



IQMS Professional Development Workshop

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PROFESSIONAL DEVELOPMENT CONCEPTS AND IMPORTANT FACTORS TO CONSIDER

- ✦ Lifelong Learning / Ongoing Learning / Empowerment
- ✦ Upliftment
- ✦ Capacity Building
- ✦ Skills Development
- ✦ In-service Training
- ✦ Training and Re-training
- ✦ Workshops
- ✦ Continuing Professional Teacher Development



PROFESSIONAL DEVELOPMENT CONCEPTS AND.....

- ✚ KSAs (Knowledge, Skills, Attributes/ Attitudes)
- ✚ Academic, Professional and Personal Development
- ✚ Community Development
- ✚ Awareness, Orientation and Re-orientation, Information Sharing
- ✚ Collaboration / Collegiality / Peer Review /Professional Communities

PROFESSIONAL DEVELOPMENT CONCEPTS AND.....

✚ Different Educational Organisations Use Different terms:

- ❑ Professional Development (PD)
 - *SACE (also IQMS PS #5 refers to PD on issues pertaining to Professional bodies)*
- ❑ Teacher Development (TD)
 - *DoE and PDoEs*
- ❑ In-service Teacher Education (INSET)
 - *Previous Departments of Education*
- ❑ Continuing Professional Teacher Development
 - *National Framework on Teacher Development*



PROFESSIONAL DEVELOPMENT CONCEPTS AND.....

- ❑ Whole School Development

- *Individual development and organisational factors*

- ❑ Skills Development

- *SDA and SETAs (Learnerships leading to a whole qualification and Unit Standards with Credits. E.g New Teacher Qualifications Offered through Learnerships)*



PROFESSIONAL DEVELOPMENT CONCEPTS AND.....

Some Important Conditions:

- ✦ Needs Driven: Individual, School, System (e.g. PGP/SIPs/DIPs or WSP, SSP, NSDS)
- ✦ Consideration: Age, teaching experience, post levels, learning areas, life stages, phases, bands, career levels, employment status
- ✦ Self-development, Commitment, and taking responsibility for one's own professional development
- ✦ Dedicated Time for Professional Development / Time Management
- ✦ Resources and Resourcefulness
- ✦ Right and Conducive Learning Culture (Individual / School)



PROFESSIONAL DEVELOPMENT CONCEPTS AND.....

✚ Stages of Professional Development in Teaching:

✚ **Induction Stage:** Learning the teaching and learning ropes, survival strategies

✚ **Adjustment Stage:** Educators are enthusiastic, actively developing, and trying to implement what they have learned

✚ **Maturation Stage:** Self-actualisation, confidence, secure, and at ease



PROFESSIONAL DEVELOPMENT CONCEPTS AND.....

- ✦ **Mid-Career Crisis:** Educators tend to focus on themselves and their survival. In this stage they experience discomfort and no longer feel good about teaching
- ✦ **Leadership Stage:** they see themselves as effective professionals who are very knowledgeable, confident, secure, and flexible. In this stage, they tend to believe that their own professional lives, classrooms, and schools are running smoothly



PROFESSIONAL DEVELOPMENT CONCEPTS AND.....

- ✚ Ongoing Feedback and Support Mechanisms / Spiral Model
- ✚ Ongoing Monitoring and Evaluation
- ✚ Reflection
- ✚ Professional Development is about everyday learning and development. The difference is, we learn and develop in different ways using different models and strategies.



PROFESSIONAL DEVELOPMENT CONCEPTS.....

EINSTEIN ONCE SAID

“As long as you are living you are learning.
If you are not learning you are dead”.

Therefore:

We need to make professional development as
important as eating our breakfast,
lunch and supper.

So that at the end we can benefit the Learners, our
Schools, and the entire Education System



Types of Professional Development Activities

• Provider Driven PD Activities

- Employer
- HEIs
- Unions
- Schools
- NGOs



Types of Professional Development Activities

✦ Self-Directed PD Activities

- Self-Study (CE, ACE, DE, BEd, BEd Hons, PGCE, PGDE, MEd, DEd/PhD, and various accredited US courses with credits)
- Reading Journal Articles, General Education Literature, Literature Specific to your Learning Areas
- Writing and Publishing Articles
- Conducting Workshops, Seminars
- Presenting Conference Papers
- Developing Learning Material
- Participating in various Conferences, Seminars, Workshops etc



Types of Professional Development Activities

↓ School-Based PD Activities

- Projects
- Mentoring novice educators
- Collaborative Research
- Sports and Cultural activities
- Workshops, Seminars, Forums
- School Nutrition Programme
- etc



Types of Professional Development Activities

Community-Based Activities

- Projects
- Vegetable Gardens to assist the Community
- Counseling
- Home-based care



What are the Sources of Professional Development Activities

❑ Employer-Driven PD Activities

- Misguided conception that employer-driven activities are the only “legitimate forms of PD activities”
- Employer has minimum PD provisioning obligation and responsibility towards employees
- Educators are entitled to some form of policy orientation and policy support in order to implement new changes taking place in the educational and schooling system
- Hence major focus on implementation of gvt Legislation, policies and programmes such as, NCS, RNCS, IQMS, MST, NPDE, ACE, NTA, EMGD etc
- Policy overload, Coordination
- Cascading Model



Higher Education Institutions Qualification Driven Activities

- ✚ Accredited Professional and Academic Qualifications
- ✚ Perceived high status and quality because of accreditation
- ✚ Cash-Bonus Incentive
- ✚ Distance Education Mode Dominating in the Profession
- ✚ **Vertical Progression:** REQV level (e.g 13-14), NQF level (e.g 4 – 5 or 6-8), qualification level (e.g BEd to BEd Honours Masters / Phd), Gain fully qualified status in terms of the Un/under qualified (e.g NPDE 360 credits and 240 credits)



Higher Ed. Institution Qualification Driven PD.....

- ✚ **Horizontal Progression:** Re-training, Re-skilling, Re-orientation (e.g. Various ACE Qualifications)
 - Qualified educators who choose to develop their own knowledge, skills, and competencies in new areas related to their professional teaching/office duties (e.g educators teaching learning areas/subjects not qualified to teach)
 - Qualified educators who wish to pursue more in-depth competence in their current areas of specialisation
 - Qualified educators who want to develop new knowledge and skills related to their new roles in, for example, management, professional development and support person, school psychologist, labour relations officer, head of department, and senior teacher playing mentorship, curriculum and learning programmes designers etc



Teacher Union Driven Activities

- ✚ All the 4 national educator unions play a critical role in promoting the ongoing professional development of their membership
- ✚ In this case we cannot, therefore, talk about a dichotomous relationship between unionism and professionalism
- ✚ Educators can be both unionists and professionals at the same time
- ✚ Issues of Labour Relations / Conditions of Service become equally important as those of quality education provisioning for all



Teacher Union Driven Activities...

- ✦ Union Political Education Desks and Administrative Professional Development Wings become key and central to PD activities
- ✦ **Examples of Union PD Activities:** Learning Area / Subject Committee workshops, IQMS, Assessment, HIV/AIDS, Code of Conduct for Teachers, Alternatives to Corporal Punishment, etc
- ✦ Union Publications



School-Based PD Activities

- ✚ School/Institution can identify PD Programmes that are based on the needs of the educators (e.g. from PGPs, SIPs, WSPs)
- ✚ Cluster of Schools can also identify PD Programmes in line with their SIPs and DIPs
- ✚ Educators within the school can develop programmes to develop one another
- ✚ HODs and Principals have professional development as part of their roles and responsibilities



School-Based PD Activities.....

- ✦ In some instances the school may choose to use external providers for their own school-based PD activities
 - NGOs,
 - District Office,
 - Research Institutions,
 - HEIs,
 - Professional Associations,
 - ELRC,
 - SACE,
 - Teacher Unions, etc
 - Nearby Clinics and Police Stations
 - Social Welfare



● Examples of School-Based PD Activities....

- ✚ **Projects:** initiating and Sustaining Projects at school level for educators/ learners/ Community
- ✚ **Research:** (e.g Participatory Action Research in your own classroom / office / institution, to improve teaching and learning or deal with school discipline issues)
- ✚ Engage in research activities that will enhance some learning experiences
- ✚ Encourage research into topical issues and assist and encourage other educators to publish their findings



● Examples of School-Based PD Activities....

- ✦ *Peer-group Learning.* As educators, you come together to share ideas and experiences. Participants learn from each other. It increases group expertise and it is cost effective.
- ✦ This also involves the process of Drawing on experiences from colleagues



Examples of School-Based PD Activities.....

Others:

- ✦ Encourage reading culture among educators in your school
- ✦ Extend invitation to guest speakers to present papers or address educators on topical issues. These topical issues could be discussed at regular seminars or staff meetings within the schools
- ✦ Holding regular staff development programmes at your school in which different members of staff take turns to lead discussions
- ✦ Job-rotation within the institution
- ✦ Educator Exchange Programme



Examples of School-Based Activities

Learning In Every Day Work:

- Engaging with learners and Colleagues in topical national regional, and international educational issues
- Action Research (Classroom-based/work-based Research
- Reading Educational Literature within Your learning Areas and Profession as a whole
- Information Searches (Education Related Web-Sites)
- Making use of ICT at work/classroom
- Viewing/Listening and discussing professional videotapes and audiotapes



● Examples of School-Based Activities.....

✦ *Professional Networks:*

- School representative in the SGB/ School Nutrition etc,
- participate in the union site PD activities,
- peer review, reflection, feedback and support activities,
- Establish and participate in the learning area committees,
- Initiate and Support team teaching and collaborative practice activities,
- Serve as examiner or moderator at provincial or national levels

Initiatives of Other Providers

- Range of providers who have influence over the PD of educators through direct or indirect focus on issues that are related to educational matters.

For example:

- *NGOs, FBOs, CBOs, Professional Bodies / Associations / Councils, Statutory Bodies*
- *Other government departments such as Health, Safety and Security, Social Services, Labour Environmental Affairs, Public Works, Home Affairs*
- *Organisations such as, SAHRC, IEC, NPA, Public Protector Office, ESKOM, TELKOM, Rand Water Board, Weather Services, CSIR, City Power, SABC Education, Microsoft, SAFA, Cricket SA, SARU, PSL, SWIMMING SA, SAA, Tourism Boards, Parks Boards, etc*



Example of Activities Offered by Other Providers

- ✚ HIV/AIDS and other Health Related Programmes
- ✚ Anti-Racism, Human Rights Education, and values in education
- ✚ School Safety and Security
- ✚ Alternatives to Corporal Punishment
- ✚ Rights and Responsibilities of Educators



● Example of Activities Offered by Other Providers

- ✦ Social Grant Issues in cases where there are AIDS Orphans and Child-Headed Families
- ✦ Water, Electricity, Sanitation
- ✦ ICT
- ✦ Stress Management
- ✦ Motivational Programmes
- ✦ Future Careers for Learners
- ✦ First-Aid Courses
- ✦ Extra-Curricula Activities such as sport, music, art, dance, debate, etc
- ✦ Travel and Tourism, Hotel Management



PARTICIPATION IN PROFESSIONAL DEVELOPMENT ACTIVITIES

- Unpacking Criteria A and B by understanding the following:
 - **Types of Participation:** Forms, Kinds, Categories, Nature, Style, Manner, Variety



PARTICIPATION IN PROFESSIONAL DEVELOPMENT ACTIVITIES And PROFESSIONAL BODIES

- ✚ Participation
- ✚ Involvement
- ✚ Attendance, Organising, Planning, Monitoring
- ✚ Membership and other Positions
- ✚ Partnerships
- ✚ Initiating, Follow-Ups, Support, Mentoring
- ✚ Informing and Sharing
- ✚ Gathering Information
- ✚ Contribution, Serving
- ✚ Implementation
- ✚ Feedback and Reflection



LEVELS OF PARTICIPATION

- ✚ Roles we play
- ✚ Impact and Difference we make
- ✚ Intensity
- ✚ Ranks and Positions
- ✚ Echelons
- ✚ Stages and Phases
- ✚ Quality Issues



DEGREES OF PARTICIPATION

- ↘ Amount
- ↘ Extent
- ↘ Quantity
- ↘ Measure



Active Participation in Professional Bodies

- ✚ *Professional bodies/associations/councils /*
- ✚ *Professional Councils established in terms of Act of Parliament, where members of the profession are compelled by the law to be members:*
 - **SACE:** registration of all educators, professional development and ethical conduct of educators (SACE Act no.31 of 2000)
- ✚ **Health Professions Council of South Africa:** registers and develops school therapists (e.g. OTs, Physio, Play), and psychologists who are also employed by the GDE as educators, in terms of the EEA and ELRC Resolution.



Active Participation in Professional Bodies

- ✦ Dual Membership (SACE and HPCSA by virtue of belonging to two professions in the education and health sectors)



How Can Educators Participate?

How can educators participate more in the SACE programmes?

- Active participation in PD Programmes workshops, seminars, forums,
- Serving in the council and its sub-committees through your union, panels for dealing with misconduct cases
- Voluntary service to Council activities (workshop facilitation, representing SACE in various provinces, calling on SACE to start any kind of project where educators offer their services voluntarily, etc)
- writing articles on various educational issues, contribute to the journal/magazine (see sample of publication where educators participated)
- Contributing to SACE research by writing classroom or school-based articles or gathering research information that forms part of the bigger research
- Make use of the SACE Educator Help Desk on any educational matter



Educator Unions

✚ Four National Unions and their Provincial Affiliates

✚ *Activities:*

- Serving as an office bearer and ordinary member at various levels of the union (national, provincial, regional, branch, site)
- Organising and / or Conducting workshops, seminars, campaigns, information, conferences, congress, sharing sessions for the union
- Writing and Presenting papers and speeches
- Contributing to the union publications
- Material Development
- Union Learning Area, Education, Sports and Culture, and Labour Relations Committees



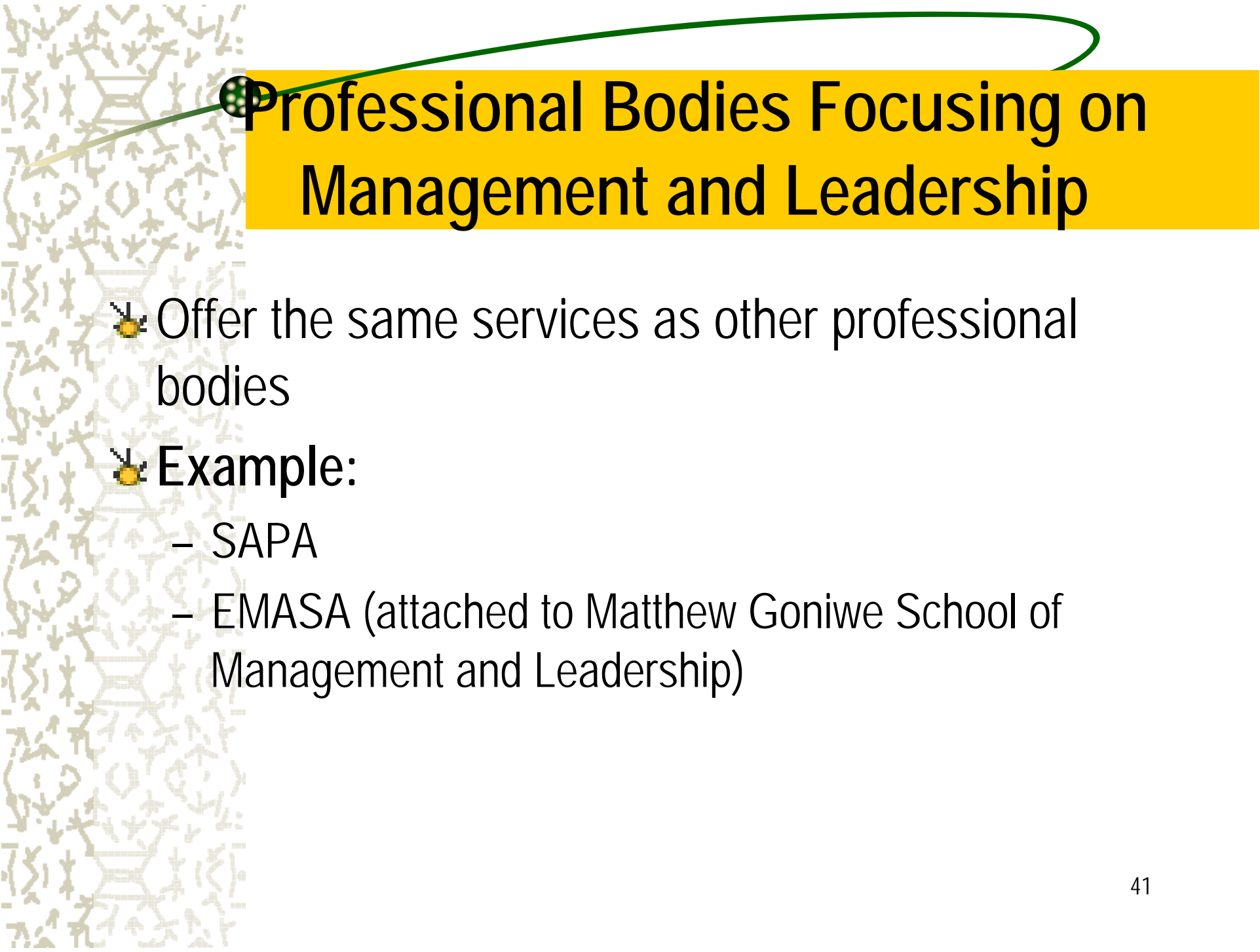
Educator Union Activities....

- Representing your union in other educational structures such as,
 - ELRC
 - NSA
 - ETDP SETA
 - SAQA
 - DoE and GDE Curriculum, Teacher Development, Quality Assurance, Inclusive Education, ABET, ECD, and other activities
 - SACE
 - CCMA, etc



Professional Bodies dealing with Specific Learning Areas

- ✦ Membership on Voluntary Basis
- ✦ Learning Area Committees
- ✦ Various Olympiads
- ✦ Teaching and Learning Issues
- ✦ Offer PD Programmes
- ✦ Research and Publications
- ✦ Conferences, Seminars, AGMs, Forums
- ✦ ***Examples of PBs:***
 - AMESA: Mathematics Educators
 - SACEE: English Educators



Professional Bodies Focusing on Management and Leadership

- ✚ Offer the same services as other professional bodies
- ✚ **Example:**
 - SAPA
 - EMASA (attached to Matthew Goniwe School of Management and Leadership)



Professional Bodies In Other Educational Sectors

- ✚ ECD: South African Congress for ECD
- ✚ ABET: AETASA (Adult Educators and Trainers Association of South Africa)
- ✚ **Music in Education:**(Southern African Music Educators Society – SAMES, Music Therapy Society of Southern Africa)
- ✚ Inclusive Education and Special Needs



EVIDENCE OF PARTICIPATION

Some Issues to Consider:

- School-based discussion around evidence
- Kind/Nature of Evidence
- What is acceptable and helpful for the assessment process
- Authenticity of Evidence



POSSIBLE EVIDENCE

SOME EXAMPLES TO CONSIDER:

- ✎ Certificates
- ✎ Attestations (e.g. Letters of Commendation)
- ✎ Programmes / Agendas
- ✎ Reflection and Written Reports
- ✎ Feedback and Information Sharing
- ✎ Applications to real contexts / Implementing what you have learned
- ✎ Photos, Videos
- ✎ Attendance Registers
- ✎ Papers written / published
- ✎ Research Conducted
- ✎ Professional Development Portfolio



KNOWLEDGE OF EDUCATIONAL MATTERS

In addition to everything we have spoken about on PD today:

Professional Issues: (Ethics, Values, Attitudes, Code of Conduct, Professional relationships, Professionalism, Human Rights and Anti-Discrimination Issues, Recruitment Protol, WTD etc)

✦ **Academic** (Foundational and Theoretical Knowledge that underpins e.g. learning areas, teaching and learning strategies, curriculum, assessment – Books, Journals, Articles, Websites, Academic Qualifications, Research activities)



KNOWLEDGE OF PROFESSIONAL DEVELOPMENT.....

- ✚ Administration, Management, and Leadership Issues
- ✚ Classroom Management and School Discipline Issues
- ✚ **Teacher Education** (PRESET, teacher recruitment, shortage, TSUD)
- ✚ **Conditions of Service** (Duties and Responsibilities, Salaries, Employment Conditions, Leave, Job descriptions, etc)
- ✚ **Pedagogical Knowledge** (Methods and Methodologies, Teaching and Learning Strategies, Skills, Material Development etc)



KNOWLEDGE OF PROFESSIONAL DEVELOPMENT

- ✦ **Labour Relations** (dispute resolutions, negotiations, resolutions/agreements, time off, shop stewards etc)
- ✦ **Technological Issues** (Usage of ICT in classrooms, networks, etc)
- ✦ **Seven Roles of an Educator** (assessor, material developer, learning mediator, learning area specialist, researcher and lifelong learner, citizenship, community and pastoral, management and leadership)
- ✦ **Legislation and Policies** (EEA, SASA, ELRC Policy Handbook, SACE Act, ELRC Act, Religion in Education Act, FET Act, NEPA, BCEA, NSE, Constitution of the Country, SDA, LRA, Guidelines and Regulations).



ATTITUDE...

- ✚ Its all in the mind
- ✚ Mindset
- ✚ Emotional Intelligence – your thoughts make u what you are and determine what kind of thinker and person you are
- ✚ We are born with the potential but exposed to negative contexts



ATTITUDE...

- Our power to act positively or negatively lies in our thoughts because we are able to control them
- We may not be able to change or choose right thoughts because of our habits



TYPES OF THINKERS

- ✚ **Positive Thinkers** : People with positive mental attitude.
- ✚ They refuse to be controlled by their negative thoughts and circumstances



TYPES OF THINKERS..

- ✚ **Negative Thinkers:** They blame everything / everyone else for their situations except themselves
- ✚ They are bitter and negative and have good reasons for that
- ✚ Resentful
- ✚ Victim of circumstances



TYPES OF THINKERS....

- ✚ **Realistic Thinkers:** Look at the facts/practicalities and weigh their options before making decisions
- ✚ **Combo Thinkers:** They are positive all the time, but if something happens to them they explode and go back to the negative thinking mode.
- ✚ They blame everything for their actions



Vision, Passion and Attitude For Professional Development and Lifelong Learning

POOR EYESIGHT LIMITS YOUR VISION. POOR VISION LIMITS YOUR ACTIONS.

□ Example of 3 educators

1. I am working for my kids
2. I am teaching because I am a teacher
3. I am facilitating learning with the view of producing independent learners

Which of the 3 educators has a vision?



Vision, Passion and Attitude for PD....

- ✦ We all know that your attitude determines your altitude
- ✦ You can participate in all the PD programmes, acquire more knowledge and skills. But you still need Positive Mental Attitude, Passion, and the Will to learn, and implement new ideas and changes for the benefit of learners and contributing towards quality teaching and learning for all



Vision, Passion and Attitude....

**NOBODY CAN IMPROVE AN
EDUCATOR EXCEPT HIM/HERSELF.
OPENNESS TO CHANGE IS THE KEY
TO WHETHER CHANGE WILL TAKE
PLACE OR NOT.**



Vision, Passion and Attitude....

**POLITICS IS THE ART OF
THE POSSIBLE.**

**TEACHING IS THE ART OF
MAKING IT POSSIBLE**



Vision, Passion and Attitude....

SELF-DEVELOPMENT

Professional Development is not always something one does for others. Educators should take the responsibility for their own development as well. PD as a continuous process that takes place throughout an individual life and career span. Knowledge, Skills, and Attitudes change with time. It is therefore, imperative that as educators we engage in the self-development process and professional development activities coming our way in order to equip ourselves for changes that affects our lives and professional work



ANCIENT CHINESE PROVERB

Those who want to leave an impression for one (1) year should plant a corn: Those who want to leave an impression for 10 years should plant a tree. Those who want to leave an impression for 100 years should develop a human being"



DISCUSSION and FEEDBACK

- ✚ Questions
- ✚ Discussions
- ✚ Feedback from Participants

THANK YOU