



# ANNUAL PERFORMANCE PLAN

## 2022/23



**SACE**  
South African Council for Educators

*Towards Excellence in Education*

The APP 2022/23 of the South African Council for Educators has been compiled with the latest available information..

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## EXECUTIVE AUTHORITY STATEMENT



The financial year 2022/23 marks the third year in the implementation of the Council's 2020-2025 strategic plan. The 2022/23 Annual Performance Plan (APP) continues to be guided by the National Development Plan, priority 3 of the Medium-Term Strategic Framework 2019-2024 "education, skills and health" and informed by the SACE Act. This Act mandates the Accounting Authority (AA) to provide for the professional registration of all educators; promote the continuing professional development of educators; and set, protect, and maintain ethical and professional standards in the teaching profession. In addition, this APP's planned outcomes, outputs, performance indicators, and targets contribute to the sixth administration's priority number three in terms of educators and Early Childhood Development (ECD). In responding to the President's statement that "a youthful population has more access to education than ever before with 2.4 million children in early childhood development and pre-school," attendance in ECD among 0 to 4-year-olds, has increased significantly. This APP was developed in order to monitor the plans set out by SACE through quarterly performance reports and identify areas of improvement where there are said challenges.

**I am confident that the commitments made by the Council and the sector as a whole, will bring about remarkable improvements in the teaching profession.**

A handwritten signature in black ink, appearing to read 'Motshekga', written over a horizontal line.

**Mrs AM Motshekga, MP**  
**Executive Authority**

18 February 2022

**Date:**

## FOREWORD BY THE CHAIRPERSON



I am pleased to present the 2022/2023 Annual Performance Plan (APP). The APP provides an indication of the planned outcomes, outputs and priorities of the South African Council for Educators (SACE) in taking the teaching profession forward in line with the entity's 2020 - 2025 strategic plan. Equally, the APP's planned outcomes, outputs, performance indicators, and targets contribute to the sixth administration's priority number three in terms of educators and ECD practitioners' education and skills, as well as to priority number one regarding the building of a capable, ethical and developmental teaching profession and public entity in line with the Revised 2019 - 2024 Medium-Term Strategic Framework (MTSF). Moreover, the APP is reflective of Council moving in sync with government in prioritising the professionalisation of the teaching profession across the teacher education and development continuum, through programmes 2, 3, 4 and 5. It is also important to note that the professionalisation process is informed by the developed values of the teaching

profession, together with the set ethical and professional standards which underpin the developed professionalisation path of the profession.

Following President Ramaphosa's signing of the proclamation regarding the transfer of powers of the ECD function from the Minister of Social Development to the Minister of Basic Education, the AA will emphasize the professional registration and support of ECD practitioners as part of professionalising the sector collaboratively with the Department of Basic Education (DBE), provincial education departments, Education Labour Relations Council, teacher unions, and other relevant stakeholders. The SACE ECD professionalisation process fits neatly into the government's ECD function shift implementation process with effect from 1 April 2022. Already, an ECD sub-committee has been established within SACE to focus specifically on the professionalisation of the sector. While the professionalisation of the ECD sector is vital, it is equally important that the pre-grade RR practitioners not be subjected to unfair demands and expectations, particularly with regard to qualifications at higher education and training levels in terms of the National Qualifications Framework (NQF) and similar articulation processes.

Notably, the 2022/2023 financial year marks the first annual planning cycle for the public entity's AA, appointed and inaugurated by the Minister of Basic Education as the Executive Officer in August 2021, for the 2021 - 2025 term of office. The newly appointed AA will oversee the second year of implementing the outcomes and priorities set in the entity's strategic plan for 2020 - 2025 through this APP. Consequently, in playing an oversight role over the APP in the new financial year, the public entity has a responsibility to strengthen its governance and accountability systems, together with the organisation's internal capacity. Part of this process would include the ongoing capacity building and support interventions to ensure a capable and accountable AA, leadership, and administration in delivering services to the teaching profession more efficiently and effectively through its national and provincial offices. Likewise, the ongoing implementation and review of the codes of ethics for Council

and personnel as well as the developed policy on the declaration of private conflicts of interest will contribute immensely to building ethical and trustworthy governance, administration, and personnel, as reflected in the sixth administration's priority number 1 in the 2019 – 2024 MTSF.

Also, the APP proceeds from Council's vision of developing a credible teaching profession that will ensure that schools have fit-to-practise, ethical, trustworthy, and capable educators and ECD practitioners in line with the imperatives of the National Development Plan: Vision 2030, SACE Act, National Policy Framework on Teacher Education and Development in South Africa, and other relevant policy and legislative frameworks. Thus, the year ahead will prioritise the processing of the reported cases of educator misconduct through the allocation and utilisation of more resources on Programme 3 (Ethical Standards). This is also important in minimising the carrying over of cases into new financial years and regulating the teaching profession in the public and children's interest, with the safeguarding of their welfare and interests being prioritised. Coupled with this will be the implementation of code of professional ethics interventions to address general transgressions of the code by miscreants in the profession, curbing the recurring gender-based violence in the profession, heightening the maintenance of the ethical standards in the profession, and strengthening the social contract between educators and the public.

In ensuring that the education system and teaching profession have capable, quality, fit-for-purpose and reflective professional educators who are also lifelong learners, the AA developed a theory of change that will intensify the development and support of educators' participation in the Continuing Professional Teacher Development (CPTD) system. This will also play an important part in improving educators' professional competence and contributing to the learning outcomes through the provisioning of SACE-endorsed professional development programmes by employers and providers. Equally, the established SACE virtual library will continue to support the President's reading priority through reading to serve the teaching profession. Coupled with this, the year ahead will see the public entity working collaboratively with the National Education Collaborative Trust (NECT) in taking the national reading coalition interventions to another level through the teaching profession.

In conclusion, the AA has commenced with a process of reviewing and repositioning SACE as a public entity and professional self-regulatory body during the 2021/2022 financial year. Thus, the year ahead will see the conclusion of the reviewing and repositioning process with recommendations that may also have a possible impact on and implications for the basic and higher education and training sectors, the mid-term strategic plan review process and Council priorities, the 2023/2024 APP, the governance structure, the SACE administration structure, as well as the SACE Act amendments.



**Mr Mabutho Cele**  
**Chairperson of Council**

31 January 2022

**Date:**

## STATEMENT BY THE ACCOUNTING OFFICER



The 2022/2023 APP is presented against the backdrop of the impact that the COVID-19 pandemic has had on the entire education system, as well as SACE's performance in the last 22 months. Notwithstanding the challenges experienced over this period, lessons have been learned from the pandemic. Systems and processes have become more resilient in supporting the new ways of delivering services through the APP programmes, amid continued COVID-19 disruptions and inevitable constant change. In similar vein, in preparing this APP the entity was mindful of Education 4.0, which is informed by the imperatives of the fourth industrial revolution and its implications for the teaching profession, now and in the future. The AA will consider these COVID-19 lessons and the fourth industrial revolution imperatives in implementing the 2022/2023 APP.

The 2022/2023 financial year marks the third year of implementing the entity's 2020 - 2025 strategic plan through this APP. While the APP programmes are aligned to the strategic plan, they are equally informed by the SACE Act. This Act mandates the AA to provide for the professional registration of all educators; promote the continuing professional development of educators; and set, protect, and maintain ethical and professional standards in the teaching profession. The Council's mandate is further strengthened by chapter 9 of the National Development Plan (NDP) of 2012, which underscores SACE's role in setting professional standards and ensuring that there is quality provisioning for educators' continuing professional development through the approval of providers and the endorsement of quality professional development programmes and activities.

It is important to note that the delivery of the APP programmes is dependent on the funding that is determined through mandatory membership fees of R180 per annum per educator, along with the funding of the CPTD system by the fiscus through the DBE's budget vote, which continues to be cut due to the country's economic situation. Based on the legislative mandate and the available financial resources, the APP 2022/2023 will focus on the below.

**Professional Registration:** As part of professionalising the initial teacher education space and the Work Integrated Learning (teaching practice in schools) space, student teachers will be provisionally registered. Additionally, newly qualified educators who are fit to practise will be registered once they have completed screening and vetting processes. In ensuring that the basic education sectoral priorities are realised, people who are needed in the schooling sector for purposes of the implementation of the three-stream model and specialised areas in focus schools will be conditionally registered. More ECD practitioners will be registered following the signing of the proclamation regarding the transfer of the powers of the ECD function from the Minister of Social Development to the Minister of Basic Education.



**Professional Development:** The concept of lifelong professional learning is vital for practising educators' career-long professional learning journey and for developing a capable and qualified teaching profession and professionals. Therefore, Council will emphasize and intensify the development of and support for participation in the CPTD system for the selected educators across the country. Again, educators will be capacitated and supported on various professional matters through blended approaches to promote the maintenance of professional and ethical standards.

In ensuring that there is quality, relevant, and fit-for-purpose provisioning of professional development programmes and activities, professional development providers will be approved and professional development programmes and activities will be endorsed.

**Ethical Standards:** This programme serves the purpose of promoting and maintaining ethical standards in the teaching profession, as reflected in the Code of Professional Ethics. When educators deviate from the set ethical standards and become guilty of misconduct, they are reported to SACE. This is followed by investigations, disciplinary hearings, and sanctioning.

While many investigations have been completed, cases fail to be finalised due to the disciplinary hearings being affected by complex factors. Therefore, this programme has been divided into three sub-programmes with the use of percentage indicators as a strategy for SACE to plan and account for what it can control in terms of reported cases. These sub-programmes focus on the completion of 70% of investigations into new cases received in the 2022/2023 financial year; 80% of rolled-over cases; 40% of new disciplinary hearings; and 50% of rolled-over reported cases. An analysis of the sanctions meted out will also be conducted.

**Professional Teaching Standards:** This programme ensures that the initial teacher education programmes and teaching practice for student teachers, the induction programme for newly qualified educators that is being developed by the DBE, and the provisioning of continuing professional development for practising educators are underpinned and informed by professional teaching standards and the values of the teaching profession. The amount of R3 million allocated for the Professional Teaching Standard Programme over the MTEF period will be applied to achieve the following:

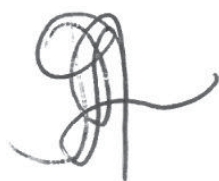
**Initial teacher education:** Council will work collaboratively with stakeholders in terms of finalising the following:

- Piloting of the policy framework for registering student educators from year one of study;
- The Code of Professional Ethics for Student Teachers and implications of breaching the code during teaching practice in schools; and
- Professional Certification Framework for Newly Qualified Teachers.

**Newly qualified educators:** Finalisation of the professional certification framework and working collaboratively with the DBE in field-testing the induction model.

**Practicing educators:** Endorsement of the professional development programmes that are based on the professional teaching standards and ensure that educators have professional learning communities and female leadership management communities of practice that are reflecting on the professional teaching standards.

**Professional Research:** Council plays an important legislative role in advising the Ministers of Basic Education and Higher Education and Training on various educational and professional matters. This advice is evidence-based in terms of various research projects and SACE data sets on professional registration, reported ethical misconduct cases, the CPTD information system, and others. The advice is also used to inform planning and decision-making in council structures and the teaching profession.



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

31 January 2022

**Date:**



## OFFICIAL SIGN-OFF

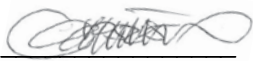
It is hereby certified that this APP:

- Was developed by the management of **The South African Council for Educators** under the guidance of the **Department of Basic Education and council structures**;
- Takes into account all the relevant policies, legislation, and other mandates for which the **South African Council for Educators** is responsible; and
- Accurately reflects the impact, outcomes and outputs which the **South African Council for Educators** will endeavour to achieve over the period of **2022/2023**.



**Ms NY Lechaba**

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




**Mr B Bushe**

**Programme Manager: Ethical Standards and Professional Development**

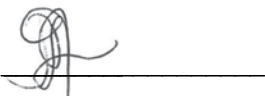


**Head/Manager Responsible for Planning**



**Mr GM Mapindani**

**Chief Financial Officer**



**Ms ME Mokgalane**

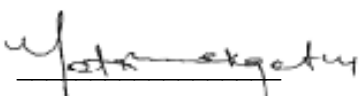
**Accounting Officer**



**Approved by:**

**Mr Mabutho Cele**

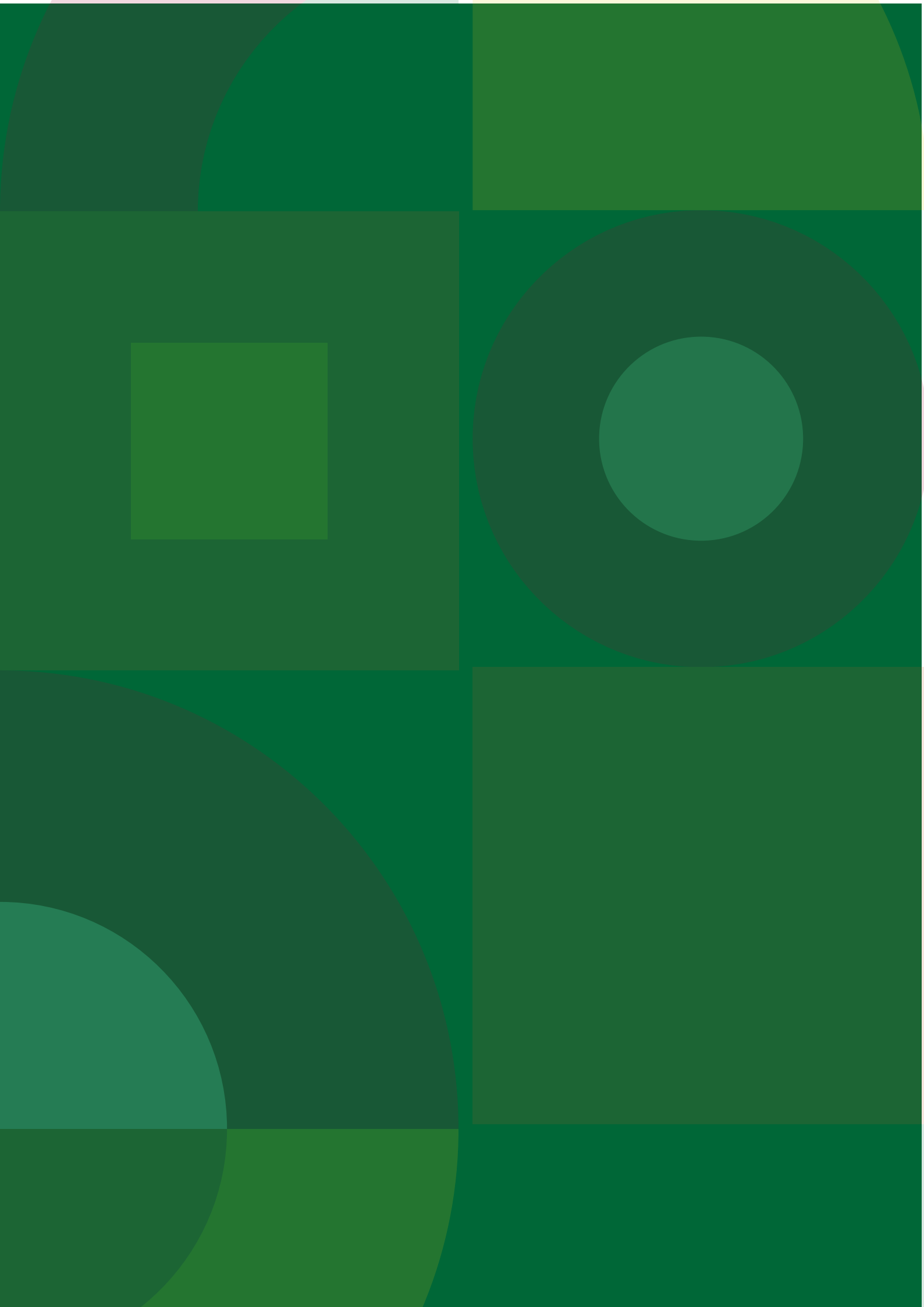
**Chairperson of Council**



**Approved by:**

**Mrs AM Motshekga, MP**

**Executive Authority**



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## LIST OF ABBREVIATIONS/ACRONYMS

<b>AA</b>	Accounting Authority
<b>APP</b>	Annual Performance Plan
<b>CPTD</b>	Continuing Professional Teacher Development
<b>CPTD MS</b>	Continuing Professional Teacher Development Management System
<b>DBE</b>	Department of Basic Education
<b>DHET</b>	Department of Higher Education and Training
<b>DTDCs</b>	District Teacher Development Centres
<b>ECD</b>	Early Childhood Development
<b>EDF</b>	Education Deans Forum
<b>ELRC</b>	Education Labour Relations Council
<b>HEIs</b>	Higher Education Institutions
<b>ITT</b>	Independent Task Team
<b>MTEF</b>	Medium-Term Expenditure Framework
<b>MTSF</b>	Medium Term Strategic Framework
<b>NQF</b>	National Qualifications Framework
<b>NECT</b>	National Education Collaboration Trust
<b>NDP</b>	National Development Plan
<b>NTEDC</b>	National Teacher Education and Development Committee
<b>NPFTED</b>	National Policy Framework for Teacher Education and Development in South Africa
<b>PLCs</b>	Professional Learning Communities
<b>PED</b>	Provincial Education Department
<b>PTDI</b>	Provincial Teacher Development Institute
<b>PTEC</b>	Provincial Teacher Education Committee
<b>PTS</b>	Professional Teaching Standards
<b>SGBs</b>	School Governing Body Associations
<b>SACE</b>	South African Council for Educators
<b>SAQA</b>	South African Qualifications Authority



# **PART A** OUR MANDATE

## 1. UPDATES OF THE RELEVANT LEGISLATIVE AND POLICY MANDATES

- **The Constitution of the Republic of South Africa (1996):** It is fundamental in promoting values that are consistent with basic human rights as well ensuring that the child's welfare is paramount when making decisions about their lives.
- **SACE Act, 2000 (Act no. 31 of 2000 as amended):** Mandates SACE to provide for the professional registration of educators; promote their professional development; and set, protect, and maintain ethical and professional standards for the profession.
- **NQF Act, 2008 (Act no. 67 of 2008):** As a professional body, SACE should work collaboratively with all the quality councils to ensure that it is recognised by the South African Qualifications Authority (SAQA).
- **Employment of Educators Act, 1998 (Act no. 76 of 1998):** Regulates the employment of educators and has implications for SACE in relation to issues of educator misconduct and the reporting thereof by the employers of educators.
- **The Children's Act, 2005 (Act no. 38 of 2005):** SACE is required to implement the SACE Act and enforce the code of professional ethics in line with the Children's Act to ensure that the names of sanctioned educators that are not fit to work with children are listed as required.
- **The Criminal Law (Sexual Offences and Related Matters) Amended Act of 2007** deals with the legal aspects pertaining to sexual offences and the inclusion of convicted sexual offenders in the National Register for Sex Offenders.

## 2. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

- **National Development Plan: Vision 2030 (2012):** Requires that SACE plays a quality management role in the approval of professional development providers and the endorsement of quality professional development programmes/activities as well as the setting of professional standards for the teaching profession.
- **Medium-Term Strategic Framework:** In implementing its mandate, SACE should take into account government's strategic direction and the 2019 – 2024 priorities as set out below.
  - o Priority 1: Building a capable, ethical and developmental state
  - o Priority 2: Economic transformation and job creation
  - o Priority 3: Education, skills and health
  - o Priority 4: Consolidating the social wage through reliable and quality basic services
  - o Priority 5: Spatial integration, human settlements and local government
  - o Priority 6: Social cohesion and safer communities
  - o Priority 7: A better Africa and world.

- **District development model:** Decentralising SACE services by working collaboratively with the education districts in accelerating the delivery of the SACE mandates closer to where the schools are in terms of the promotion and management of the continuing professional development system, and the maintenance of the ethical and professional standards.
- **National Strategic Plan on Gender-Based Violence:** The protection of women and children against gender-based violence and femicide in the basic education sector, through interventions that contribute to the achievement of the National Strategic Plan on Gender-Based Violence, is vital.
- **Human Resources Development Strategy for Early Childhood Development (based on the National Integrated Early Childhood Development Policy) (2018):** The professionalisation of the ECD sector is important in terms of ensuring professionally registered and capable ECD practitioners and educators within the DBE/DSD ECD function shift process.
- **National Policy Framework for Teacher Education and Development in South Africa – More teachers; Better teachers (2007):** Stipulates SACE's central role in managing a system for the continuing professional development of educators in the schooling sector with the support of the DBE, provincial education stakeholders, and stakeholders in the sector.
- **Policy on Minimum Requirements for Teacher Education Qualification (2016):** Guides the sector on the minimum qualifications for entry into the teaching profession and continuing professional development in learning throughout an educator's career.
- **Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators:** Guides the sector on the minimum qualifications for entry into the ECD levels within the teaching profession and continuing professional development and learning throughout the practitioners' and educators' careers.
- **Integrated Strategic Planning Framework on Teacher Education and Development in South Africa (2011):** This is an integrated and collaborative plan for teacher education and development in South Africa that clarifies the various stakeholders' roles and responsibilities in that regard. SACE plays a quality management role in the provisioning of continuing professional development by the various providers. The continued implementation of this plan should also be understood within the broader context of the review and reflections process and the resolutions and declaration at the sector's multi-stakeholder Teacher Education and Development Summit held in November 2021.
- **Other institutional policies and strategies over the five-year planning**
  - ICT Strategy (2020)
  - Communication Strategy (2020)



### 3. UPDATES TO RELEVANT COURT RULINGS

SACE took the decision to lay a charge of misconduct and/or breaching of the SACE code of professional ethics against Mr Deon Scheepers, principal of Grey College. On 31 July 2020, SACE served Mr Scheepers with a summons to appear before the disciplinary tribunal of the Council. Upon receipt of the summons, Mr Scheepers approached the High Court in Bloemfontein, requesting the court to review and set aside the decision of SACE to charge him with breaching the SACE code of professional ethics. The applicant argued that SACE had not investigated complaints of impropriety before charging him and that this was contrary to the prescripts of the SACE Act 31 of 2000. He argued that SACE had merely used the report of an independent task team (ITT) set up by the Free State Department of Education. The decision of the ITT had been that Mr Scheepers should be charged with gross misconduct. The applicant argued further that SACE should have waited for the Free State Head of Department in his capacity as his employer to dispense with the recommendations of the ITT and charge him in line with the ITT's recommendations, before SACE could charge him.

On 29 July 2021, the Bloemfontein court ruled in favour of Mr Scheepers and set aside SACE's decision to charge him. The court ruled that before SACE could investigate and/or prosecute an employee of the Department of Education, it had to wait for the Department to first finalise its own processes before it could investigate and proceed with disciplinary proceedings against such employee.

The Court further ordered SACE to pay the legal costs of the applicant. The applicant submitted a bill of R 128 150.45 (R152 105.43 for taxation). The taxation was held in abeyance as SACE had filed leave to appeal, which was heard on 13 December 2021. The appeal was dismissed by the High Court on 13 December 2021, with costs. SACE had until Friday, 21 January 2022 to petition the Supreme Court of Appeal for leave to appeal the decision of the High Court.



# **PART B**

## OUR STRATEGIC FOCUS

## 4. UPDATED SITUATIONAL ANALYSIS

### 4.1 External Environment Analysis

SACE is a statutory professional self-regulatory body that is mandated by the SACE Act (Act no. 31 of 2000) to provide for the professional registration of educators as defined in section 3 of the Act; promote their professional development; and set, promote, and maintain the relevant ethical and professional standards. This mandate is further reinforced through the NDP, National Policy Framework on Teacher Education and Development in South Africa (2007), Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, Policy on Minimum Requirements for Teacher Education Qualifications, National Qualifications Framework Act (2008) as amended, and others.

In analysing the situation under which the SACE mandate is implemented, it is important to understand some of the enabling and impeding factors to organisational performance and broader service delivery. The SACE registration database indicates that Council had a register of 36 887 professionally registered educators from both the public and independent schools as at 31 December 2021. While Council did well with regard to the professional registration of educators in the schooling sector, it continues to have some challenges with the employment of unregistered educators in certain provincial education departments (PEDs) and the independent schooling sector. The Education Deans Forum (EDF) continues to raise further concerns about the employment of student teachers through governing body posts without them being fully qualified. These issues undermine the professional regulation of the teaching profession. The situation is also aggravated by the absence of legal measures to criminalise the employment of unregistered educators in the education system. As such, it puts the welfare of children at risk in terms of those educators who may contravene the code of professional ethics and harm the children.

In March 2020, the Teacher Education Enrolment and Graduation Patterns published by the Department of Higher Education and Training (DHET) revealed that the 24 South African public higher education institutions (HEIs) produced 28 203 newly qualified educators in 2018. Notably, the same report indicates that by 2020, 11 842 (42%) out of 28 203 were employed as reflected in table 1 below.

Appointment type	Number of graduates	%
Abnormal appointment	328	2.76%
Contract	9	0.07%
CS educator relieve	676	5.45%
CS educator permanent	2734	23.08%
CS educator permanent on probation	3988	33.67%
CS educator temporary	3963	33.46%
Fixed appointment: officer permanent	142	1.19%
Part-time teacher	1	0.01%
Temporary	1	0.01%
<b>TOTAL</b>	<b>11 842</b>	<b>100%</b>

*Table 1: Number of educators absorbed in the public education system from 2018 graduates (Source: DHET)*

As custodian of the teaching profession and a professional body that maintains a register of professional educators in the country, SACE has an interest in the prevailing imbalances between teacher supply, absorption, and utilisation in the sector. It is important to understand the factors contributing to the missing 16 361 (58.01%) newly qualified educators by conducting multi-stakeholder research and following data management and analysis processes. It may also be necessary to assess if these educators are moving to other professions or countries, and if so, which professions and countries teaching is competing with. These issues are at the centre of SACE's Programme 6, which focuses on professional research in order to advise the Ministers of Basic and Higher Education and Training and inform the teaching profession and Council's decision-making processes. One of the resolutions taken at the 2021 Teacher Education and Development summit was for SACE to provide periodic reports on the state of the teaching profession. The introduction over the next three years of a process of registering student teachers from year one will also assist in tracking and tracing student teachers throughout their initial teacher education period and upon graduation as newly qualified educators.

Notably, the SACE Act does not cover the professional registration of ECD practitioners outside grade R in the schooling space. The registration of this grouping has been taking place in an unstructured manner through a Council resolution. Notwithstanding the current situation, the signing by President Ramaphosa of the national proclamation on the ECD function shift, along with the ECD human resource strategy, requires that SACE must prioritise the process of professionalising the sector in terms of the structured professional registration and quality management of continuing professional development programmes and learning interventions for practitioners and educators delivering curricula and learning for children aged 0–5 years old.

## 4.2 Internal Environment Analysis

In the last 22 months saw the devastating effects of the COVID-19 pandemic leaving the education sector disrupted and the teaching profession deeply wounded. Consequently, SACE, like many other public entities and professional bodies, experienced a steep learning curve in navigating and understanding the dynamics and complexities of governing under the pandemic. Council has been able to service its members, although under limited conditions. Therefore, it acknowledges that some of the services and performance standards affected by the entity's inadequate systems and oversight during the national lockdown periods may not have been at the desired levels, as reflected in the 2020/2021 external audit findings on the Professional Development and Ethical Standards programmes and the presentation to the Portfolio Committee made by the Auditor-General South Africa (AGSA) in September 2021. Council is committed to drawing lessons from the period under review and improve our service to the teaching profession and business operations systems.

In examining SACE's management of continuing professional development in the sector, Council is dependent on:

- Educators to participate in the CPTD system through various professional development programmes and activities initiated by themselves and offered by the schools, employers, and professional development providers, and to report such participation to SACE;

- Schools to provide school-based professional development programmes and activities to educators and report their participation and points earned to SACE; and
- SACE-approved providers and employers to provide SACE-endorsed professional development programmes and activities to educators and report their participation to SACE.

It is evident from the issues presented above that SACE does not have control over the provisioning of professional development to educators due to a number of factors. Likewise, the reporting of educators' uptake of professional development opportunities to SACE is also dependent on the individual educators themselves, providers, school management teams, and employers. The disjuncture between the technical process of signing up for participation in the CPTD system and reporting the professional development uptake to SACE is reflected in table 2 below.

Categories of educators	Signed up for participation in the CPTD system	Reporting	Variance
<b>Cohort 1</b> (Principals and deputies)	43 006	16 885 (39.26%)	26 121
<b>Cohort 2</b> (HODs in schools)	49 347	20 141 (40.81%)	29 206
<b>Cohort 3</b> (Post-level 1 educators)	369 297	117 633 (31.85%)	251 664
<b>TOTAL (National picture)</b>	<b>478 245</b>	<b>155 994 (32.61%)</b>	<b>322 251</b>

Table 2: Participation in the CPTD system according to the cohorts in the teaching profession  
(Source: SACE CPTD Management Information System)

Figure 1 below further illustrates the reporting of professional development to SACE.

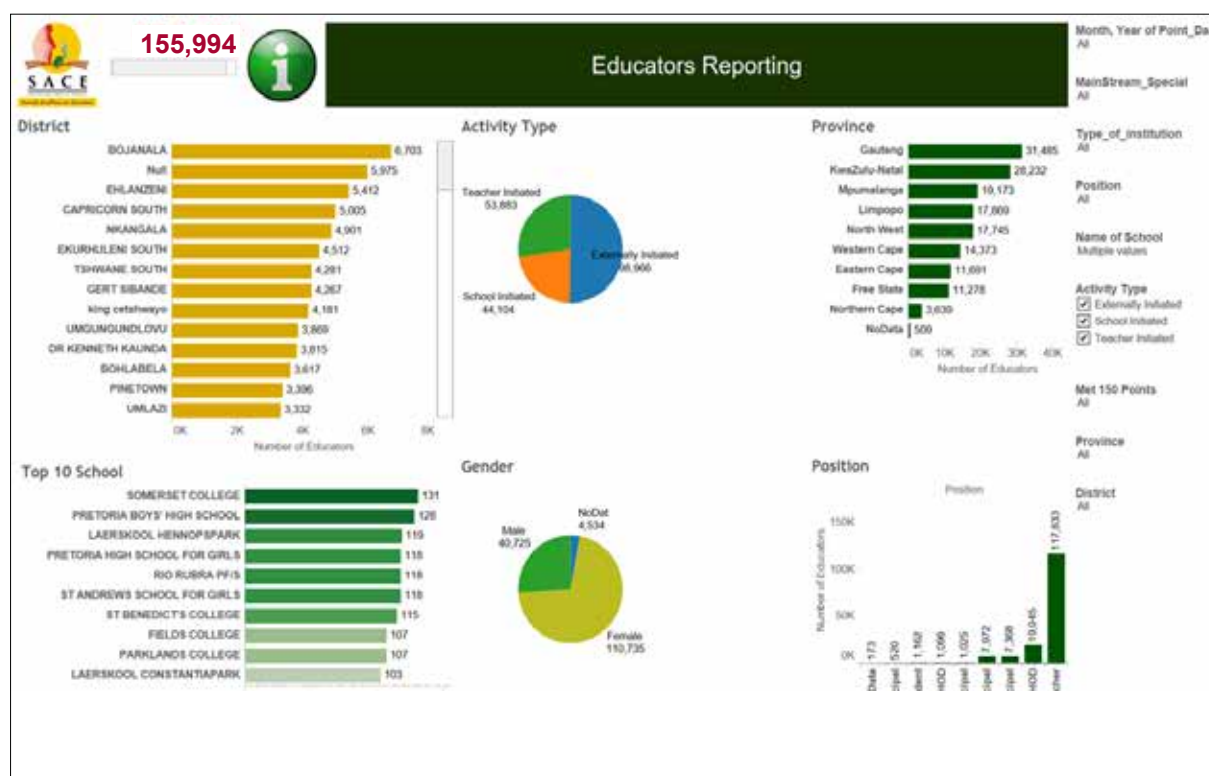
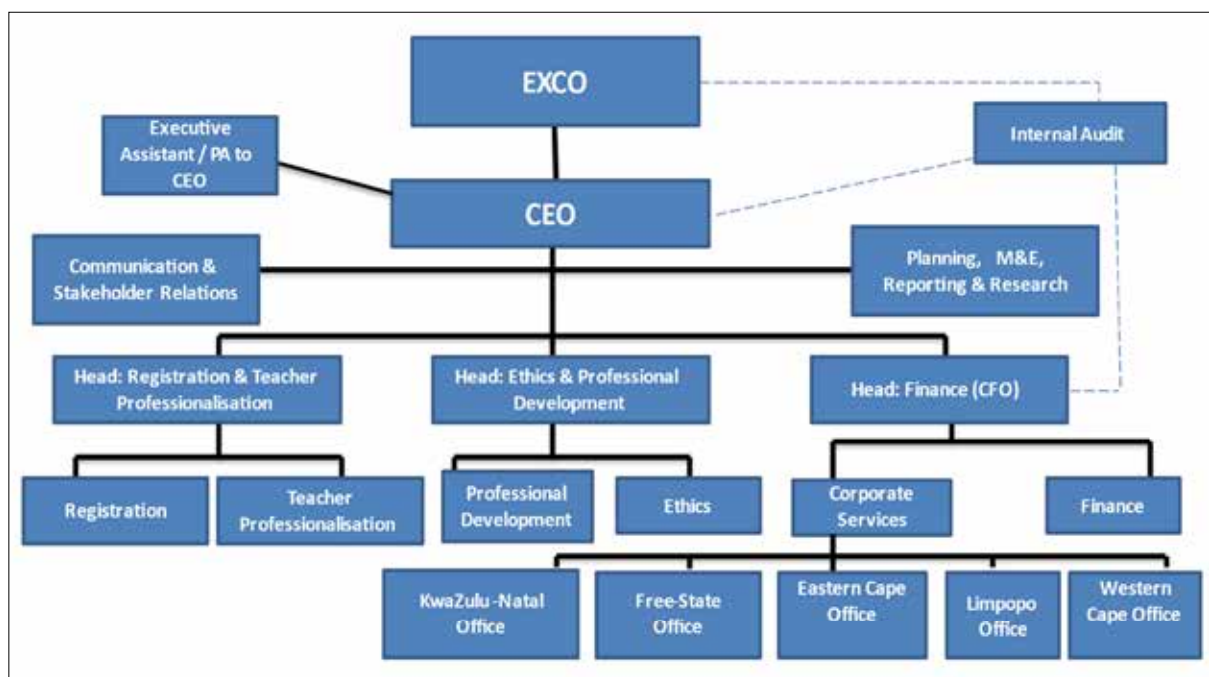


Figure 1 above indicates that only 155 994 (32.61%) out of 478 245 signed-up educators reported their professional development uptake to SACE. It also reveals that the top 10 schools reporting

participation in school-based professional development are in quintiles 4 – 5 and in the independent schooling sector. The top 13 reporting districts are reflective of the positive gains made through the SACE-District collaborative/partnership model, with the Mpumalanga and KwaZulu-Natal Departments of Education and districts doing well in terms of matric results for their respective provinces. All these factors and the ones raised above have a bearing on the performance of the CPTD system. This situation was further aggravated by the pandemic, which disrupted schooling and, consequently, the provisioning of professional development in the sector, with a deliberate move towards focusing on curriculum recovery and matric camps.

It is important to note that the detection of transgressions of the Code of Professional Ethics can take place through either reactive or proactive compliance monitoring and enforcement processes. A proactive approach towards the detection and reporting of acts of educator misconduct applies to regulatory areas where inspection, policing, and auditing are generally used. In the case of SACE, the reactive approach is followed, with third parties reporting breaches of the code to SACE. The reactive enforcement approach makes it difficult for SACE to plan in advance for the number of cases that is reported and must be finalised, since reporting is done throughout the financial year. A further complication is that section 26 of the SACE Act requires all PEDs and other employers to report their cases of educator misconduct to SACE as well. Often, these cases are dumped on SACE towards the end of the financial year when nothing can be done about them. The disruption in schooling because of the pandemic and other factors have also had an impact on the availability of children as witnesses. Many of these challenges have a direct bearing on the rolling over of cases into the new financial year, further delaying justice for the victims.

## Organisational Structure



## SWOT Analysis

### Strengths

- Clear legislative and policy mandate in regulating and professionalising the teaching profession, as well as priorities from government as reflected in the MTSF 2019 – 2024;
- Developed ethical and professional standards, along with the teacher professionalisation path;
- Register/Database of professional educators, approved professional development providers, and endorsed professional development programmes/activities;
- Decentralisation of services through the establishment of five provincial offices, in the Eastern Cape (East London), Free State (Bloemfontein), Limpopo (Polokwane), KwaZulu-Natal (Durban), and Western Cape (Cape Town) respectively, which will be officially opened in the new financial year. The other four provincial offices have been instrumental in terms of bringing SACE services closer to the educators and enhancing SACE's visibility at provincial level;
- Funding through members and the fiscus;
- Qualified and experienced management;
- The existence of SACE's virtual library. This enabled Council to support President Ramaphosa and the Basic Education Minister in their prioritisation of cultivating a reading nation while at the same time giving it an opportunity to further encourage reading among its educators and stakeholders ("Read to Teach"), who in turn motivate their learners to read. The virtual library, established in December 2020 with the support of VVOB, is a great resource for educators to further develop themselves professionally and create a culture of reading in the profession. With daily sign-ups and reading material requests, the virtual library is slowly becoming a valuable resource for the profession; and
- Engagement in self-renewal and re-engineering processes through the establishment of the SACE review and repositioning project.

### Weaknesses

- Lack of internal capacity in leadership and management impacting negatively on organisational performance and some of the APP programmes;
- Disjuncture between planning and budgeting processes;
- Underspending of the budget, resulting in a huge surplus;
- Internal delays in the appointment of a manager to head the planning, monitoring, evaluation, and reporting portfolio since mid-2020 – a position that is fundamental for managing and monitoring the entity's performance against the APP and strategic plan. This has, to a certain extent, contributed negatively to the external audit process and the audit findings for 2020/2021;
- Slow registration turnaround time;
- Inability to conclude disciplinary cases on time;



- Inability to enforce ethical standards;
- Unstable CPTD information system;
- Poor case management systems;
- Lack of remote call centre, making SACE totally inaccessible when the office is closed; and
- Slow progress with ICT integration and with systems and applications that should enhance automation and access to SACE services by educators.

### Opportunities

- Clear MSTF and sectoral priorities;
- Strengthened support from SACE stakeholders and constituencies;
- Financial support from government for the CPTD system;
- Improved partnerships/collaboration with DBE, education districts, provincial education departments, Umalusi, NECT, and HEIs;
- Financial and technical support from the Flemish Government through the VVOB; and
- Regular educator development and support through webinars and other platforms bringing confidence into the profession.

### Threats

- Negative perceptions about SACE;
- Inadequate understanding of the role of SACE among the public;
- The poor quality of several service providers on the National Treasury Central Database has been a challenge, impacting on the delivery of APP programmes and the time taken to deliver services to the profession. Consequently, the efficiency and effectiveness of the APP outputs and outcomes have been compromised to a certain extent;
- Submission of registration applications through private agencies or consultants who fail to fulfil their promises to educators and prove to be scammers;
- Slow postal services hampering the receipt of registration applications from educators and the posting of certificates back to them;
- Delays in the issuing of police clearance certificates by the South African Police Services (SAPS) impacting negatively on the registration process; and
- Disciplinary processes and sanctions being challenged in the high court.





# **PART C**

## MEASURING OUR PERFORMANCE

## 5. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

Council has aligned its programmes with the SACE mandates and the budget programme structure. There are six programmes that Council will be implementing through this APP to achieve its mandate and priorities. The table below depicts the programmes and sub-programmes for the 2022/2023 financial year.

Programme	Sub-programmes
1. Administration	1.1. Executive and Governance 1.2. Planning, Monitoring & Evaluation and Reporting 1.3. Corporate Services 1.4. Communication and Stakeholder Relations 1.5. Financial Management 1.6. Information and Communication Technology
2. Professional Registration	2.1. Registration of Fit-to-Practise Educators
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
6. Research	6.1. Research Reports 6.2. Data Management

### Measuring the impact

Impact statement	Enhancing public confidence in the credibility of the teaching profession
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## 5.1. Programme 1: Administration

**Purpose:** To implement and manage policy directives and priorities of the Council and ensure the functional proficiency of SACE through appropriate supportive services.

### 5.1.1. Outcomes, outputs, performance indicators and targets

Outcomes	Outputs	Output indicators	Annual targets						
			Audited/Actual performance			Estimated performance	MTEF period		
			2018/19	2019/20	2020/21		2021/22	2022/23	2023/24
Efficient and effective governance	Minutes and attendance registers	1.1.1. Number of Council and EXCO meetings convened	-	-	10	12	10	10	12
	Approval letters and feedback reports from the Executive Authority	1.1.2. Number of approved quarterly performance reports submitted to oversight authorities	-	-	4	4	4	4	4
	Improved employee performance	1.1.3. Percentage of employees assessed for performance through performance development system	-	-	100%	100%	100%	100%	100%
	Improved skills and knowledge capacity	1.1.4. Percentage of trained employees	-	-	-	30%	40%	40%	40%
	Report on advocacy and communication activities on the SACE core mandates	1.1.5. Number of advocacy and communication activities on the SACE core mandates	-	-	-	4	4	4	4
	Stakeholder management and engagement report for the financial year	1.1.6. Number of engagements with stakeholders	-	-	-	-	16	16	16
	Eligible creditors paid within 30 days	1.1.7. Percentage of invoices paid within 30 days	-	-	100%	100%	100%	100%	100%
	Digitalised systems completed	1.1.8. Percentage of completed digitalised systems	-	-	-	60%	60%	60%	60%

## Indicators, annual and quarterly targets

No.	Output indicators	Annual target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.1.1	Number of Council and EXCO meetings convened	10	1	3	3	3
1.1.2	Number of approved quarterly performance reports submitted to oversight authorities	4	1	1	1	1
1.1.3	Percentage of employees assessed for performance through performance development system	100%	-	-	-	100%
1.1.4	Percentage of trained employees	40%	-	-	-	40%
1.1.5	Number of advocacy and communication activities on the SACE core mandates	4	1	1	1	1
1.1.6	Number of engagements with stakeholders	16	-	8	-	8
1.1.7	Percentage of invoices paid within 30 days	100%	100%	100%	100%	100%
1.1.8	Percentage of completed digitalised systems	60%	-	-	-	60%

### 5.1.2. Explanation of planned performance over the medium-term period

Programme 1 is responsible for ensuring that Council achieves efficient and effective governance and administration through the following five sub-programmes over the MTEF: Governance, Planning and Reporting, Performance Management, Training and Development, Finance and Information Communication and Technology (ICT).

From a governance perspective, the Minister of Basic Education appointed the SACE AA for the 2021 – 2025 term of office. The AA will be overseeing the implementation of the strategic plan and the APPs over the MTEF period to achieve the entity's five outcomes: efficient and effective governance, registration of fit-to-practise educators, maintenance of ethical standards, improved professional competence of educators, and improved teacher professionalism. The development of a code of ethics for the newly appointed Council and a policy on the declaration of private conflicts of interest signalled that the AA was serious about having a capable, ethical, and trustworthy governance structure during the 2021 – 2025 term of office. The planned structural governance over the three-year MTEF period will ensure the functionality of the AA in playing its oversight and accountability roles.

Planning, monitoring, and evaluation processes are at the heart of any performing and effective organisation. In line with the government-wide planning, monitoring and evaluation, and reporting frameworks, the entity will ensure compliance and improved evidence-based performance and results through the

submission of quarterly performance reports over the MTEF period. The performance of the organisation and the delivery of SACE services are dependent on its capable and trustworthy personnel. Therefore, the continuing professional development of employees and the management of their performance will be prioritised over the three-year planning period.

Lastly, the effective delivery of services through the implementation of the APP programmes and the Annual Operational Plan (AOP) activities are dependent on the organisation's ICT infrastructure and systems as well as on its communication strategy and plans. Accordingly, the implementation of the ICT and the communication strategies will be monitored to provide appropriate support to all the programmes and educators alike.

### 5.1.3. Programme resource considerations

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

2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Audited	Audited	Audited	Budget	Medium term		
45 240	59 606	55 654	63 063	63 733	66 817	65 586

#### 5.1.3.2. Narrative: Explanation of the contribution of resources towards the achievement of outputs

This programme will ensure that the activities of the AA take place effectively and that the implementation of the overall SACE mandate is implemented accordingly. The organisational ICT systems will be integrated and digitised to support all other programmes effectively. The promotion and advocacy of SACE's core mandates through external communication to the educators and SACE stakeholders will be enhanced through various mediums and activities.



## 5.2 Programme 2: Professional Registration

**Purpose:** The purpose of this programme is to ensure that Council registers educators who are fit to practise.

### 5.2.1. Outcome, outputs, performance indicators and targets

Outcomes	Outputs	Output indicators	Annual targets				
			Audited/Actual performance		Estimated performance	MTEF period	
			2018/19	2019/20	2020/21	2021/22	2022/23 2023/24 2024/2025
Fit-to-practise registered educators and lecturers	Register of fit-to-practise educators in a year	2.1.1. Percentage of fit-to-practise registered educators	29 765	35 000	25 000	25 000	100% 100% 100%

### Indicators, annual and quarterly targets

No.	Output indicators	Annual target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.1.1	Percentage of fit-to-practise registered educators	100%	100%	100%	100%	100%

### 5.2.2. Explanation of planned performance over the medium-term period

In line with the entity's outcome on registering fit-to-practise educators, the provisional registration of student teachers becomes important as part of preparing them for a future as professionals and professionalising the initial teacher education space. Coupled with this will be the professional registration of newly qualified educators. Both the student teachers and newly qualified educators will be vetted through the criminal record database of the South African Police Services (SAPS) and the National Register of Sex Offenders of the Department of Justice and Constitutional Development to ensure that our schools have educators who are ethical and genuinely qualified.

Also, in supporting sectoral priorities, people who are needed in schools to assist with teaching special areas in focus schools and the three-stream model will be registered conditionally through a special registration process. SACE is playing a prominent role in professionalising the ECD sector in line with the cabinet decision to migrate it from the Department of Social Development (DSD) to the DBE. The professionalisation of the sector will involve the professional

registration and professional development of ECD practitioners and educators to ensure that they are fit to practise. In view of the Covid-19 pandemic and Education 4.0, Council will emphasize the use of the online registration system with specific attention to e-certification processes and the necessary security measures. Therefore, overall, 100% of student teachers, newly qualified educators, conditional registrants, and ECD practitioner applicants will be registered.

### 5.2.3. Programme resource considerations

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

2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Audited	Audited	Audited	Budget	Medium term		
6 108	7 263	5 083	5 790	6 530	6 282	6 546

#### 5.2.3.2. Narrative: Explanation of the contribution of resources towards the achievement of outputs

The resources will ensure that all registrants applying for professional registration over the medium-term period are registered provisionally and fully. The first phase of the online registration system was developed in the previous medium-term period. This phase catered for new first-time registrants only. During the medium-term period, the second phase of online registration will be developed for registrants updating their registration status from provisional to full registration. Registration through the online system by new and updating registrants will be monitored.

### 5.3. Programme 3: Ethical Standards

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

This programme is divided into three sub-programmes, as follows:

#### Sub-programme 3.1: Investigations

**Purpose:** To effectively conduct investigations into allegations of misconduct.

#### 5.3.1. Outcomes, outputs, performance indicators, and targets

Outcomes	Outputs	Output indicators	Annual targets						
			Audited/Actual performance				Estimated performance		
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/2025
Maintained ethical standards	Register of finalised investigations into new cases	3.1.1. Percentage of finalised investigations into new cases	-	-	50%	80%	70%	80%	80%
	Register of finalised investigations into rolled-over cases	3.1.2. Percentage of finalised investigations into rolled-over cases	-	-	50%	80%	80%	90%	90%

#### Indicators, annual and quarterly targets

No.	Output indicators	Annual target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.1.1	Percentage of finalised investigations into new cases	70%	70%	70%	70%	70%
3.1.2	Percentage of finalised investigations into rolled-over cases	80%	80%	80%	80%	80%

### Sub-programme 3.2: Disciplinary Hearings

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

#### 5.3.2. Outcomes, outputs, performance indicators, and targets

Outcomes	Outputs	Output indicators	Annual targets						
			Audited/Actual performance				Estimated performance		
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/2025
Maintained ethical standards	Register of finalised disciplinary hearings into new cases	3.2.1. Percentage of finalised disciplinary hearings into new cases	-	-	30%	50%	40%	70%	75%
	Register of finalised disciplinary hearings into rolled-over cases	3.2.2. Percentage of finalised disciplinary hearings into rolled-over cases	-	-	40%	60%	50%	80%	80%

#### Indicators, annual and quarterly targets

No.	Output indicators	Annual target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.2.1	Percentage of finalised disciplinary hearings into new cases	40%	40%	40%	40%	40%
3.2.2	Percentage of finalised disciplinary hearings into rolled-over cases	50%	50%	50%	50%	50%

### Sub-programme 3.3: Sanctioning

**Purpose:** To monitor and evaluate the implementation and enforcement of sanctions.

#### 5.3.3. Outcomes, outputs, performance indicators, and targets

Outcomes	Outputs	Output indicators	Annual targets					
			Audited/Actual performance		Estimated performance	MTEF period		
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Maintained ethical standards	Monitoring reports on sanctions	3.3.1. Number of monitoring reports produced on sanctioned educators	-	-	2	2	4	4

#### Indicators, annual and quarterly targets

No.	Output indicators	Annual target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.3.1	Number of monitoring reports produced on sanctioned educators	4	1	1	1	1

### 5.3.4. Explanation of planned performance over the medium-term period

The Ethical Standards Programme serves the purpose of promoting and maintaining ethical standards in the teaching profession. When educators deviate from the set ethical standards through misconduct, they are reported to SACE. This is followed by investigations, disciplinary hearings, and sanctioning processes. The entity has an historical challenge of carried-over cases due to a lack of internal capacity and the following factors that are beyond SACE's control:

- Unavailability of witnesses;
- Parents not allowing their children to be witnessed;
- Postponement by accused's lawyers;
- Cases being referred to SACE during the last quarter of the year;
- The number of cases that will be received being unpredictable;
- One complaint or file sometimes comprising more than one incident or complaint; and
- One educator sometimes being accused of two or more types of breach of the code of professional ethics (e.g., corporal punishment and sexual abuse).

Many investigations are conducted and completed; however, cases are sometimes not finalised due to disciplinary hearings being affected by the factors above. Thus, the division of Programme 3 into three sub-programmes and the use of the percentage indicators over the MTEF period is being used as a strategy for SACE to plan and account for what it can control, as reflected in sections 5.3.1 to 5.3.2 above. The sub-programmes focus on the completion of 80% of investigations into new cases received in the 2022/2023 financial year, 90% of rolled-over cases, 40% of new disciplinary hearings, and 50% of rolled-over reported cases. An analysis of the sanctions meted out will also be conducted.

### 5.3.5. Programme resource considerations

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

2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Audited	Audited	Audited	Budget	Medium term		
9 047	11 200	7 889	10 846	12 388	9 847	9 724

#### 5.3.5.2. Narrative: Explanation of the contribution of resources towards the achievement of outputs

Investigations will be conducted into the reported cases and the resultant disciplinary hearings. Central to this will be the reduction of carried-over cases from one financial year to the next.

#### 5.4. Programme 4: Professional Development

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

This programme is divided into three sub-programmes.

#### Sub-programme 4.1: Continuing Professional Teacher Development Management System

**Purpose:** To ensure that educators' lifelong learning contributes to their professional practice and competence.

#### 5.4.1. Outcomes, outputs, performance indicators, and targets

Outcomes	Output	Output indicators	Annual targets				
			Audited/Actual performance		Estimated performance	MTEF period	
			2018/19	2019/20	2020/21	2021/22	2022/23 2023/24 2024/2025
Improved teacher competence	Improved participation in professional development by educators	4.1.1. Number of educators confirmed to have earned a minimum of 50 professional development points in a year	-	-	40%	30%	25 000 30 000 35 000

#### Indicators, annual and quarterly targets

No.	Output indicators	Annual target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.1.1	Number of educators confirmed to have earned a minimum of 50 professional development points in a year	25 000	-	10 000	-	15 000



## Sub-programme 4.2: Member Support

**Purpose:** To facilitate educators' participation in professional matters.

### 5.4.2. Outcomes, outputs, performance indicators, and targets

Outcomes	Outputs	Output indicators	Annual targets					
			Audited/Actual performance		Estimated performance	MTEF period		
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 2024/2025
Improved teacher competence	Educators supported on professional matters	4.2.1. Number of educators supported on professional matters	-	10 000	36 000	20 000	40 000	45 000 50 000

### Indicators, annual and quarterly targets

No.	Output indicators	Annual target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.2.1	Number of educators supported on professional matters	40 000	14 000	8 000	3 000	15 000

### Sub-programme 4.3: Quality Management

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

#### 5.4.3. Outcomes, outputs, performance indicators, and targets

Outcomes	Outputs	Output indicators	Annual targets				
			Audited/Actual performance		Estimated performance	MTEF period	
			2018/19	2019/20	2020/21	2021/22	2022/23 2023/24 2024/2025
Improved teacher competence	Approved professional development providers	4.3.1. Percentage of approved professional development providers	-	-	-	70%	75% 80% 85%
	Endorsed professional development activities	4.3.2. Percentage of endorsed professional development activities	-	-	-	80%	85% 95% 95%
	Improved compliance with endorsement criteria in the delivery of professional development activities	4.3.3. Percentage of observed professional development sessions on endorsed activities	-	-	-	10%	10% 20% 20%

#### Indicators, annual and quarterly targets

No.	Output indicators	Annual target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.3.1	Percentage of approved professional development providers	75%	-	-	-	75%
4.3.2	Percentage of endorsed professional development activities	85%	-	-	-	85%
4.3.3	Percentage of observed professional development sessions on endorsed activities	10%	-	-	-	10%

#### 5.4.4. Explanation of planned performance over the medium-term period

The mandate of SACE is to inspire educators to take charge of their lifelong learning, which derives from societal expectations about the academic excellence of learners. Educators must become learners before they can be great educators. This is one of the ways of enhancing public confidence in the teaching profession. The approach to provide more support to educators will ensure that all lessons learned and findings around the existing gaps inform the broader Council intervention programmes.

The new normal has led to Council reviewing the PD point schedule to respond adequately to the current high demand for virtual and online programmes. Council will be engaging providers on the revised PD point schedule.

Council has also increased the capacity of the self-service portal to accommodate and improve communication and interaction with providers. The implications are as follows:

- The provider self-service web portal will enable providers to apply online.
- The portal will enable providers to upload participants' PD points after training (individual as well as bulk reporting will be enabled).
- SACE-approved providers will be issued with a username and password. Additional users can be created by the provider with their login details for easier uploading.
- The system is intended to enable regular communication regarding the expiry of approval and endorsement statuses.

SACE is seized with the responsibility to provide responsive programmes of action to promote continuing professional teacher development and launch learning initiatives that champion the theory of change among educators countrywide.

#### 5.4.5. Programme resource considerations

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

2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Audited	Audited	Audited	Budget	Medium term		
17 752	23 882	15 953	28 539	23 910	23 912	25 655

##### 5.4.5.2. Narrative: Explanation of the contribution of resources towards the achievement of outputs

The concept of lifelong professional learning becomes vital in practising educators' career-long professional journey if a capable and developmental teaching profession and professionals are to be developed. To this end, the newly established CPTD system theory of change will ensure that there is heightened and intensified support to the 25 000 selected educators across the country. Processes, social media, reverse billing systems, and webinars will be used to promote the maintenance of professional and ethical standards and to provide support to educators on various professional matters. Additional resources will be utilised to approve 75% of providers and endorse 85% of professional development activities/ programmes.

## 5.5. Programme 5: Professional Teaching Standards

**Purpose:** To enhance the status and standing of the teaching profession across the teacher education continuum.

### 5.5.1. Outcomes, outputs, performance indicators, and targets

Outcomes	Outputs	Output indicators	Annual targets						
			Audited/Actual performance		Estimated performance	MTEF period			
			2018/19	2019/20		2020/21	2021/22	2022/23	2023/24
Improved teacher professionalism	Reports on the promoted professional teaching standards in the teacher education continuum	5.1.1. Number of professional teaching standards promoted within the teacher education continuum in a year	-	-	-	-	2	4	4
	Reports on teacher professionalisation interventions	5.1.2 Number of teacher professionalisation interventions in the teacher education and development continuum	-	-	-	-	2	2	3

## Indicators, annual and quarterly targets

No.	Output indicators	Annual target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
5.1.1	Number of professional teaching standards promoted in the teacher education continuum in a year.	2	-	1	-	1
5.1.2	Number of teacher professionalisation interventions in the teacher education and development continuum.	2	-	1	-	1

### 5.5.2. Explanation of planned performance over the medium-term period

This programme ensures that the initial teacher education programmes and teaching practice for student teachers, the induction programme for newly qualified educators being developed by the DBE, and the provisioning of continuing professional development for practising educators are underpinned and informed by professional teaching standards and the values set for the teaching profession. The amount of R3 million allocated for the Professional Teaching Standard Programme over the MTEF period will be applied to achieve the following:

**Initial teacher education:** Council will work collaboratively with stakeholders to:

- Promote professional teaching standards;
- Finalise and pilot a policy framework for registering student educators from their first year of study;
- Finalise and implement a code of professional ethics for student teachers with sanctions for breaching the code during WIL/teaching practice in schools;
- Finalise the Professional Certification Framework for Newly Qualified Teachers; and
- Start a process to develop norms and standards for teachers who act as mentors during their teaching practice time.

**Newly qualified educators:** Finalise the professional certification framework and work collaboratively with the DBE to field-test the induction model.

**Practising educators:** Endorse professional development programmes based on the professional teaching standards and ensure that educators form part of professional learning communities and female leadership management communities of practice that reflect professional teaching standards.

### 5.5.3. Programme resource considerations

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

2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Audited	Audited	Audited	Budget	Medium term		
1 253	1 205	1 843	2 401	2 891	2 986	3 085

#### 5.5.3.2. Narrative: Explanation of the contribution of resources towards the achievement of outputs

The Policies and Frameworks for Professional Teaching Standards will support the process of professionalising the teaching profession within the broader public sector professionalisation process. This will require focused engagement with target-driven stakeholder engagement and the reviewing of policy directives informed by written feedback. This approach requires that teacher-sensitive policies be developed with stakeholders being central to their development, realisation, and implementation, ultimately leading to increased teacher professionalism in line with the strategic outcome.

## 5.6 Programme 6: Research

**Purpose:** To enhance advisory role and decision-making processes that are evidence-based and data-driven.

This programme is divided into two sub-programmes.

### Sub-programme 6.1: Research Reports

#### 5.6.1. Outcomes, outputs, performance indicators, and targets

Outcomes	Outputs	Output indicators	Annual targets						
			Audited/Actual performance			Estimated performance	MTEF period		
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/2025
Improved advisory role	Completed research reports	6.1.1. Number of completed research reports	3	2	3	3	2	2	2

#### Indicators, annual and quarterly targets

No.	Output indicators	Annual target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6.1.1	Number of completed research reports	2	-	-	-	2

## Sub-programme 6.2: Data Management

**Purpose:** To ensure data-driven decision-making processes and periodic reports on the state of the teaching profession.

### 5.6.2. Outcomes, outputs, performance indicators, and targets

Outcomes	Outputs	Output indicators	Annual targets						
			Audited/Actual performance			Estimated performance	MTEF period		
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/2025
Improved advisory role	Completed statistical reports	6.2.1 Number of completed statistical reports	-	-	2	2	1	1	1

### Indicators, annual and quarterly targets

No.	Output indicators	Annual target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6.2.1	Number of completed statistical reports	1	-	-	-	1

### 5.6.3. Explanation of planned performance over the medium-term period

The SACE Act, 2000 (Act No. 31 of 2000) spells out the statutory mandate of SACE. Broadly, SACE is responsible for regulating and supporting the teaching profession through registration, advocacy, professional development, and ensuring adherence to the educators' professional code of ethics. SACE also has an advisory role to the Minister. The formulation of the SACE Act makes it mandatory rather than optional for SACE to provide advice to the Minister. Thus, it is vital that Council participates in research that informs policies so that it is better positioned to advise the Minister when needed and, most importantly, research that will enhance and regulate the status of the teaching profession. The research programme aims to enhance research coordination within SACE to strengthen SACE's advisory role and service as informed by policy, research, and consultative processes. The programme will promote research on professional matters and any other educational matters relevant to SACE and the educational landscape. It will furthermore provide statistical reports to inform planning and decision-making on teacher supply and demand (among other things). Through its indicators, the programme aims to strengthen and improve SACE's advisory role among the education fraternity by engaging in quality research that is scientifically based and sound and that will advance the teaching profession.



#### 5.6.4. Programme resource considerations

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

2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Audited	Audited	Audited	Budget	Medium term		
454	3 669	1 808	2 510	2 986	2 665	2 748

##### 5.6.4.2. Narrative: Explanation of the contribution of resources towards the achievement of outputs

Council plays an important legislative role in advising the Ministers of Basic Education and Higher Education and Training on various educational and professional matters. This advice is based on research, data, and other forms of evidence and is used to inform planning and decision-making in council structures and the teaching profession. The allocated resources will enhance the evidence-based and data-driven advisory role of SACE while at the same time informing decision-making processes within Council and the teaching profession.

## 6. PUBLIC ENTITIES

None.

## 7. INFRASTRUCTURE PROJECTS

None.

## 8. PUBLIC-PRIVATE PARTNERSHIPS

None.





# **PART D**

## TECHNICAL INDICATOR DESCRIPTION

## Programme 1: Administration

INDICATOR TITLE	1.1.1. NUMBER OF COUNCIL AND EXCO MEETINGS CONVENED
Definition	This indicator measures the number of (a) Council meetings, which take place four times in a financial year; and (b) Executive Committee (Exco) meetings, which happen at least six times in a financial year. This also includes special meetings, which may be called for various reasons. All the Council and Exco meetings are preceded by the meetings of the seven Council Committees.
Source of data	Annual Council Activity Plan
Method of calculation/assessment	Simple count
Means of verification	Notice of Council committee meetings, signed registers and Council minutes and reports
Assumptions	All Council and Exco meetings will take place as scheduled, per quarter and according to Council's activity plan.
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Effective and functional Council meetings
Indicator responsibility	Office of the Chief Executive Officer

INDICATOR TITLE	1.1.2. NUMBER OF APPROVED QUARTERLY PERFORMANCE REPORTS SUBMITTED TO OVERSIGHT AUTHORITIES
Definition	This indicator measures the number of quarterly performance reports produced in line with treasury regulations, DPME guidelines and the DBE's reporting schedule, in compliance with requirements around the programme performance of the entity.
Source of data	Quarterly reports aligned with planning and reporting timelines
Method of calculation/assessment	Simple count
Means of verification	Quarterly reports approved by the CEO or feedback analysis report
Assumptions	All SACE programmes will submit their quarterly reports on time.
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Approved quarterly performance reports
Indicator responsibility	Sub-Programme Manager: Planning, Monitoring, Evaluation and Reporting

INDICATOR TITLE	<b>1.1.3. PERCENTAGE OF EMPLOYEES ASSESSED FOR PERFORMANCE THROUGH THE PERFORMANCE DEVELOPMENT SYSTEM</b>
Definition	This refers to a continuous performance evaluation strategy to assist SACE employees in achieving desired behaviours and results, through the execution of clearly defined performance expectations and assessments.
Source of data	Performance assessment files
Method of calculation/assessment	$\frac{\text{Number of assessed employees}}{\text{Total number of employees}} \times 100$
Means of verification	Signed performance agreements and performance reports
Assumptions	All SACE employees will be assessed through the performance development system.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Improved organisational performance
Indicator responsibility	Sub-Programme Manager: Corporate Services

INDICATOR TITLE	<b>1.1.4. PERCENTAGE OF TRAINED EMPLOYEES</b>
Definition	This refers to the continuous skills development of SACE employees to achieve the desired performance.
Source of data	Training files
Method of calculation/assessment	$\frac{\text{Number of trained employees}}{\text{Total number of employees in the organisation}} \times 100$
Means of verification	Training requests and approvals or attendance registers, results or certificates
Assumptions	Participation of employees in skills development and training
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Improved organisational performance
Indicator responsibility	Sub-Programme Manager: Corporate Services

<b>INDICATOR TITLE</b>	<b>1.1.5. NUMBER OF ADVOCACY AND COMMUNICATION ACTIVITIES ON THE SACE CORE MANDATES</b>
<b>Definition</b>	This indicator measures the number of campaigns implemented in promoting and advocating the mandate of SACE.
<b>Source of data</b>	Comprehensive plans and reports
<b>Method of calculation/assessment</b>	Simple count
<b>Means of verification</b>	Publications or campaign records
<b>Assumptions</b>	A profession that is well informed on the SACE mandate
<b>Calculation type</b>	Cumulative year-end
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Promotion of understanding of SACE mandates
<b>Indicator responsibility</b>	Sub-Programme Manager: Communications and Stakeholder Relations

<b>INDICATOR TITLE</b>	<b>1.1.6. NUMBER OF ENGAGEMENTS WITH STAKEHOLDERS</b>
<b>Definition</b>	This indicator measures the number of meetings, events, partnerships, and outreach programmes where Council showcases its programmes and provides services to educators, student educators and other relevant stakeholders.
<b>Source of data</b>	Meeting invitations, notices about various SACE engagements
<b>Method of calculation/assessment</b>	Simple count
<b>Means of verification</b>	Attendance registers (electronic and print) or reports
<b>Assumptions</b>	Maintaining healthy stakeholder relationships
<b>Calculation type</b>	Cumulative year-to-date
<b>Reporting cycle</b>	Bi-Annually
<b>Desired performance</b>	Maintaining stakeholder confidence
<b>Indicator responsibility</b>	Sub-Programme Manager: Communication and Stakeholder Relations

INDICATOR TITLE	<b>1.1.7. PERCENTAGE OF INVOICES PAID WITHIN 30 DAYS</b>
Definition	This indicator measures the percentage of eligible invoices paid within 30 days after receipt of a statement.
Source of data	The date on which the supplier statement was received, receipt stamp on the supplier statement, and invoice
Method of calculation/assessment	The number of days that the invoice took to be paid, and monthly supplier age analysis from the Pastel Evolution System
Means of verification	Supplier invoices and statements
Assumptions	Eligible invoices will be paid within 30 days.
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	All eligible suppliers paid within 30 days
Indicator responsibility	Sub-Programme Manager: Financial Management

INDICATOR TITLE	<b>1.1.8. PERCENTAGE OF COMPLETED DIGITALISED SYSTEMS</b>
Definition	This indicator measures the alignment of technology with SACE's business goals, enabling a contribution to the organisation's strategic objectives and enabling the organisation's ICT systems to be fully integrated across each department, which in turn allows for the organisation-wide management of the ICT environment.
Source of data	Register of requests, minutes of FINCO, SACE ICT system
Method of calculation/assessment	$\frac{\text{Number of completed digitalised systems}}{\text{Number of requests received}} \times 100$
Means of verification	Requests by users, signed URS, digitalised systems
Assumptions	There will be requests from users.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Digitalised systems
Indicator responsibility	Sub-Programme Manager: ICT specialist

## Programme 2: Professional Registration

INDICATOR TITLE	2.1.1. PERCENTAGE OF FIT-TO-PRACTISE REGISTERED EDUCATORS
Definition	This indicator aims to measure the percentage of eligible educators who are professionally screened for fitness to practise and registered for entry and continued employment in the teaching profession. This includes professionals who are qualified educators.
Source of data	Database of annually registered fit-to-practise educators and lecturers
Method of calculation/ assessment	$\frac{\text{Registered professionally qualified educators}}{\text{All eligible registration applications}} \times 100$
Means of verification	Electronic list of annually professionally qualified and screened educators and lecturers
Assumptions	All professionally qualified educators and lecturers are screened and registered.
Calculation type	Cumulative year-to-date
Reporting cycle	Quarterly
Desired performance	All eligible educators are screened for fitness to practise and registered with Council.
Indicator responsibility	Programme Manager: Professional Registration



## Programme 3: Ethical Standards

### Sub-programme 3.1: Investigations

INDICATOR TITLE	3.1.1. PERCENTAGE OF FINALISED INVESTIGATIONS INTO NEW CASES
Definition	This indicator measures the percentage of finalised investigations into new cases received. These are all cases that were received and investigated in the current financial year.
Source of data	SACE ethics register of complaints
Method of calculation/assessment	$\frac{\text{Number of finalised investigations}}{\text{Number of new cases received}} \times 100$
Means of verification	Minutes of Ethcom meeting and consolidated monthly reports
Assumptions	Cases of misconduct by teachers will be reported to SACE. Schools, witnesses, and other stakeholders will cooperate with the investigation team/officer(s).
Calculation type	Cumulative year-to-date
Reporting cycle	Quarterly
Desired performance	70% of investigations into new cases are finalised.
Indicator responsibility	Programme Manager: Ethical Standards

INDICATOR TITLE	3.1.2. PERCENTAGE OF FINALISED INVESTIGATIONS INTO ROLL-OVER CASES
Definition	This refers to cases that were received in previous financial years and were not concluded, thus rolling over to the current financial year.
Source of data	Register of roll-over cases
Method of calculation/assessment	$\frac{\text{Number of finalised investigated rolled-over cases}}{\text{Number of rolled-over cases}} \times 100$
Means of verification	Minutes of Ethcom meeting and consolidated monthly reports
Assumptions	All roll-over cases have been finalised.
Calculation type	Cumulative year-to-date
Reporting cycle	Quarterly
Desired performance	80% of investigations into roll-over cases are finalised.
Indicator responsibility	Programme Manager: Ethical Standards

## Sub-programme 3.2: Disciplinary Hearings

INDICATOR TITLE	3.2.1. PERCENTAGE OF FINALISED DISCIPLINARY HEARINGS INTO NEW CASES
Definition	This indicator seeks to measure disciplinary hearings conducted on all new cases received in the current financial year wherein Ethcom has instructed those charges be preferred against an accused educator.
Source of data	Disciplinary hearing reports (Database for disciplinary hearings)
Method of calculation/ Assessment	$\frac{\text{Number of actual disciplinary hearings concluded}}{\text{Number of cases referred for disciplinary hearings}} \times 100$
Means of verification	Minutes of Ethcom meeting
Assumptions	Disciplinary hearings on new cases will be conducted in the year in which the matter arose.
Calculation type	Cumulative year-to-date
Reporting cycle	Quarterly
Desired performance	40% of disciplinary hearings on new cases are finalised.
Indicator responsibility	Programme Manager: Ethical Standards

INDICATOR TITLE	3.2.2. PERCENTAGE OF FINALISED DISCIPLINARY HEARINGS INTO ROLL-OVER CASES
Definition	This indicator measures ratified disciplinary hearings that were not finalised in the previous financial years.
Source of data	Disciplinary hearing reports on roll-over cases
Method of calculation/ assessment	$\frac{\text{Number of finalised disciplinary hearings on roll-over cases}}{\text{Number of roll-over disciplinary cases}} \times 100$
Means of verification	Minutes of Ethcom meetings
Assumptions	Cases will roll over to the year after which they arose.
Calculation type	Cumulative year-to-date
Reporting cycle	Quarterly
Desired performance	50% of disciplinary hearings on roll-over cases are finalised.
Indicator responsibility	Programme Manager: Ethical Standards

### Sub-programme 3.3: Sanctioning

INDICATOR TITLE	3.3.1 NUMBER OF MONITORING REPORTS PRODUCED ON SANCTIONED EDUCATORS
Definition	This refers to the process whereby a corrective measure is instituted against an educator for breaching the Code of Professional Ethics. An analysis report will be drafted about sanctioned educators quarterly and circulated to the provincial departments and stakeholders as per request.
Source of data	Database of disciplinary hearing outcomes
Method of calculation/assessment	Simple count
Means of verification	Sanctions report
Assumptions	Educators will be deterred from committing similar acts of misconduct under the Code of Professional Ethics.
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	All sanctions reports are produced.
Indicator responsibility	Programme Manager: Ethical Standards

## Programme 4: Professional Development

### Sub-programme 4.1 Continuing Professional Teacher Development Management System

INDICATOR TITLE	4.1.1. NUMBER OF EDUCATORS CONFIRMED TO HAVE EARNED A MINIMUM OF 50 PROFESSIONAL DEVELOPMENT POINTS IN A YEAR
Definition	This indicator measures the number of educators who have earned a minimum of 50 professional development points in a year.
Source of data	CPTD-IS
Method of calculation/assessment	Simple count
Means of verification	Report from CPTD-IS
Assumptions	Educators will participate and record their activities on the CPTD-IS.
Calculation type	Cumulative year-end
Reporting cycle	Bi-Annually
Desired performance	25 000 educators will participate in professional development activities and earn a minimum of 50 points in a year.
Indicator responsibility	Programme Manager: Professional Development

### Sub-programme 4.2 Member Support

INDICATOR TITLE	4.2.1. NUMBER OF EDUCATORS SUPPORTED ON PROFESSIONAL MATTERS
Definition	This indicator aims to measure the number of educators supported through professional development initiatives, including support through seminars, conferences, webinars, advocacy, and onsite support in all SACE mandates.
Source of data	Manual/Online registers of members supported
Method of calculation/assessment	Simple count
Means of verification	Manual or online attendance registers of members supported
Assumptions	Members will be supported on professional development matters.
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Educators are supported on professional matters.
Indicator responsibility	Programme Manager: Professional Development

### Programme 4.3: Quality Management

INDICATOR TITLE	<b>4.3.1. PERCENTAGE OF APPROVED PROFESSIONAL DEVELOPMENT PROVIDERS</b>
Definition	This indicator aims to measure the percentage of providers (institutions) who are approved to provide type three external professional development activities.
Source of data	Approved provider database
Method of calculation/ assessment	$\frac{\text{Number of approved providers}}{\text{Total number of provider applications received}} \times 100$
Means of verification	Provider application forms, approval letters, PRODCO minutes
Assumptions	Providers will apply to be approved.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	75% of applications approved
Indicator responsibility	Sub-programme Manager: Professional Development

INDICATOR TITLE	<b>4.3.2. PERCENTAGE OF ENDORSED PROFESSIONAL DEVELOPMENT ACTIVITIES</b>
Definition	This indicator measures the endorsement of professional development activities made available to teachers to enable them to participate in CPTD.
Source of data	Endorsed activities catalogue
Method of calculation/ assessment	$\frac{\text{Number of activities endorsed}}{\text{Total number of received applications for activity endorsement}} \times 100$
Means of verification	PD activities, approval letters, PRODCO minutes
Assumptions	Providers will submit adequate activities for endorsement.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	85% of activities will be endorsed
Indicator responsibility	Programme Manager: Professional Development

INDICATOR TITLE	<b>4.3.3. PERCENTAGE OF OBESERVED PROFESSIONAL DEVELOPMENT SESSIONS ON ENDORSED ACTIVITIES</b>
Definition	This indicator aims to measure the endorsed professional activities sessions that are observed for compliance.
Source of data	Register of endorsed activities
Method of calculation/ assessment	$\frac{\text{Number of observed endorsed activities}}{\text{Total number of endorsed activity schedules submitted to be observed}} \times 100$
Means of verification	Observation report
Assumptions	Providers will allow Council to observe their sessions.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Endorsed professional activity sessions observed for compliance.
Indicator responsibility	Programme Manager: Professional Development

## Programme 5: Professional Teaching Standards

INDICATOR TITLE	<b>5.5.1. NUMBER OF PROFESSIONAL TEACHING STANDARDS PROMOTED WITHIN THE TEACHER EDUCATION CONTINUUM IN A YEAR</b>
Definition	This indicator aims to promote professional teaching standards (PTS) numbers 1 and 2 within the teaching profession. The PTSs are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills.
Source of data	Professional Teaching Standards Booklet
Method of calculation/assessment	Simple count
Means of verification	Registers of participants that attended the promotion of PTS 1 and 2 or report on the promotion of standards within a year
Assumptions	There will be a broader awareness of the PTS.
Calculation type	Cumulative year-to-date
Reporting cycle	Annually
Desired performance	Increased awareness of the PTSs across the sector
Indicator responsibility	Programme Manager: Professional Teaching Standards

INDICATOR TITLE	<b>5.5.2 NUMBER OF TEACHER PROFESSIONALISATION INTERVENTIONS IN THE TEACHER EDUCATION AND DEVELOPMENT CONTINUUM</b>
Definition	This indicator aims to measure teacher professionalisation interventions that are meant to promote and sustain teaching quality and to stimulate teachers' professional growth throughout their career.
Source of data	Teacher Professionalisation Path
Method of calculation/assessment	Simple count
Means of verification	Registers of participants that attended the interventions or report on teacher professionalisation interventions
Assumptions	The interventions will stimulate teachers' professional growth throughout their career.
Calculation type	Cumulative year-to-date
Reporting cycle	Annually
Desired performance	The teacher professionalisation intervention will improve the image of the profession.
Indicator responsibility	Programme Manager: Professional Teaching Standards

## Programme 6: Research

### Sub-programme 6.1: Research Reports

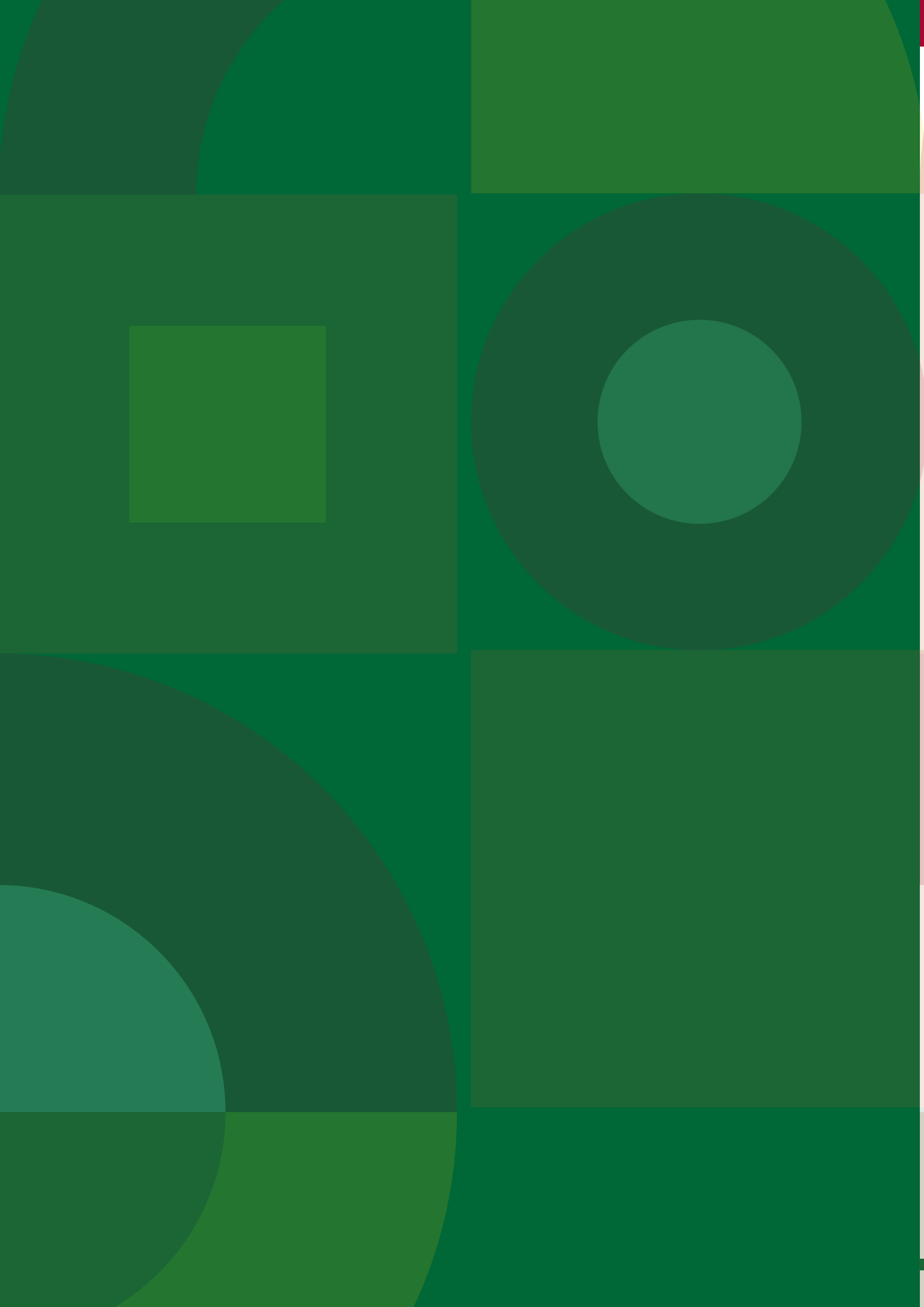
INDICATOR TITLE	6.1.1 NUMBER OF COMPLETED RESEARCH REPORTS
Definition	This indicator measures the number of reports completed on research findings in line with SACE's research agenda.
Source of data	Repository of research reports
Method of calculation/assessment	Simple count
Means of verification	Research reports
Assumptions	Research reports completed will inform the Council and the teaching profession
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To enable Council to make informed decisions and advise about the teaching profession
Indicator responsibility	Programme Manager: Planning, Monitoring and Evaluation, Reporting and Research

### Sub-programme 6.2: Data Management

INDICATOR TITLE	6.2.1 NUMBER OF COMPLETED STATISTICAL REPORTS
Definition	This indicator measures the number of statistical reports completed with the use of quantitative data on the teaching profession.
Source of data	SACE data storage system
Method of calculation/assessment	Simple count
Means of verification	Statistical report
Assumptions	The SACE data system will contain credible data.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To enable Council to make informed decisions and advise about the teaching profession
Indicator responsibility	Programme Manager: Planning, Monitoring and Evaluation, Reporting and Research











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