/2020 Baseline	2020 – 2025 Five-Year Target	Actual achievement as at 30 September 2022	Data Sources	Improvements required for the remainder of the planning period
Efficient and effective governance	Percentage of internal and external audit recommendations implemented	-	100%	78%	Audit findings	Set firm timelines for the implementation of audit recommendations. Assign the A-Z responsibility for the implementation of audit recommendations. Strengthen monitoring and feedback mechanisms for the implementation of

Outcome	Outcome Indicator	2019/2020 Baseline	2020 – 2025 Five-Year Target	Actual achievement as at 30 September 2022	Data Sources	Improvements required for the remainder of the planning period
						audit recommendations.
Fit-to-practice registered educators and lecturers	Percentage of educators and lecturers screened for fitness-to-practice	-	100%	87.3%	Register of walk-ins and print out of all applications	Increased awareness and education on the requirements to be considered as fit-to-practice. Strengthening of working relationships with key role players such as SAQA, SAPS and Home affairs to accelerate the screening process. Improved collaboration with HEIs to enable

Outcome	Outcome Indicator	2019/2020 Baseline	2020 – 2025 Five-Year Target	Actual achievement as at 30 September 2022	Data Sources	Improvements required for the remainder of the planning period
						provisional registration of student teachers Promotion of the use of the online platform for registration
Maintained ethical standards	Number of educators who adhered to the code of professional ethics	-	400 000	596 896	Register of fit-to-practice educators and lecturers	Employ and optimise the use of virtual disciplinary hearing sessions. Increase the use of external investigators and panellists to deal with cases of alleged misconduct.

Outcome	Outcome Indicator	2019/2020 Baseline	2020 – 2025 Five-Year Target	Actual achievement as at 30 September 2022	Data Sources	Improvements required for the remainder of the planning period
						Promote improved ethical conduct among educators.
Improved teacher competence	Percentage of educators participating in professional development activities	-	80% (100 187.5)	91.2% (91 413)	Database of signed up educators	Target is over achieved. However, we will continue to promote the value of CPTD points for educators, particularly in rural areas and among School Management Teams.
Improved teacher	Strengthened teacher education and	-	Implemented teacher	Eight focus areas were planned for 2020-2025 financial years. Various	Professional teaching standards	Development of policies and frameworks in order

Outcome	Outcome Indicator	2019/2020 Baseline	2020 – 2025 Five-Year Target	Actual achievement as at 30 September 2022	Data Sources	Improvements required for the remainder of the planning period
professionalisation	development continuum		professionalisation path	methods and processes have been used to implement some of the focus areas'. The Council has not yet developed the policies and frameworks that guide the implementation of this programme.	SACE annual report	to implement the path. A monthly monitoring tool will be developed to monitor the process.

The outcome of 'improved teacher competence' is sought by the professional development programme. The programme stems from the conviction that it is important for educators to continuously develop themselves so that they can deliver value in the classrooms where they function. This is particularly critical as knowledge is a dynamic rather than a static phenomenon and so the need to hone skills and improve competencies in order to better serve the new generation of learners cannot be over-emphasised.

To track the progress towards the achievement of the sought outcome, the measuring instrument of 'percentage of educators participating in professional development activities' was selected. The indicator is expected to provide a sense of the proportion of educators who have participated in professional development activities relative to the total number of signed up educators. Actual measurement of the performance shows that in the first two-and-a half years of the period covered by the strategic plan, 400 750 educators signed up, according to the CPTD-IS framework on an annual basis SACE will sample teachers which they will verify. Therefore, SACE has sampled a total 25 percent which translated to 100 1875.5 teachers verified. A total of 91 413 teachers partook in professional development activities. This translates to 91.2% level of achievement. Against the backdrop of the desired performance of 80% expressed as a target, the programme overperformed.

2.2. EXPLANATION OF ACHIEVED PERFORMANCE OVER THE MID-TERM PERIOD

Outcome 1: Efficient and effective governance

The programme responsible for the outcome, performed relatively well during the period, save for the fact that it is yet to fully implement 10 of the 45 audit recommendations that it received. Efforts that lend themselves to efficient and effective governance such as the Council and Exco meetings were consistent. In this regard, the trend indeed has been that more meetings than were stated in the targets for each year have been held. This bears testimony to the commitment of the EXCO and Council to ensure that the SACE operates on the tenets of good governance. Recognising that employees constitute a critical variable in the overall performance of SACE and the quest for good governance, improvements are evident in the assessment of employees through the performance development system and the training of employees. Council has also introduced the use of balance score cards to help managers obtain a more holistic view of the Council's performance particularly with respect to the discharge of its core mandates thereby enhancing performance.

From a financial perspective, the resolve continues to be that astute financial management reigns and concurrently, service provider invoices are settled within 30 days. These projections that are indicative of the atmosphere of good governance at the Council are being pursued with vigour and the 100% target set of the settlement of invoices has only been missed by approximately 9%. The negative deviation is largely due to late submission of invoices and delays in resolving disputes with certain invoices. Furthermore, the intention to stay abreast with the wave of digitalisation in the contemporary world has encouraged the SACE to digitise some of its systems. Though progress on this front is plagued by the slow pace of work of service providers, the resolve remains non-negotiable.

The role of communication and stakeholder relations with respect to driving good governance at the SACE cannot be understated. So, in the period under review, increased awareness of the SACE core mandates has been achieved as a precursor to the desired outcome of efficient and effective governance. The SACE has been involved in many stakeholder engagements across provinces, several electronic media interactions, radio interviews and the floating of TV prime time news advertisements. All of these have inadvertently led to increased visibility of the Council.

Notably, collaborations and partnerships with key stakeholders have contributed immensely to the progress being made towards the realisation of the outcome. The case of the partnership with the Belgian NPO, VVOB is instructive. The partnership has aided the finalisation of the handbook on Teachers' safety and security in South African schools and the establishment of the virtual library for educators with over 50 000 free titles. The existence of such partnerships in themselves alongside the other achievements being realised by the Council are reflections of the situation of effective and efficient governance that exists at the SACE.

Outcome 2: Fit-to-practice registered educators and lecturers

The intention of the SACE is to realise this outcome through the work done in its professional registration programme. The numbers of registered fit-to-practice educators continues to be on an upward trajectory. The registration effort has been emboldened by the introduction of an online registration system and the existence of different categories for registration. Remarkably, a substantial over-achievement was realised with respect to the quantity of educators that are registered with SACE during the review period leading to the conclusion that the original target in this regard may have been understated due to low historical figures.

Interestingly, the increase in registration is occurring in spite of the fact that during the review period, newly qualified educators could not update their provisional registration status because of the cancellations of graduation ceremonies by higher education institutions owing to the lockdown restrictions linked to the Covid-19 pandemic. In addition, the uptake of the online option for registration was surprisingly lower than expected. In fact, only about 1 out of 4 applications received, came through the online pipeline. This may have been due to a subtle resistance to change on the part of the educators who continued to demonstrate their preference for walk-in / on-the-spot registrations.

Even though Council offered student teachers the opportunity to be registered so that subsequent on-boarding into full registration would be easier, the process was attended by some challenges. This as part of the plan to create additional specified categories for student educators was significantly hindered by the zealous attitude of some higher education institutions to comply with the provisions of the POPI act. Their contention was that the POPI act prohibits them from sharing students' information. Indeed, this feedback from the institutions took a very long time to arrive as they claimed that they were involved in a prolonged process of seeking legal opinions. These events have encumbered the pursuit of the outcome linked to this programme.

Outcome 3: Maintained ethical standards

Towards achieving the outcome of maintained ethical standards, the focus was on instilling a culture of acceptable behaviour among educators. This intention of the programme is given expression by the creation of a process for investigating reported cases of misconduct. Beyond this, the process also entails the holding of disciplinary hearings and meting out of sanctions, where appropriate. Typically, educators whose behaviours fall short of expected ethical standards are removed from the scroll of fit-to-practice educators. During the period under review, this fate befell 11 educators in 2020/2021 and 19 educators in 2021/2022. This process of investigations,

disciplinary hearing and sanctions ensures that only educators that are above board, ethically, remain on the SACE database and are therefore able to continue to teach, legitimately. In the 2020-2025 strategic plan of the Council, a target of 400 000 educators adhering to the code of professional ethics, which permits them to remain on the SACE database was set. Notably, at the point of the mid-term review, 596 896 educators were on the database. While the increased numbers may be credited to registration efficacy, the fact that approximately 0.005% of educators were struck off the database of SACE signals that a much larger pool of educators are as expected, maintaining ethical standards. Nonetheless, the Council considers a single case of misdemeanour on the part of educators, one too many, because of the repercussions that it has for learners, their families and society at large and would act in accordance with its zero-tolerance disposition towards such transgressions.

Admittedly, many reports about educators are received daily by the SACE and while some of the reports are valid, this is not quite the case for many others. Some reports fall within the purview of issues that can be handled by the SACE and other do not. Nonetheless, the SACE remains receptive to the reports and in situations where the nature of the case does not fall within the bracket of issues that the Council can address, the reporters are referred to other institutions, if applicable. For cases that are deemed as valid, the process of investigation, disciplinary hearings and sanctions is activated. The underperformance of the programme with respect to these three aspects are due to internal and external factors. Internally, the Council lacks the requisite human, material or financial resources to investigate the legion of reported cases that it receives. Externally, witnesses often refuse to testify and in other instances, valid cases (some of whose investigations have already been concluded) are subsequently withdrawn by the victims, their guardians or parents.

The outbreak of the Covid-19 pandemic had a telling effect on the progress towards the desired outcome as well. At a time, cases could not be opened as the SACE offices were closed due to lockdown restrictions. Similarly, schools were closed and witnesses refused to interact with SACE officials for fear of being infected one way or

the other. The adverse and dampening feature of the pandemic also affected investigations and disciplinary hearings.

It is noteworthy though that the programme over-achieved with respect to disciplinary hearings on rolled-over cases which the programme elected to attend to more for much of the first half of the period covered by the 2020-2025 strategic plan. The laudable performance was due to the use of external panellists, who despite being in regular employment at other organisations, committed themselves to finalising the disciplinary hearings.

Outcome 4: Improved teacher competence

The need for the improvement of competencies in any profession is incontrovertible. This is even more so for knowledge workers like educators, given the pace of knowledge transformation and transmission that has become characteristic of the modern world. The pursuit of the outcome of improved teacher competence is the preoccupation of the professional development programme. The programme is currently underperforming judging by its achievement related to the indicator of 'percentage of educators participating in professional development activities'.

The challenges posed by Covid-19 have had an adverse effect on the programme, holistically. In the earlier years of the 2020-2025 period covered by the strategic plan, many service providers could not operate. When the lockdown eased, service providers generally began to offer the development courses online rather than through contact sessions. This practice exposed the yawning inequalities existent in the broader South African society as educators in many schools and communities were confronted by high data cost and poor connectivity challenges. These issues discouraged participation of a sizeable population of educators and therefore adversely affected the pursuit of the target associated with this outcome.

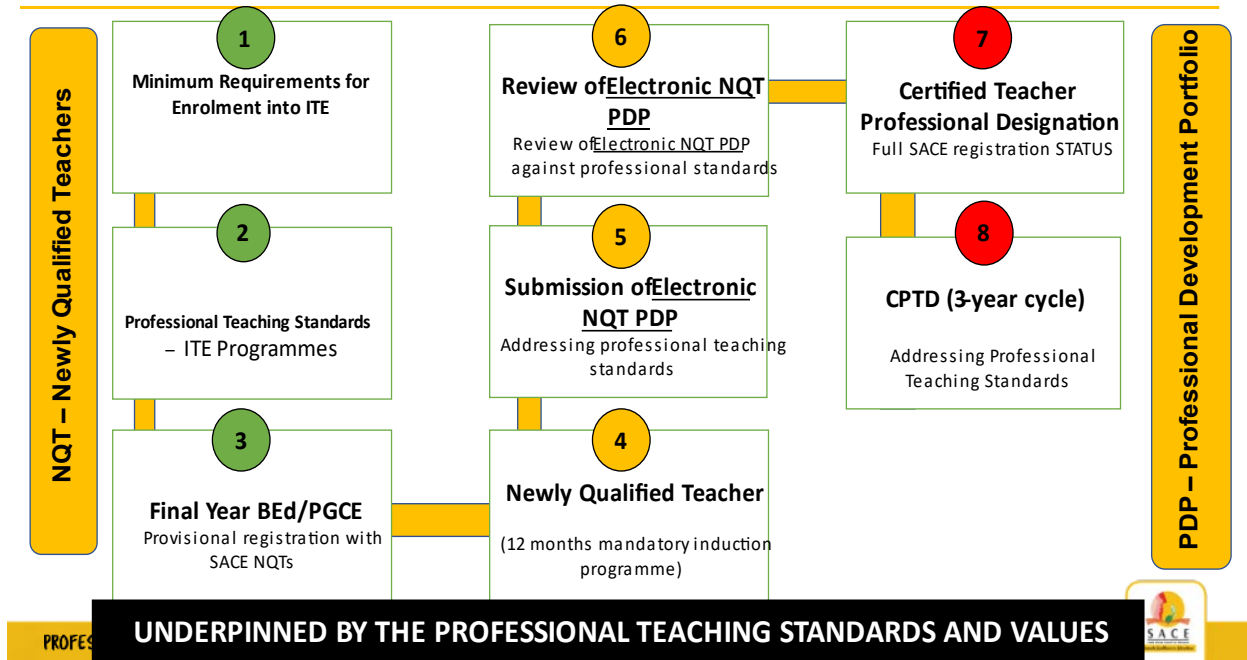
Efforts to expose student educators to the journey of continuous development have not yielded the desired results that were anticipated. A request was made to higher education institutions to share relevant student data that would allow the SACE reach out to the students. Due to concerns about the ramifications of the POPI act for a decision approving such a request, many of the institutions refused to share the requested information. Those that did, would not provide students' identity numbers.

Outcome 5: Improved teacher professionalization

Currently the Council is participating in Teacher Education Evaluation Committee (TEPEC). The committee (TEPEC) serves to evaluate Initial Teacher Education Programmes. In making sure the Council does its regulatory processes on minimum requirements, the SACE makes sure that all the programmes acknowledge and include that prospective students must be cleared in terms of the provisions of the Children's Act, Act 38 of 2005 as persons suitable to work with babies, toddlers, and young children as contemplated in section 97 (3) and duly verified against Part B of the National Protection Register in accordance with section 126 of the said Act. This process is in line with the Council's processes of vetting and screening applicants.

The review of the MRTEQ Council has identified another opportunity to make sure the Professional Teaching Standards are included to guide the Initial Teacher Education Programmes.

TEACHER PROFESSIONALISATION PATH 2021



Provisional Registration (Final B.Ed./PGCE) – Focus area three (3) on the path

Council is engaging Higher Education Institutions and guiding the final year student teachers (B.Ed./PGCE) to be registered with Council. The Council also has a project to send all student teachers who are registered and who seek registration, the electronic copy of the PTS. Information-sharing sessions are held with the final-year students to guide them on who SACE is, matters of professional identity, and the importance of being registered with the Council. The sessions also serve to link them with the registration team to assist them with registration. The matters of transition and the expectations as soon as student educators are qualified are taken care of, as well. Additionally, the process includes an introduction to the Code of Ethics and CPD.

Professional teaching standards- Focus areas 4 to 8 on the path

Currently, the SACE is promoting Professional Teaching standards to educators within focus areas 4 to 8. The Council has a revised promotion strategy to reach out to educators

through all platforms to make the standards known. Council is also working collaboratively with stakeholders and the department to promote the standards.

Focus areas 4: On the path

A submission has been made to IT on the incorporation of a platform that will be able to accommodate the electronic submissions of the induction portfolio. The SACE requested the DBE to share what the portfolio will include to ensure that the induction programme embraces the professional teaching standards.

The screenshot shows a YouTube video player with a flowchart titled "TEACHER PROFESSIONALISATION PATH". The flowchart is organized into two vertical columns: "NQT - Newly Qualified Teachers" on the left and "PDP - Professional Development Portfolio" on the right. The process is divided into nine numbered steps:

- 1. Minimum Requirements for Enrolment into ITE
- 2. ITE Programmes (Standards for provisional registration (student teachers))
- 3. Final Year BEd/PGCE (Provisional registration with SACE NQTs)
- 4. Newly Qualified Teachers (12 months mandatory induction programme)
- 5. Submission of Electronic NQT PDP (Addressing professional teaching standards)
- 6. Review of Electronic NQT PDP (Review of Electronic NQT PDP against professional standards)
- 7. Certified Teacher Professional Designation (Full SACE registration STATUS)
- 8. CPTD (3-year cycle) (Standards for CPTD programmes)
- 9. Periodic renewal of registration (Full SACE registration status RETAINED)

The video player interface includes a search bar, a video title "Gerrit Coetzee - New Teacher Induction (NTI) speech part 2: the professionalisation path", and a list of related videos on the right side.

OFFICIAL SIGN OFF

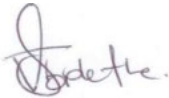


Ms NY Lechaba

**Programme Head: Professional Registration
and Professional Teaching Standards**

30 November 2022

Date:



**Ms TV Sophethe
Manager Responsible for Planning
M&E and Reporting**

30 November 2022

Date



**Mr GM Mapindani
Chief Financial Officer**

30 November 2022

Date:



**Ms ME Mokgalane
Accounting Officer**

30 November 2022

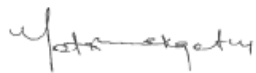
Date:



**Mr Mabutho Cele
Chairperson of Council**

30 November 2022

Date:



**Approved by:
Hon. AM Motshekga
MP Executive Authority**

09/ December 2022

Date: