



1. INTRODUCTION

As part of enhancing the status, esteem and prestige of the teaching profession across the teacher education and development continuum, the SACE commissioned a research on Teacher Professionalisation in 2015 - 2016. The research process involved the SACE stakeholders and employers in the basic and higher education sectors and teaching profession. One of the key research outputs was the Teacher Professionalisation Path (reflected in figure 1 below) which has been consulted on extensively, in terms of its development and design, and approved by council in principle.



Figure 1: Council-Approved Teacher Professionalisation Path Across the Teacher Education and Development Continuum.

The development of the teacher professionalisation path was informed by the National Development Plan: Vision 2030 (2012); the SACE Act no. 31 (2000) and amended in the BELA Act no. 15 of 2011; the National Policy Framework on Teacher Education and Development (2007); the Integrated Strategic Planning Framework on Teacher Education and Development (2011); National Qualification Framework Act (2019) as amended; and Minimum Requirements to Teacher Education Qualification, amongst others. Also, the teacher professionalisation path is situated in a broader professionalisation impetus initiated by the South African Government in terms of the professionalisation of the public sector. Equally, on the regional and international front, the development of the path took the following frameworks into consideration:

- Sustainable Development Goal no.4
- Continental Education Strategy for Africa (2016-2025)
- Education International and UNESCO Framework for Professional Teaching Standards
- Continental Framework of Standards and Competences for the Teaching Profession;
- Continental Teacher Qualification Framework;
- Teacher Support and Motivation Framework for Africa;
- Continental Teacher Mobility Protocol

2. UNDERSTANDING THE TEACHER PROFESSIONALISATION PATH

The Teacher Professionalisation Path has nine (9) focus areas which will be implemented across the teacher education and development continuum through the developed Professional Teaching Standards as follows:

FOCUS AREA 1: Minimum Requirements for Enrolment into Initial Teacher Education

Based on the advisory role of the SACE, Section 5(b) of the SACE Act requires that Council determine minimum requirements for entry into all levels of the teaching profession. Accordingly, it is important that the SACE, together with the Higher Education Institutions, Education Deans Forum, Department of Higher Education, Stakeholder, relevant Quality Councils develop minimum requirements for entry into initial teacher education based on the SACE Professional Teaching Standards. This will assist in going beyond the Advance Placement (AP) Score and begin to define the kind of a teacher to be produced by both the public and private Initial Teacher Education Providers in the Higher Education Institutions. It also for the SACE as a statutory professional regulatory body to determine, what constitutes attributes and outcomes for individuals seeking professional registration with Council?

FOCUS AREA 2: Provisional Registration of Student Teachers

This focus area deals with three key issues: Firstly, the SACE must work with the Department of Higher Education on the evaluation of the teacher education and development qualifications. This will be followed by the accreditation of the teacher education and development programmes in collaboration with the Council on Higher Education; and final registration of the CHE accredited qualification on the National Qualifications Framework by SAQA.

Secondly, the SACE is intending to professionally register student teachers from first year, and track them throughout their duration of study. This will also assist with the research collaboration with Higher Education Institutions (**Academics and Postgraduate Students**) – in terms of tracer studies, tracking students' throughput rates, teaching posts take-up upon

graduation, assessment of professions competing with the teaching profession; and data management which will lead to the production of the periodic reports on the Status of the Teaching Profession – Student Teachers Component.

Lastly, the draft Code of Professional Ethics for Student Teachers is being developed to ensure that, as prospective teachers, students are capacitated on the ethical standards and adhere to them during their teaching practice and on campus. Higher Education Institutions (HEIs) will still have a responsibility to deal with other areas of student misconduct outside the professional and ethical scope of the SACE.

The SACE will work collaboratively with HEIs in Orientating the Student Teachers into the Profession:

- Values of the Teaching Profession
- SACE Role and Mandate
- Provisional SACE Registration from first year of study
- Professional Registration Requirements
- Professional Certification as a Newly Qualified Teacher
- Code of Professional Ethics
- Teachers' Pledge
- Participation in the CPTD Management System and Professional Development Uptake
- Professional Teaching Standards

FOCUS AREA 3: Final Year Provisional Registration Newly Qualified Educators

Final year students graduate with outcomes and attributes informed by the SACE Professional Teaching Standards. They continue to teach with Provisional SACE Registration for their first year of teaching or until the full registration status is acquired.

FOCUS AREA 4: Newly Qualified Educators

As part of ongoing development and support, Newly Qualified Educators will go through a 12 months employer mandatory induction leading to full professional registration with the SACE and possible awarding of the professional designation (Certified Educator / Teacher) in line with the NQF Act and SAQA's policy for recognition of professional bodies. The developed employer-driven induction programme must be informed by the SACE Professional Teaching Standards. Therefore, the SACE should work collaboratively with the teacher employers, stakeholders and DBE in developing the Professional Certification Framework that is linked to the employers' induction process and the SACE's awarding of full professional registration status and professional designation.

FOCUS AREA 5: Submission of the Electronic Professional Development Portfolio

As part of ongoing development that is supported by personal reflective practice, the newly qualified educators will develop professional development portfolio that records their professional practice, development and support during the 12 months orientation and induction journey. These formative and reflective portfolios will be used by the SACE to support newly qualified educators' full professional registration status and awarding of the professional designation. The Professional Development Portfolio will also be used as part of the Continuing Professional Teacher Development system.

FOCUS AREA 6: Review of the Submission of the Electronic Professional Development Portfolio

The SACE will review the submitted Electronic Professional Development Portfolios against the set Professional Teaching Standards.

FOCUS AREA 7: Certified Teacher Professional Designation

The awarding of the certified professional designation status is linked to the professional full registration status that is awarded after the review of the professional development portfolio against the set professional teaching standards.

FOCUS AREA 8: Participating in the three-year cycle of the CPTD System

As part of maintaining the professional registration status and enhancing professional competence and status, all educators are required to participate in the Continuing Professional Teacher Development (CPTD) system and earn 150 Professional Development Points over a cycle of three years. Also, educators use the Professional Development Portfolio to reflect on their professional development uptake and its impact on their professional practice. Equally, they use the CPTD educator self-service portal to upload their participation in various Professional Development programmes and activities and points earned from time to time.

FOCUS AREA 9: Periodic Renewal of Registration

The SACE is proposing a three-year periodic renewal of the professional registration status based on the participation in the CPTD system. The CPTD system is made up of three cycles. In the first year, teachers will participate in CPTD system and provided with annual report on their participation, as well as, ongoing support where it is required. The same process will be followed in year two. By year three, a sample will be chosen across the country for monitoring and support purposes on the scope, quality and frequency of participation. Based on the selected sample, all educators will be awarded the renewed registration certificates with expiry date after three years.

3. COLLECTIVE IMPLEMENTATION OF THE PATH

A major implication and prerequisite for the effective operationalisation of teacher professionalisation is the development, nurturing and expansion of stakeholder collaboration networks. They play an important role in the development and implementation of the teacher professionalisation path and strategy. Stakeholders and role players need to be involved in the design, advocacy, implementation and quality assurance of the teacher professionalisation path from the onset in their particular fields of expertise. Hence their involvement in the commissioned teacher professionalisation, development of the path and the professional teaching standards. Also, the implementation of the teacher professionalisation path has implications for various actors and institutions and requires the following institutional arrangements and network:

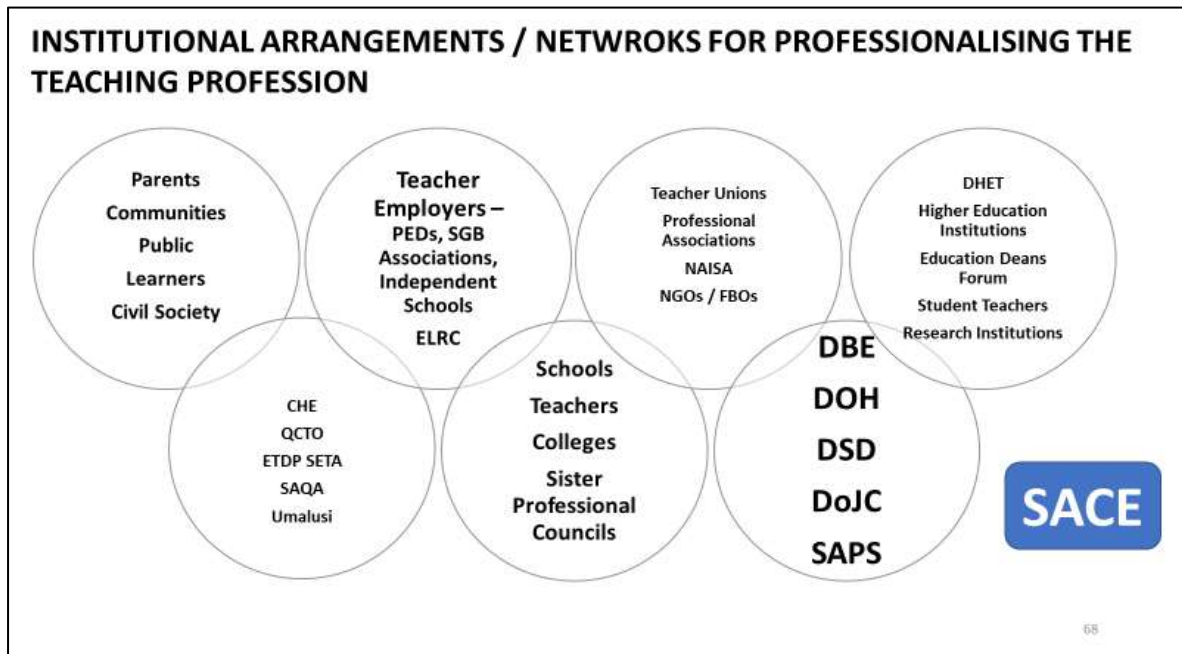


Figure 2: Institutional Arrangements for Implementing the Teacher Professionalisation Path and Professional Teaching Standards

Accordingly, various working teams will be established to work on the implementation modalities once the path and standards are finalised.

4. CONCLUSION

The SACE is looking forward to the stakeholders, its constituencies and teachers' final inputs on the professional teaching standards and teacher professionalisation path; as well as, the collective implementation process.