SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL PERFORMANCE PLAN 2021/2022

SCHEDULE 3A

FOREWORD BY THE CHAIRPERSON

The 2021/2022 financial year coincides with the end-of-term of office for the 2017 -2021 SACE Council, as the professional body's Accounting Authority. Over the three and half years of its four-year term of office, Council developed the 2020 – 2025 strategic plan that details out SACE's vision and direction for the new five-year planning cycle. Consequently, I am pleased to present the 2021/2022 SACE Annual Performance Plan which forms part of the second financial year for the produced 2020 – 2025 strategic plan.

Notably, the SACE constituencies and stakeholders have been instrumental in informing the development of the five-year SACE strategic plan which is being realized through this APP, amongst others. This shows that the teaching profession is living according to the true principles of SACE as professional self-regulatory body for the profession by the profession.

Furthermore, it is my believe that this APP will go a long way in inspiring a credible teaching profession and responding to the professional needs of the teaching profession as expressed in various legislation and policies.

While the entire education sector and teaching profession in particular experienced challenges and uncertainties as a result of the COVID-19 pandemic, I am encouraged that the necessary measures have been put in place to respond effectively and serve the profession accordingly. Therefore, Council commits itself to ensuring that the 2021/2022 APP is implemented appropriately to ensure that the professionally registered educators are served with dignity and pride.

Mr ML Cele
Chairperson of the Council

ACCOUNTING OFFICER STATEMENT

2020/2021 has been inundated with various programme performance challenges as a result of the unprecedent COVID-19 pandemic across the entire education system and teaching profession alike. Consequently, some of the Programme Indicators' targets could not be achieved as planned, despite an attempt to adjust the APP accordingly in June/July period. Based on the 2020/2021 experiences and reflections, lessons learned were used to inform the new normal and programmes in the 2021/2022 APP.

As the COVID-19 pandemic continues to run its course during this planning period, there is a need for adaptive, collaborative, and transformative management and leadership that is responsive to the prevailing situation as well. Therefore, the SACE 2021/22 APP is presented against the backdrop of the strengthened organisational Information, Communication and Technology (ICT), as well as Communication strategies to accommodate the new normal and opportunities, and enhance the service delivery to the teaching profession accordingly.

Also, SACE depends largely on teachers' levies in terms of its main funding stream. Currently it receives monthly R15.00 levy per teacher, and this amount has not been increased in the last five years. Given the economic challenges in the country generally, the situation is likely to be the same during the 2021/2022 financial year, adding to the challenges experienced with COVID-19 pandemic already. Based on these constraints, some of the Programmes would be affected in terms of delivering service adequately due to the reduction of targets.

In line with the reflected context above, the 2021/22 APP presents six Programmes as follows: Administration, Professional Registration, Ethical Standards, Professional Development, Professional Standards and Research. Administration Programme will ensure effective governance and provide the necessary administrative, planning, monitoring and evaluation, communication, and ICT support to all other Programmes.

Through the Professional Registration Through the Professional Registration Programme, fit-to-practice educators will be registered subsequent to their screening against the South African Police Services (SAPS) clearance certificate and Department of Justice and Constitutional Development's National Register of Sexual Offenders (NRSO). The first phase of online professional registration for the new first-time registrants has been completed and the second phase for updates and renewals will be finalised during the period under review. Thus, there will be a concerted effort to promote the use on online registration by all applicants.

Additionally, Ethical standards will be maintained through the implementation and enforcement of the Code of Professional Ethics through Programme 3. Programme 4 on Professional Development will enhance an intensified teacher support and life-long learning through the Continuing Professional

Development System (CPTD System). This Programme is important for enhancing professional competence of teachers and ultimately benefitting learners.

Lastly, the professional body has a responsibility to set, protect and maintain the profession's professional standards. During the year under review, policies and frameworks to ensure the standards and related activities are implemented.

Ms ME Mokgalane
Accounting Officer of South African Council for Educators

OFFICIAL SIGN – OFF

It is hereby certifying that this Annual Performance 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 of **2021/22.**

	29/01/2021
Ms NY Lechaba	**Date**
Programme Manager: Registration and Teacher	

	29/01/2021
Mr N Bushe	**Date**
Programme Manager: Ethics and Professional	

	29/01/2021
Head Official Responsible for Planning	**Date**

	29/01/2021
Mr GM Mapindani	**Date**
Chief Financial Officer	

	29/01/2021
Ms ME Mokgalane	**Date**
Accounting Officer	

Approved by

	12/02/2021
Mrs AM Motshekga, MP	**Date**
Executive Authority	

TABLE OF CONTENTS

LIST OF ACRONYMS

Africa Federation of Teaching Regulatory Authorities	**AFTRA**
Continuing Professional Teacher Development	**CPTD**
Continuing Professional Teacher Development 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**
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 Teacher Education and Development Committee	**NTEDC**
National Policy Framework for Teacher Education and Development in South Africa	**NPFTE**
Post-level one educators	**PL1**
Professional learning communities	**plcs**
Post-level one	**PL1**
Progress in International Reading Literacy Study	**PIRLS**

Provincial Education Departments	**PEDs**
Provincial Teacher Development Institutes	**PTDIs**
Provincial Teacher Education Committee	**PTEC**
Professional Teaching Standards	**PTSs**
Quality Council for Trades Occupations	**QCTO**
School governing body associations	**SGBs**
South African Council for Educators	**SACE**
South African Council for Social Service Professions	**SACSSP**
South African Principals' Association	**SAPA**
South African Qualification Authority	**SAQA**
Southern and Eastern Africa Consortium for Monitoring Educational Quality	**SAQMED**
Teaching and Learning International Survey	**TALIS**
Trends in International Mathematics and Science Study	**TIMMS**

PART A
OUR MANDATE

1. UPDATES OF THE RELEVANT 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)
NDP: Vision 2030: National Development Plan
National Policy Framework for Teacher Education and Development (2007) (NPFTED)
NQF Act, 2008 (Act 67 of 2008)
MRTEQ, 2015: Revised Policy on the Minimum Requirements for Teacher Education Qualifications
MRQEECCE, 2017: Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators
PPQTVET, 2013: Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training
PPQACET, 2015: Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and training
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))
South African Qualifications Authority Act, 1995 (Act 58 of 1995)
The Basic Education Laws Amendment Act, 2011 (Act 15 of 2011)
The Children's Act, 2005 (Act 38 of 2005)
The Criminal Law (Sexual Offences Act) Amended Act of 2007

2. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

- Revised Registration Criteria
- Code of Professional Ethics
- CPTD Management System Handbook 2013
- Professional Teaching Standards
- Fit-to-Teach Policy
- Teacher Professionalisation Path
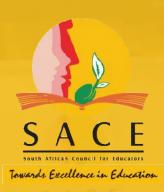- Draft Teachers' Rights Responsibilities and Safety Handbook

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 Designations
Re-certification framework

3.   RELEVANT COURT RULINGS

None

PART B
OUR STRATEGIC FOCUS

4. UPDATED SITUATIONAL ANALYSIS

The Council is updating its annual performance plan based on all the relevant legislation, policies, frameworks and plans. The SACE Strategic Plan 2020–2025 will serve as the main pillar for this Annual Performance Plan including Council's key priorities. Equally, as Council continues to implement its mandate it will also draw lessons from international and continental teacher professionalisation strategies and practices. Also, the Council will be working towards implementation of the standards and teacher professionalisation path.

Council continued to witness a decline in registration of Foreign Nationals, a clear comparison according to records reveals that in 2015-2016 there were 21 473 foreign nationals registered, 2018-2019 they declined to 395 applicants and 2019-2020 experienced a sharp decline where only 129 applicants were registered. It should be noted that in 2019-2020 cross -verification between Department of Home Affairs and SACE were tight and most applicants did not qualify.

Council will register the professional teacher's designation, once recognised. The development of the approved Professional teaching standards (PTSs) has created an opportunity to review the provider and endorsement criteria key programme development and will inform the induction process for teachers. The PTSs serve as a reminder to the sector that pre-service and in-service educators, regardless of their post level, have a teaching responsibility; thus, PTSs are applicable across the whole spectrum and not to a particular post level educator. The PTS will guide educators to deepen and broaden their professional knowledge, skill and understanding as they gain experience.

The South African Council for Educators (SACE) has set a new agenda for professional development through its Strategic Plan 2020 – 2025 launched at the start of 2020. This marks a departure from the 2011 to 2019 but more specifically 2014 to 2019 trajectory, in which Continuing Professional Teacher Development (CPTD) was launched as a mandatory function, however the Council did not introduce the system coupled with "carrot and stick" given its massiveness. The Council believed that its members can take full responsibility for their own professional development, that is why there was no introduction of consequence management.

The period was marked by several initiatives and milestones which have registered their own successes and challenges. The coming period steps a new gear in which Council enjoins educators to inculcate a culture of continuing professional teacher development through engaging in reflective practice and lifelong learning. This is the only way to enhance public confidence in the teaching profession. In doing so teachers will be able to improve their professional competence and classroom practice and other spillover effects will also be achieved, among others, student learning outcomes and academic performance of learners.

STRENGTHS	WEAKNESSES
• Clear policy mandate role within NDP for the teaching profession • Teacher Professionalisation Path developed and implemented; • Professional Teaching standards approved. • Well-developed internal policies • Proficient and committed staff members • Provincial presence • The development of integration systems • Governance support structures	• Lack of transitioning strategy • Limited provincial visibility • Revenue stability • Disparities in inclusivity processes • ECD is not defined in chapter 3 of the SACE Act.
OPPORTUNITIES	THREATS
• Teachers' funding SACE • Legislative and Policy Environment • Covid-19 Regulations • Collaboration with AFTRA and IFTRA • Supportive stakeholders and partners • Minister, DG, Portfolio Committee Chairperson Support • Use of new Technology / Innovation to advance organisational mandate	• Perceptions about the SACE Autonomy / Independence; • Office-based educators – "not prioritised" • Lack of electronic archiving system • Continuous legal challenges

4.1. EXTERNAL ENVIRONMENT ANALYSIS

Council is mandated by SACE Act, 2000 (Act 31 of 2000), to regulate the teaching profession. This process includes registration of educators, student teachers, and TVET lectures. Council needs to make sure teachers are ethical and professional and thus the professional and ethical standards. The annual performance plan guides the process of making sure that only fit to teach educators are registered.

The Council's professional development quality assurance role is detailed in the National Policy Framework on Teacher Education and Development (NPFTED, 2007) and the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED, 2011). The National Qualifications Framework (NQF, 2008) requires that SACE be recognised by the South African Qualifications Authority (SAQA) as a registered professional body so that it can develop and implement the profession's teacher designation. All relevant legislation and policies are pivotal in

contributing to SACE's strategic goals for 2021/22 and the country's outcome number 1: Improved quality basic education and the related basic education sectoral priorities.

During 2020 the Council managed to fulfilled its mandated obligations within a challenging environment. Introduction of new Covid 19 regulations forced Council to review some of the registration processes to make sure compliance is not compromised. Network and Connectivity challenges was some of the factors that were heavily felt by Council. South Africa is a very dynamic and diverse Country, availability of services is not the same throughout the 9 provinces, Some Provinces are deep rural with limited resources while other provinces are fluent. Significant amount of work needs to be done to ensure that the services provided for educators are extended and improved as the Council focus on the delivery of the planned targets for the year. Council will continue with registration of final year students. The Council implemented the Newly Qualified Teachers (NQT) letters as a category for qualified educators that had yet to receive their graduate certificates.

In 2019- 2020 Council observed a certain trend relating to registration of foreign nationals.   As a result of implementation of rigorous cross -verification system between SACE and Department of Home affairs there was a decline in registration of Foreign Nationals. Implementation of Police Clearance resulted in applicants who presented with criminal cases being taken through a robust, but fair and transparent fit to teach process. Council prioritised verification of applications against National Sex offenders register to make sure children, women and communities are protected. This emerged to be a priority that Council will pursue for safety of all.

The Council has been able to establish collaboration with the provincial education departments (PEDs) through the CPTD implementation committee. The committee sole responsibility is to support the Council in its role to implement the CPTD MS by providing resources.

The collaboration has also been successfully established with the national teacher unions. The unions provide platform for the Council to meaningfully and robustly engage in understanding the mandates of the Council.

The commitment made by the department of Higher Education and Training to support SACE role in bringing back TVET and CETC lecturers and thus the Council is currently reviewing the SACE Bill to accommodate these developments.

The CPTD MS budget is coming from National Treasury which has improved effective planning in support of teachers, schools and strategic stakeholders (teacher unions and provincial education departments).

The following are the most challenges facing the Council:
• Non – compliance of the service providers to observe the endorsement code of good practice.
• Lack of adequate resources: connectivity, gadgets, etc. among educators
• Cyberbullying
• Citizen journalism and threatened Council image

4.2. INTERNAL ENVIRONMENT ANALYSIS

SACE divisions are fairly resourced with efficient staff members and other relevant resources this enables the Council to fulfil its mandate. SACE employed five registration staff members and an assistant manager for Teacher Professionalisation. Currently, there are four provincial offices (Free State, KwaZulu-Natal, Eastern Cape and Limpopo) which are operational and offering SACE registration services and other mandates of Council.

The Council had been able to endorse a number of professional development activities and approve providers. The endorsement of professional development activities had made a great deal in protecting teachers against fly by nights and in ensuring that the activities are quality assured for their fitness for purpose.

The milestones above are, of course coupled with challenges some internal challenges. The glaring one is the dysfunctionality of the self-service portal, where it failed in providing uninterrupted services to end users. The quality of the data in the CRM needs to be audited and cleaned in order to ensure its credibility. The system not providing accurate points for educators or appearing on their self-portal.

The Council is in the process of getting an external eye that will audit all challenges and gaps facing the system. Furthermore, the audit will be able to provide feedback about the capacity of the system to provide uninterrupted services to the end users.

During 2021/2022 financial year, Council will engage in project to review and reposition SACE. This process will involve the SACE constituencies and stakeholders alike.

PART C
MEASURING OUR
PERFORMANCE

5.   INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

The council has aligned its programmes with the SACE mandates and the budget programme structure. There are six programmes that the council will be implementing through this APP in order to achieve its mandate and priorities. The table below depicts the programmes and sub-programmes of the 2021/2022 financial year.

Programme	Sub-programmes
1. Administration	1.1. Executive and Governance 1.2. Planning, Monitoring & Evaluation and Reporting 1.3. Corporate Services 1.4. Communication and Stakeholder Relations 1.5. Financial Management 1.6. Information and Communication Technology
2. Professional Registration	2.1. Registration of Educators 2.2. Registration of Student Educators
3. Ethical Standards	3.1. Investigations 3.2. Disciplinary Hearings 3.3. Sanctioning
4. Professional Development	4.1. Continuing Professional Teacher Development Management System 4.2. Member Support 4.3. Quality Management
5. Professional Teaching Standards	5.1. Initial Teacher Education 5.2. Newly Qualified Educator 5.3. Practicing Educators
6. Research	6.1. Research Reports 6.2. Data Management 6.3. Research Dissemination 6.4. Virtual Library

Measuring the Impact

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

PROGRAMME 1: ADMINISTRATION

Purpose: The purpose of this programme is to implement and manage the policy directives and priorities of the Council to ensure the functional proficiency of SACE through appropriate support services.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Efficient and effective governance	Minutes and attendance registers of the meetings	Number of Council and EXCO meetings convened	-	-	-	10	12	10	10
	Approved quarterly performance report	Number of quarterly performance reports submitted to DBE	-	-	-	4	4	4	4
	Performance agreements and assessments.	Percentage of employees assessed through performance development system	-	-	-	100%	100%	100%	100%
	Report on trained employees.	Percentage of trained employees.	-	-	-	-	30%	40%	30%
	Comprehensive report on the promotion and advocating of the SACE core mandates.	Number of SACE promotion and advocacy activities on the selected core mandates.	-	-	-	-	4	4	4
	Acknowledgement from treasury	Percentage of invoices paid within 30 days	-	-	-	100%	100%	100%	100%
	Signed-off Reports of Digitised Systems	Percentage of Digitised system in a year	-	-	-	-	60%	30%	10%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.1.1	Number of Council and EXCO meetings convened	12	2	4	3	3
1.1.2	Number of quarterly performance reports submitted to DBE	4	1	1	1	1
1.1.3	Percentage of employees assessed through performance development system	100%	-	-	-	100%
1.1.4	Percentage of trained employees	30%	-	-	-	30%
1.1.5	Number of SACE promotion and advocacy activities on the selected core mandates	4	1	1	1	1
1.1.6	Percentage of invoices paid within 30 days	100%	100%	100%	100%	100%
1.1.7	Percentage of Digitised system in a year	60%	-	-	-	60%

Explanation of planned performance over the medium-term period

From governance perspective, a number of Accounting Authority meetings will be held to monitor and oversee the implementation of the entity's mandate over the medium-term period. Coupled with this, the term of office for the current governance structure is coming to an end by the 31st July 2021 and the new one will me inaugurated in August 2021. Therefore, the entity will operate with new Council from August 2021 to July 2025 when the five-year planning cycle (2020-2025) comes to an end.

Secondly, Programme 1 will ensure that all the Planning, Monitoring and Evaluation and Reporting activities are carried out in line with the relevant DPME, National Treasury and Department of Basic Education's relevant frameworks, regulation and policies. Thus, the submission of quarterly reports to the Executive Authority through the will DBE will done throughout the medium-term period.

Thirdly, the monitoring and evaluation of the human resource performance and ongoing professional development are central to any organization. Therefore, the implementation of the Performance Evaluation and Develop Management System will be done.

Lastly, the effective delivery of service through the implementation of the APP Programmes and Annual Operational Plan (AOP) activities is dependent of the organisation's ICT infrastructure and systems, as well as communication strategy and plans. Accordingly, ICT and Communication strategies will be enhanced to support all the Programmes and educators alike.

Programme Resource Considerations

Table: Budget allocation for the Programme and Sub-Programmes as per ENE and/EPRE

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
38 594	45 240	63 575	67 467	65 050	64 347	63 550

Narrative: Explanation of the contribution of resources to the achievement of outputs

This programme will ensure that activities of the Accounting Authority take place effectively and the implementation of the overall SACE mandate is implemented accordingly. Also, the organizational ICT systems will be integrated and digitized in order to support all other programmes effectively. Equally, external communication to the educators and SACE stakeholders will be enhanced through various mediums and activities.

PROGRAMME 2: PROFESSIONAL REGISTRATION

Purpose: The purpose of this Programme   is to ensure that Council registers college lecturers and educators who are fit to practice. Council must keep an up- to-date register of fit-to-practice educators and college lecturers.

This programme is divided into two sub-programmes:

Sub-programme 2.1: Registration of Teachers

Purpose: To ensure registration of professionally qualified teachers and to create a sub-register for special categories of registration.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance		MTEF Period	
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Fit-to-practice-registered educators and lecturers	Register of qualified educators	Number of educators registered	34 087	29 765	35 000	25 000	25 000	18 000	18 000
		Percentage of educators applying through the online system for professional registration	-	-	-	50%	50%	60%	80%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.1.1	Number of educators registered	25 000	8 000	5 000	5 000	7 000
2.1.2	Percentage of educators applying through the online system for professional registration	50%	-20%	10%-	-10%	10%

Sub-programme 2.2: Registration of student educators

Purpose: To ensure that student educators are registered and given exposure to teacher professionalisation processes.

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2017/18 2018/19	2019/20		2020/21	2021/22	2022/23	2023/24
Fit-to-practice-registered educators and lecturers	Register of student educators registered	Creation of additional Specified categories for student educators.	-	-	-	-	Pilot five-year registration of first year student educators with 12 universities	Roll-out five-year registration of first year student educators through a phased-in approach	Roll-out five-year registration of first year student educators to all universities
	Registration of designated teachers	-	-	-	-	-	-	Development of Guidelines and requirements for designated teachers	Registration of designated teachers	Registration of designated teachers

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.2	Registration of student educators	Pilot five-year registration of first year student educators with 12 universities	-	-	-	-

Explanation of planned performance over the medium-term period

SACE registers final year students, newly qualified educators, and TVET and CET college lecturers. As a result, it has three categories for registration as follows: (a) provisional registration for student teachers only; (b) full registration for qualified educators; and (c) special registration for people that are not necessarily qualified teachers, however, are needed in the schools in line with the DBE priorities such as, technical and vocations, focus schooling, and others. Also, once the final year student teachers graduate, they update their registration stratus from provisional to full registration status. Therefore, the planned registration for 61 000 applicants over the medium-term period, will take place in line with the three registration categories, as well as, the update from provisional to full registration status.

Linked to the registration process, will be the screening of all applicants to ensure that SACE registers the fit-to-practice educators. Over the medium period, the screening of applicants will take place through the submission of mandatory South African Police Services clearance certificate and collaboration with Department of Justice and Constitutional Development through the National Register for Sexual Offenders. The process to verify qualifications through SAQA processes will also

be commenced during the period under review.

There will be a move to encourage applicants to register online for both new registration and updating of the registration status. Therefore, during the medium-term period, 80% of the applicants will be registering online. Equally, the will e-certificate will be introduced incrementally.

Programme Resource Considerations
Table: Budget allocation for the programme and sub-programmes as per ENE and/EPRE

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
4 951	6 108	6 849	4 659	5 057	5 057	5 057

Narrative: Explanation of the contribution of resources to the achievement of outputs
The resources will ensure the 61 000 registrants applying for professional registration over the medium-term period are registered provisionally and fully. Again, the first phase on the online registration system has been developed in the previous medium-term period. This phase catered for the new first-time registrants only. During this medium-term period, the second phase of online registration will be developed for registrants updating their registration status from provisional to full registration. Therefore, the monitoring of registration through the online system, by the new and updating registrants, will take place.

Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Fit-to-practice- registered educators and lecturers	Submission of fraudulent documents by applicants	Verification with SAPS, Umalusi, and all relevant departments
	Resistance of teachers to use online application platform	Provide brochures outlining online registration process

PROGRAMME 3: ETHICAL STANDARDS

Purpose: The purpose of this programme is to promote and maintain ethical standards in the profession. This programme is divided into three sub-programmes as follows:

Sub-programme 3.1: Investigations

Purpose: To effectively conduct investigations into allegations of misconduct.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2022/23
Maintained ethical standards	Register of reported cases	Percentage of investigations on new cases finalised	-	-	-	50%	80%	80%	80%
		Percentage of investigations on roll-over cases finalised	-	-	-	50%	80%	90%	90%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.1.1	Percentage of investigations on new cases finalised	80%	20%	30%	5%	25%
3.1.2	Percentage of investigations on roll-over cases finalised	80%	20%	30%	5%	25%

Sub-programme 3.2: Disciplinary Hearings

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

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Maintained ethical standards	Report on disciplinary hearings finalised	Percentage of disciplinary hearings on new cases finalized	-	-	-	30%	50%	40%	70%
		Percentage of disciplinary hearings on roll-over cases finalised	-	-	-	40%	60%	50%	80%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.2.1	Percentage of disciplinary hearings on new cases finalised	50%	15%	10%	5%	20%
3.2.2	Percentage of disciplinary hearings on roll-over cases finalised	60%	20%	15%	5%	20%

Sub-programme 3.3: Sanctioning

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

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Maintained ethical standards	Monitoring reports on sanctions	Number of monitoring reports produced on sanctioned educators	-	-	-	2	2	4	4

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.3.1	Number of monitoring reports produced on sanctioned educators	2	-	1	-	1

Explanation of planned performance over the medium-term period

The Professional Ethics division is seized with the responsibility to contribute towards the dream of building and sustaining a credible teaching profession through the enforcement of ethical standards among educators. Council has a clarion call to recognise and appreciate educators who uphold the code of professional ethics and, better still, ethical standards enunciated in the code by keeping them in the register of fit-to-practise educators. Such educators are appreciated for acting as role models to society and the school system at large, including those who believe in a credible teaching profession.

On the other hand, the Professional Ethics division is being inundated with increasing numbers of misconduct cases coming from the entire country, involving teachers who misbehave themselves. The division still continues with its mandate to investigate and conduct hearings to assess the cases brought before it, albeit in the face of several challenges. As a tribunal seized with the onerous responsibility to give regard to the legislative mandate that defines SACE, including the Constitution

of 1996, particularly section 35(3)(h) of the Constitution, which directs anyone enquiring into the conduct of another to afford every accused the preponderance of innocence until the contrary is proven, it is incumbent upon SACE to reach administratively reasonable and fair outcomes in all its hearings.

The main challenges that SACE is saddled with include parental refusal to permit children to testify, postponements by representatives of accused educators, witness tampering, and resistance by some educators to adhering to the code of professional ethics. Council continues to close gaps in these challenges by seeking cooperation, implementing awareness programmes and encouraging the community to help in enforcing the code of professional ethics, while at the same time inspiring a credible teaching profession.

Council appreciates those educators that uphold the status of the teaching profession and strive to be ethical educators. These educators serve as a beacon of hope for the teaching profession and deserve appreciation.

Programme Resource Considerations

Table: Budget allocation for the programme and sub-programmes as per ENE and/EPRE

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2017/18	**2018/19**	**2019/20**	**2020/21**	**2021/22**	**2022/23**	**2023/24**
5 196	9 047	9 453	6 757	7 029	7 029	7029

Narrative: Explanation of the contribution of resources to the achievement of outputs
The investigation of the reported cases, as well as the disciplinary hearings will be conducted. Also, central to this, will be the reduction of carried over cases from one financial year to the next.

Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Reduced number of misconduct cases reported against educators.	lack of sufficient capacity to understand and abide by the code of professional ethics by educators, resulting in more breaches of the code.	Planned outreach programmes and communication projects, including publications and road shows, in conjunction with the communications and advocacy division as part of a general SACE outreach; increased allocation of budget.

PROGRAMME 4: PROFESSIONAL DEVELOPMENT

Purpose: To ensure that educators engage in life-long learning to improve their professional competence. This programme is divided into three sub-programmes.

Sub-programme 4.1: Continuing Professional Teacher Development Management

Purpose: To ensure that educators' lifelong learning contribute to their professional practice and competence

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Improved teacher competence	Professional development activities captured on the CPTD information system	Percentage of selected practicing signed-up educators verified for the continuing professional development uptake	-	-	-	40%	30%	50%	55%
	CPTD Management system report of signed-up final year students	Percentage of signed-up final-year initial teacher education students	-	-	-	65%	55%	70%	75%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.1.1	Percentage of selected practicing signed-up educators verified for the continuing professional development uptake	30%	-	-	-	30%
4.1.2	Percentage of signed-up final-year initial teacher education students	55%	-	-	-	55%

Sub-programme 4.2: Member Support

Purpose: To provide assistance to members to ensure their participation in professional matters.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Improved teacher competence	Attendance registers of type of support that educators were provided with	Number of educators supported on professional matters	-	-	10 000	36 000	20 000	45 000	50 000

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.2.1	Number of educators supported on professional matters	20 000	7 000	4 000	1 500	7 500

Sub-programme 4.3: Quality Management

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

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Improved teacher competence	Approved providers and endorsed activities list	Percentage of professional development providers approved	-	-	-	70%	75%	80%	85%
		Percentage of professional development activities endorsed	-	-	-	80%	85%	95%	95%
		Percentage of endorsed activities monitored	-	-	-	10%	10%	20%	20%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.3.1	Percentage of professional development providers approved	75%	-	-	-	75%
4.3.2	Percentage of professional development activities endorsed	85%	-	-	-	85%
4.3.3	Percentage of endorsed activities monitored	10%	-	-	-	10%

Explanation of planned performance over the medium-term period

The mandate of SACE is to inspire educators to take charge of their lifelong learning derives from societal expectations about the academic excellence of learners. Educators have to become learners before they can be great educators. The approach to provide more support to the 5% of randomly selected educators in each province, will ensure that all lessons learned and findings around the existing gaps informs the broader Council intervention programmes.

The new normal has led to the Council reviewing the PD point schedule in order to respond adequately to the current high demand for virtual and online programmes, and will be engaging

providers on the revised PD point schedule.

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

- The Provider Self-service Web Portal will enable providers to apply online.
- It will also enable providers to upload the participants PD points after training. (Individual and bulk reporting will be enabled)
- The SACE approved provider will be issued with a username and password. (additional users can be created by the provider with their login details for easier uploading purposes)
- The system is intended to enable regular communication with regard to expiry of the approval and endorsement status.

In this light, SACE is seized with the responsibility to provide responsive programmes of action to promote continuing professional teacher development and learning initiatives so as to champion the theory of change among educators countrywide.

Programme Resource Considerations

Table: Budget allocation for the programme and sub-programmes as per ENE and/EPRE

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
12 999	19 005	23 995	21 358	23 706	24 927	25 813

Narrative: Explanation of the contribution of resources to the achievement of outputs

Educators will be supported in two different ways: firstly, on how to participate in the CPTD system and produce professional development portfolio and (b) on various professional matters such as, code of professional ethics, teacher assistance facility, reading through the virtual library, teachers' rights responsibilities and safety.

The CPTD Information system will be enhanced, and quality assurance of more providers and professional development activities will be conducted.

Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Institutionalization of CPTD MS support that School-based and educator driven.	Resistance by school management teams (SMTs) and teachers' unions	To advocate for the benefit of this model within the context of teacher support.
	Lack of capacity and willingness of the SMTs to provide support to teachers	Provide tools that will make the task easier to carry out.
	Dysfunctionality of the self-service portal	Schedule frequent meeting to address the issues which are normally technical in nature. Implementation of the IT integrated plan.
	The challenges of the new normal that changes the mode of delivery from face to face to virtual: Increased demand in the use of data.	Allocate more budget to data utilization.
The approved of providers	Few providers submitting professional development (PD) reports	Resuscitate provider forums and advocate through SACE's social media.
Monitored SACE endorsed PD activities.	Providers not sharing the training schedule with the Council, which affects the monitoring process.	To include a functionality that serve as a reminder in the Provider Self Service Web Portal for Providers

PROGRAMME 5: PROFESSIONAL TEACHING STANDARDS

Purpose: To improve and maintain the status and image of the teaching profession, and ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards.

This programme is divided into three sub-programmes.

Sub-programme 5.1: Initial Teacher Education

Purpose: To ensure initial teacher education programmes adhere to professional teaching standards.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance				Estimated Performance	MTEF Period	
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Improved teacher professionalism	Teacher professionalisation policy	Development of teacher professionalisation policy	-	-	-	Draft policy produced	Approved Teacher Professionalisation policy	Implementation of the policy	Implementation of the policy
	Policy framework	Policy framework registering student educators from year one	-	-	-	Development of and consultation on a policy framework	Approved policy framework registering student educators from first year of study	Phased-in implementation of the policy framework	Phased-in implementation of the policy framework

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
5.1.1	Development of teacher professionalisation policy	Approved Teacher Professionalisation policy	-	-	-	Approved Teacher Professionalisation policy
5.1.2	Policy framework registering student educators from year one	Approved policy framework registering student educators from first year of study	-	-	-	Approved policy framework registering student educators from first year of study

Sub-programme 5.2: Newly Qualified Educators

Purpose: To ensure that newly qualified educators comply with professional standards.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance				Estimated Performance	MTEF Period	
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Improved teacher professionalism	Professional certification framework and policy	Development of a professional certification framework and policy for educators registering with Council	-	-	-	Approved research report on professional certification	Draft professional certification framework and policy consulted on	Final professional certification framework and policy approved	Phased-in Implementation of the Professional Certification Policy
	Teacher designation	Develop-ment of a teacher designation	Draft professional teacher designation	Consultation process for drafting a professional teacher designation	-	Approved teacher designation	Teacher Designation Communication Strategy and Plans implemented	Implement the designation	Implement the designation

Incorporation of the consultation feedback and re-working the Draft teacher designation

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
5.2.1	Development of a professional certification framework and policy for educators registering with Council	Draft professional certification framework and policy consulted on	Report on Consultation session with stakeholders	Report on Consultation session with stakeholders	Report Consultation with teachers	Report on the consultation of the framework
5.2.2	Development of a teacher designation	Teacher Designation Communication Strategy and Plans implemented	Communication Strategy and Plans developed and piloted	Communication Strategy and Plans implemented	Communication Strategy and Plans implemented	Report on the Teacher Designation Communication and Consultation.

Sub-programme 5.3: Practicing Educators

Purpose: To ensure that practicing educators adhere to professional standards.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance				Estimated Performance	MTEF Period	
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Improved teacher professionalism	Re-certification framework	Development of re-certification framework	-	-	-	Draft framework developed	Extensive consultation	Approval of the framework	Pilot the framework in a phased-in approach

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
5.3.1	Development of re-certification framework	Extensive consultation on re-certification framework	consultation on re-certification framework – with stakeholders	consultation on re-certification framework – with stakeholders -	consultation on re-certification framework – with Teachers	Consolidation of consultation Process

Explanation of planned performance over the medium-term period

Professional Teaching Standards aims to provide a framework to guide the whole continuum of teacher preparation and development in line with teacher professionalisation path. The following areas will be attended to:

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

Newly Qualified Educators: in terms of SACE's teacher professionalisation path, employers will be to induct the Newly Qualified Educators and develop the SACE professional development portfolio to show evidence of their induction programme. SACE will assess the portfolio as part of professional certification and awarding teachers the During the MTEF period, SACE will develop a framework and policies to guide the process of assessing the portfolios for purposes of awarding of the full registration status.

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

Programme Resource Considerations

Table: Budget allocation for the programme and sub-programmes as per ENE and/EPRE

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2017/18	**2018/19**	**2019/20**	**2020/21**	**2021/22**	**2022/23**	**2023/24**
504	1 253	2 138	2 624	2 801	2 801	2 801

Narrative: Explanation of the contribution of resources to the achievement of outputs
The policies and frameworks for professionalizing the teaching profession will be produced through a consultative process, communicated to the profession, piloted and implemented.

Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Improved teacher Professionalization	Lack of buy-in by stakeholders	Awareness raising campaigns and well-structured advocacy

PROGRAMME 6: RESEARCH

Purpose: To enhance research coordination within SACE in order to strengthen its advisory role and service that is informed by policy, research, and consultative processes. This programme also aims to promote research on professional matters and any other educational matter relevant to SACE and the educational landscape.

This programme is divided into four sub-programmes.

Sub-programme 6.1: Research Reports

Purpose: To produce research reports in line with the SACE research agenda

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Improved advisory role	Research Conducted	Number of Research reports produced	-	-	-	3	3	3	3

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6.1.1	Number of Research reports produced	3	1	1	-	1

Sub-programme 6.2: Data Management

Purpose: To ensure that periodical statistical status reports are published on fit to practice registered educators and lecturers. Council will keep both a manual and an online database providing access to up-to-date information on SACE registered educators.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Fit-to-practise-registered educators and lecturers	Educator statistical data	Number of statistical reports produced on the status of the profession	-	-	-	2	2	2	2

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6.2.1	Number of statistical reports produced on the status of the profession	2	-	1	-	1

Sub-programme 6.3: Research Dissemination

Purpose: To improve and support practitioner-based research in the teaching profession in order to maximise the benefit of research outputs.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Improved practitioner based-research	SACE Journal Magazine	Number of SACE journal Magazines produced	-	-	-	-	2	2	2

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6.3.1	Number of SACE journal magazine produced	2	-	1		1

Sub-programme 6.4: SACE Virtual Library

Purpose: To ensure that SACE registered educators have access to an online library portal for their professional development.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Improved reading among registered educators	Virtual library system.	Percentage of visits by educators to the virtual library.	-	-	-	-	10%	20%	30%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6.4.1	Percentage of educators visiting the virtual library	10%	-	-	-	10%

Explanation of planned performance over the medium-term period

The SACE Act, 2000 (Act No.31 of 2000) spells out the statutory mandate of SACE. In broad parameters, SACE is responsible for regulating and supporting the teaching profession through registration, advocacy, professional development and ensuring adherence to the educators' professional code of ethics. SACE also has an advisory role to the Minister. The formulation in the SACE Act makes it mandatory rather than optional for SACE to provide advice to the Minister. Thus, it is vital that the council participates in research that informs policies, so that the council can be better positioned to advise the Minister if and when needed and most importantly research that will enhance and regulate the status of the teaching profession. The research programme aims to enhance research coordination within SACE in order to strengthen the SACE advisory role and service that is informed by policy, research, and consultative processes. The intention of the programme is to further promote research on professional matters and any other educational matter relevant to SACE and the educational landscape. Through its indicators, the programme aims to strengthen and improve the SACE advisory role in the education fraternity by engaging in quality research that is scientifically based and sound, so as to advance the teaching profession. In addition, Council aims to improve and support practitioner-based research in the teaching profession by producing a practitioner-based magazine that will encourage and support best practice. In improving practitioner-based research, Council is also responsible to promote professional development of educators and through it's the SACE virtual library, registered educators will have access to a broad spectrum of reading material that will support their professional development and further encourage reading in the profession.

Programme Resource Considerations

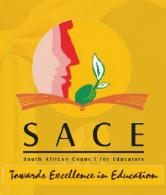### Table: Budget allocation for the programme and sub-programmes as per ENE and/EPRE

Audited Outcomes			Adjusted appropriation	Medium-term expenditure estimates		
2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
-	-	2 954	2 456	2 223	2 223	2 223

Narrative: Explanation of the contribution of resources to the achievement of outputs
Production of research for advisory purposes and informing practice, development of the virtual library, production of statistical reports to inform planning and decision making and practitioner-

based research and practice to inform the teacher magazine.

Outcome	Key Risk	Risk Mitigation
Improved research advisory role	Research outputs not utilized for their intended purpose.	Develop and communicate clear objectives and recommendations for the research produced.

PART D
TECHNICAL INDICATOR DESCRIPTION

PROGRAMME 1: ADMINISTRATION

INDICATOR TITLE	NUMBER OF COUNCIL AND EXCO MEETINGS CONVENED
Definition	SACE is a professional self-regulatory body that is governed by a council made up of 30 members. These members participate in two governance structures as follows: (a) Council meetings, which take place four times in a financial year; and (b) Executive Committee (EXCO) meetings, which happen at least six times in a financial year. This excludes special meetings, which may be called from time to time for various reasons. In 2021/2022 additional Council and EXCO meetings will be held to accommodate the inaugural of new Council for the 2021/2022 – 2024-2025 term of office. All the Council and EXCO meetings are preceded by the meetings of the seven Council Committees.
Source of Data	Council meeting registers, minutes of meetings, Meeting Reports, and annual Council Activity Plan
Method of Calculation/ Assessment	Simple count
Means of verification	Signed registers and minutes
Assumptions	All Council and Exco meetings will take place as scheduled per quarter and according to Council's activity plan.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-end
Reporting Cycle	Quarterly
Desired Performance	Matters should be discussed and Council resolutions made at all Council and Exco meetings that are convened.
Indicator Responsibility	Office of the Chief Executive Officer

INDICATOR TITLE	NUMBER OF QUARTERLY PERFORMANCE REPORTS SUBMITTED TO THE DEPARTMENT OF BASIC EDUCATION
Definition	This refers to quarterly performance reports, produced in line with treasury regulations, DPME guidelines and the DBE's reporting schedule, in compliance with requirements around the programme performance information of the entity.
Source of Data	Quarterly reports submitted under programmes and Annual Performance Plan
Method of Calculation/ Assessment	Simple count
Means of Verification	Quarterly reports approved by CEO
Assumptions	All SACE programmes will submit their quarterly reports on time.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-end
Reporting Cycle	Quarterly
Desired Performance	Approved quarterly performance reports
Indicator Responsibility	Sub-Programme Manager: Planning, Monitoring, Evaluation and Reporting

INDICATOR TITLE	PERCENTAGE OF TRAINED EMPLOYEES
Definition	This refers to a continuous skills development of SACE employees to achieve desired performance.
Source of Data	Training Report
Method of Calculation/ Assessment	Simple count
Means of Verification	A report on trained employees
Assumptions	Participation of employees in skills development and training.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Improved organisational performance
Indicator Responsibility	Sub-Programme Manager: Corporate Services

INDICATOR TITLE	PERCENTAGE OF TRAINED EMPLOYEES
Definition	This refers to a continuous skills development of SACE employees to achieve desired performance.
Source of Data	Training Report
Method of Calculation/ Assessment	Simple count
Means of Verification	A report on trained employees
Assumptions	Participation of employees in skills development and training.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Improved organisational performance
Indicator Responsibility	Sub-Programme Manager: Corporate Services

INDICATOR TITLE	NUMBER OF SACE PROMOTION AND ADVOCACY ACTIVITIES ON THE SELECTED CORE MANDATES
Definition	Activities are implemented on promoting and advocating the CPTD and the Teacher Professionalization mandates of SACE. The CPTD mandate's recording and reporting has been a challenge and more advocating for this will be embarked upon through the utilization of a variety of Tools. The Teacher Professionalization mandate will be advocated as the flagship of the profession in reestablishing the value of teaching and its importance
Source of Data	Publications; attendance registers; reports
Method of Calculation/ Assessment	Simple count
Means of Verification	Comprehensive report
Assumptions	Well informed profession on SACE
Disaggregated of Beneficiaries (where applicable)	Practicing Educators, Student Teachers, Teachers unions and employers of teachers.
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Promotion of the understanding of the CPTD and Teacher Professionalization
Indicator Responsibility	Sub-Programme Manager: Communications and Stakeholder Relations

INDICATOR TITLE	PERCENTAGE OF SUPPLIERS PAID WITHIN 30 DAYS
Definition	This refers to ensuring that supplier invoices are paid within 30 days after receipt of a statement.
Source of Data	The date on which the supplier statement was received; receipt stamp on the supplier statement and invoice
Method of Calculation/ Assessment	The number of days that the invoice took to be paid; monthly supplier age analysis from the Pastel Evolution system
Assumptions	The invoice status on the age analysis
Means of Verification	Supplier invoices and statements
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-end
Reporting Cycle	Quarterly
Desired Performance	Suppliers paid on target
Indicator Responsibility	Sub-Programme Manager: Financial Management

INDICATOR TITLE	NUMBER OF SACE DIGITIZED SYSTEMS
Definition	This refers to the alignment of technology with SACE's business goals, enabling a contribution to the organisation's strategic objectives and enabling the organisation's ICT systems to be fully integrated across each department, which in turn allows for organisation-wide management of the ICT environment. The purpose of an ICT strategy is to make sure the centre's use of information and communications technology (ICT) efficiently and effectively assists the centre in attending to core business.

Improved corporate governance of ICT leads to: ICT enablement of business, improved quality of ICT service, stakeholder communication, trust between ICT, the business and citizens, lowering of costs, increased alignment of investment towards strategic goals, protection and management of the division's and employee information. |
Source of Data	Various research on ICT industry changes and changes in SACE internal ICT systems, minutes of FINCO.
Method of Calculation/ Assessment	Simple Count
Means of Verification	A report on
Assumptions	
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	No-cumulative
Reporting Cycle	Annually
Desired Performance	
Indicator Responsibility	Sub-Programme Manager: ICT

PROGRAMME 2: PROFESSIONAL REGISTRATION

Sub-programme 2.1: Registration of Educators and Lecturers

INDICATOR TITLE	NUMBER OF EDUCATORS REGISTERED
Definition	This refers to the regulatory processes for entry and continued employment in the teaching profession, and it includes both the manual and online registration of qualified teachers, TVET lecturers and prospective teachers. Through a professional registration process, Council seeks to identify, register teachers and lecturers who will enhance student learning and demonstrate a high level of knowledge, skills, abilities and commitment.
Source of Data	SACE registration system
Method of Calculation/ Assessment	Simple count
Means of Verification	Electronic list of registered educators
Assumptions	All prospective practicing educators are registered. All prospective teachers will register.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative Year-end
Reporting Cycle	Quarterly
Desired Performance	All educators intending to teach will registered with the council
Indicator Responsibility	Programme Manager: Professional Registration

INDICATOR TITLE	PERCENTAGE OF EDUCATORS APPLYING THROUGH THE ONLINE SYSTEM FOR PROFESSIONAL REGISTRATION
Definition	Professional Registration will only be awarded to professionally qualified teachers who present evidence to Council that they have completed the induction programme. This process includes credentials attained by teachers who have met the specified registration requirements. It refers to both teachers who are professionally qualified and those whose status will be changing from provisional to full practising registration. SACE will require confirmation that the teacher has completed an appropriate one-year induction and mentoring programme, and the submission of evidence in the form of an e-portfolio.
Source of Data	SACE registration system
Method of Calculation/ Assessment	$\underline{\text{Online educators}}$ Registered educators X100
Means of Verification	Electronic list of registered educators
Assumptions	Functional Online Registration system
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	All registrations done online
Indicator Responsibility	Programme Manager: Professional Registration

Sub-programme 2.2 Registration of Student Educators

INDICATOR TITLE	NUMBER OF STUDENT TEACHERS' REGISTERED ACCORDING TO YEAR OF STUDY
Definition	This refers to the registration of student educators according to the different year of study. The purpose of this technical indicator is to ensure student teachers are registered from year 1 of study. This process will enable Council to introduce all the Council mandates progressively and introduce student teachers to professionalisation process. The Process will enable Council to regulate from inception until student teachers graduate. All student educators will be required to submit police clearance to confirm their fitness to become teachers when they register with Council.
Source of Data	SACE registration system
Method of Calculation/ Assessment	Simple count
Means of Verification	Produced Register of registered student teachers according to year of study
Assumptions	The register will be categorized according to year of study as outlined by universities
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-to-date
Reporting Cycle	Annually
Desired Performance	
Indicator Responsibility	Programme Manager: Professional Registration

INDICATOR TITLE	GUIDELINES FOR REGISTRATION OF DESIGNATED TEACHERS
Definition	The status of designated teacher confers a professional distinction on its holder in recognition of a high level of general expertise as a teacher, as well as indicating an ongoing commitment to Continuing Professional Development. The Guideline will provide an overview regarding what needs to be accomplished by teachers as an assurance that they have met the profession's highest standards for accomplished practice. The guideline will ensure that standards and code of ethics is adhered to.
Source of Data	Report on development of Guidelines for registration of designated teachers
Method of Calculation/ Assessment	Simple count
Means of Verification	A national report will be produced and published on the consultation of the development of Guidelines for registration of designated teachers
Assumptions	
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	
Indicator Responsibility	Programme Manager: Professional Registration

PROGRAMME 3: ETHICAL STANDARDS

Sub-programme 3.1: Investigations

INDICATOR TITLE	PERCENTAGE OF INVESTIGATIONS ON NEW CASES FINALISED
Definition	Investigations entail a process of establishing whether or not a case of misconduct exists after a matter has been reported. Investigated cases may lead to a charge if an educator is found to have committed a case of misconduct under the Code of Professional Ethics, or it may be dropped if the contrary is true. This relates to the new cases received.
Source of Data	List of all new received cases
Method of Calculation/ Assessment	<u>Number of cases received</u> Number of cases investigated X100
Means of Verification	Signed investigation report by programme manager
Assumptions	Cases of misconduct by teachers will be reported to SACE schools; witnesses and other stakeholders will cooperate with the investigation team/officer(s).
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Conclusion of 50% of investigations
Indicator Responsibility	Programme Manager: Ethical Standards

INDICATOR TITLE	PERCENTAGE OF INVESTIGATIONS ON ROLL-OVER CASES FINALISED
Definition	Investigations entail a process of establishing whether or not a case of misconduct exists after a matter has been reported. Investigated cases may lead to a charge if an educator is found to have committed a case of misconduct under the Code of Professional Ethics, or it may be dropped if the contrary is true.
Source of Data	List of all roll-over cases received
Method of Calculation/ Assessment	Number of cases received Number of cases investigated X100
Means of Verification	Signed investigation report by programme manager
Assumptions	Cases of misconduct by teachers will be reported to SACE schools; witnesses and other stakeholders will cooperate with the investigation team/officer(s).
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Calculation Type	Non-cumulative
Desired Performance	Conclusion of 50% of investigations
Indicator Responsibility	Programme Manager: Ethical Standards

Sub-programme 3.2: Disciplinary Hearings

INDICATOR TITLE	PERCENTAGE OF DISCIPLINARY HEARINGS ON NEW CASES FINALISED
Definition	A disciplinary hearing entails an enquiry into an investigated case of misconduct against an educator who is registered with the Council and who is alleged to have breached the Code of Professional Ethics. The disciplinary enquiry must establish whether a guilty charge exists or not. When an educator is found guilty, a sanctioning decision must be imposed on the educator.
Source of Data	Disciplinary hearing reports
Method of Calculation/ Assessment	30% of Disciplinary hearings conducted Number of disciplinary hearings concluded/finalised X100
Means of Verification	Disciplinary hearing reports and letters to affected parties
Assumptions	Hearings will be conducted in the year in which the matter arose
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	30%
Indicator Responsibility	Programme Manager: Ethical Standards

INDICATOR TITLE	PERCENTAGE OF DISCIPLINARY HEARINGS ON ROLL-OVER CASES FINALISED
Definition	This entails cases that are not finalised in the year in which the complaint against an educator arose.
Source of Data	Disciplinary hearing reports for roll-over cases
Method of Calculation/ Assessment	Disciplinary hearings conducted Number of disciplinary hearings concluded/finalised X100
Means of Verification	Roll-over case reports
Assumptions	Cases will roll over to the year after which they arose.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	40%
Indicator Responsibility	Programme Manager: Ethical Standards

Sub-programme 3.3: Sanctioning

INDICATOR TITLE	NUMBER OF REPORTS PRODUCED ON SANCTIONED EDUCATORS
Definition	This refers to the process whereby a corrective measure is instituted against an educator for breaching the Code of Professional Ethics. The analysis report will be developed against sanctioned educators quarterly, circulated to the provincial departments and stakeholders as per request.
Source of Data	Disciplinary hearing report, ethics committee action list and minutes
Method of Calculation/ Assessment	Simple count
Means of Verification	Sanction report
Assumptions	Educators will be deterred from committing similar acts of misconduct under the Code of Professional Ethics.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-to-date
Reporting Cycle	Quarterly
Desired Performance	100%
Indicator Responsibility	Programme Manager: Ethical Standards

PROGRAMME 4: PROFESSIONAL DEVELOPMENT

Sub-programme 4.1 Continuing Professional Teacher Development Management System

INDICATOR TITLE	PERCENTAGE OF SELECTED PRACTISING SIGNED-UP EDUCATORS VERIFIED FOR THE CONTINUING PROFESSIONAL DEVELOPMENT UPTAKE
Definition	The verification will focus on the 40% of 22 104, which is 8 842 number of educators to be monitored and supported. The provincial selection be purposive in that, it will be informed by available resources and the vastness of the province.
Source of Data	List of all selected educators per province, signed reports of the coordinators detailing interventions
Method of Calculation/ Assessment	Total number of practicing signed up educators in the province X 40% of the 5% per province
Means of Verification	Printout from system of activities, attendance registers, proof of webinars and virtual support provided
Assumptions	Educators will participate and be provided with resources; a functional CPTD MS
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Monthly, quarterly and annually
Desired Performance	At least 40% of the 5% per province to be supported and reporting on the CPTDMS
Indicator Responsibility	Programme Manager: Professional Development

INDICATOR TITLE	PERCENTAGE OF SIGNED-UP FINAL YEAR INITIAL TEACHER EDUCATION STUDENTS
Definition	This refers to final year teacher education students signed up under the CPTD MS
Source of Data	CPTD MS (CRM)
Method of Calculation/ Assessment	Total number of final year students Number of signed-up final year students X100
Means of Verification	BI tool and CRM database
Assumptions	Final year students will be signed up
Disaggregated of Beneficiaries (where applicable)	Women Youth People with disability
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	70%
Indicator Responsibility	Programme Manager: Professional Development

Sub-programme 4.2 Member Support

INDICATOR TITLE	NUMBER OF EDUCATORS SUPPORTED ON PROFESSIONAL MATTERS
Definition	Professi-onal development refers to a process of engaging in lifelong learning and acquisition of relevant competencies and skills to enhance teaching and learning in the education environment. It also refers to supporting the welfare of the educator through professional development initiatives that include training, seminars, conferences, workshops, advocacy and in all SACE mandates
Source of Data	Signed registers of members supported
Method of Calculation/ Assessment	Simple count
Means of Verification	Registers of members supported
Assumptions	Members will be supported on professional development matters
Disaggregated of Beneficiaries (where applicable)	Women Youth People with disability
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year end
Reporting Cycle	Quarterly
Desired Performance	Achievement of performance indicator as set is desired
Indicator Responsibility	Programme Manager: Professional Development

INDICATOR TITLE	PERCENTAGE OF PROFESSIONAL DEVELOPMENT PROVIDERS APPROVED
Definition	This entails providers (institutions) who are approved to provide professional development activities for educators in type three – externally initiated– PD activities measured against the number of applications received.
Source of Data	Provider database and application forms
Method of Calculation/ Assessment	Total number of provider applications Number of approved providers X100
Assumptions	Providers will apply to be approved
Means of Verification	Provider application forms and approval letters
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	70%
Indicator Responsibility	Sub-Programme Manager: Professional Development

Sub-programme 4.3 Quality Management

INDICATOR TITLE	PERCENTAGE OF PROFESSIONAL DEVELOPMENT ACTIVITIES ENDORSED
Definition	This entails the endorsement of professional development activities to be made available to teachers to enable them to participate in CPTD.
Source of Data	Endorsed activities catalogue
Method of Calculation/ Assessment	<u>Total number of applications for activity endorsement</u> Number of activities endorsed X100
Assumptions	Providers will submit adequate activities for endorsement.
Means of Verification	PD activities endorsement files and PD provider catalogue
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	80%
Indicator Responsibility	Sub-Programme Manager: Professional Development

INDICATOR TITLE	PERCENTAGE OF ENDORSED ACTIVITIES MONITORED
Definition	This entails the endorsed activities that are subjected to quality assurance through site visits and programme evaluation.
Source of Data	Site visit forms/emails/ reports
Method of Calculation/ Assessment	$\underline{\text{Total number of endorsed activities subject to quality assurance}}$ Number of endorsed activities monitored X100
Assumptions	Providers will allow Council to monitor their sites and programmes.
Means of Verification	Site visit reports
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	10%
Indicator Responsibility	Sub-Programme Manager: Professional Development

PROGRAMME 5: PROFESSIONAL TEACHING STANDARDS

Sub-programme 5.1: Initial Teacher Education

INDICATOR TITLE	DEVELOPMENT OF A TEACHER PROFESSIONALISATION POLICY
Definition	The teacher professionalisation policy will outline the requirements for professional teaching standards that are required to be demonstrated by teachers to be registered by SACE. This policy will inform how SACE will satisfy itself that an applicant has demonstrated understanding and the implementation of professional teaching standards during initial teacher education. The policy will outline how to compile evidence demonstrating that the applicant meets the standards at the proficient level.
Source of Data	Report on consultation of Teacher Professionalisation Policy.
Method of Calculation/ Assessment	Simple count
Means of Verification	A national report is produced and published on the consultation of the Teacher Professionalisation Policy
Assumptions	All consultations will be attended by relevant stakeholders and written feedback will be received
Disaggregated of Beneficiaries (where applicable)	Benefit to Women: Not applicable Benefit to Youth: Not applicable Benefit to People with Disabilities: Not applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	The approved Teacher Professionalisation will ensure initial teacher education programmes adhere to professional teaching standards.
Indicator Responsibility	Programme Manager: Professional Teaching Standards

INDICATOR TITLE	POLICY FRAMEWORK FOR REGISTERING STUDENT EDUCATORS FROM YEAR ONE
Definition	This refers to a policy framework for the registering of student educators from initial professional education training. This framework will outline a set of procedures or goals to be used in decision making to guide an ongoing process for preparing students on their journey to becoming professional teachers. The framework will help ensure that a clear registration requirements student educator is outlined in line with the registration policy. The framework will outline clear accountabilities and delegated authorities for individual roles. The framework will include a registration policy, a procedure and implementation schedule in response to registration requirements, and registration regulations.
Source of Data	Report on the consultation of the policy framework for registering student educators from year one.
Method of Calculation/ Assessment	Simple count
Means of Verification	A national report is produced and published on the consultation of the policy framework for registering student educators
Assumptions	A policy framework for registering student educators will be developed and approved, and used to guide the registration process of students teachers from year one of registration.
Disaggregated of Beneficiaries (where applicable)	Benefit to Women: Not applicable Benefit to Youth: Not applicable Benefit to People with Disabilities: Not applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Registration policy framework for students from year one implemented
Indicator Responsibility	Programme Manager: Professional Teaching Standards

Sub-programme 5.2: Newly Qualified Educators

INDICATOR TITLE	DEVELOPMENT OF A PROFESSIONAL CERTIFICATION FRAMEWORK AND POLICY FOR EDUCATORS REGISTERING WITH COUNCIL
Definition	This refers to the development of a professional registration framework and policy to set out what newly qualified teachers need to submit to Council to obtain a full practising certificate after having obtained a provisional practising certificate. Council will require confirmation that the teacher has recently completed an appropriate one-year induction and mentoring programme while employed in a teaching role. The purpose of the framework and policy for professional registration is to ensure that teachers are fit to practise. Teachers need to declare that they meet the professional teaching standards. The framework will include a guide developed by SACE to assist teachers in collecting and assessing evidence to demonstrate that they have met the professional standards at the proficient level. When making a declaration, the teacher must be satisfied that all ten standards have been met with supporting evidence submitted through an e-portfolio.
Source of Data	Report on the consultation of the draft professional certification framework and policy
Method of Calculation/ Assessment	Simple count
Means of Verification	A national report is produced and published on the consultation of the draft professional certification framework and policy
Assumptions	A functional professional certification framework and policy will be developed and approved, and used to guide the professional designation process.
Disaggregated of Beneficiaries (where applicable)	Benefit to Women: Not applicable Benefit to Youth: Not applicable Benefit to People with Disabilities: Not applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Implemented professional certification framework and policy
Indicator Responsibility	Programme Manager: Professional Teaching Standards

Sub-programme 5.3: Practising Educators

INDICATOR TITLE	DEVELOPMENT OF RE-CERTIFICATION FRAMEWORK
Definition	Council's mandate to both promote and regulate the profession of teaching is grounded in the concept of standards. Council will develop a framework for re-certification This policy framework will draw strongly on all Council processes, namely participation in CPTD, being ethical and fitness to practise. The purpose of the framework is to ensure that teachers are fit to practise; participate in CPTD; and declare that they meet the professional teaching standards. The purpose of developing a re-certification framework will also inform the recertification process.

The framework will outline the allocation of CPTD points to be assigned every three years for professional activities. The re-certification framework will enable teachers to maintain their designation and preserve their professional stature. It will outline a process that will allow teachers to reflect on how their teaching practice continues to support student learning. |
Source of Data	Report on consultation of Re-certification framework
Method of Calculation/ Assessment	Simple count
Means of Verification	A national report is produced and published on the consultation of the re-certification framework
Assumptions	A functional re-certification framework will be developed and approved, and used to guide the professional re-certification process.
Disaggregated of Beneficiaries (where applicable)	Benefit to Women: Not applicable
Benefit to Youth: Not applicable
Benefit to People with Disabilities: Not applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable
Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Implemented re-certification framework
Indicator Responsibility	Programme Manager: Professional Teaching Standards

PROGRAMME 6: RESEARCH

Sub-programme 6.1: Research Reports

INDICATOR TITLE	NUMBER OF RESEARCH REPORTS PRODUCED IN LINE WITH THE SACE RESEARCH AGENDA
Definition	To draft and produce research reports in line with the SACE research agenda and to advise on the state of the profession.
Source of Data	Research reports completed and published.
Method of Calculation/ Assessment	Simple count
Means of Verification	Produced Reports
Assumptions	Research reports produced will inform the profession
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-to-date
Reporting Cycle	Quarterly
Desired Performance	Produced reports to be circulated to all stakeholders
Indicator Responsibility	Assistant Manager: Research

Sub-programme 6.2 Data Management

INDICATOR TITLE	NUMBER OF STATISTICAL REPORTS PRODUCED ON THE STATUS OF THE PROFESSION
Definition	This refers to the SACE data management process. It includes acquiring, validating, storing, protecting and processing data to ensure the accessibility, reliability and timeliness of the data for reporting, for Council decision making, and for research use by Council and relevant stakeholders. The purpose of this technical indicator is to enable SACE to make use of Data to inform Council decisions and gain deep insights into trends and opportunities. The data management process must lead toward acquiring the right data and analysing it in order to get the actionable intelligence necessary for Council to make truly data-driven business decisions.
Source of Data	SACE data storage system
Method of Calculation/ Assessment	Simple count
Means of Verification	Produced statistical Report
Assumptions	The SACE data system will produce credible data
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-to-date
Reporting Cycle	Annual
Desired Performance	Produced reports to be circulated to all stakeholders
Indicator Responsibility	Assistant Manager: Research

Sub-programme 6.3 Research Dissemination

INDICATOR TITLE	NUMBER OF SACE JOURNAL MAGAZINES PRODUCED
Definition	Research dissemination strategy used to maximise the benefit of research conducted in different platforms to reach intended audience and showcase research produced by the council. This may be in different platforms such as a journal magazine or conferences where educators and stakeholders are provided with relevant and forward-thinking research.
Source of Data	Articles from professionals and students in the teaching fraternity
Method of Calculation/ Assessment	Simple count
Means of Verification	Produced Journal Magazine
Assumptions	The SACE journal will produce relevant articles for the teaching profession
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-to-date
Reporting Cycle	Annual
Desired Performance	Produced reports to be circulated to all stakeholders
Indicator Responsibility	Assistant Manager: Research

Sub-programme 6.4: SACE virtual library

INDICATOR TITLE	PERCENTAGE OF EDUCATORS VISITING THE VIRTUAL LIBRARY
Definition	An online library portal for SACE registered educators to utilize for their professional development. This virtual library will ensure that educators are supported in their studies or professional development goals.
Source of Data	Statistics on the number of individuals utilizing the virtual library by logging in
Method of Calculation/ Assessment	Simple count
Means of Verification	Produced report on the number of people utilizing the library portal
Assumptions	The SACE virtual library will be an accessible and relevant tool for educators and Council staff
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	
Reporting Cycle	Annual
Desired Performance	A utilized and easily accessible virtual library
Indicator Responsibility	Assistant Manager: Research

S A C E

South African Council for Educators

Towards Excellence in Education

HEAD OFFICE

PHYSICAL ADDRESS:

240 LENCHEN AVENUE,
CROSSWAY OFFICE PARK, BLOCK 1,
CENTURION,
0183

PRIVATE BAG X 127,
CENTURION,
0046

TEL: 012 663 9517
FAX: 012 663 9238
EMAIL: info@sace.org.za

FREE STATE

PHYSICAL ADDRESS:

33 REID STREET,
SUITE 2 & 4 WESTDENE,
BLOEMFONTEIN,
9301

TEL: 012 663 9517
EMAIL: info@sace.org.za

EASTERN CAPE

PHYSICAL ADDRESS:

BAYSVILLE SCHOOL OF SKILLS
3 BURNETT ROAD, EAST LONDON

KWAZULU-NATAL

PHYSICAL ADDRESS:

21 JOE SLOVO STREET,
ZUMA YSHA BUILDING DURBAN,
4001

TEL: 012 663 9517
EMAIL: info@sace.org.za

LIMPOPO

PHYSICAL ADDRESS:

HOËR TEGNIESE SKOOL TOM NAUDE
226 POTGIETER AVE,
EDUANPARK,
POLOKWANE,
0700
(ENTRANCE ON DAP NAUDE STREET)

f **www.facebook.com/SACE**

🐦 **@sace9**

🌐 **www.sace.org.za**