

WELCOME TO THE HOME OF THE TEACHING PROFESSION

SERVICE ORIENTED

QUALITY

RESPECT

DIGNITY

RESPONSIBILITY

TOLERANCE

TRANSPARENCY

ACCOUNTABILITY



STRATEGIC PLAN 2020 - 2025



EXECUTIVE AUTHORITY STATEMENT



The South African Council for Educators (SACE) has, in the last two years, heighten the process of professionalising the teaching profession with the ultimate goal of enhancing its standing, status and internal quality across the teacher education and development continuum. Accordingly, SACE's professionalisation process is positioned within the broader context of government's vision to professionalise the public service through the constitution of the country, the National Development Plan: Vision 2030 and other related initiatives.

Thus, as a statutory professional self-regulatory body, SACE has an enormous role to play in setting and maintaining both the professional and ethical standards in the teaching profession in order to protect the integrity of the profession and to safeguard the public interests. Also, the ethical and professional standards contribute to teacher professionalism and reinforce public confidence and trust in the teaching profession.

In line with this, SACE has a legislative authority to determine requirements for entry into all levels of the profession, promote and manage a system for continuing professional development, and set and uphold professional and ethical standards. This legislative mandate ensures that SACE plays a dual role of being the custodian and gatekeeper of the teaching profession. It also forms part of SACE's self-regulatory frameworks which are fundamental to building a capable and credible teaching force that is highly developed, value-driven and accountable in delivering quality teaching and learning in schools and post-schooling colleges.

In the next five years, SACE will implement the professional standards and the profession's teacher professionalisation path that begins with determining the requirements for entry into initial teacher education; registration of student teachers from first year of study; supporting of the newly qualified teachers through structured induction and mentoring programme; awarding of professional certification and designation status that is linked to the induction programme; and continuing professional teacher development system and maintenance of the professional status through the possible re-certification process.

Additionally, in responding to the President of the Republic of South Africa's call to migrate the Early Childhood Development Education (ECD) from the Department of Social Development (DSD) to the Department of Basic Education, SACE will take the lead in contributing to the professionalisation of the ECD sector in collaboration with other key role players. This will assist in strengthening the internal quality of the sector, and protect the practitioners as well as the children.

SACE is indeed working towards protecting the integrity of the teaching profession and inspiring a credible teaching profession in the next five years.

A handwritten signature in black ink, appearing to read 'Mrs AM Motshekga'.

Mrs AM Motshekga, MP
Executive Authority

FOREWORD BY THE CHAIRPERSON



The appreciation of our success and areas of development presents us with an opportunity to gauge our policies, our systems, practices and culture at an operational level as to whether we are in anyway line with realisation of our mandates. The gauge will not only evaluate our operations but must also give us an opportunity to reflect on the oversight role of the Exco and the council. Indeed as a council we have, under the leaders of Exco and Council, made some strides in dealing with cases reported to the council. We must appreciate ETHICS Committee and staff for working tirelessly to deal with all backlogs and the improved processes that have been employed to deal with cases more efficiently and effectively.

We also must appreciate the good work done at Committee and staff to register new applicants or teacher candidates. Work is done to ensure that students teachers are registered by council on provisional basis. We must also appreciate the vigilance and due diligence by staff in identifying the possible fraudulent certificates and other documents. We still have many practicing educators who are not registered with us, have some foreign educators with qualifications not certified by SAQA in our classrooms. However, work is underway by Registration Committee and staff to identify them and remedy the situation.

Our CPTD programme is doing well. The participation rate of teacher has fairly increased in the last few years thanks to our field coordinators, stakeholder engagements programmes, visits to provinces and other programmes. We however must still look at what could be more progressive ways to encourage members to participate more with more understanding, zeal and purpose. Continuous Professional Development remains the fundamental pillar of any profession and should be a voluntary and intrinsic activity for each and every professional whether a teacher or any other professional. We need more creative ways to make our members to participate voluntary to such programmes with making it an extra distress to teacher but a fashionable thing to do. We, together with all our stakeholder and parties to council we must look at means and ways to encourage our members to freely and voluntary participate in Professional Learning Committees.

Professional Learning Committees are buttressed by a theory of Community of Practices. Learning has always been assumed as a process that has a beginning and an end. It is seen as something that is best separated from the rest of our activities and it is the result of teaching (Wenger, 1998). This is what has always been the generally acceptable norm of learning. This has been an understanding of what learning is, until around the late 1980's and early 1990's that two scholars from very different disciplines, Jean Lave and Etienne Wenger came up with a new model of learning (Smith, 2009). They coined a model of learning called 'community of practice' based on situated learning.

This model of situated learning proposes that learning involves a process of engagement in a 'community of practice'. Communities of practices are groups of people who share a concern or a passion for something they do and learn on how to do it better as they interact with each other regularly (Wenger, 2006).

Professionalisation of the teaching profession remains the most central task of the council in the next five years. Implementation of the teaching standards both at teacher training level as part of teacher preparation and in practice remains paramount. We need to create during our time a teaching cohort that is accountable, committed with passion for teaching, ethical with acceptable work ethics and culture, learner oriented, task-on-time, creative, and so on.

This however is not enough; we need to define professionalism in a broader term as a professional regulating authority. In defining professionalism, we must include claiming human dignity, respect for dignity of all educators, as a fundamental pillar of professionalism. Professionalisation should include professionalisation of the work environment as a space of professional practice and conduct. We really cannot expect teachers to be professional if our schools remain void of professional character themselves.

We need to be vocal on matters of tools of work, infrastructures in our schools – something as simple as a toilet, safety in schools. This is work in progress and we are making stride in this regard through our Rights, Responsibilities and safety in schools. A handbook is being finalised however it will be continuously be reviewed.

Teachers must look at the council as their professional home rather than their guard dog.



Mr ML Cele
Chairperson of the Council

ACCOUNTING OFFICER STATEMENT



At the heart of any organisation, lies its human capital that is pivotal in delivering the mandate that is flowing from its enabling legislation and the related policies and regulations. Similarly, SACE completed its job evaluation process in the last 18 months with an ultimate goal of strengthening its internal capacity and implementing its legislative mandate and five-year strategic plan deliverables that cut across the school and post-school sectors.

In addition to this, is the need for an enhanced institutional arrangements/institutional network and critical mass of policy actors that are a fundamental in collaborating with and supporting SACE to effectively and continuously deliver on its core mandate. These networks and actors will be developed across the following key programmes that are key to realising a quality and credible teaching profession.

Programme 2 (Professional Registration): As part of professionalising the profession of teaching, Programme 2 will for the first time introduce the provisional registration of student teachers from first year of study until they graduate.

Furthermore, as newly qualified teachers, the provisionally registered newly qualified teachers will participate in the mandatory induction programme, through their employers in order to qualify for the SACE's professional certification and the awarding of the professional designation status subsequent to the submission of the Professional Development Portfolio to SACE.

Additionally, in order to ensure that only fit-to-practice teachers/lecturers are professionally registered and certified by SACE, applicants will be screened through the submission of the police clearance certificate, the Department of Justice and Constitutional Development's National Register for Sexual Offenders (NRSO) and the Department of Social Development's (DSD) National Child Protection Register (NCPR).

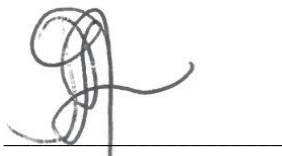
Programme 3 (Ethical Standards) is key to the implementation and enforcement of the SACE Code of Professional Ethics in the teaching profession in order to guide SACE members' professional conduct and assuring the public of the high ethical conduct standards in the profession.

The following activities will resort under this programme: advocating and communicating the code, managing a system for handling cases, and administering the disciplinary procedures and process. Internal capacity has been increased through the organisational job evaluation process to strengthen the case management process and minimise backlogs. SACE will furthermore be collaborating with the Department of Basic Education on two protocols: (a) the reporting of sexual harassment and abuse

cases to SACE by the provincial education departments, and (b) the reporting of sexual harassment and abuse cases to SACE and the provincial education departments by schools, parents, learners and the public.

Programme 4 (Professional Development) Over 400 000 practising educators having signed up for participation in the CPTD System. However, there are challenges with reporting on participation in the continuing professional teacher development (CPTD) system by educators, schools and providers. Ultimately, this has a negative bearing on the extent to which educators fulfil the requirements for earning 150 professional development points over a cycle of three years. In 2020-2025, a sub-programme will focus on systems and processes that enhance education and support around professional development uptake by educators at individual, school and provider levels. In addition, new professional development activities will be endorsed and providers approved, with a focus on the quality assurance of professional development provisioning on the ground.

Programme 5 (Professional Teaching Standards) will see SACE continuing to advocate for its teacher professionalisation path across the teacher education and development continuum. The gazetting of professional teaching standards is nearing finalisation, and it is intended that they be field-tested through a phased-in implementation process. Programme 5 will furthermore ensure the finalisation of the development of a professional teacher designation. Finally, it will facilitate collaboration with the Department of Basic Education and the Department of Higher Education and Training on the development of a teacher induction model and the determination of criteria for entry into initial teacher education.



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

OFFICIAL SIGN-OFF

It is hereby certified that this strategic plan:

- 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 2020-2025.



Ms NY Lechaba

Programme Manager: Professional Registration and Professional Teaching Standards

31 January 2020

Date:



Mr B Bushe

Programme Manager: Ethical Standards and Professional Development

31 January 2020

Date:

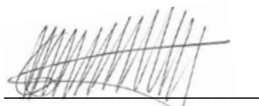


Ms TV Sophethe

Head Official Responsible for Planning and Research

31 January 2020

Date:



Mr GM Mapindani

Chief Financial Officer

31 January 2020

Date:



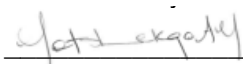
Ms ME Mokgalane

Accounting Officer

31 January 2020

Date:

Approved by:



Mrs AM Motshekga, MP

Executive Authority

28 February 2020

Date:





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LIST OF ACRONYMS

| | |
|---|----------------|
| Africa Federation of Teaching Regulatory Authorities | AFTRA |
| Continuing Professional Teacher Development | CPTD |
| CPTD Management System | CPTD MS |
| Department of Basic Education | DBE |
| Department of Higher Education and Training | DHET |
| district teacher development centres | DTDCs |
| Education Deans Forum | EDF |
| Education Labour Relations Council | ELRC |
| higher education institutions | HEIs |
| Human Resource Development Council | HRDC |
| Integrated Strategic Planning Framework for Teacher Education and Development in South Africa | ISPFTED |
| Medium-Term Expenditure Framework | MTEF |
| National Association of Independent Schools in South Africa | NAISA |
| National Development Plan | NDP |
| National Education Evaluation and Development Unit | NEEDU |
| National Institute of Continuing Professional Development | NICPD |
| National Teacher Education and Development Committee | NTEDC |
| National Policy Framework for Teacher Education and Development in South Africa | NPFTED |
| post-level one educators | PL1 |
| professional learning communities | PLCs |
| Professional Teaching Standards | PTSs |
| provincial education departments | PEDs |
| Provincial Teacher Development Institutes | PTDI s |
| Provincial Teacher Education Committee | PTEC |
| Quality Council for Trades Occupations | QCTO |
| school governing body associations | SGBs |
| School Management Teams | SMTs |
| South African Council for Educators | SACE |
| South African Council for Social Service Professions | SACSSP |
| South African Principals' Association | SAPA |
| South African Qualification Authority | SAQA |



PART A:

OUR MANDATE

1. CONSTITUTIONAL MANDATES

The Constitution of South Africa states in section 29 that:

(1) Everyone has the right - (a) to a basic education, including adult basic education; and (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

(2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account - (a) equity; (b) practicability; and (c) the need to redress the results of past racially discriminatory laws and practices.

(3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that - (a) do not discriminate on the basis of race; (b) are registered with the state; and (c) maintain standards that are not inferior to standards at comparable public educational institutions.

(4) Subsection (3) does not preclude state subsidies for independent educational institutions.

2. LEGISLATIVE AND POLICY MANDATES

| TITLE |
|--|
| Employment of Educators Act, 1998 (Act 76 of 1998) |
| Integrated Strategic Policy Framework for Teacher Education and Development (2011) (ISPFTED) |
| Minimum Requirements for Teacher Education Qualification (MRTEQ) |
| National Policy Framework for Teacher Education and Development (2007) (NPFTED) |
| NQF Act, 2008 (Act 67 of 2008) |
| SACE Act, 2000 (Act 31 of 2000) as amended by BELA Act, 2011 (Act 65 of 2011) |
| South African Schools Act, 1996 (Act 84 of 1996), as amended (SASA) |
| The Basic Education Laws Amendment Act, 2011 (Act 15 of 2011) |
| The Children's Act, 2005 (Act 38 of 2005) |
| The Commission for Gender Equality Act, 1996 (Act 39 of 1996) |

3. INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE-YEAR PLANNING PERIOD

- NDP: Vision 2030: National Development Plan
- NQF Act, 2008: National Qualifications Framework Act, NQF Amendment Bill 2019
- NPFTED, 2007: National Policy Framework for Teacher Education and Development South Africa
- ISPFTED, 2011: Integrated Strategic Planning Framework for Teacher Education and Development in South Africa,
- 2011 - 2025

- PPQTVET, 2013: Policy on Professional Qualification for Lecturers in Technical and Vocational Education and Training
- MRTEQ, 2015: The Revised Policy on the Minimum Requirements for Teacher Education Qualifications
- PPQACET, 2015: Policy on Minimum Requirements for Programmes Leading To Qualifications for Educators and Lecturers in Adult and Community Education and Training
- MRQEECCCE, 2017: Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators
- Revised Registration Criteria
- Code of Professional Ethics
- CPTD Management System Handbook 2013
- Professional Teaching Standards
- Fit-to-Teach Policy
- Teacher Professionalisation Path
- Draft Teachers' Rights Responsibilities and Safety Handbook

Policies to be approved in the next 5 years:

- Professional certification framework and policy
- Policy framework registering student educators from year one
- Policy on Registration of Non- Foreign Nationals
- Teacher Designation
- Re-certification framework
- Educator support Concept document

4. RELEVANT COURT RULINGS

In the case of Arnold Robertson versus South African Council of Educators (SACE), Western Cape Department of Education, and Department of Basic Education - 15547/2013 - Mr Robertson was removed from the register of educators by SACE after he was found guilty of misconduct. Mr Robertson made unsavoury remarks of a directly sexual nature to a grade 7 learner thus violating the Code of Professional Ethics. He appealed the decision of SACE in the Western Cape Division of the High Court which Court ordered that he be reinstated as an educator on grounds that he undergoes remediation and sexual therapy and submit his report to SACE who must register him on a three months basis. The court reviewed the SACE sanction and found it not have been fair in that the applicant was not given reasons for the sanction of being removed from the register. Further, he had not been given an opportunity representation to SACE in terms of Section 23(3) of the SACE Act 31 of 2000 as to why he should not be removed from the register.



**Registration of
professionally
qualified and
competent educators**



PART B:

OUR STRATEGIC FOCUS

5. VISION

Inspiring a credible teaching profession

6. MISSION

To register fit to practice educators & lecturers, promote their continuing professional development, and maintain the profession's professional teaching and ethical standards.

7. VALUES

- **ACCOUNTABILITY:** the fact or condition of being required or expected to justify actions or decisions: The Council and profession is willing to account for ethical/unethical conduct by members.
- **DIGNITY:** the state or quality of being worthy of honour: The Council and profession strive to treat staff, educators and members of the public with integrity, humanity and compassion.
- **INTEGRITY:** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values. Integrity within the Council Context is regarded as the honest, forthcoming, and truthfulness actions.
- **QUALITY:** The Council undertakes to provide quality and excellent service to educators and the profession as a whole.
- **RESPECT:** due regard for the feelings, wishes or rights of others: The Council and profession are committed to displaying due respect and consideration with regard to the feelings, wishes and rights of members and the public.
- **RESPONSIBILITY:** the state or fact of having a duty to deal with something or the power to influence or direct people's behaviour or the course of events: The Council and profession strive to take ownership of their actions and directly influence the behaviour of members.
- **SERVICE-ORIENTED:** ensuring that the teaching profession in general and educators in particular are serviced satisfactorily at all times: Serving educators is priority number one for all SACE employees.
- **TOLERANCE:** the ability or willingness to tolerate the existence of systems, opinions or behaviours that one dislikes or disagrees with: The Council and profession willing to accept, consider and understand different views and opinions regarding the relevant professional and ethical standards.
- **TRANSPARENCY:** The Council and profession commit to honest and open communication and sharing of information between stakeholders.

8. SITUATIONAL ANALYSIS

The entity reviewed its strategic plan in the context of prevailing policy imperatives that are linked to its mandate and clearly espoused by the NDP, the Revised Framework for Strategic Plans and Annual Performance Plans, and the policies and frameworks of the Department of Basic Education. In the process, a robust strategic planning workshop was conducted with staff, council structures and external stakeholders. The current situational analysis is based on international and continental professionalisation strategies and missions. Council is currently preparing the sector for consequence management and the implementation of professional teaching standards (PTSs). The development of the standards created an opportunity for internal buy-in and accountability by key stakeholders.

Once the PTSs have been gazetted, Council can apply for the recognition and registration of a professional teacher’s designation. The review of the MRTEQ has identified further opportunities for Council to participate in the HEI sector, and a buzz has been created about the proposed teacher professionalisation path. The development of the approved PTSs has created an opportunity to review the provider key programme development and will inform the induction process for teachers. The PTSs serve as a reminder to the sector that all teaching staff, regardless of their post level, have a teaching responsibility; thus, PTSs are applicable across the whole spectrum and not only to PL1.

| STRENGTHS | WEAKNESSES |
|---|--|
| <ul style="list-style-type: none"> • Clear policy mandate role within NDP for the teaching profession • Teacher professionalisation path developed and implemented; • Professional Teaching standards approved and are in a process of gazetting • Revenue stability • Influence in the African Region • Well-developed internal policies • Proficient and committed staff members | <ul style="list-style-type: none"> • Inadequate Data-driven/ Evidence-based Processes; • Inadequate systems linkage / Integration • Poor Communication and stakeholder relations • Poor marketing of the SACE brand • Lack of staff upskilling / staff capacitation • Ad-hoc relations with key stakeholders and partners; • Non-visibility in the provinces • Lack of Standard Operating Procedures / outdated operations |
| OPPORTUNITIES | THREATS |
| <ul style="list-style-type: none"> • Brand South Africa Affiliation • Political stability • Funding from Fiscus • Teachers’ funding SACE • Legislative and Policy Environment • More collaboration with AFTRA and IFTRA • Recognition by international teaching councils. • Supportive stakeholders and partners • Minister, DG, Portfolio Committee Chairperson Support • Use of new Technology / Innovation to advance organisational mandate | <ul style="list-style-type: none"> • SACE’s custodianship and voice not felt in the teaching profession; • Partially in charge of the teaching profession; • Increasing negative public image of the teaching profession • Perceptions about the SACE Autonomy / Independence; • Office-based educators - “forgotten in the SACE agenda” • Outdated database that cannot be utilised to inform the planning and policy decision making processes in the profession; • Continuous legal challenges |

8.1 External Environment Analysis

The South African Council for Educators (SACE) derives its core mandate from the SACE Act, 2000 (Act 31 of 2000), as amended. In line with the Act, SACE has a mandate to enhance the status of the teaching profession by registering educators, managing a system for the continuing professional development of all educators, and setting and maintaining ethical and professional standards. The mandate is further strengthened by chapter 9 of the National Development Plan (NDP, 2012), which views the role of SACE as being responsible for setting professional standards and ensuring that there is quality provisioning of continuing professional development for teachers through the approval of providers and the endorsement of programmes and activities that are fit for purpose.

This professional development quality assurance role is detailed in the National Policy Framework on Teacher Education and Development (2007) and the Integrated Strategic Planning Framework for Teacher Education and Development. Lastly, the National Qualifications Framework requires that SACE be recognised by the South African Qualifications Authority and that it develops and implements the profession's teacher designation in order to acquire that status. All relevant legislation and policies are pivotal in contributing to SACE's strategic goals for 2020/21 and the country's outcome number 1: Improved quality basic education and the related basic education sectoral priorities.

In its 2012 report, the National Education Evaluation and Development Unit (NEEDU) indicated that our teachers are unable to teach reading to learners in the Foundation Phase, and in 2017 the PIRLS report stated that ten-year-old learners cannot read for meaning. This state of affairs calls for the CPTD management system (CPTD MS) to focus on the submission of specific continuing professional development to address these inefficiencies. SACE, as the custodian of the CPTD MS, needs to strengthen the implementation of the system while at the same time amplifying PTS 2.3 and 7.1.

The CPTD MS will address the following: the need to strengthen the ability of teachers to teach reading; the need for emotional intelligence training to address challenges faced in the classroom, viz. violence, assault etc.; the way in which digital learning leads to cyber bullying and how the system should respond to it; the decolonisation of teaching, learning and assessment; and the development of a programme and handbook on teachers' rights, responsibilities and safety.

Interventions by SACE would take the form of advocating for the development and submission of relevant continuing professional development activities through provider forums, teacher seminars, union conferences and PETC. Professional development activities should be endorsed by SACE to enable teachers to earn professional development points and to strengthen the identity of the profession and the positioning of the teacher in the education landscape. The development of a programme and handbook on teachers' rights, responsibilities and safety would also help to address the identified challenges.

The final report of the Human Resource Development Council of South Africa (2014:21) recommends that SACE should:

- reaffirm its leadership role as the custodian of the teaching profession;
- enhance its own status as a professional body through recognition by the South African Qualifications Authority (SAQA) to fulfil its mandated regulatory, developmental and advisory roles more effectively;
- affirm its leadership role in the teacher professionalisation process by voicing clear, strategic direction in setting professional teaching standards as stipulated in the SACE Act, 2000 (Act 31 of 2000) as amended;
- articulate a broadly consulted teacher professionalisation path in a teacher professionalisation policy;
- focus on capacity building – in view of the limited in-house capacity of SACE, it is evident that these challenges can only be addressed through continuous capacity-building initiatives in the legislative and economic environment of the South African education landscape, within its own organisation and with its stakeholders; and
- remain, first and foremost, accountable for the integrity of the teaching profession.

The DBE's teacher development master plan identifies professional development needs. Different diagnostic reports, viz. the Teaching and Learning International Survey (TALIS), the Trends in International Mathematics and Science Study (TIMMS), the Progress in International Reading Literacy Study (PIRLS) and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SAQMED) report are key external evaluation instruments that provide valuable information. The findings point to the teaching of reading; the introduction of a three-streams model (technical vocational, technical occupational and academic streams); problem areas in gateway subjects like Mathematics, Life Sciences, Geography etc.; the establishment of focus schools and schools for specialisation; and the further development of NICPD and provincial teacher development institutes (PTDIs).

The President declared during SONA that ECD 0-4 would be migrated into the mainstream education landscape. The impact thereof on the delivery of continuing professional development will be critical.

The challenge that the institution will face in responding to teachers who are experiencing barriers to teaching or who are differently abled will reside in its capacity to deliver on the relevant material, e.g. braille manuscripts, and in providing training to the relevant target audiences through, for example, sign language.

Council receives and processes diverse complaints against educators. The types of offences are vast. While SACE processes every complaint that it receives that falls within its jurisdiction, more emphasis is placed on cases involving the sexual abuse and corporal punishment of learners.

The effective processing of these cases is often hampered by a number of factors and challenges, including:

- Learners refusing to testify or cooperate for fear of reprisal or victimisation by the same teachers they have complained about, by other learners or by colleagues of teachers complained about;
- Parents refusing to grant SACE access to the abused learner or learners, especially at the investigation stage or at disciplinary hearings;
- Witnesses moving around to the extent that they become and remain untraceable;
- Parents coming to the hearing, if they appear at all, with statements denying the abuse of their children or claiming that the child was abused by another person and not the accused educator, while at the investigation stage they confirmed that they knew the teacher was the perpetrator;
- SACE being forced to withdraw many serious cases against perpetrators owing to a lack of cooperation by parents, and the same abusers ending up being recycled back into the system;
- A lack of experienced investigators to deal with complex and specialised cases; and
- A lack of presiding officers with the necessary knowledge and expertise to preside over the case.

Over the previous five years, Council undertook a research study called “Factors and environment facilitating/enhancing sexual-related misdemeanour between teachers and learners”. The table below depicts the cases that were analysed and reported to SACE from 2014-2018. The results show that most cases received by Council relate to corporal punishment and assault. Thus, in the next five years Council’s research division will conduct research on corporal punishment and the use of alternatives to corporal punishment in schools.

| Nature of Misconduct | 2014/2015 | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 |
|---|-----------|-----------|-----------|-----------|-----------|
| Verbal Abuse, Victimisation, Harassment, Defamation | 86 | 89 | 113 | 87 | 141 |
| Sexual Misconduct / Rape | 94 | 97 | 99 | 78 | 93 |
| Fraud, Theft, Financial Mismanagement | 34 | 40 | 52 | 37 | 62 |
| Racism | 6 | 2 | 4 | 9 | 11 |
| Corporal Punishment, Assault | 253 | 267 | 265 | 253 | 295 |
| Unprofessional Conduct, Use of improper language, Alcohol Abuse, Absenteeism, Insubordination | 111 | 95 | 122 | 75 | 141 |
| Negligence | 2 | 9 | 12 | 10 | 7 |
| Threatening to kill/Murder | 0 | | 05 | | 1 |
| No. Jurisdictions | 0 | 10 | 06 | 11 | 14 |

8.2 Internal Environment Analysis

Council has a staff complement of 106 permanent employees. In the previous period, Council conducted a job evaluation process in order to re-position itself in terms of its mandates and the growth of the organisation. The need for most of the existing posts was reconfirmed in the process, and new additional vacancies were identified.

Council prioritised a few such posts due to financial constraints. Other posts that were identified will be filled over time as the organisation grows, finances permitting. Among others, the following posts were created and filled in order to meet current demands and enable delivery on core mandates:

- The Head: Professional Development and Ethics
- The Head: Registration and Teacher Professionalisation.

These two key positions were critical to delivery on SACE's core mandates related to:

- The reviewing of professional certification criteria; and
- Current demands in line with technology and development, with the introduction and implementation of online professional certification to offset problems experienced with "walk-ins for professional certification", which lead to unmanageable queues at head office and some provinces such as KZN.

The profession has experienced huge demands from its members in relation to teacher professionalisation and the need to standardise the profession to expected levels.

Another managerial position that was filled was that of Manager: Planning, Monitoring, Evaluation, Reporting and Research. If SACE is to make an impact on the professionalisation and development of the education sector, the planning and research aspect cannot be ignored.

The re-configuration and job restructuring have led to the appointment of a manager for the professional development unit. This unit is responsible for the management, maintenance and development of the profession, as dictated by the SACE Act, 2000 (Act 31 of 2000). Council has appointed provincial co-ordinators to facilitate and manage CPTD.

There was also a need to improve case management to facilitate the processing of the increasing number of reported cases. Council has appointed fulltime investigators and a para-legal clerk and has increased its pool of resources. Currently, there are three provincial offices (Free State, KwaZulu-Natal and Limpopo) which are operational. There are also plans to open additional offices in the remaining provinces during the 2020-25 period.

SACE's policy on internship as part of on-the-job experiential learning has seen many graduates benefiting. Serving interns are issued with letters of recommendation after their 12 months' experiential learning. Not only is the experience they have obtained acknowledged, but they also benefit from an employment opportunity.

Teachers rights, responsibilities and safety campaign

Theme:

“The right to education, means the right to safe teaching environment.





PART C:

MEASURING
OUR
PERFORMANCE

9. INSTITUTIONAL PERFORMANCE INFORMATION

Council has aligned its programmes with SACE's mandates and budget programme structure. There are five programmes that Council will be implementing in the next five-year period to achieve its mandates. The table below depicts the strategic direction that Council will be taking.

| Programme | Sub-Programmes |
|---|---|
| 1. Administration | 1.1 Executive and Governance 1.2 Planning, Monitoring & Evaluation Reporting and Research 1.3 Corporate Services 1.4 Financial Management 1.5 Communication and Stakeholder Relations 1.6 Information and Communication Technology |
| 2. Professional Registration | 2.1 Registration of Educators and Lecturers 2.2 Data Management |
| 3. Ethical Standards | 3.1 Investigations 3.2 Disciplinary Hearings 3.3 Sanctioning |
| 4. Professional Development | 4.1 Continuing Professional Teacher Development Management System 4.2 Member Support 4.3 Quality Management |
| 5. Professional Teaching Standards | 5.1 Initial Teacher Education 5.2 Newly Qualified Educators 5.3 Practising Educators |

9.1 Measuring the Impact

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

9.2 Measuring Outcomes

| MTSF Priority | Priority 2: Education Skills and Health | | |
|--|--|----------|--|
| Outcome | Outcome Indicator | Baseline | Five-Year Target |
| Efficient and effective governance | Percentage of internal and external audit recommendations implemented | - | 100% |
| Fit-to-practice-registered educators and lecturers | Percentage of educators and lecturers screened for fitness to practise | 267 810 | 100% |
| Maintained ethical standards | Number of educators who adhered to the code of professional ethics | - | 400 000 |
| Improved teacher competence | Percentage of educators participating in professional development activities | - | 80% |
| Improved teacher professionalism | Strengthened teacher education and development continuum | - | Implemented teacher professionalisation path |

9.3 Explanation of Planned Performance over the Five-Year Planning Period

Governance

Good governance requires that an entity's governance structure, SACE's Council in this instance, meet regularly at various levels to assist the entity in meeting its goals and to ensure that there is internal accountability. SACE's Council meetings are the most important part of its operations in view of the fact that it is a professional self-regulatory body that is governed by the Council, which consists of 30 members. The decisions made by Council members during meetings provide the direction and authority for the ongoing operation of the Council.

The indicator "Percentage of internal and external audit recommendations implemented" will be reported to the Programme 1 committees, in particular the Audit Committee. This indicator seeks to address issues raised during the previous audit and is intended to ensure that the audit action plan is implemented and reported on. The indicator will measure whether controls have been put in place to eliminate any adverse occurrences.

Professional registration: SACE, like all other professional councils, has the right and responsibility to determine who may enter and remain in the teaching profession. This is part of its critical responsibility for regulating and protecting entry into the teaching profession in accordance with section 5(b)(11)(aa). One way of realising that is to ensure that all teachers are registered before they may engage in

practice, as required by section 21 of the SACE Act. In doing so, it acts as a regulator of the profession by screening applicants prior to their being certified professionally. The screening process is pivotal in ensuring that applicants are ethical, appropriately and genuinely qualified, and fit to practise as teachers in schools. This screening process, which precedes the professional certification of individual applicants, protects the public and assures them that South African schools have fit-to-practise educators. During the MTEF period, the screening process will involve the submission of SAPS clearance certificates as well as applicants' verified qualifications through SAQA. In addition, SACE will collaborate with the Department of Home Affairs, the Department of Justice and Constitutional Development and SAQA to screen foreign educators seeking professional registration with the Council.

As part of professionalising the teaching profession, Council will commence a process of registering student teachers from their first year of study in order to track them throughout the duration of their studies and ensure that they adhere to Council's code of professional ethics while they teach in schools. Council will also promote zero submission of fraudulent documents for registration.

While the majority of educators are registered prior to being employed, in some instances Council continues to see only partial compliance with mandatory professional registration by both public and private employers (the nine provincial education departments, school governing bodies and independent schools, respectively), who continue to employ teachers without professional registration in the form of "certification to practise". This defeats the SACE Act's purpose and poses a risk to the protection of the public and, ultimately, the enhancement of the status of the teaching profession. Council is working tirelessly with teacher employers and stakeholders to address this challenge. The challenge will be continuously addressed during the next MTEF period by educating the sector on the relevant requirements and the need to ensure that all practising teachers are registered. SACE's registration services will be promoted through the establishment and expansion of new provincial offices and a new online registration model that will provide all applicants with the service at their convenience.

Lastly, in order to inform the teaching profession and advise the Ministers on teacher supply, demand and utilisation as well as related professional matters, the registration data will be managed to ensure that periodical statistical and status reports are published.

Professional development: This programme includes the Continuing Professional Teacher Development Management System (CPTDMS). The programme will ensure that educators are properly equipped to undertake their essential and demanding tasks and that they are able to continually enhance their professional competence and performance. It will furthermore ensure that the country has a community of competent teachers who are dedicated to providing education of high quality and who demonstrate high levels of performance as well as ethical and professional standards of conduct.

As indicated above, Council's budget will be reduced by R3m over the MTEF period. The available budget will be utilised to sign up 65% of final-year students in the higher education institutions and to orient them to participate in the CPTD system. This will ensure that, upon graduation, they will start a process of participating seamlessly in their three-year CPTDMS cycle as newly qualified teachers.

Previously, there was a decline in the reporting of professional development activities by educators. It is against this background that the Council has changed its strategy to encourage participation in and reporting of professional development activities. In the beginning of the 2020 school calendar year, the Council will randomly select educators in all nine provinces. These educators will be supported throughout the financial year with regard to professional development initiatives. Their activities will then be verified at the end of the year to determine whether they availed themselves of all interventions and support offered to them.

The indicator in the Annual Performance Plan that will be used to measure performance will be "Percentage of signed-up educators verified for the continuing professional development uptake". This indicator has been tweaked but its meaning has not changed, as the output will still be the measurement of participation and reporting. The twist within this performance indicator is to ensure that educators are supported throughout the financial year and MTEF period. Currently, some of the SACE CPTD provincial coordinators are involved in a monitoring and evaluation data collection programme which will accelerate the institutionalisation of the CPTD MS. Their exposure to the monitoring and evaluation trajectory will enable the provincial coordinators to review the professional development portfolios of educators, using the provided rubric and framework.

In addition, an application (app) will be developed for SACE educators to allow them to report on and monitor their participation in the three types of professional development activities and interact with Council continuously for support purposes.

Coupled with this will be the education and support process to capacitate educators with regard to the development and maintenance of their professional development portfolios and CPTD-related professional matters. To this end, a number of capacity-building sessions will be held with educators, and support materials will be developed and distributed to educators both manually and electronically.

Ethical standards: As mentioned above, SACE receives and processes various complaints against educators. While it processes every complaint that falls within its jurisdiction, more emphasis is placed on cases of the sexual abuse of learners by teachers and the administering of corporal punishment.

Section 26 of the SACE Act also dictates that employers of teachers must submit concluded cases with sanctions to SACE. A protocol has been developed between the Department of Basic Education (DBE), the nine Provincial Education Departments (PEDs) and a number of school governing body (SGB) associations to facilitate the reporting of cases by employers to SACE. The signing of the protocol by these partners will increase the number of cases that SACE is expected to be dealing with over the MTEF period.

Due to the nature of the processes and procedures involved in the investigation and hearing of educator misconduct cases, an average of 190 cases are rolled over into the new financial year. This should be taken into account for this MTEF period.

The Council commits itself to investigate all cases reported by the public, learners and employers, as well as the roll-over cases from 2019/20 onwards.

It is important to also note that the effective and timeous processing of these cases is often hampered by a number of factors and challenges that include the following:

- Learners refusing to testify or cooperate for fear of reprisal or victimisation by the same teachers they have complained about, by other learners or by colleagues of teachers complained about;
- Parents refusing to grant SACE access to the abused learner or learners, especially at the investigation stage or at disciplinary hearings;
- Witnesses moving around to the extent that they become and remain untraceable;
- Parents coming to the hearing, if they appear at all, with statements denying the abuse of their children or claiming that the child was abused by another person and not the accused educator, while at the investigation stage they confirmed that they knew the teacher was the perpetrator;
- SACE being forced to withdraw many serious cases against perpetrators owing to a lack of cooperation by parents, and the same abusers ending up being recycled back into the system;
- A lack of experienced investigators to deal with complex and specialised cases; and
- A lack of presiding officers with the necessary knowledge and expertise to preside over the case.

Professional teaching standards: PTSs aim to provide a framework to guide the whole continuum of teacher preparation and development in line with the teacher professionalisation path. The budget allocated for the Professional Teaching Standard Programme over the MTEF period is intended to achieve the following:

Initial teacher education: Council will work collaboratively with stakeholders in terms of developing criteria for the selection of prospective student teachers to be absorbed into higher education institutions. Coupled with this, Council will register student teachers provisionally from their first year in order to track them and be able to enforce the code of professional ethics during their teaching practice.

Inducted newly qualified educators: In terms of SACE's teacher professionalisation path, employers will have to induct newly qualified educators and develop their SACE professional development portfolio to provide evidence of their induction programme. SACE will assess the portfolio as part of their professional certification and will develop a framework and policies to guide the process of assessing the portfolios for the purpose of awarding of them with full registration status.

Practising educators: Practising educators must engage in continuing professional development activities that are informed by the professional teaching standards, reporting on their continuing professional development activities against the professional standards and re-certification of educators. Furthermore, signed-up teachers who have been selected for verification in the CPTD MS will be required to report on their participation in the three types of professional development against the earmarked professional teaching standards during the MTEF period.

10. KEY RISKS

| Outcome | Key Risk | Risk Mitigation |
|---|--|---|
| Efficient and effective governance | Inadequate budget for training and skills development | Conduct a needs analysis and submit a proposal |
| | Data loss and leaked information | Continuous implementation of ICT security policy |
| | Website not user-friendly (Outdated information may be given to stakeholders) | The website will be updated weekly |
| | No electronic performance information system available | Procure a system |
| Fit to practice -registered educators and lecturers | Database unreliable-incomplete/inaccurate information on individual educators | Three-year funded plan of action to update the register |
| | Delay in professional certification-long waiting periods to process professional certification requests | Office must gear up for a turnaround plan |
| Maintained ethical standards | Poor outreach - lack of sufficient outreach and communication programmes to conscientise educators, parents and school communities, resulting in more breaches of the code | Planned outreach programmes and communication projects, including publications and road shows, in conjunction with the communication and advocacy division as part of a general SACE outreach; increased allocation of budget |
| Improved teacher competence | Resistance by teachers to report and develop themselves | To advocate for the benefit of this model within the context of teacher support |
| | Poor Outreach - Lack of sufficient outreach and communication programs to concertize educators, parents and school communities resulting in more breaches of the code | Advocacy drive and Provider Forums |
| Improved teacher professionalisation | Lack of buy-in by stakeholders | Advocacy and consultation being prioritised |





PART D:

TECHNICAL
INDICATOR
DESCRIPTION

| INDICATOR TITLE | PERCENTAGE OF INTERNAL AND EXTERNAL AUDIT RECOMMENDATIONS IMPLEMENTED |
|--|--|
| Definition | Each and every financial year, the entity is subjected to an audit by external auditors. The auditor raises findings in terms of financial information; performance information; compliance; and ICT-related matters. The findings are then consolidated into a document (audit action plan), which is implemented and reviewed on a quarterly basis to check whether the findings and recommendations have been implemented and cleared. The divisions responsible for finance and performance follow up with the relevant parties. |
| Source of Data | Audit findings |
| Method of Calculation/ Assessment | External audit recommendations/Implemented recommendations * 100 |
| Means of Verification | A completed audit action plan |
| Assumptions | Evidence of implemented recommendations submitted quarterly |
| Disaggregated of Beneficiaries (where applicable) | N/A |
| Spatial Transformation (where applicable) | N/A |
| Reporting Cycle | Quarterly |
| Desired Performance | Finalise and implement all recommendations |
| Indicator Responsibility | Programme managers |

| INDICATOR TITLE | PERCENTAGE OF EDUCATORS AND LECTURERS SCREENED FOR FITNESS TO PRACTISE |
|--|--|
| Definition | <p>Any applicant wishing to apply for professional certification with SACE must declare to SACE, as required, their previous employment record and whether they have previously been found guilty of an offence by a court of law. Applicants must declare in full the nature of the offence or misconduct for which they were convicted.</p> <p>The indicator measures the number of educators who were screened before being registered. This applies to both walk-ins and online professional certifications.</p> |
| Source of Data | Register of all walk-ins and printout of all applicants |
| Method of Calculation/ Assessment | $\frac{\text{Walk-ins or online educators}}{\text{Registered educators}} \times 100$ |
| Means of Verification | Electronic list of registered educators subjected to screening |
| Assumptions | Functional professional certification system |
| Disaggregated of Beneficiaries (where applicable) | N/A |
| Spatial Transformation (where applicable) | N/A |
| Reporting Cycle | Quarterly |
| Desired Performance | All educators must be screened |
| Indicator Responsibility | Programme Manager: Professional Registration |

| INDICATOR TITLE | NUMBER OF EDUCATORS WHO ADHERED TO THE CODE OF PROFESSIONAL ETHICS |
|---|--|
| Definition | The code of professional ethics sets out the professional standards that educators and lecturers must uphold to be registered to practise in South Africa. Any educator who wishes to remain in the register of SACE must uphold professional ethical standards in their conduct within the profession. |
| Source of Data | Register of fit-to-practise educators and lecturers |
| Method of Calculation/ Assessment | Number of educators who remain on the register minus those removed from the register |
| Means of Verification | Registration status of educators |
| Assumptions | All educators will remain on the register of fit-to-practise educators |
| Disaggregated of Beneficiaries (where applicable) | N/A |
| Spatial Transformation (where applicable) | N/A |
| Reporting Cycle | Annually |
| Desired Performance | 98.1% |
| Indicator Responsibility | Programme Manager: Legal and Ethics |

| INDICATOR TITLE | PERCENTAGE OF EDUCATORS PARTICIPATING IN PROFESSIONAL DEVELOPMENT ACTIVITIES |
|---|--|
| Definition | Any educator who wishes to remain on the fit-to-practise register ought to take charge of their own lifelong learning to improve their professional competence - enhancing classroom practice, student learning and performance. |
| Source of Data | Database of signed-up educators |
| Method of Calculation/ Assessment | $\frac{\text{All signed-up educators}}{\text{Participating educators}} \times 100$ |
| Means of Verification | Printouts of activities, attendance registers |
| Assumptions | Educators to participate; functional CPTD-IS |
| Disaggregated of Beneficiaries (where applicable) | N/A |
| Spatial Transformation (where applicable) | N/A |
| Reporting Cycle | Monthly, quarterly and annually |
| Desired Performance | At least 73 events per quarter |
| Indicator Responsibility | Programme Manager: Professional Development |

| | |
|--|---|
| INDICATOR TITLE | STRENGTHENED TEACHER EDUCATION AND DEVELOPMENT CONTINUUM |
| Definition | A strengthened teacher education and development continuum by implementing professional teaching standards in the initial teacher education phase, newly qualified teachers phase and practising educator phase |
| Source of Data | a) Professional teaching standards b) SACE Annual Report |
| Method of Calculation/ Assessment | Simple count |
| Means of Verification | Approved Annual Report on professional teaching standards Teaching practice protocol Guidelines for evaluation of newly qualified teachers Professional development portfolio |
| Assumptions | The profession will adhere to the teaching practice protocol, induction of newly qualified teachers and implementation of the teacher professionalisation path |
| Disaggregated of Beneficiaries (where applicable) | N/A |
| Spatial Transformation (where applicable) | N/A |
| Reporting Cycle | Annually |
| Desired Performance | Implementation of the teacher professionalisation path |
| Indicator Responsibility | Programme Manager: Professional Teaching Standards |





Towards Excellence in Education



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