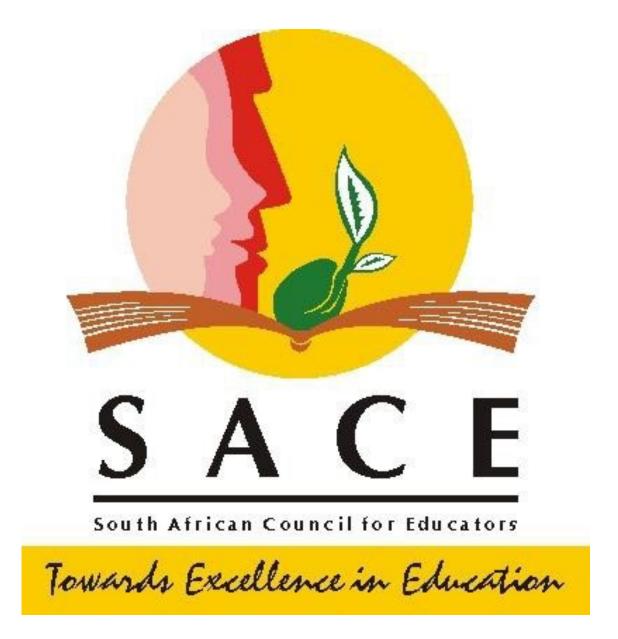
UNDERSTANDING THE ROLE OF SACE

Ella Mokgalane 09 May 2022





Orientation on the role of the South Council for Educators (SACE)

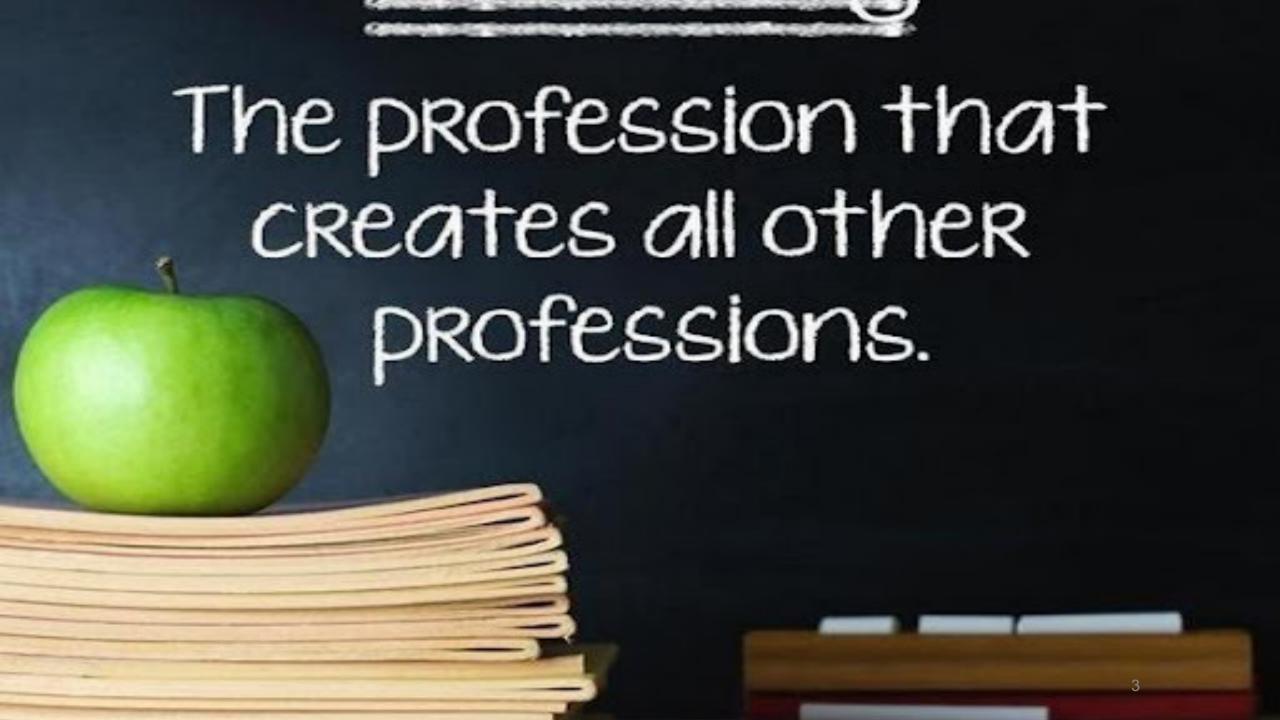
PURPOSE OF THE SESSION



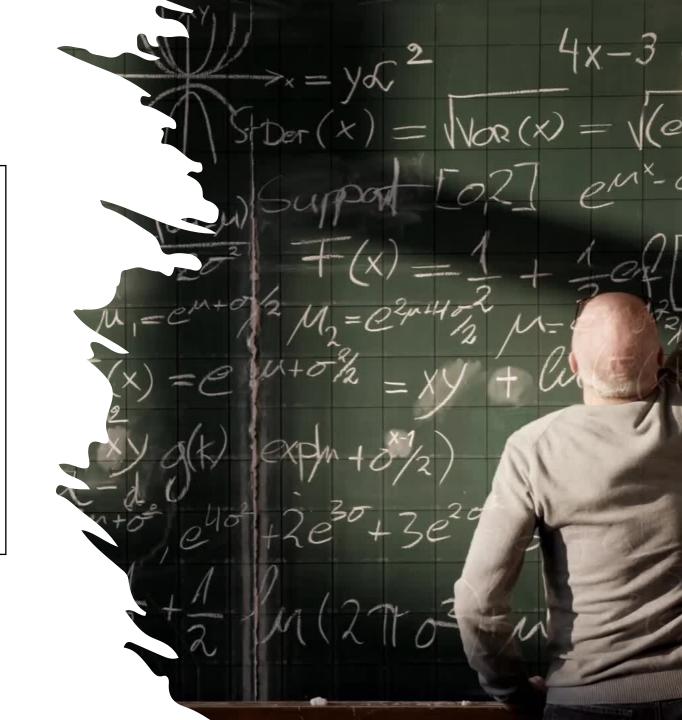
Know, understand and embrace your professional body.



Familiarize you with the SACE mandates.



TEACHERS AND PRINCIPALS ARE AT THE EPICENTER OF TRANSFORMATION AND ACHIEVING THE COUNTRY'S LEARNING OUTCOMES.



PROFESSIONALISATION OF THE TEACHING PROFESSION

Building Capable, Ethical, and Inclusive Teaching Profession, Schools, Educators and SCHOOL LEADERS

Building Trust Credibility, Integrity in The Teaching Profession/Schools/School Leadership

VISION

Inspiring a Credible Teaching Profession

MISSION

To protect the integrity of the teaching profession through the maintenance of the professional and ethical standards.

VALUES OF THE TEACHING PROFESSION

This is what it means to be a professional and ethical educator/school leader in the South African teaching profession.

Professional Identity – values, disposition, nature



Values-based teaching profession, conduct, leadership

Values are an essential component of a professional culture and commitment to the teaching profession



VALUES OF THE PROFESSION IN YOUR SCHOOL

- Are the spectacles we use to view the personal, ethical and professional issues confronting us in out of our working environment.
- Promotes teachers treating others with respect, dignity and integrity.
- Forbid the violation of others' rights.
- Guides our moral compass in distinguishing between right and wrong, good and evil
- Inform our ethical competence and judgements.
- Guides decision making when confronted with ethical dilemmas and difficult ethical situation.

ALL MEMBERS OF THE TEACHING PROFESSION MATTER IN INSPIRING A CREDIBLE TEACHING PROFESSION COLLABORATIVELY WITH SACE

Quality and Effective Teaching and Learning

SACE HISTORICAL BACKGROUND

PRE-1994

Professional regulation of the teaching profession was racially segregated and targeted mainly at the white teachers only.

The teaching profession was regulated by the South African Teachers Council for Whites (STCW) as mandated by the South African Teachers Council for White Act (Act, No. 116 of 1976).

This Act was repealed by the National Education Council Amendment Act of 1986 that established the National Education Council for the Whites along with the four Federal Councils that were divided into the four apartheid colonies – Cape, Orange Free State, Transvaal and Natal.

In this case, the White teachers in the Gauteng province were regulated by the Transvaal Federal Council (TFC) for White teachers only, so was the Cape, Orange Free State and Natal Teachers councils for the Whites.

1994

- SACE is conceived as part of the Education Labour Relations Council (ELRC)
- Separation of SACE from ELRC (teacher professionalisation matters from conditions of service)
- Existence through an ELRC Resolution
- Notice of SACE Recognition by Minister of Education

1995

- SACE is Launched
- Two mandates
 - Registration of teachers
 - Ensuring that teachers adhere to the Code of Professional Ethics

1997

- Official Recognition of SACE by the Minister of Education
- Extension of SACE mandate to include Professional Development of Teachers
- Existence in terms of a chapter in the Educators Employment Act (1998)

SACE LEGISLATION AND POLICY ENVIRONMENT

NATIONAL DEVELOPMENT PLAN

NDP: Vision 2030
Professional Standards

Professional Certification

Quality Professional Development Provisioning

SACE ACT NO.31 OF 2000 (Enabling / Founding Legislation)

The objects of the SACE Act are:

- (a) to **provide** for the **registration** of educators;
- (b) to **promote** the **professional development** of educators; and
- (c) to **set, maintain and protect ethical and professional standards** for educators, by means of the functioning of the council.

REGULATORY FRAMEWORKS



Determining Entry into all levels of the Teaching Profession



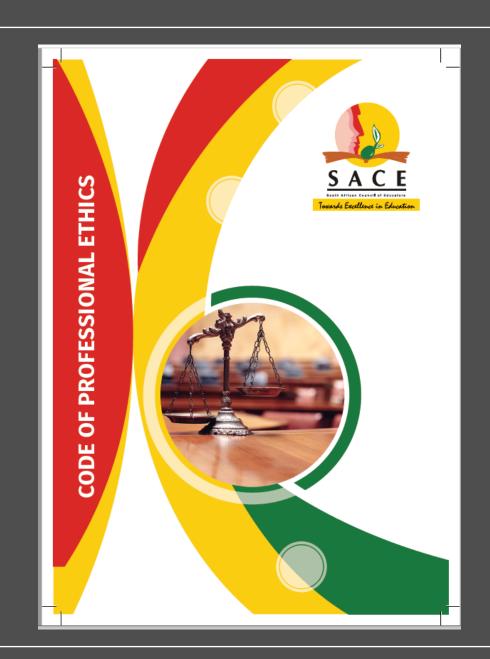
Setting and Enforcing the Professional Standards

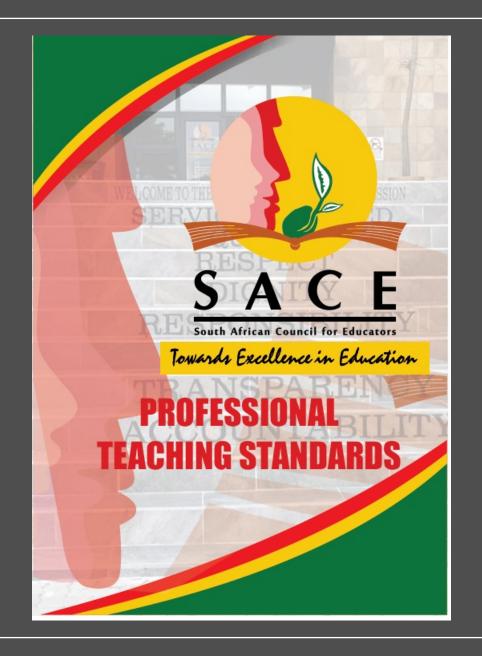


Managing a System for Continuing Professional Teacher Development



Setting and Enforcing Ethical Standards

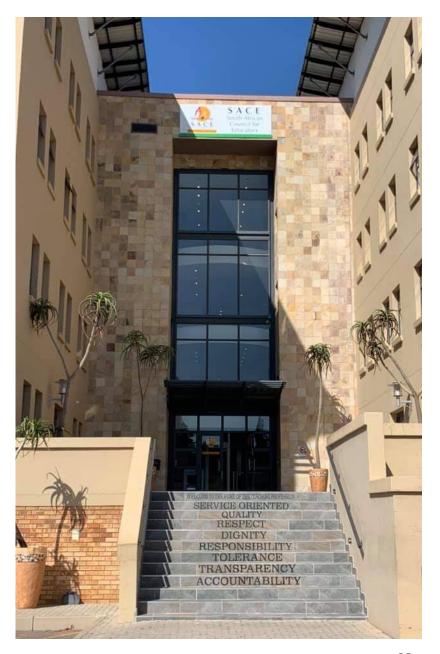




APPLICABILITY OF THE SACE ACT

The SACE Act applies to educators appointed-

- in terms of the Employment of Educators Act, 1998 (Act No.76 of 1998);
- in terms of the South African Schools Act, 1996 (Act No. 84 of 1996):
- in an independent school; 5
- in terms of the Further Education and Training Act, 1998 (Act No. 98 of
- 1998) as amended;
- at a TVET institution;
- at a Community Education and Training Centre.



SACE IS THE HOME OF BOTH SCHOOL AND OFFICE-BASED EDUCATORS, TVET/CET COLLEGE LECTURERS, ECD PRACTITIONERS AND STUDENT TEACHERS

LEGISLATIVE AND POLICY ENVIRONMENT

Higher Education for Early Childhood Development Educators, 2017

NDP: Vision 2030 SDG 4 National Development Plan **SACE Act, 2000** Education International South African Council for Educators Act, 2000 as amended and UNESCO **NQF Amended Act, 2019** Framework National Qualifications Framework Act, 2008 for **NPFTED, 2007 Professional** National Policy Framework for Teacher Education and Development South Africa **Teaching** ISPFTED, 2011 **Standards** Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025 Global **Employment of Educators Act, 1998 Teacher Prize** The Revised Personnel Administrative Measures, 2016 South African Schools Act, 1996 **El Professional** The Revised Policy On The Minimum Requirements For Teacher Education **Ethics** Qualifications, 2015 **Education Labour Relations Council and PSCBC Resolutions Declaration** Policy on Minimum Requirements for Programmes Leading to Qualifications in

ILO/UNESCO
Recommenda
tion
Concerning
the Status of
Teachers
05 Oct 1966

SACE
Professional
Teaching
Standards
and Code of
Professional
Ethics

Source of **SACE Funds** as Per the SACE Act, as Amended

19. (1) The funds of the council consist of—

- (aA) money appropriated by Parliament (BELA Act of 2011): Not Explored as yet in terms of funding from the NRF and as per the DORA
- (a) compulsory fees: Teachers' Levy not collected directly by SACE but through the State
- (b) money received from donations, contributions, interest or fines; and
- (c) other money received by the council from any other source : **CPTD system Grant**

SACE REPORTS TO THE MINISTER OF BASIC EDUCATION

SACE IS ALSO ACCOUNTABLE TO PARLIAMENT

SACE AS PART OF THE INTERNATIONAL COMMUNITY

SACE IS A MEMBER OF THE AFRICA FEDERATION OF TEACHER REGULATORY AUTHORITIES (AFTRA)

- Professionalising the teaching profession in the continent
- Meets 2 -3 times year (including annual teaching and learning conference)
- Influencing African states to establish professional teaching councils
- Professional Teaching Councils in Africa
 - South African Council for Educators (AFTRA Presidency Councillor Mabutho Cele, Administrative Office)
 - Teacher Registration Council of Nigeria (Academic Office)
 - Ghana National Teaching Council
 - Zambian Teaching Council (Secretariat Office)
- Botswana, Zimbabwe, Namibia are in the process of establishing their Councils
- Other Countries Teaching Service Commissions run by Ministries of Education

AFRICA FEDERATION OF TEACHING REGULATORY AUTHORITIES



AFTRA is an intergovernmental organisation comprising the national agencies regulating teaching in the 54 African countries. Inagurated on October 12, 2010 in Abuja Nigeria by the Ministers of Education of Nigeria and South Africa and with an initial fifteen countries as members, AFTRA has grown into a profound continental Federation that leads policy development and implementation for the

professionalization of teaching in Africa. AFTRA is also a member of the global network called International Forum of Teaching Regulatory Authorities (IFTRA). Therefore, the impact of AFTRA is felt not only in Africa but also around the world.

In pursuit of its mandates, AFTRA further functions as member of other continental and global bodies on teachers including the African Union's Continental Education Strategy for Africa (CESA 2016-2025) Teacher Development Cluster; and International Task Force on Teachers for Education 2030; and collaborates with UNESCO Regional offices, UNESCO-IICBA, Education International and others.

The national laws that established member organisations of AFTRA empower them to register and license teachers, set standards for pre-service and on-going teacher professional development, develop and implement teacher professional code of ethics and standards for teachers and school leaders, and work generally to promote the professional status of teachers. AFTRA therefore is working to translate these mandates to continental frameworks to facilitate exchange of best

IFTRA MEMBERS
AFTRA (Africa)
ATRA (Australia)
Saskatchewan, Canada
Ontario,Canada
Iceland
Ireland
New Zealand
Northern Ireland
Scotland
Wales

INTERNATIONAL REGULATORY AUTHORITIES



INTERNATIONAL FORUM OF TEACHER REGULATORY AUTHORITIES

IFTRA MEMBERS

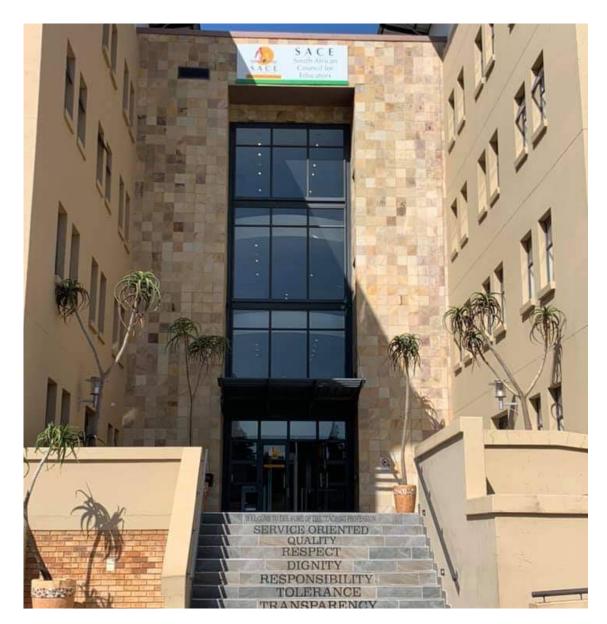
- International Forum Teacher Regulatory Authorities (IFTRA)
- AFTRA is a member of IFTRA
- SACE is a member through AFTRA
- Biennial Conferences -Hosting on rotational basis
- SACE hosted in 201

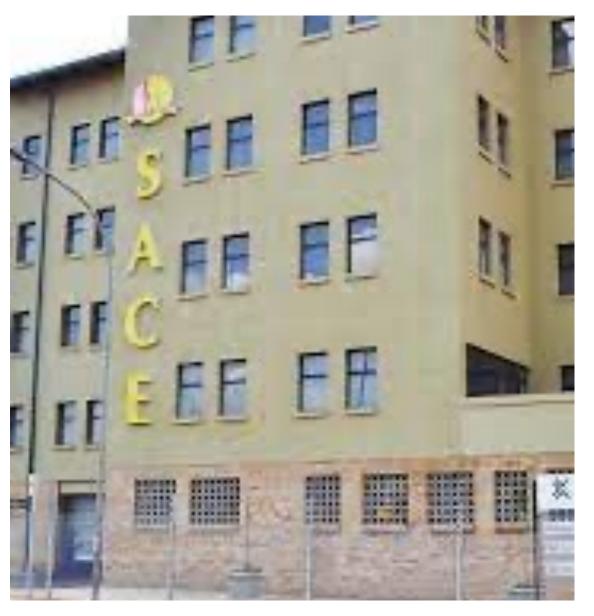
Letter of Good Professional Standing

- If you are planning on teaching outside South Africa the authorities in that country will likely require proof of your registration in South Africa.
- The Letter of Professional Standing (LOPS):
 - States that you are registered with SACE.
 - confirms that you are a qualified teacher
 - Confirms that your registration was not suspended, revoked or cancelled for any reason
 - Confirms your participation in the CPTD system.
- We would urge you to check with the specific country to establish exactly what the requirements are, if you choose to teach outside South Africa.
- The SACE Registration requirements will provide you with some requirements in applying for the Letter of Good Professional Standing.

UNDERSTANDING SACE AS A PROFESSIONAL REGULATORY BODY IN THE TEACHING **PROFESSION**

SACE AS AN ORGANISATION / INSTITUTION





240 Lenchen Avenue, Centurion

SACE PROVINCIAL OFFICES

CURRENT PROVINCIAL OFFICES

- Kwazulu-Natal Durban
- Free State Bloemfontein
- Limpopo Polokwane
- Eastern Cape East London
- Western Cape Not yet operational (Municipality requirements)

POSSIBLE NEW OFFICES / MOBILE OFFICES

• MP, NW, and NC



Regulation is used in this context as a specific form of governance to regulate educators through regulatory tools, such as, professional standards, ethical standards, rules, codes through some public entities and agencies

An organisation (SACE) with individual members (teachers) practicing a profession (teaching profession) or occupation in which the organisation maintains an oversight (regulation) of the knowledge, skills, conduct and practice of that profession or occupation.

Regulatory Tools / Instruments

Determining Entry into the Profession, Developing and Enforcing the Professional Standards and Ethical Standards.

PROFESSIONAL STATUTORY BODIES

- Mandatory Bodies / Membership (Through professional registration)
- Established in terms of an Act of Parliament (SACE Act)
- Derives its power, authority and mandate from the Act (SACE Act)
- Established to perform specific functions which a government considers effectively performed outside a traditional departmental executive structure (Agencification)
- Regulate a profession in line with the Act (Regulatory Frameworks)

Professional Self-Regulatory

- One of the regulation strategies that involves a process whereby a professional body or regulators is/are given **delegated** authority **through the legislation**, by **parliament**, is to:
 - set the professional and ethical standards for the profession; and
 - be able to implement, monitor and enforce them when they are breached.
- Governed by the "Profession for the Profession" / "Teachers for the Teachers" 60% majority in Council
- 30 members and 18 of them are members of the organised teaching profession and it is led by a member of the teaching profession.
- 12 out of the 18 members are from SADTU, 2 NAPTOSA, 1 SAOU, 1 PEU and 2 NATU (based on the ELRC weight votes at the end)
- Educators form part of the 18 members of the organised teaching profession as represented by their five national teachers' unions recognised by the Education Labour Relations Council.
- Self-funding through members' monthly levies because SACE is a self-regulatory professional body, except for the CPTD Management system which is funded directly from fiscus SACE's Main Source of Funding R16-50 Monthly (Reviewed Periodically).

SACE ACCOUNTING AUTHORITY

(Governance Structure – The Council)



Council Composition: 4-Year Term of Office

- The Chairperson
- 18 educators collectively nominated by the organised profession
- Five persons nominated by the Department of Education;
- Two persons nominated by the national associations representing school
- governing bodies contemplated in section 20(3) of the South African Schools Act, 1996 (Act No. 84 of 1996);
- One person nominated by the Council on Higher Education established by section 4 of the Higher Education Act, 1997 (Act No. 101 of 1997);
- One person nominated by the councils of further education and training institutions contemplated in section 8 of the Further Education and Training Act, 1998 (Act No. 98 of 1998)
- One person nominated by national bodies representing independent or private Institutions recognised by the Minister: and
- The Chief Executive Officer of the council.

Council Composition : 4-Year Term of Office

- SACE Constituencies nominate people to serve in Council for four years
- Vetting and Screening takes place (Conduct and Qualifications)
- List and CV and vetting documents sent to the Minister
- Minister Appoint and 29 Councillor and the 30th one is the CEO as per the SACE Act
- Councillors get inaugurated by the Minister
- In its Inaugural Meeting, Council nominate five names and send them to the Minister to appoint one out of the five as a Chairperson of Council
- Once the Chairperson is Appointed, Council nominate one person to be the Deputy Chairperson of Council, who automatically becomes the Deputy Chairperson of Council, in line with the SACE Act.
- The current term of office started on the 01st August 2017 and came to an end on the 31st July 2021.
- The Minister will inaugurate the new Council for 2021 2025 terms of office, on the 18th August 2021.



Council Composition: 4-Year Term of Office

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VOL.313 20 AUGUST 2021, PRETORIA



THUTO



PRODUCED 89: THE DEPARTMENT OF BASIC EDUCATION

NEWSLETTER

Minister Motshekga welcomes new SACE Council







Basic Education Minister, Mrs Angie Motshekga, inaugurated the new South African Council for Educators (SACE) at the Irene Country Lodge in Centurion on 18 August 2021. Addressing the delegation, the Chief Executive Officer for SACE, Ms Ella Mokgalane, said that the outgoing Council had been a game changer by assisting the organisation, through innovative approaches, to continually provide the required services to all teachers amidst COVID-19. The role of SACE is to register fit-to-practice educators and lecturers; promote their continuing professional development; and maintain the profession's professional teaching and ethical standards.

Minister Motshekga acknowledged the excellent work demonstrated by the outgoing Council in maintaining the dignity of the teaching profession from 2017 to 2021. "The implications of working during the COVID-19 pandemic are challenging as the skills of each member of the SACE Council will undoubtedly be overstretched. The new Council will be expected to bring about the necessary skills and innovations to ensure that SACE is able to provide the required support to educators without any hindrance. Teachers have to refine their competencies and skills and in some cases, learn new skills that have come to characterise the new normal, brought about by the pandemio." said Minister Motshekga during the inauguration ceremony.

In addition, Minister Motshekga said that, "those who have not transited into the realm of online teaching and learning, have found themselves being compelled to learn new skills fast. The Luxury that is often linked to lengthy processes of getting into new programmes, which are presently seen as the heartbeat of the "new normal", dictated to by the COVID-19 pandemic, will become a distant memory. As a collective, we must move with unwavering speed in strengthening opportunities for all our learners; especially those who are in our public schools, to access opportunities for quality and life-changing educational experiences. All efforts are not only explored, but are taken to bring back that teacher, who aspired to the highest professional standard in the classroom. The significant role played by the Council will neatly align with a view that the topmost priority of our educators, including all other related officials, is our learners, and nothing else".

The Minister, in her closing remarks, advised the new Council that the journey they are about to embark upon, will be a difficult one, but expressed her confidence that they will, in taking the baton from the previous Council, achieve their goal to take SACE to higher levels in serving educators across the country.







SACE Mandate Affecting You and Powers and Duties of Council



Becoming, Being, and Growing as a South African Educator



PROVISIONAL REGISTRATION

FOR STUDENT TEACHERS ONLY

Regulating and professionalising the practice of teaching / Work Integrated Learning in Schools

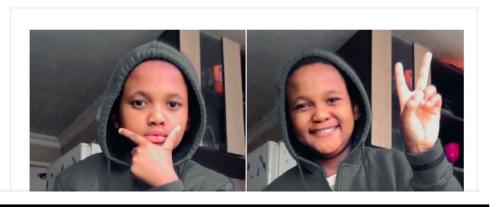
PROVISIONAL REGISTRATION PROVIDES AUTHORITY TO:

Define the scope and boundaries of practice for student teachers protecting them:

- Professional responsibilities relevant to and appropriate for student teachers
- The conditions under which student teachers may practise their profession
- Practice the scope of teaching for purposes of observing, practising and learning to teach during school experience / teaching practice
- Understand Fitness-to-practice in context
- Responsibility, Accountability, and clarifying who is *Inloco Parentus* in classrooms

Bullied gay 14-year-old takes his own life

Learner commits suicide after being called 'sissy boy'



STUDENT TEACHER BARRED FROM
ENTERING THE TEACHING
PROFESSION, FLAGGED ON THE
SACE ROLL OF TEACHERS

The Grade 9 learner, Tiro Moalusi, allegedly committed suicide as a result of homophobic comments at the hands of the teacher.

Moalusi's aunt, Masingita Khosa, said last Tuesday was Tiro's last after he left home for school at PJ Simelane Secondary School.

Towards the end of the day Tiro's life changed after an encounter with the Tswana student teacher who allegedly called him "sisi bhuti (sissy boy)" in front of other students. Khosa said this unfortunate comment led her nephew to his death.

UPHOLDING ETHICAL STANDARDS DURING TEACHING PRACTICE AS A STUDENT TEACHER AND PROSPECTIVE TEACHER

DRAFT Code of Professional Ethics for Student Teachers Being – As a Newly Qualified Fit-to-Practice/Teach Educator

FROM PROVISIONAL TO FULL REGISTRATION STATUS



NEWLY QUALIFIED TEACHERS (NQT) Induction and Full Registration Status

- Professional Certification Certify the newly qualified educators upon the completion of the induction process
- Awarding of full registration status And designation as a professionally certified NQT.

REGISTRATION OF PROFESSIONAL EDUCATORS



must determine minimum criteria and procedures for registration or provisional registration;



must consider and decide on any application for registration or provisional registration; - Two types of Registration (Provisional and Full)



must keep a register of the names of all persons who are registered or provisionally registered;



must determine
the form and contents of
the registers and
certificates to be kept,
maintained or issued in
terms of this Act, the
periods within which they
must be reviewed



may prescribe the period of validity of the registration or provisional registration. SACE IS THE FIRST PORT OF ENTRY INTO THE TEACHING PROFESSION



PROTECTING AND DETERMINING ENTRY INTO ALL LEVELS OF THE TEACHING PROFESSION

requirements for entry to the profession and upholding professional and ethical standards as part of a strategy to raise the quality of the South African teacher workforce over time

Enforcement of section 21 of the SACE Act

Section 21 of the SACE Act Mandatory / Compulsory

21. (1) A person who qualifies for registration in terms of this Act must register with the council prior to being appointed as an educator.

(2) No person may be employed as an educator by any employer unless the person is registered with the council.

Public Schools

(Also, as part of accreditation with Umalusi)

School-governing body appointed teachers

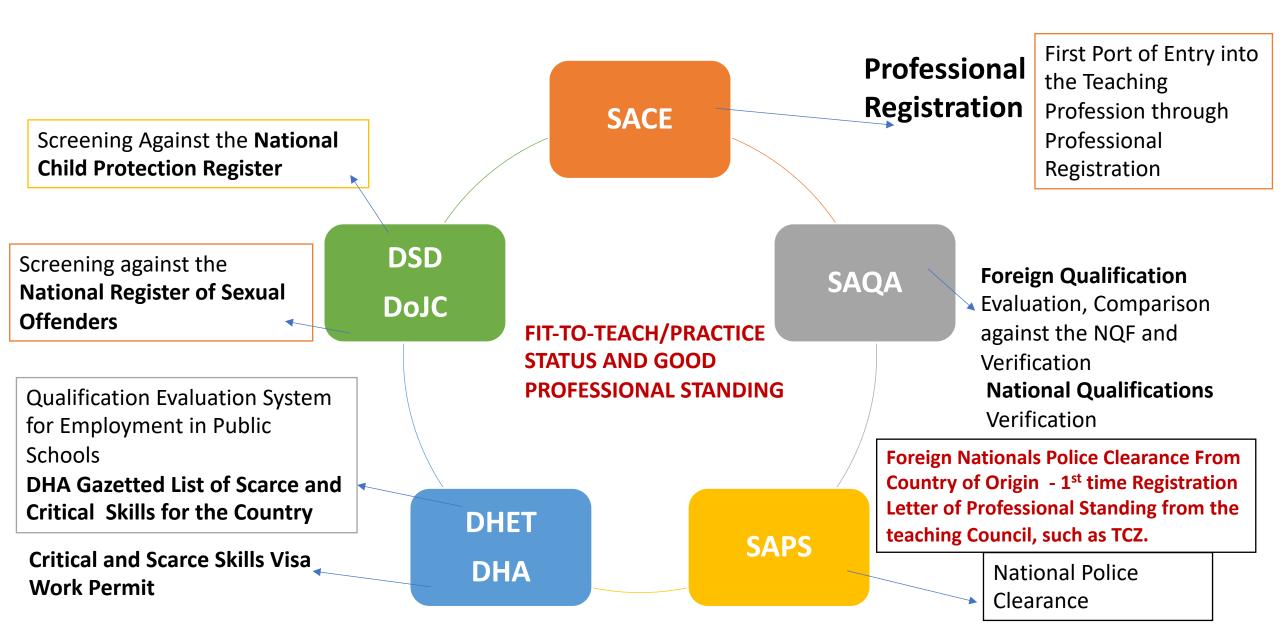
FIT-TO-TEACH / PRACTICE PROFESSIONAL EDUCATORS

ensuring that we have a teaching profession in South Africa that is and remains fit to teach so that public trust and confidence in teachers is maintained and the learning of our children and young people is protected.

Being fit to teach means meeting the standards of professional registration and conduct that SACE expects.

Note: it does not mean being fit to teach in terms of health/medical fitness.

PROFESSIONAL REGISTRATION VALUE CHAIN



THE PROCESS OF VETTING TEACHERS FOR EMPLOYMENT IS DIFFERENT FROM THE SACE ONE.

CRIMAL LAW (Sexual Offences and Related Matters Act), as Amended in 2021

14:48 🖾 🕮 🗪 🔹

V₀ 4G+ .11 8%

Two Mpumalanga women found guilty of fraud after using fake qualifications to get teaching posts

© 03 Dec 2020 Alex Mitchley

news24



- Two women, who taught at schools in Mpumalanga for almost a decade, did not have the required qualifications.
- The women were found guilty of fraud.
- They were sentenced to 10 years in prison, wholly suspended and a confiscation order was issued for their pension funds.

Bogus teacher busted with fake Unisa degree,would-be fraudsters warned



A 26-year-old man from the North West has been arrested with a fake Unisa teaching degree. Picture:

WHO IS ELIGIBLE TO REGISTER WITH SACE?

Section 3 of the SACE Act: This Act applies to all educators appointed-

- in terms of the Employment of Educators Act, 1998 (Act No.76 of 1998)school and office-based educators, including therapists
- in terms of the South African Schools Act, 1996 (Act No. 84 of 1996, as amended);
- at an independent school;
- in terms of the Further Education and Training Act, 1998 (Act No. 98 of 1998 FETC Act no.16 of 2006 as amended);
- at a further education and training institution TVET Colleges;
- at an adult learning centre **CET Colleges**.

to DBE –
Presidential Proclamation,
ECD Policy, Curriculum
Matters and HRD Strategy

Professionalisation of the Sector (Practitioners and Educators)

CURRENT SACE REGISTRATION

ECD LEVEL 4, 5, Diploma in Grade R Teaching, BED (FP)

Educare - Not for employment

- NQF Level 4 (120 credits Conditional Registration)
- Proceed to NQF Level 5 (Special Category) OR
- Proceed to BED Foundation Phase (Full Registration)

Diploma in Grade R Teaching – Restrictive to Grade R

POST - SCHOOLING (Public and Independent)

TVET College
Lecturers

CET College Lecturers

- Qualified as professional teachers
- NATED Qualifications and Trades
- Will be qualifying in line with the new TVET qualification framework

HEIs

Teacher Educators

HEIs Teacher Educators Outside the Scope Currently – Need to bring them on board Student Teachers – Not Mandatory / Done on an adhoc

basis

REVISED REGISTRATION SCOPE

Fully Qualified Educators / Lecturers

Full Registration Status to Practice

Student Teachers

Provisional Registration Status for BEd and PGCE

The status should not be used for employment purposes

Academically Qualified and Professionally Unqualified practicing teachers MUST BE studying towards PGCE Provisional Registration Status Renewable Annually up to a period of Three Years ONLY.

Special Category

Conditional Registration Status with some limitations to a subject / phase / school

Three Stream Model, Focus Schools (Sports, Maritime, Arts, Aviation, Hospitality, Agriculture, etc)



WHEN WE REGISTER, YOU AGREE TO MAINTAIN THE ETHICAL STANDRADS THROUGH THE CODE OF PROFESSIONAL ETHICS

IN DOING SO, YOU ARE SIGNING A SOCIAL CONTRACT TO PROTECT CHILDREN WHO ARE IN OUR CARE

BECAUSE THE CONSTITUTION DIRECTS US THAT THE INTERESTS OF THE CHILD ARE PAROMOUNT

Excluded From the SACE Scope

- Teacher / Education
 Assistants
- Sports Coaches
- Extra-Curricula Trainers / Private Tutors
- Food Handlers
- After care Staff
- Security Guards
- Scholar Transport

SOME PROPOSALS – SACE REVIEW & REPOSITIONING

- Registration of Student Teachers from year one
- Three-year or five-year periodic renewal of the professional registration status
- Exploring the need for paraprofessionals in the teaching profession – Teaching Assistants
- One-year mandatory induction for the newly qualified teachers

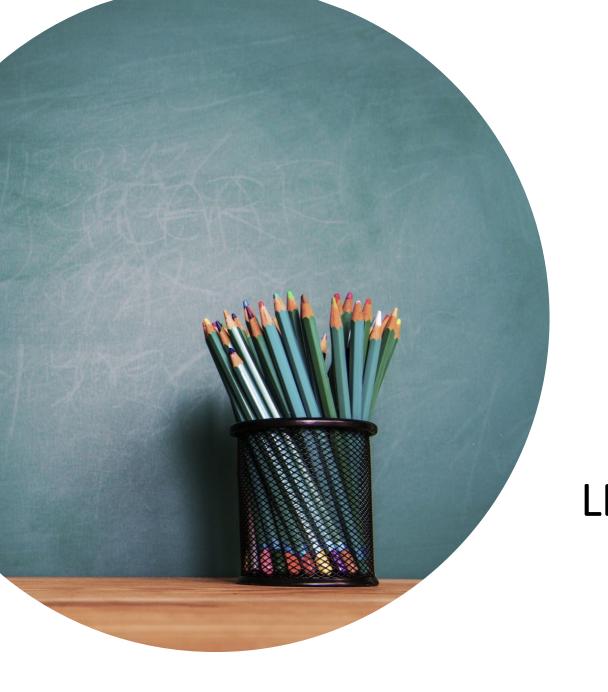
R200 – South African (Once-Off Registration Fee)

R400 – Foreign Nationals (Once-Off Registration Fee)

SACE FEES

R50 – 00 Update from Provisional to Full Registration Status (Once-Off)

R16-50 Mandatory Monthly Membership Fee - Once Employed as Qualified Educator from 1st April 2022 (**Reviewed periodically**)



GROWING - AS AN
EXPERIENCED ETHICAL AND
TRUSTWORTHY TEACHER /
LEADER (Continuing Professional
Learning and Growth)

Continuing Professional Learning and Growth)- Mandatory Continuing Professional Development System



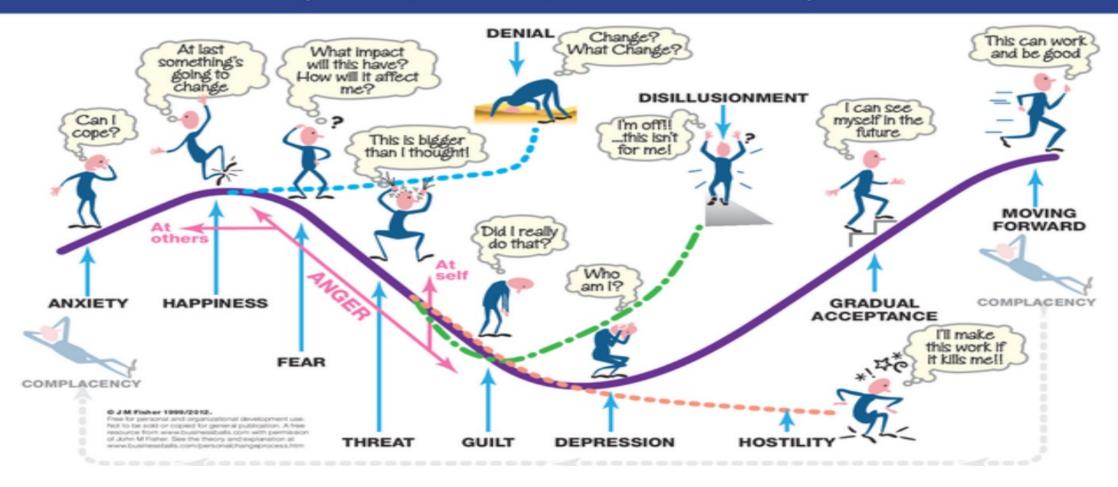


PROGRESS IS VIEWED AS THE ABILITY TO ADAPT TO CHANGE



The Process of Transition - John Fisher, 2012

(Fisher's Personal Transition Curve)



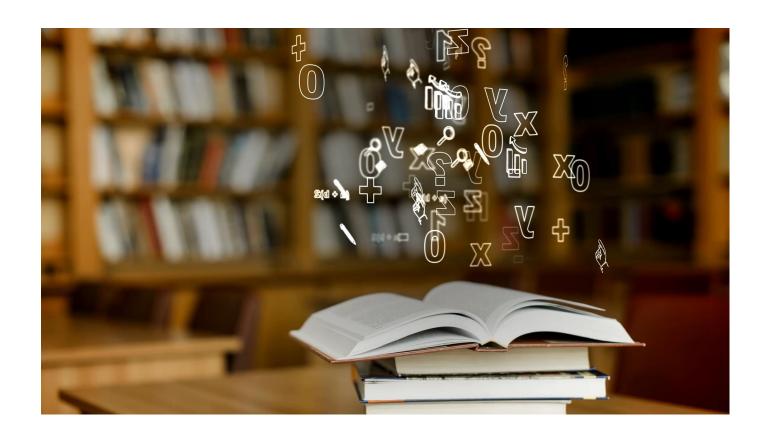
SECTION 7 OF THE SACE CODE OF PROFESSIONAL ETHICS – KEEP ABREAST WITH EDUCATIONAL DEVELOPMENTS

RESPOSIBILITY TO DEVELOP AND SUPPORT FELLOW EDUCATORS

What once worked, is now obsolete. Therefore, we need to rewire ourselves with for new ways of leading" (METACO Leadership Institute)

"If you are not leading change then you are not leading anything. You are merely managing status quo" (METACO Leadership Institute)

"Those who do not read and learn, should not lead" (



"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things" "Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

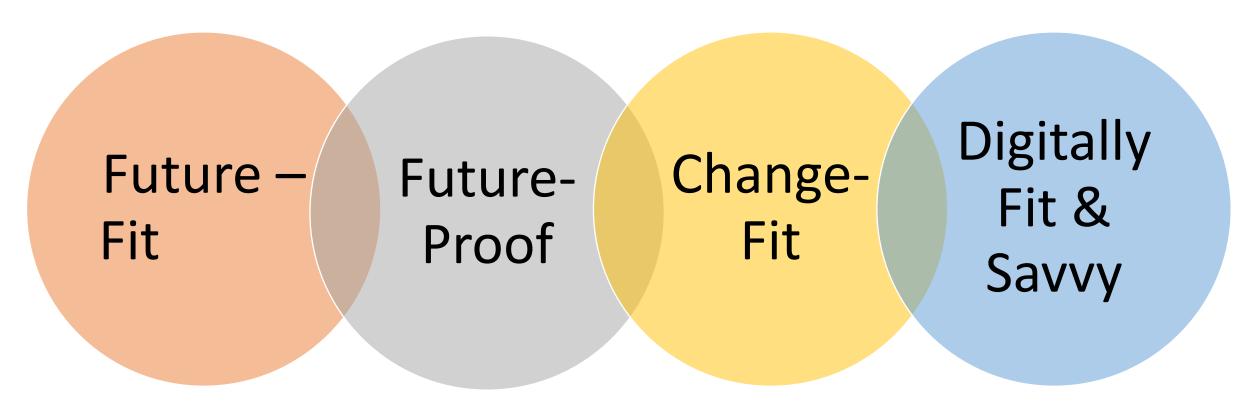
"I don't like "I can either do it, to be challenged" or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

> "Feedback and criticism are personal

"I stick to what I know"



Disruption is never comfortable, but regardless of whether positive or negative, it is a catalyst for change.

Learning for Tomorrow Today

Creating a Culture and Climate Conducive for Change and taking the Leadership Space and World of Work Into the Future

Section 5(b) MANDATORY FUNCTIONS

- Manage a system for continuing professional development of all educators in schools
- Must promote, develop and maintain a professional image
- Advice The Minister on the following:
 - (aa) the minimum requirements for entry to all the levels of the profession;
 - (bb) the standards of programmes of pre-service and in-service educator education;
 - (cc) the requirements for promotion within the education system; and
 - (dd) educator professionalism;
- must research and develop a professional development policy

PROFESSIONAL DEVELOPMENT

MANDATORY

- must promote, develop and maintain a professional image;
- must advise the Minister on matters relating to the education and training of educators. including but not limited to:
 - the minimum requirements for entry to all the levels of the profession;
 - the standards of programmes of pre-service and in-service educator education:
 - the requirements for promotion within the education system;
 - educator professionalism;
- must research and develop a professional development policy;
- must manage a system for the promotion of continuing professional development for all educators in schools;

Teacher
Professionalisati
on/ Professional
Standards

CPTD Management System



PROFESSIONAL DEVELOPMENT

DISCRETIONARY FUNCTIONS

- may develop resource materials to initiate and run, in consultation with an employer, training programmes, workshops, seminars and short courses that are designed to enhance the profession;
- may compile, print and distribute a professional journal and other publications;
- may establish a professional assistance facility for educators

PARTICIPATION IN THE CPTD MANAGEMNET SYSTEM

ALSO SUPPORTING THE SUMMATIVE APPRAISAL DATA FROM THE QMS





MAINTAINING ETHICAL STANDARDS DURING TEACHING PRACTICE AS A PROSPECTIVE EDUCATOR

UPHOLDING ETHICAL STANDARDS AS A NEWLY QUALIFIED AND EXPERIENCED

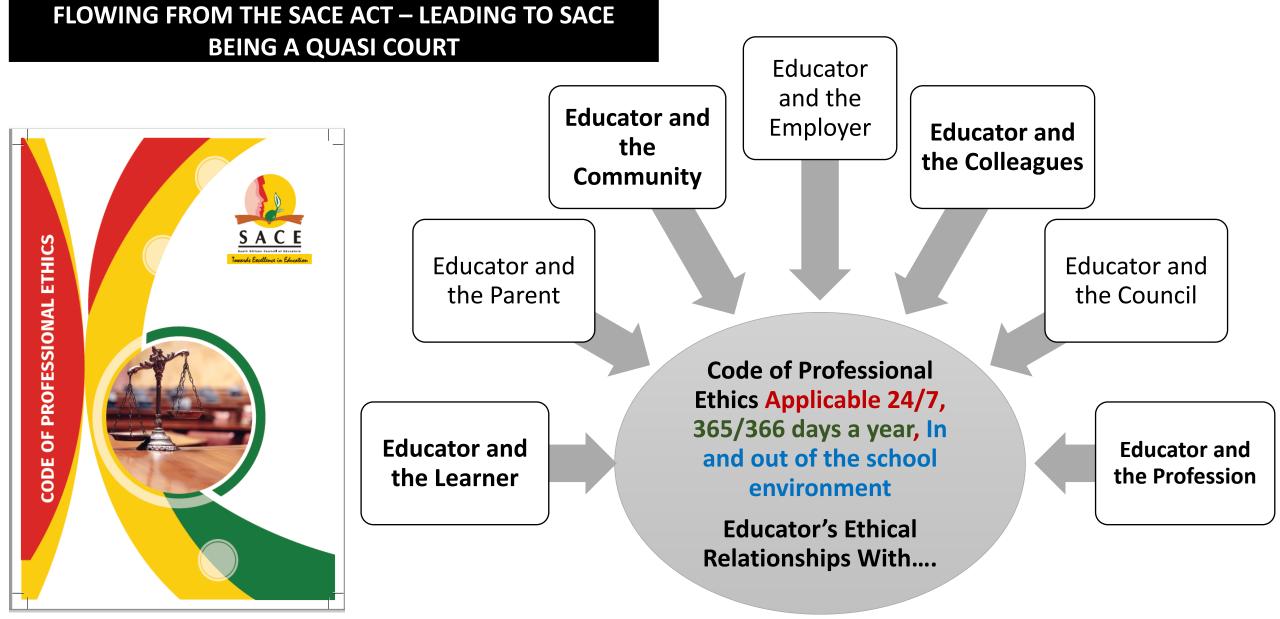
UPHOLDING ETHICAL STANDARDS AS AN EXPERIENCED EDUCATOR

ETHICAL STANDARDS — SACE ACT

- must compile, maintain and from time to time review a code of' professional ethics for educators who are registered or provisionally registered with the council
- must determine fair hearing procedure
- subject to subparagraph (ii), may—
 - (aa) caution or reprimand;
 - (bb) impose a fine not exceeding one month's salary; or
 - (cc) remove from the register for a specified period or indefinitely. or subject to specific conditions, the name of an educator found guilty of a breach of the code of professional ethics and
 - (iv) may suspend a sanction imposed under subparagraph (iii)(bb) or (cc) for a period and on conditions determined by the council

Legislative and Policy Environment

- The RSA Constitution
- SACE Act (Act no.31 of 2000)
- SACE Code of Professional Ethics
- Section 17 Employment of Educators' Act (Act no. of 1998)
- ELRC Collective Agreement no. 3 of 2018
- Department of Basic Education Protocol for Management and Reporting of Sexual Abuse
- The Children's Act
- The Criminal Law (Sexual Offenses and Related Matters) Act
- 2020 2030 National Strategic Plan on Gender-Based Violence



WHAT IT MEANS TO BE AN ETHICAL SOUTH AFRICAN TEACHER
Professional and Peer-Based Accountability, Commitment, Responsibility, Judgement

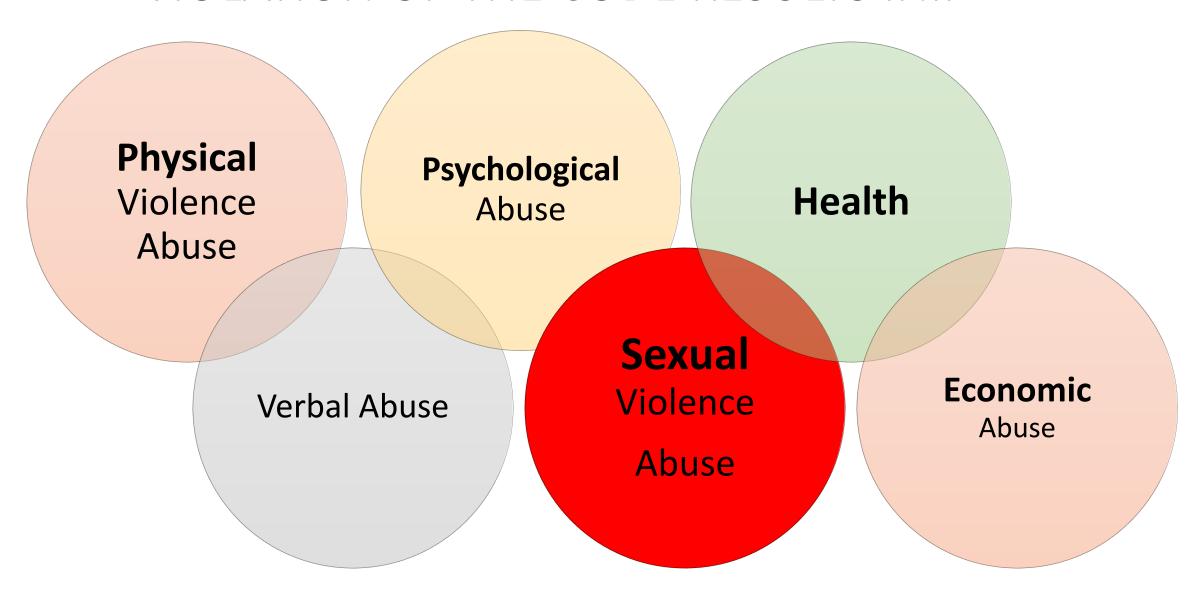
- Violation of the Professional Ethics impact on children and other educators' human rights
- Fundamental right to protect children
- Duty of Care and Institutional Betrayal

Unethical Through:

- Professional Boundary Crossing or Transgression: Departure from usual professional practice that are not necessarily exploitative. Occasionally a boundary may be crossed with the intention of assisting a child or a colleague
- It can also take place as part of slippery slope of moving from outside the usual practice to inappropriate practice that end up harming a child or a colleague.
- Grooming the children
- **Professional Violation**: Transgressions that harm the learner in some way. It undermines the educator-learner relationship and the respect that the community have in teachers.
- This can cause profound psychological and health harm to learners and fellow colleagues.

Transgression / Violation of the Code of Professional Ethics Leads to.....

VIOLATION OF THE CODE RESULTS IN..



[&]quot;towards an inclusive society, free of stigma and discrimination".

COMMON AND SPECIFIC BREACHES REPORTED TO SACE ON EDUCATORS

Breaches

- Late coming
- Absenteeism
- Physical Assault of a learner, parent or colleague
- Corporal Punishment
- Fraudulent social grant
- Fraudulent Reconstruction and Development Houses
- Corruption
- Mismanagement of funds
- Theft
- Victimization
- Humiliation of learner or colleague
- Defamation
- Intimidation
- Verbal Abuse
- Dishonesty
- Exam fraud / irregularities
- Fraudulent qualifications
- Submitting falsified documents and qualifications

Breaches

- Unfair treatment
- Abuse of power
- Illegal strikes
- Racism
- Discrimination
- Unjustified prejudice
- Poor performance
- Failure to conduct required tasks
- Unfairness to learners including expulsion and suspension of learners
- Refusal to teach
- Appointment of inappropriate or unqualified teachers
- Negligence
- Rape
- Molestation
- Indecent Assault

Breaches

- Insubordination
- Undermining SMTs Authority
- Undermining SGBs
- Incitement to protest against leadership
- Disruption of activities
- Alcohol / Drug Abuse
- Failing to comply with regulation
- Improper / Vulgar Language
- Other general misconduct
- Disrespect colleague
- Pornography
- Sexual relationship with a learner
- sexual abuse of colleague / parent
- sexual abuse of learners
- sexual advances on a learner
- Murder
- Threatening to kill

MANDATORY REPORTING TO RELEVANT GOVERNMNET DEPARTMENTS / INSTITUTIONS ONCE SACTIONED BY SACE

- Harshest Sanctioning by SACE
 - Based on the guilty verdicts, removal of the perpetrators' names (struck-off) from the register of educators in line with the SACE Act and SACE policy of mandatory sanctions.
 - Submit the names struck-off educators to the Provincial Education Departments for blocking against PERSAL
- SACE further reports to the Provincial Education Department in line with Section 15
 (2) of the Employment of Educators Act no 76 of 1998:

"If the name of an educator is struck off the register of educators kept by the South African Council for Educators, the educator shall, notwithstanding anything to the contrary contained in this Act, be deemed to have resigned with effect from the day following immediately after the day on which the educator's name was so struck off"

MANDATORY REPORTING TO RELEVANT GOVERNMNET DEPARTMENTS / INSTITUTIONS ONCE SACTIONED BY SACE

- Submission of the struck-off names to the Department of Social Development for inclusion in the National Child Protection Register for them to be declared "NOT SUITABLE TO WORK WITH CHILDREN ANYWHERE IN THE COUNTRY";
- Reporting the perpetrators to the SAPS for possible conviction and inclusion in the Department of Justice and Constitutional Development's National Register of Sexual Offenders
- Reporting to Department of Home Affairs (Immigration)
- Reporting to the Commission for Gender Equality
- Reporting to Human Rights Commission

Corporal Punishment UPDATE

Headlines in the Media

Oulawed, practice

Public interest groups

Sanctioning

High Court Review and Implications if the case is won

Children's Act section – National Child Protection Register

PROFESSIONALISING THE TEACHING PROFESSION

PROFESSIONALISING THE TEACHING PROFESSION

Enhancing the status and standing of the teaching profession and its internal quality across the teacher education and development continuum Because:

Teaching is a Profession and NOT a semi-profession

Teaching is not a free for all

Teaching is NOT something that everyone can do

Teaching should not be an after thought or last resort profession



Professional Teaching Standards for South Africa

2. Teachers collaborate with others to support teaching, learning and their professional development.

- 2.1. The wellbeing of children and their learning requires collaboration between teachers, parents or guardians, schoolbased colleagues and other professionals in the community.
- 2.2. Teachers involve themselves in ongoing personal, academic and professional growth through reflection, reading, study, research, and participation in professional development activities.
- 2.3. Teachers provide supportive environments for the induction and mentoring of colleagues who are new to their school, as well as pre-service and newly-qualified teachers.
- 2.4. Teachers participate in professional development activities organised by their subject associations, professional learning communities (PLCs) and teacher unions.
- 2.5. Teachers conduct themselves in ways that earn the respect of those in the community and uphold the dignity of the teaching profession.
- 2.6. Teachers involve themselves in educational debates and provide thoughtful comment on educational issues that affect them

Teachers understand that language plaus an important role in teaching and learning.

- Teachers make appropriate use of the language of learning and teaching (LoLT), and where necessary, draw on other languages to clarify learners' understanding of important
- Teachers introduce learners to the specialist terminology of their
- Teachers provide learners with ongoing opportunities to decode. interpret, and critique different kinds of written, graphical and
- 3.4. Teachers create opportunities for learners to develop their reading and writing skills in the lessons they teach.

PROFESSIONAL

TEACHING ...

..............

Teachers promote social justice and the redress of inequalities within their educational institutions and society more broadly.

- 4.1. Teachers are committed to affording every learner equitable and high quality learning opportunities
- 4.2. Teachers have a moral responsibility to identify, confront and resist the marginalisation and exclusion of learners from accessing quality learning opportunities.

7. Teachers understand how their subjects are best taught and learnt.

- Teachers present subject knowledge to learners in a conceptually sound manner.
- 7.2. Teachers devise tasks that give learners opportunities to practise and master new knowledge
- Teachers learn to anticipate what learners find difficult to understand and develop effective ways to address common misunderstandings.
- Teachers access, develop and modify teaching and learning resources available within and beyond their
- 7.5. Teachers use carefully chosen physical, graphic, digital and text-based resources that enhance learners' access to knowledge.
- 7.6. Teachers use a variety of teaching and assessment strategies to promote

8. Teachers interpret the national curriculum to plan systematic sequences

- 8.1. Teachers use their knowledge of their subject and the curriculum to plan purposeful and coherent lessons.
- Teachers connect the concepts they teach to what learners already know, and build a foundation for what they will learn subsequently.



www.sace.org.za

9. Teaching involves organising, monitoring and assessing learning.

- Teachers use assessment tasks that give learners opportunities to show what they have learnt, and what they can do with that knowledge
- 9.2. Teachers provide learners with feedback that helps them understand what they have done correctly, where they have made mistakes, and how they can improve their work.
- Teachers use learner errors as important data for understanding what learners misunderstand, and for thinking about ways to improve their teaching...
- Teachers keep accurate records that reflect learner achievement, and can report to stakeholders on the progress of learners.

....

...IN OUR

HANDS



1. Ethical teaching is based on a commitment to the learning and wellbeing of all children.

............

- 1.1. Teachers hold high expectations of all learners' capacity to learn, work hard, and achieve
- Teachers understand how children develop and
- Teachers understand the different challenges that confront learners and their families, and consider how these issues may affect their learning.
- 1.4 Teachers respect different aspects of learners' identities, and regard diversity as a strength and resource for teaching and learning.



- Teachers seek to understand the relationship between theory. research and their classroom practices.
- Teachers can justify the teaching choices they make about lesson planning, delivery and assessment to themselves and to other stakeholders
- Teachers reflect on their classroom experiences and use learner performances to think about ways to improve their teaching.







- Teachers understand the structure and the concepts that make up the subjects they teach. They understand how these concepts are connected.
- Teachers know how to use skills to create and verify
- used to address real world issues.



10. Teaching requires that well managed learning environments are created and maintained.

10.1. Teachers are in class and teaching during scheduled teaching time.

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- 10.2. Teachers establish classroom routines to maximise teaching and learning time.
- 10.3. Teachers use fair and consistently applied rules to promote respectful behaviour with all members of the school



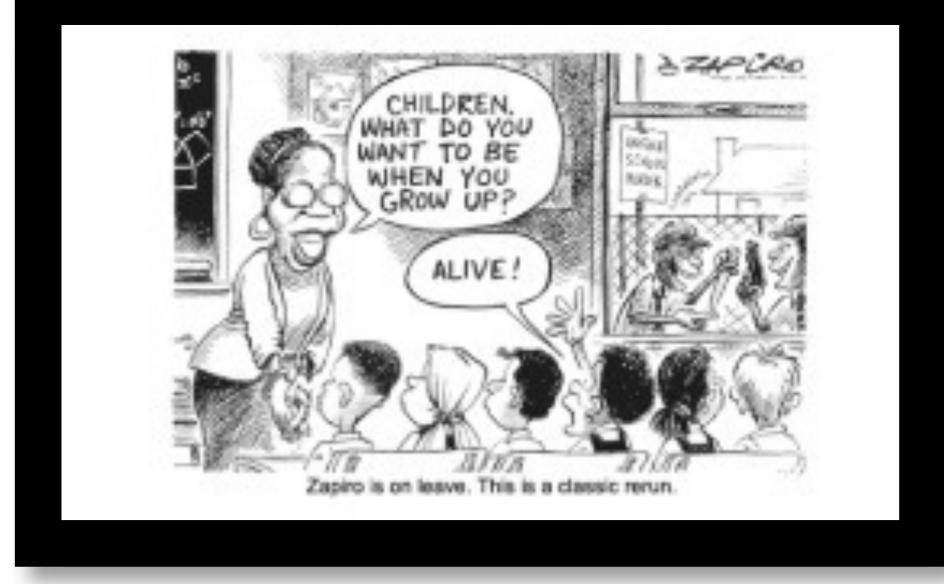


Teachers keep themselves informed of new developments in their subjects.

TEACHER SAFETY AND SECURITY IN SCHOOLS A Whole School Approach





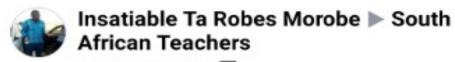


THE SAME QUESTION COULD BE ASKED TO OUR EDUCATORS TODAY...



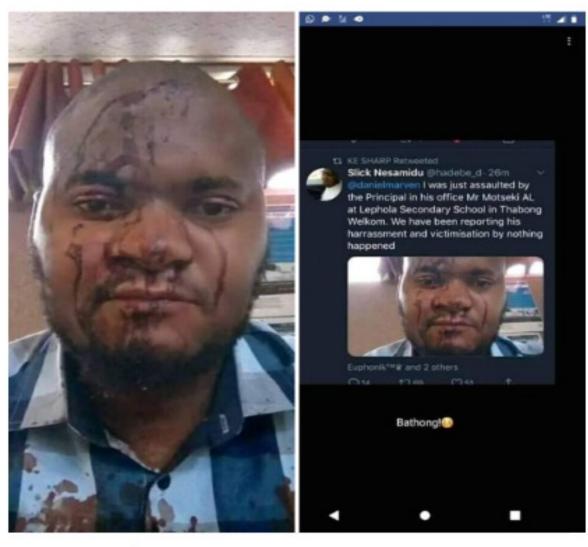
Violation of Our Teachers' Constitutional Rights, Dignity, Humanness

SA teachers not safe as pupils become aggressive
Pupil's vicious attack on Soweto teacher caught on video
Pupil abuse drives teacher out of school
A teacher has allegedly been stabbed to death by the learner he reprimanded for allegedly skipping a queue at school
More than 60 attacks on Cape teachers recorded thus far
School violence: 'Learning, teaching cannot be conducted in fear



24 Jan at 22:09 · 🖪

Principal moered a teacher.



PRINCIPAL MOERED A TEACHER



TO THE ZUMA FAMILY,

On behalf of the South African Council for Educators (SACE) and the entire teaching fraternity, accept our deepest and heartfelt condolences on the passing of your beloved brother, uncle, father, son and a member of the noble teaching profession.

Naturally, fathers have a positive impact in the family as a whole. They bring sunshine and warmth in many lives. Also, principals provide leadership to the school community, as well as, conducive teaching and learning environment. While Mr Zuma's loss might be painful to the family, please celebrate his life, legacy and memories of the positive contribution he made in the broader society, Msinga community, family, Somashi High School and the teaching profession in particular.

SACE denounces any form of violence against teachers. As a custodian of the teaching profession, it strongly believes that Teachers Rights are Human Rights too. And most importantly, Human Rights are against violence. We are indeed saddened by the fact that, as a principal and leader of Somashi High School in Msinga, Mr Zuma's right to life was violated and consequently cut short irresponsibly and cowardly. Like any other teacher and school leader, he was also entitled to the Right to Dignity and Protection. We call upon all the relevant authorities to work collaboratively in heightening the process of safety in schools.

May you find the comfort and peace in the Lord as a family and Somashi High school, and may the soul of our dear principal Zuma rest in power and may it rest eternal peace.

Ella Mokgalane



PRINCIPAL SHOT AT A SCHOOL IN MSINGA

SACE CEO (On behalf of the SACE Council and Staff)





So today ngwana a kgetha ho ntshela ka sewage kele ka classing ke ruta, he came to my class and just poured it on me he was even threatening mh collegue hore otlo kopana lyena strateng.







21 / 10 / 2020

Dear Ms Mpitse

RE: Message of Support from SACE

On behalf of the South African Council for Educators (SACE), I wish to send Council's message of support to you as an esteemed member of SACE and valuable teacher at your school. The incidence that happened at your school, in the past few days, in terms of your humiliation, violation of your human rights and dignity is regrettable. In consistent with this, SACE unequivocally condemns the barbaric situation that took place with the strongest contempt it deserves.

As part of our Teachers Rights, Responsibilities, and Safety Campaign, SACE wants to remind the learners, public and school communities that teachers' human rights and lives matter. Therefore, your life and dignity, as a teacher and human being, should be respected at all times.

We wish you and your family well.

Yours in the Profession



Ella Mokgalane

(SACE: Chief Executive Officer)

€ 3 1,6K

2,9K Comments - 4,2K Shares









Teacher hospitalised after irate parent allegedly beat her with umbrella

NORTH WEST / 23 FEBRUARY 2019, 09:01AM / ANA REPORTER













PARENTS JOINING THE VIOLENCE FRAY **AS WELL**



SACE is at Heinz Park Primary School.

27 Sep 2021 · 🕄

SACE VISITS HEINZ PARK PRIMARY SCHOOL

SACE delegates visited Heinz Park Primary school in Western Cape today to support the school in light of the unfortunate incident where one of its members was fatally shot on the school premises.

Council is deeply saddened by the loss and reiterates the call to keep our schools safe. Hands of our teachers #HOOT





IMPACT

11:30 🛱 🍥 🛄

LATEST

Bisho High Learner Commits Suicide after Being Bullied for her Spiritual Calling

By Viwe Madyibi

A Grade 10 learner, Lathitha Nako, was a learner at Bisho High School, who took her life earlier this week after she had experienced bullyism and harassment on school grounds by her fellow classmates.

The classmates were calling her names

Nako had reported this matter several times

to her teachers, they did not take it seriously and no action was taken to deal with the bullies instead the teachers had told her she should change schools.

Lathitha could not handle the whole situation anymore and had blamed herself for being bullied because of her spiritual calling and committed suicide.

The Bisho High School Principal could not be reached for comment.



EDUCATOR MISCONDUCT CASES REPORTED TO SACE

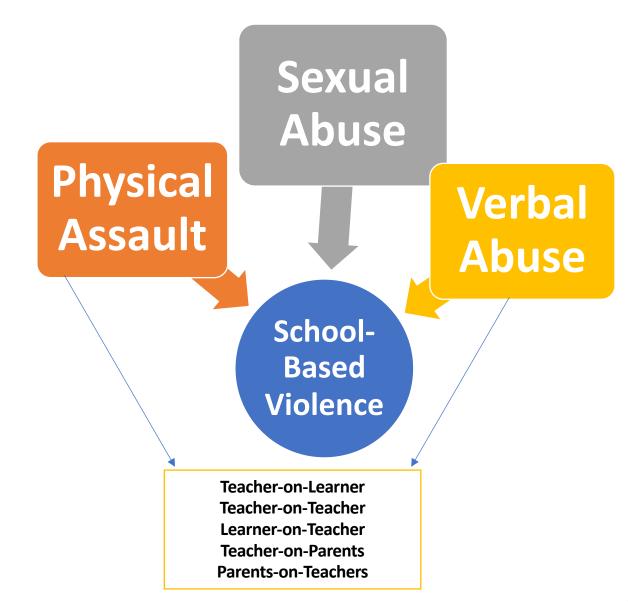


Research on cases reported to SACE:

Trends analysis (2008 – 2012 and 2013 – 2017),

Trends analysis (2008 – 2012 and 2013 – 2017),

Factors that enhances sexual misdemeanour in schools



Teachers' Rights, Responsibilities and Safety Programme and Campaign, a necessary condition for effective process of Professionalising the Teaching Profession.

Launched in March 2019 Nationally and in four Provinces

Research Conducted, informed by literature and Teacher Focus Group Sessions in all the 9 provinces, data from commissions in the four provinces, and interviews

Research Report Released

Draft Teachers' Rights, Responsibilities, and Safety Handbook Produced

Teachers' Rights, Responsibilities and Safety Provincial Teacher and stakeholder Round Tables opportunity to finally shape the Handbook.



Launched the Handbook Nationally in 2020
Distributed the Handbook to all the Teachers Electronically



Mixed Mode Capacity Building and Support Programme (webinars, Workshops, online Programme, teacher workbooks, facilitators guide)

Heightening Advocacy, Education and Communication on Teachers' Rights, Responsibilities and Safety

Teachers Safety And Security In Schools: A Handbook

#HOOTS CAMPAIGN - HANDS OFF OUR TEACHERS
AND STUDENT TEACHERS THEIR RIGHTS, DIGNITY AND
LIVES MATTER

FOLLOWS A WHOLE-SCHOOL APPROACH

ACKNOWLEDGES THAT TEACHERS, STUDENT TEACHERS AND LEARNERS' RIGHTS ARE HUMAN RIGHTS TOO

<u>sace teachers safety and security handbook - Google Search</u>
(Press Control +Click on the link to access the handbook)



Teachers' Safety and Security in South African Schools: A Handbook



PURPOSE OF THE HANDBOOK

- As a source of reference and guidance, the Teachers' Safety and Security in South African Schools
- Provide educators with guidance on how educators should protect themselves in violent situations they may confront in the school environment.
- Likewise, the handbook assists educators to know what action to take to decrease the risk of violence against every member of the school community. In
- Provides educators with an opportunity to create a safe school environment and perform their daily roles and responsibilities without fear and intimication from others within the school community.

Summary of Handbook Content

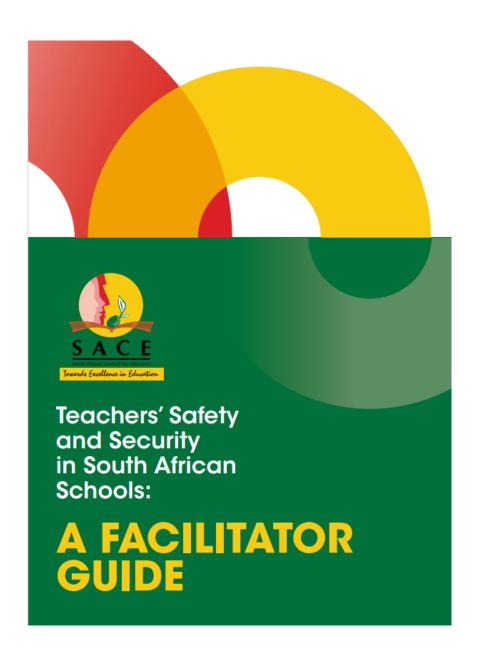
- Resourceful handbook is divided into five steps underpinned by a whole school approach,
- Includes scenarios that might be applicable to an everyday situation in a school environment.

The five steps include:

- understanding violence;
- understanding roles and responsibilities;
- understanding the risks of violence in your school;
- taking action in potentially violent situations; and
- evaluating, reflecting and improving processes and actions



The five distinct steps to follow





Teachers' Safety and Security in South African Schools:

A PARTICIPANT WORKBOOK





► YouTube

Teachers National Assets





TUUIUNE

National and Provincial Level





Teachers' Safety and Security Handbook

Classroom Violence

YouTube







Key stakeholder

















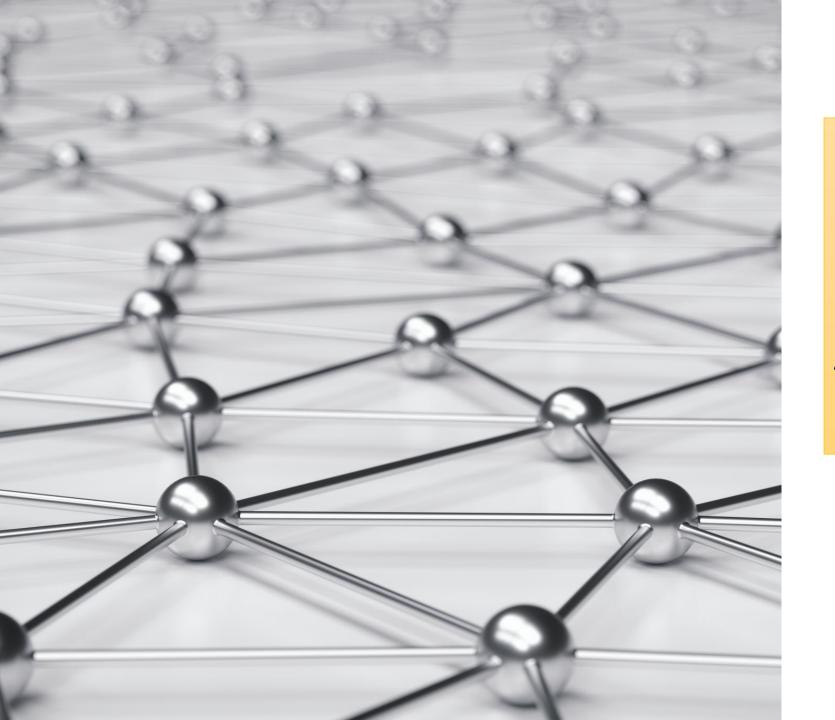






ONLINE TEACHER SAFETY AND SECURITY SELF-DEVELOPMENT PROGRAMME

HANDS & FF OUR TEACHERS!



SACE VIRTUAL LIBRARY FOR EDUCATORS AND STAKEHOLDERS

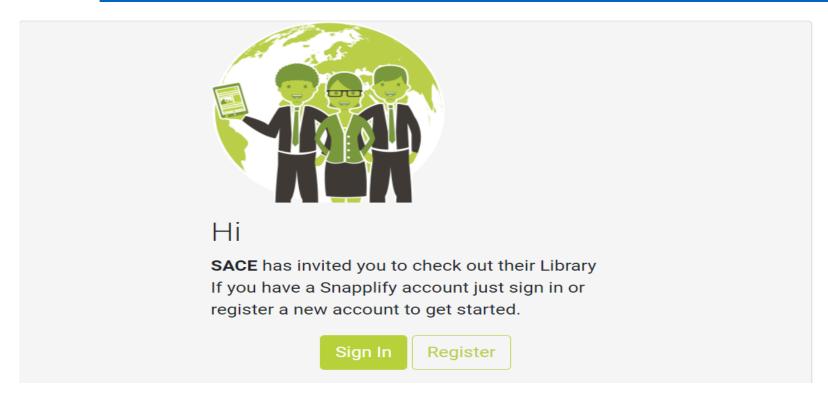
Promoting a Reading Teaching Profession

As part of supporting the Presidential and Ministerial priority on reading, SACE launched a Virtual Library to promote a reading profession.

The Virtual library has over **50 000** free titles available for teachers and SACE stakeholders to access immediately, including the CAPS related ones.

ACCESSING THE SACE VIRTUAL LIBRARY

Getting started https://sace.snapplify.com/invitation/code/sace2021



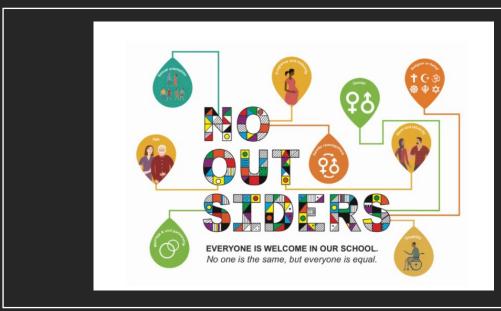
Inclusivity and Equality based on sexual orientation and Identity

THE PLIGHT AND RIGHTS OF THE LGBTQI+ COMMUNITY IN OUR SCHOOLS MATTER TOO







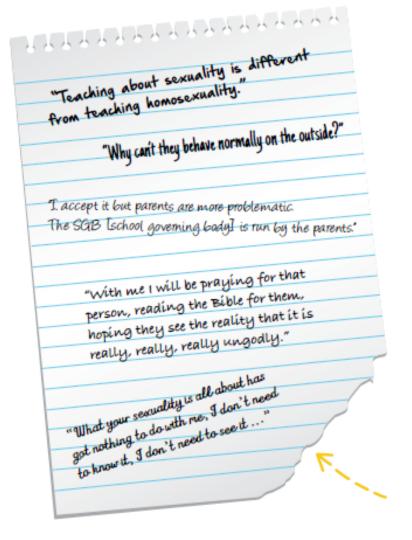




In South Africa, educators are often seen to be contributing to homophobia. Many educators ignore homosexual harassment, name-calling or bullying. Gender roles and gender stereotypes are established for young people from a very young age. For many young people, "gay" means "a man who is not a proper man and doesn't do the things which real men do" and "lesbian" means "a woman who is not a proper woman and doesn't do the things which real women do". Gender roles are crucially important while growing up and, for some young people – particularly for young men – acting in a homophobic manner is a way in which they are able to reinforce their own masculinity and heterosexuality to those around them.

Many educators are reported as having negative attitudes towards homosexual or transsexual learners. But it is your job, as a concerned educator, to work against discrimination within the school community.

In these comments we see fear, judgement, dislike and exclusion – the characteristics that open the way to bullying. These comments come directly from adults in our society, from parents, educators, community and religious leaders. They reflect views that result not only in bullying and intimidation, but serious violence against learners who do not fit neatly into a particular category.



NO ONE IS THE SAME, BUT
EVERYONE IS EQUAL
IN OUR SCHOOLS
AND THE
PROFESSION



- Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (PEPUDA or the Equality Act, Act No. 4 of 2000) is a comprehensive South African <u>anti-discrimination law</u>. https://www.gov.za/sites/default/files/gcis_document/201409/a4-001.pdf
 - It prohibits unfair discrimination by the government and by private organisations and individuals and
 - Forbids <u>hate speech</u> and <u>harassment</u>.
 - It lists race, **gender**, sex, pregnancy, family responsibility or status, marital status, ethnic or social origin, HIV/AIDS status, colour, **sexual orientation**, age, disability, religion, conscience, belief, culture, language and birth as prohibited grounds for discrimination.
- Protection of the Teaching Profession through:
 - Reporting to SACE, violation of the Code of Professional Ethics
 - Equality Courts hear complaints of discrimination, hate speech and harassment.
 - Chapter 9 Institutions: Commission on Gender Equality; South African Human Rights



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Be the Change that you want see in your future school, staff room, classroom, circuit, CMC, district, province, community and amongst your colleagues

Ella Mokgalane 083 380 9879 ella.mokgalane@sace.org.za