

SACE CEO WARMLY WELCOMES THE TEACHING FRATERNITY IN 2016

SACE CEO Mr Brijraj welcomes the guests during the World Teacher's Day gala dinner held in Centurion



The year 2015 was a milestone in the history of SACE. During the year, SACE established two provincial offices in KZN (Durban) and the Free State (Bloemfontein). As council we are encouraged by the positive feedback we received from all our stakeholders who appreciated the efforts of SACE.

These offices were primarily established to bring the services closer to the profession, and we are positive that these new offices will be beneficial.

Also reviewing the previous year, stakeholders in education lead by SACE resolved that the years 2015–2017 should be declared as years focusing on valuing, supporting and appreciating teachers for their selfless contribution to the development of society, and as such, adopt the slogan: "Teachers: heartbeat of the Nation."

We cannot forget to congratulate the Matric class of 2015 and the entire schooling system for the wonderful work in achieving these great results.

We thank the efforts of teachers, learners and parents and reiterate that success of the education system is dependent on each one contributing positively.

As we welcome you, our beloved teachers in 2016, we commit ourselves as council to be there for you and to provide the support that you deserve in providing quality education to the nation and also promoting professionalism.

We are hoping that as the year begins we all shall put our efforts not only in Matric but throughout the schooling system so that we ensure that the future of our country remains bright.

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SACE launches two provincial offices

The South African Council for Educators has expanded its reach by opening two provincial offices in Durban and Bloemfontein on the 9th and 19th October ... page 2



SACE LAUNCHES TWO PROVINCIAL OFFICES

By Magoto Rakgoale

The South African Council for Educators has expanded its reach by opening two provincial offices in Durban and Bloemfontein on the 9th and 19th October.

This move was prompted by a high volume of educators who flock the council's headquarters in Centurion to register or renew their membership every year.

"We firmly believe that this is an important move for the council, to ensure that we continue to provide our physical presence in all Provinces. We will continue to provide efficient and professional services to the educators at all times in terms of registration, assistance and administration of the Continued Professional Teachers Development (CPTD) outreach programmes and reporting of legal and ethics issues" says the council spokesperson, Mr Themba Ndhlovu.

In his opening address, SACE Chief Executive Officer, Mr Rej Brijraj, said the move by the council was seen as "spreading wings", the plan is to have provincial offices in all provinces so that our teachers will not have any difficulties in reaching us.

He also took the opportunity to remind the teachers what was expected of them. "This profession has no space for teachers who want to mess around with our children and act unprofessionally, especially to those teachers who want to take advantage of learners, teachers must be committed to build our society" he said.

Amongst the dignitaries who graced the official launch was the provincial HOD's Union leaders and other key stakeholders. "The timing of the opening of the provincial offices came at the right time as the teachers are celebrating World Teacher's day in October said Dr Nkosinathi Sishi. He called on all Universities in KZN to make prospective teachers aware of the importance of registering with the council. "Something has gone wrong in KwaZulu-Natal; to have hundreds of teachers coming in on one day to get their certificates shows that we need to talk to teachers about registration and the importance of it," he concluded.



All Smiles: As the Kwa-Zulu Natal Department of Education HOD Dr Nkosinathi Sishi cut the ribbon to declare the SACE KZN office officially opened. Far left CEO of SACE Mr Rej Brijraj

33 REID STREET, SUITE 2 & 4 WESTDEN, NEW SACE PROVINCIAL OFFICES IN BLOEMFONTEIN

"We are delighted to finally have a home in the Free State Province; the opening of our new regional offices will enable us to better position SACE as the organisation that is committed to take the services to our valuable members, said the chairperson of the council, Ms Veronica Hofmeester.

SACE's commitment to delight teachers was lauded by the HOD of the Free State Department of Education, Mr R.S. Malope. "As the department, we have the responsibility to educate every child in this province, and that means that when we have the SACE offices on the doorstep, we will be in a good position to curb fraudulent teachers in this province and produce quality learners who will one day be responsible to move the economy of this country forward".

All stakeholders, NAPTOSA, SADTU, SAOU, NATU, PEU and FEDSAS expressed their gratitude towards the SACE Council for bringing the council nearer to the Free State teachers. The Free State Office will also service the Northern Cape and the northern parts of the Eastern Cape. Teachers are reminded that, Section 21 of the South African Council for Educators Act, 2000 requires that: Every educator contemplated by the Act must register with the Council before appointment to a teaching post; and no person may be employed as an educator by an employer unless that person is registered with the Council.



SACE CEO Mr Rej Brijraj gives the Free State Department HOD Mr R.S. Malope a SACE certificate as a way of showing that the office is ready to serve the teachers in the Province

SACE MARKS WORLD TEACHERS MONTH ON A HIGH NOTE

By Magoto Rakgoale

The South Africa Council for Educators (SACE) in partnership with the DBE and social partners through the Teachers Appreciation Support Programme (TASP) hosted a gala dinner on Friday, 30 October 2015 at the council's headquarters in Centurion.

The gala dinner was to mark the end of the World Teachers' month and also to present an opportunity for SACE, DBE and social partners such as the National Education Collaboration Trust, the Education Labour Relations Council, the EDTP SETA and Teacher unions, to speak with one voice under the theme "Empowering teachers, building sustainable societies"



Chairperson of the PC: Basic Education Hon N. Gina (MP) addresses the delegates at the World Teacher's Day Gala dinner



Mamelodi High School band entertain the guests during the gala dinner

Celebrated in more than 100 countries worldwide, World Teacher's Day was established by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in 1994 to recognise the role of teaching in society.

The CEO of SACE, Mr Rej Brijrej addressed the delegates and emphasised the significance of celebrating World Teacher's Day in 2015, which also launched the same year as the council. "It was 21 years ago when the council opened its doors."

Mr Brijraj also took the opportunity to remind the delegates that teaching is a worthy profession but teachers in this country are also faced with numerous challenges which lead to people leaving the profession. These challenges include stress and subsequent health problems, financial challenges and unsafe school environments.



RS Maluleke primary learners took Xitsonga dance to another level

"The formation of TASP aims to contribute towards boosting teachers' morale and focuses on their emotional, physical and financial wellness" he concluded. Teacher development is one of the major focus areas in the current education administration. This will include various policy reviews including conditions of service, teacher recruitment, deployment, utilisation and development.

Giving the key note address on behalf of the minister, Deputy Director-General: Teachers,

Education Human Resources and Institutional Development, Mr Temba Kojana, reported to the delegates that in 2014 stakeholders took a resolution to come up with the programmes that will honour and recognise teachers throughout the year, and that is how TASP was born.

"We want to move from talk to action, empowering our teachers to build a sustainable society," said Mr Kojana. "As the Department, we have moved swiftly to address a number of key issues raised by stakeholders."

"Through our collaboration with teacher unions, we have trained more than 85 000 educators on SACE-accredited programmes in recent years. We also commit today to partnering with our school governing body associations on accredited programmes based on TASP."

The Deputy Director-General added that all stakeholders have a role to play to ensure the objectives of TASP are met at all levels of the education system.

"Improved teacher morale will lead to improved efficiency and all stakeholders have a role to play in this. We must also ensure that our teachers are respected in the classroom and we will be having a discipline summit to work on teacher safety in schools," said Mr Kojana.

"Teachers, the heartbeat of the nation"

SCAMS AND GET RICH QUICK SCHEMES TARGET TEACHERS

By Harold Strauss and Itumeleng Steytler



Many of us have financially over indulged over the festive season and now we need to get back to reality.

Around this time, you are probably looking at your phone with expectant eyes, waiting patiently for the magical SMS saying your salary has been credited into your account, all because you were a bit too free with your money over the festive season.

This is the perfect time for scammers to come out in full force as many of us are cash-strapped this time of year. Be reminded that scams rely on the good deal syndrome, the fact that most of us can't resist that bargain. Remember, scams are formulated for one purpose which is to steal your money.

Stay one step ahead of the prowling

fraudsters by looking at the following warning signs of "telemarketing fraud" – what a caller may tell you over the telephone/cell phone:

- You must act now or you will lose the offer.
- You've won a gift, vacation, or prize. But you have to pay for postage and handling or other charges.
- You must send money, give a credit card or bank account number, or have it picked up by courier. You may hear this before you have had a chance to consider the offer carefully.
- You can't afford to miss this high-profit, no risk offer.
- If you hear these or similar lines from a telephone salesperson, just say "no thank you" and hang up the telephone.
- It is very difficult to get your money back if you've been scammed. Before you buy anything by telephone or otherwise, remember the following tips:
- Don't buy from an unfamiliar company. Legitimate businesses understand that you want more information about their company and are happy to comply.
- Always ask for, and wait until you receive written material about any offer or charity. If you get brochures about costly investments, ask someone whose financial advice you trust to review them. But, unfortunately, beware – not everything written down is true.
- Always check out unfamiliar companies with your local consumer protection agency (i.e. National Credit Regulator (NCR), Financial Services Board (FSB), South African Reserve Bank (SARB).
- Obtain the sales person's name, business identity, telephone number, street address and business licence number before you transact business. Some con artists give out false names, telephone numbers, addresses and business license numbers. Verify the accuracy of these items.
- Always take your time making decisions. Legitimate companies won't pressure you to make a snap decision.
- Don't pay for a prize. If a caller tells you the payment is for taxes, he or she is violating the law.

Just like scams, "get rich quick schemes" have also been the order of the day for fraudsters in the investment environment. This is primarily because of awareness in people's attraction to effortless high returns. The latter is what convinces beginner

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- Mould and shape ordinary children into extraordinary citizens.
- Share your knowledge and make the world a better place.
- Help children understand the values that make South Africans strong and proud.
- Ignite the spark of curiosity in children.
- Pass on your love of learning and help students discover their potential.
- See the world through the eyes of a child and learn something in return.
- Serve children, your community and your country.

Source: www.dbe.gov.za



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investors into making risky financial decisions and is fuelled by an appeal to gain wealth in a short period of time. However, some things are simply too good to be true. Typical examples of "get rich quick schemes" are ponzi and pyramid schemes.

Tips for avoiding get rich quick schemes:

- Be careful of any investment opportunity that makes exaggerated earnings claims;
- Consult an authorised financial services provider before investing;
- Be wary of opportunities to invest your money in financial services providers that require you to bring in more investors to increase your profit.

Verify the legitimacy of the financial services provider before you invest by visiting www.fsb.co.za/Fais/Search FSP.htm or call the Financial Services Board toll-free call center on 0800 110 443 or 0800 202 087. If you do suspect fraud, contact the Fraud hotline at 0860 101 248.

**"Always take
your time making
decisions.
Legitimate
companies won't
pressure you
to make a snap
decision."**

TEACHING COUNCIL OF ZAMBIA VISIT SACE

By Magoto Rakgoale

On the 12th October 2015 the South African Council for Educators hosted the six delegates from the Teaching Council of Zambia. The purpose of the visit was to exchange knowledge and expertise on how to successfully establish and manage a teaching council in their country.

SACE was identified as one of the regulatory bodies in the sub-region worth consulting and visiting following the pivotal role the council's leadership is playing in uniting teachers in the continent through the African Teachers Regulatory Authority (AFTRA).

Welcoming the delegates, Ms Dipholo the COO of SACE, assured the delegation that SACE will give them all the necessary support to ensure that they accomplish their mandate. "We take the pleasure in welcoming you on this three-day benchmark tour, and we hope you will acquire all the necessary information and go back to share with your colleagues in your country.

The Teaching Profession in Zambia, like many other countries in the region, has been under constant pressure to be more effective and responsive to the socio-economic needs of the country. These pressures have been in existence for a long time and thus necessitated the development of The Teaching Professional Act to improve the teaching profession and enhance the delivery of quality of education.

According to the council's Registrar, Mr Ebby Mubanga, since February 2014, the council has embarked on setting up an office mobilising working documents and gathering as much information as necessary. "Among these priorities was to benchmark with other teacher regulatory authorities, and that is the reason we decided to visit South Africa."

The delegation took time to exchange information with the management



Members of the Teaching Council of Zambia (TCZ) with some diplomatic staff at the High Commission of Zambia in Pretoria on Monday, 12th October, 2015

regarding registration processes, professional development and ethical conduct of the teachers.

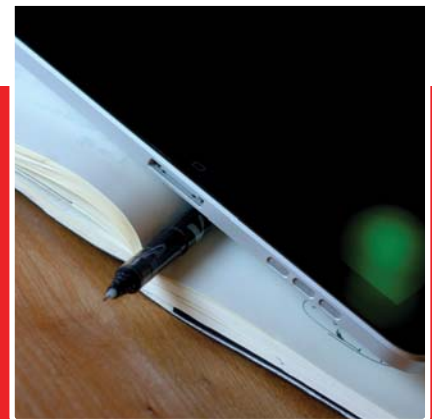
The Zambian Statutory Body was established through an Act of Parliament: 'The Teaching Profession Act No. 5 of 2013' enacted on 21 March, 2013. In June, 2014, a fourteen (14) member Council was appointed by the then Minister of Education, Science, Vocational Training and Early Education, Dr John T. Phiri (MP). The Act primarily provides for the regulation of teachers, their practice and professional conduct.

Head of delegation, Christopher K. Yalukanda, who is the Chairperson of the council, was out of words to express how much he appreciates the kindness he has witnessed during his visit. "Sincere thanks to the SACE staff for the warm reception and encouragement, we really appreciate

your amazing hospitality during our stay for the past few days, it really felt like home." It is expected that by the end of the third day, a lot will have been done in line with the aim of the tour.

The following were the delegates:

- Christopher K. Yalukanda – Chairperson
- Hildah Pima Chilufya M'hango – Councilor
- Ebby Mubanga – Registrar
- Josephine Shamputa – Deputy Registrar
- Michael Mundambo – Assistant Director: Technical and Standards
- Bishop Fred Mwale – Assistant Director: Inspections



REGISTRATION: ALL YOU NEED TO KNOW!

Question:

What are the requirements to register with the council?

Answer:

Certified copy of qualification, Certified copy of ID or Passport.

Certified copy of a police clearance certificate for all foreign educators.

Certified copy of matric certificate. Academic record together with your certified copy of your qualification.

Certified documents must not be older than 3 months.

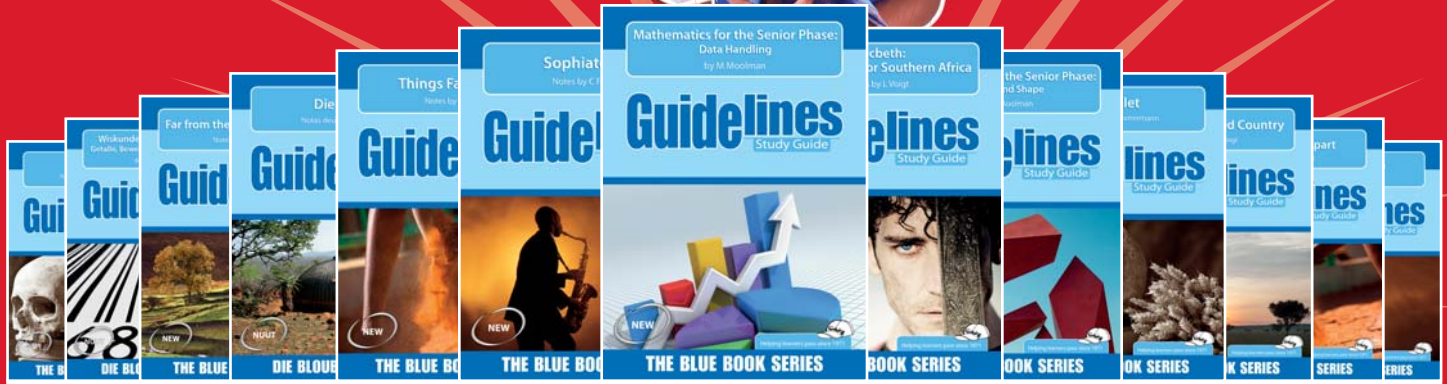
Social workers and Psychologists : Copy of HPCSA or any other professional body.

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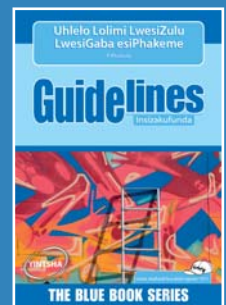
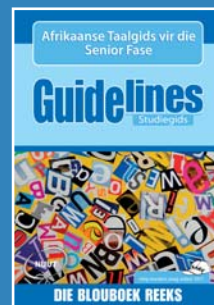
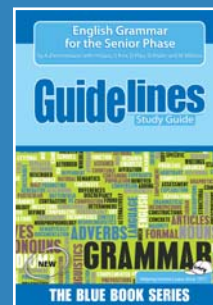
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THE VALUE OF CONTINUED PROFESSIONAL DEVELOPMENT (CPTD) FOR EDUCATORS

By Ella Mokgalane

2016 marks the fourth year of the implementation of the CPTD management system by SACE in collaboration with the Department of Basic Education (DBE), the 9 Provincial Education Departments (PEDs) and all other stakeholders.

Continuing Professional Development is an inherent part of being a professional. It is therefore imperative that all educators, as professionals, become lifelong learners in order to improve the quality of teaching and learning outcomes.

It is for this reason that Robert John Meehan argues that “your life as a teacher begins the day you realise that you are always a learner.” John Dewey also sums this up when he says that “if we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

In light of this, this article provides an update on the CPTD system and provides information on how educators participate in a three year CPTD cycle.



Orientation and sign-up processes for all educators

All educators must sign-up to participate in the CPTD system a year before their three year cycle starts. The purpose of the sign-up is to:

- create individual CPTD accounts for educators, schools and providers
- record educators’ and schools’ participation in the CPTD system as well as monitor professional development uptake
- provide educators with login details (username and password) via SMS so that they can access the CPTD self-service portal for purposes of:
 - updating personal details on a regular basis
 - uploading their participation in Type 1 Professional Development activities and PD Points
 - searching for the approved providers and endorsed PD activities/programmes
 - tracking/monitoring PD activities and points via their account
 - creating an online portfolio
 - logging a query/reporting a problem to SACE

To date, the following have been achieved in terms of the orientation and sign-up processes:

PRINCIPALS AND DEPUTY PRINCIPALS (First cohort)

- Orientation and sign-up of 32 217 (92.16%) principals and deputy principals.
- 32 266 (92.81%) principals and deputy principals commencing their third year of the first three year CPTD cycle from January 2016.
- All participating principals and deputy principals will be receiving their three year cycle certificates at the end of 2016.

HEADS OF DEPARTMENTS IN SCHOOLS (Second cohort)

- Orientation and sign-up of 34 041 (74.91%) school HODs.
- HODs moving into their second year of the first three year CPTD cycle from January 2016.

POST LEVEL 1 Educators in secondary and combined schools (Third cohort – A)

- Orientation and sign-up of 65 290 (34.83%) Post Level 1 educators in secondary and combined schools.
- Commencing their first year of their three year CPTD cycle from January 2016 onwards.

POST LEVEL 1 Educators in primary and special education needs schools (Third Cohort – B)

- Starting the orientation and sign-up of the Post Level 1 educators in primary and special education needs schools from January 2016.
- They will commence with their first year of the three year CPTD cycle in January 2017.



NOTE: It is important to note that SACE is also registering school psychologists and therapists. In line with this, they will also be required to sign-up for the CPTD system. They are already participating in a Continuing Professional Development (CPD) system from their own professional council – Health Professional Council of South Africa (HPCSA). Therefore, they will not be required to report their participation in professional development activities to SACE. SACE will engage in a Memorandum of Understanding with the HPCSA for purposes of obtaining information on their professional development uptake.

Additionally, the following information is critical for all educators, especially those that did not signed-up as yet:

- Due to the uneven level of the CPTD system implementation in the different provinces, it has been agreed that, in provinces where the backlog exists, the orientation and sign-up sessions for PL1 educators in secondary and combined schools will continue from January to June 2016.
- The three year CPTD cycle for the PL1 educators in secondary and combined schools, who signed-up in 2016, officially start in January 2016.
- The PL1 educators (in secondary and combined schools) who are orientated or signed-up by 30 September 2016 should start with their three year cycle immediately.
- We are extending the orientation and sign-up sessions for the PL1 educators in primary and special education needs schools to two years, taking into account funding, numbers, capacity and current uneven levels of implementation in various provinces.
- However, provinces that have the necessary capacity and resources to orientate and sign-up all PL1 educators in 2016 are allowed to do so.

Participation in a three year CPTD cycle after signing-up

Educators may begin their participation in the CPTD cycle with three different types of professional development activities. By doing so, educators will earn 150 Professional Development Points over a cycle of three years. The three professional development activities are:

- **Educator-initiated (Type 1) professional development activities: Type 1 activities/programmes** are also called "Educator-initiated" activities. In other words, these are the activities that are self-chosen by an educator. As an educator, HOD, deputy principal or principal, you may decide for yourself which activities or programmes to participate in, in order to address some of your own identified professional development needs – thus taking responsibility for your own professional development. Continuing Professional Development is an ongoing learning process that takes place throughout an individual's life and career span. Knowledge, skills, and attitudes change with time. It is, therefore, imperative that you engage in self-development processes and professional development activities that come your way in order to equip yourself for changes that affect your life, career and professional work.
- **School-initiated (Type 2) professional development activities: Type 2 activities** are also called "school-initiated" activities. These are the activities that are "school-led" in order to address, for example, common needs identified by a group of educators or the School Management Team (SMT). Examples of such activities include attending a workshop/course which focuses on discipline, attending staff meetings, responding to some of the identified needs in your School Improvement Plan/Whole School Development Plan, implementing interventions that respond to the Annual National Assessment/National Senior Certificate School Diagnostic Reports, interventions that respond to the school's Academic Performance Improvement Plan, and projects that form part of initiatives developed by your school. Type 2 professional development activities/programmes encourage educators, HODs, deputy principals or principals at a school to work as a collective in responding to the school-related professional development needs. It also encourages school-based or school-focused professional development, professional collaboration and collegiality within the school environment. (CONTINUED ON PAGE 15)

"It is for this reason that Robert John Meehan argues that "your life as a teacher begins the day you realise that you are always a learner."

FUN WALK FOSTERS HEALTHY LIFESTYLE FOR TEACHERS

By Magoto Rakgoale

The South African Council for Educators hosted a fun walk on Saturday 19 September 2015 at the Lyttleton Manor High School Sports ground in Centurion.



Teachers showing off their medals after successfully completing the 5 km Fun Walk

Over 400 teachers braved the rainy weather to join other teachers from different parts of the Gauteng province for a fun filled morning of running and some walking. The fun walk was aimed at encouraging a healthy lifestyle and creative thinking among teachers – a habit the council hoped teachers would be able to transfer to the pupils.

Welcoming the participants, the CEO of the council, Mr Brij said “I am happy you honoured the invitation, let us all use this fun walk to keep our bodies fit so that we can be productive in the classroom”. Amongst the high profile participants was the president of Sadtu, Mr Lucas Maphila who also took time to congratulate SACE for organising such an event. He was accompanied by the KZN Sadtu Secretary, Ms Nomarysia Caluza.

All the participants were awarded with medals and some goodie bags from the sponsors. Some of the teachers couldn't hide their joy for being part of the fun walk. “this is a wonderful experience, I wish SACE could organise this kind of



Right: Patricia Muluadzi DBE Employee and colleague having a chat while walking to the finish line

event more often” said Norah Ngobeni, a teacher at Ebony Park Primary school. The event was sponsored by KIA SA and Old mutual. Social partners such as DBE and Mathew Goniwe School of Governance were exhibiting their services.

This was the first time SACE hosted such an event, but it is hoped from now on it will be an annual event and spread in other provinces. “With this kind of response from the teachers, we are very certain that this will be an annual event, and perhaps in 2016 will be hosted in one or two provinces” said the Council Strategy and stakeholder Manager, Mr Themba Ndhlovu.

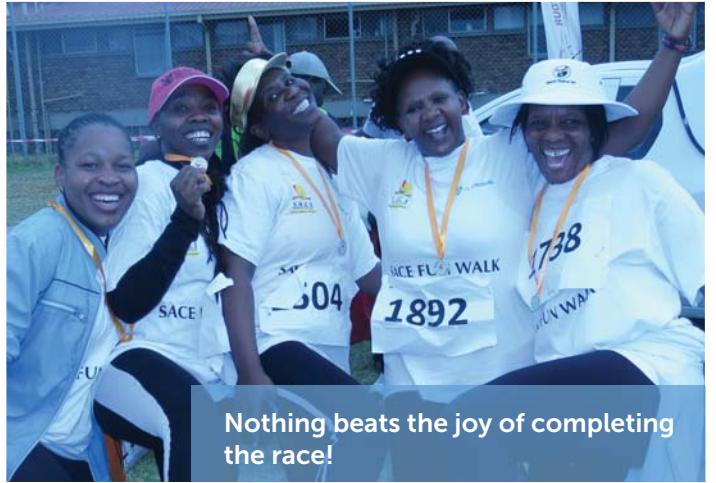
Mr Ndhlovu also appreciated the support the council received during the preparation of the event. “We wouldn't have achieved this if it was not for our generous sponsors and donors, we would furthermore like to make an appeal to the private sector to support these kinds of programmes because they don't only benefit individuals, but the education system of this country.



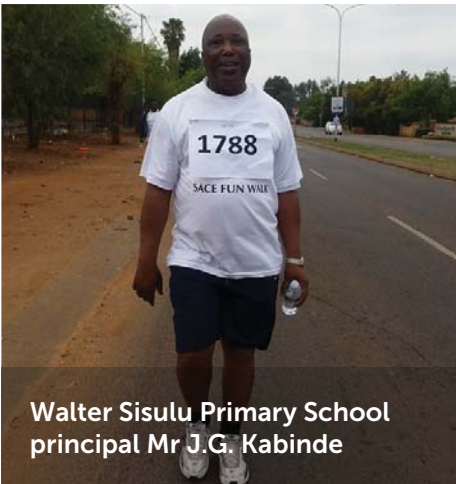
Left: Teachers took time to visit the exhibitions stand.
Right: All smiles at the finishing line as teachers pose for the cameraman



SACE COO Ms Tsemi Dipholo gives medals at the finish line



Nothing beats the joy of completing the race!



Walter Sisulu Primary School principal Mr J.G. Kabinde



Healthy body, productive teacher results in a happy Educator



Left: Mr Sebola the principal of RS Maluleke Primary School with a colleague



Unisa BEd students were also part of the Fun Walk

SPEND AND BORROW WISELY TO AVOID THE DREADED DEBT TRAP

By Lebogang Selibi



"Some consumers don't usually plan for expenses that they will face in January, such as education expenses for children and other important household expenses. It is at this time that consumers seek loans to cover these expenses."

Ramapala points out that often, at this time, consumers are desperate for financial assistance and may take out loans recklessly. The NCR implores all South Africans who find themselves in this situation to borrow responsibly, and to avoid resorting to unregistered credit providers.

Sometimes the only solution for people who were unable to save for the new year is to take out credit to fund new year expenses. January can be a difficult month to get through as many people are paid earlier in December and then have to wait longer until their next pay cheque in January, which results in many consumers being financially strained over this period.

"We hope that consumers have avoided the trap of borrowing money to pay for their festive season celebrations, but if they did borrow money it is important to manage their repayments carefully," said Ramapala.

The NCR also encourages consumers to understand their credit agreements. Before consumers sign a credit agreement, they need to understand the cost of credit and the terms and conditions of the credit agreement to ensure they will be able to make the repayments.

We urge consumers to consider all their existing debt, including store and credit cards as well as personal loans and other commitments before they take out a new loan. "Plan to pay off as much debt as possible before taking on more credit. Most importantly honour your credit agreement repayments."

At this time of the year, the National Credit Regulator (NCR) always advises consumers to borrow money responsibly and wisely.

Consumers should only borrow for what is strictly necessary. They should plan in advance how they will repay the loan and ascertain whether they can afford it prior to borrowing, says Mpho Ramapala, Manager: Education and Communication at the National Credit Regulator (NCR).

She says it is typical that consumers spend a lot of money during the festive season, celebrating with family, going on holiday and other festive activities and forget to budget for the New Year.

The message from the NCR for those consumers who find themselves short and unable to make monthly repayments is to contact their credit providers and make alternative payment arrangements. It is important to keep credit providers informed in order to avoid compromising your credit record. If credit providers cannot assist you, you can apply for debt counselling.

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Plan to pay off as much debt as possible before taking on more credit. Most importantly honour your credit agreement repayments.

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Below are some tips to help consumers manage their debts more responsibly during the year:

- Borrow as little money as possible. Borrowing to fund your children's education or a home loan can be a good thing, but borrowing for consumables, to pay off other debts or to fund luxuries such as holidays or designer clothing, can condemn you to a lifetime of debt. Only borrow for what you really need.
- Plan the repayments before you apply for a credit card, store card, overdraft, personal loan or any form of credit. Also take into consideration the interest and other charges as well as how this will affect your ability to save. Avoid paying over too many months as it will cost you more in the end.

- If there is credit insurance, familiarise yourself with the terms of the insurance to avoid surprises when you most need the insurance.
- Be honest – make sure that you honestly disclose all the information required by the credit provider. Dishonesty may cause you to lose the protection offered by the National Credit Act (NCA).
- Create a monthly budget and stick to it – work out how much income your family earns and what your total expenses are each month. Will you be able to pay for your new debt once you have covered all your expenses? You should also plan for unexpected costs such as if one of your family members is retrenched.
- Always keep receipts of your payments, as you might need these in the future.
- Save some of your income every month.
- Pay your debts on time. Paying late will adversely affect your credit rating and possibly your ability to take out credit in the future. If you think you cannot meet your monthly instalments, call your credit provider immediately and try to re-arrange payments. Do not wait until you skip payments.
- Prioritise your home loan.
- Check your credit report regularly. This way you will be able to identify any errors and correct them. Under the NCA you are entitled to one free copy of your credit report each year from each of the NCR registered credit bureaus.

For additional information please contact the NCR on 0860 627 627 or log onto www.ncr.org.za.

THE EDUCATOR PROFESSIONAL ASSISTANCE FACILITY

Section 5 (b) of the SACE Act no. 31 of 2000 mandates Council to establish a professional assistance facility for educators. This function is established to serve the educators and show commitment and that the council cares about the social well-being of the teachers and recognises that there are a number of personal problems which impact their personal and work lives negatively. Personal problems can have a detrimental effect on performance, productivity and behaviour in the workplace.



For the past few years SACE has been inundated with a number of educators' professional requests to establish this facility. Because of the high need for professional assistance by educators, it is significant to look at some of the professional requests and queries/enquiries that come to the office on a regular basis from individual educators and schools. Some of the issues that educators need assistance on are not so much in a written form, but are drawn from the regular interaction we have with them in our workshops, outreach sessions, conferences, case investigations and hearings we conduct at SACE.

Objectives

- Promote and enhance the status of the teaching profession
- To provide on-going professional advice, assistance and support that is informed by the needs of SACE registered educators
- To ensure that the facility assists educators with a variety of professional matters to an extent that they are able to focus on their core business
- To promote the well-being of educators by assisting them in dealing with any other distraction that may have a negative impact on their productivity

Areas of assistance

The facility will offer assistance in the following areas:

Professional matters

- Mobilise learners to join the teaching profession
- Application for evaluation of qualification for correct REQV Levels
- Assisting educators with incomplete professional qualification
- Advise on possible routes to follow in teaching
- Provide information on available teaching posts in the different provinces
- Advice on available funding / bursaries for further studies in education

Health and wellness

Provide advice and assist educators in dealing with, amongst others:

- Workplace violence and trauma counselling
- Substance abuse and alcoholism
- Stress and depression related problems
- Financial management issues

Employment related matters

- Unpaid salaries
- Assist retired educators in relation to pension enquiries

Our commitment

- Provide professional advice and referral on time
- Maintain confidentiality of information provided to the council
- Keep educators informed of the progress of their enquiry or query on time

Our motto

- Teachers, the heartbeat of the nation

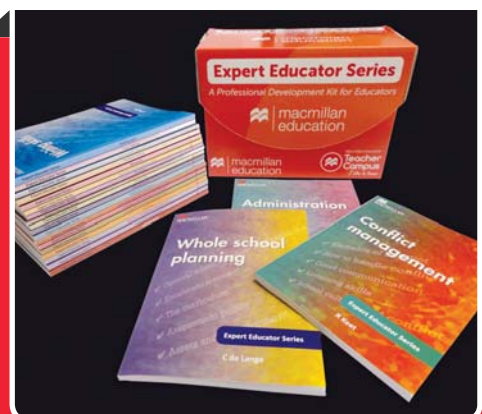
How to contact us

- Written submission of query with the relevant supporting documentation attached
- Telephonic enquiries can also be made to the facility

Expert Educator Series

A Professional Development Kit for Educators

Developed by experienced South African educators, this revolutionary resource covers a wide range of topics that can equip educators with the knowledge and understanding of what it means to teach in South African schools. It also offers practical tips on how to handle a variety of situations in and out of the classroom.



By Magoto Rakgoale

The SACE Legal and Ethics team is the primary division responsible for upholding accountability in South African education. It does so by enforcing a Code of Professional Ethics for educators.

The team consists of six permanent personnel and three interns. Their key responsibilities are to investigate complains, provide counselling and facilitate workshops.

"We are a very small division servicing more than half a million educators all over the country. Human resources and budget constraints are our major challenges but we have to soldier on against all odds" says SACE Legal and Ethics Manager, Mr George Moroasui.

The team deals with approximately 40 cases in a month and they travel the whole country to conduct investigations and facilitate educational campaigns. According to their October to December 2015 statistics, it confirms that the majority of cases that they deal with are predominately sexual harassment, corporal punishment and

misconduct.

Out of the nine provinces in the country, only Gauteng and the Western Cape are actively reporting the cases. It is a worrying factor for the division, however, the investigators pick up cases for other provinces like Limpopo and the Northern Cape through media monitoring.

This poses a huge challenge to us as an organisation, to have more educational programmes especially in rural schools, he said.

The section is structured to regulate various educator relationships. For example, the relationship between the educator and the learner (it requires that an educator "refrains from any form of sexual harassment of learners"), between the educator and parents, the educator and their community and educators and their colleagues.

More importantly, it also deals with the relationship between educators and their profession (the code states that an educator must "keep abreast of educational trends and developments" and "behave in a way that enhances the dignity and status of the teaching profession and that does not bring the profession into disrepute").

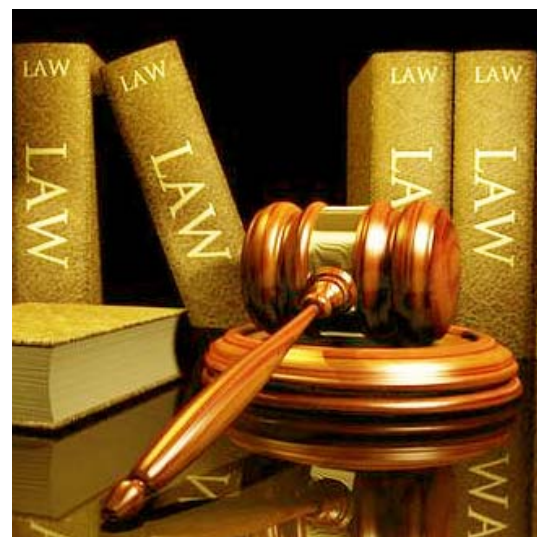
Just as importantly, it regulates the relationship between an educator and their employer (the code requires that educators accept that "certain responsibilities and authorities are vested in the employer through legislation" and that they "serve his or her employer to the best of his or her ability").

If an educator is found to have breached the code, after a "fair hearing", the council may:

- Remove the name of the educator from the register, either for a specified period or indefinitely (or subject to other specific conditions).
- It can also suspend a sanction imposed in terms of the above for a period, with conditions determined by the council.
- Caution or reprimand the educator.
- Impose a fine not exceeding one month's salary.

Despite the challenges they encounter on a daily basis, the team has some milestones to be proud of. Half of the cases are getting resolved and the feedback is quite positive from the people we serve."

Our office operates on weekends to accommodate meetings, investigations and workshops that are scheduled by our stakeholders on Saturdays, we have to be there for our people because that is the only way to protect the dignity of this profession" he concludes.



HOW TO LODGE A COMPLAINT

It is highly preferred that all complaints be in writing and signed by the complainant, his or her legal representative, union representative or any other person lodging the complaint on behalf of the complainant; and

- it may be faxed, e-mailed, posted or hand delivered;
- complaints may also be lodged via telephone
- a complaint must be comprehensive and must contain all the relevant dates, facts, supported by relevant documentation and other evidence
- the following must also be supplied:
 - The complainant's name, mail delivery address and contact telephone numbers,
 - If the complainant is representing a victim, the name of the victim must also be included.
 - Should a complainant wish to remain anonymous, the following information must be supplied in full;
 - » name of the person (s) against whom the complaint is lodged;
 - » name of the school involved
 - » if a learner is involved, the name of the learner, the school wherein he/ she is attending and the grade wherein the learner may be full particulars regarding the complaint (what happened)
 - » date of the incident, etc

THE VALUE OF CONTINUED PROFESSIONAL DEVELOPMENT(CPTD) FOR EDUCATORS

(from page 8)

- **Externally-initiated (Type 3) professional development activities: Type 3** activities are those that are initiated by an employer or offered by providers. Employers include the 9 Provincial Education Departments, School Governing Bodies and Independent School Boards/Groups/Associations. Provider refers to the private providers, such as Higher Education Institutions, NGOs, Professional Associations and others. The activities include full qualifications, short courses and skills programmes. Type 3 PD activities that are 6 days and longer are all subjected to SACE's evaluation processes, these activities will be endorsed by SACE and will be allocated PD Points. Educators must check the SACE database and/or catalogue in order to access the list of SACE endorsed activities and to find out what PD Points have been allocated to each of them. The SACE database of endorsed PD activities can be accessed through the CPTD self-service portal as well as the catalogue. The catalogue of approved providers and endorsed PD activities can be accessed through the SACE website. This information will also be made available in a hardcopy version to educators who do not have access to the internet. Type 3 PD activities that are between 2 hours and 5 days longer will carry the pre-determined PD points.

The participation process:

Sign-up for participation in the CPTD system
Receive your username and password for your CPTD system record account on the CPTD self-service portal

Identify your professional development needs through IQMS or other performance management systems, self-diagnostic assessments, ANA /NSC diagnostic reports and others

Develop your professional growth/development plan/school improvement plan/whole school development plan

Respond to your PD needs by participating in educator-initiated, school-initiated and externally-initiated SACE endorsed professional development activities, and PD activities with the SACE pre-determined PD points

Record your participation in professional development activities through the Professional Development Portfolio (PDP)

Use the templates in the professional development portfolio to report to SACE on your participation in Professional Development activities and PD points earned, twice a year or as the activities happen

IMPORTANT TO NOTE:

- Always remember to RECORD your participation in Type 1, Type 2 and Type 3 PD activities in your Professional Development Portfolio (available on the SACE website) so that you can reflect on your own professional development, how these PD activities have benefited you and the extent to which you have addressed your identified needs. Remember you can also use the information in the Professional Development Portfolio for other purposes such as supporting your Performance Management System/IQMS/promotional post application process and others. SACE will also use your Professional Development Portfolio information to monitor your participation in the three year CPTD cycle and uptake in the Professional Development activities.
- Educators must REPORT their participation in Type 1 activities to SACE.
- Schools must REPORT the participation of educators in Type 2 activities to SACE. Educators must be able to verify these reports. Reporting by schools can be done online by logging on using the username and password, or manually through the school-based Professional Development Attendance Register (obtainable from the SACE website).
- Employers must REPORT the participation of educators in Type 3 activities to SACE, and educators must be able to verify these reports.
- Providers must REPORT the participation of educators in Type 3 activities to SACE, and educators must be able to verify these reports.

Remember, educators have to earn Professional Development Points across the three types of professional development activities – educator-initiated, school-initiated and externally-initiated.





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1. FEDSAS CEO, Mr Paul Colditz sharing some jokes with colleagues at WTD Gala dinner.
2. SACE Chairperson of the council, Mrs Veronica Hofmeester addressing the delegates at the Bloemfontein office launch.
3. From left, Ms Sikhosana (Unisa Bed Student) and Mr Hlabisa (Unisa Bed Student) Mr T. Ntsaluba (DBE Official).
4. Mrs Phuti Ragophala (Principal: Pula Madibogo) with husband Mr Ragophala.
5. From left, Mr Aubrey Matlole (DBE Official) and Mr H. Mahomed.
6. Mr Themba Kojana (DBE DDG) ready to address the delegates.
7. Ms Megan Rademeyer (Programme Manager).
8. Bloemfontein Stakeholders came in numbers to witness the opening of the SACE provincial office.
9. Dr N Nduna-Watson, (DBE Official) and WTD programme director.
10. SACE KZN Staff : From left, Z. Maseti, B. Mthethwa, S. Mnchunu, M. Mtshali and L. Molemong.



The GEPF defines an unclaimed benefit as a benefit from a retirement fund that has become legally due and payable, but has not been paid for a period exceeding 24 months.

The failure to locate former GEPF members and beneficiaries who have not claimed their benefits upon their exit from the service remains one of the most pressing challenges faced by the Fund.

As a caring and responsible pension fund, the GEPF remains committed to ensuring that its former members and their beneficiaries receive what is due to them when the time to exit the service arrives.

It therefore remains an overwhelmingly worrying factor to the Fund when former members and their beneficiaries fail to claim and access their hard earned money because they are untraceable.

All the unclaimed money has to be put into what is called an unclaimed benefit account, and will remain there until such time that the Fund succeeds in locating the rightful beneficiaries.

Benefits may be unpaid for a number of reasons, for example:

- No claim is received to pay such benefits.
- A tax directive is declined by SARS due to the member's tax affairs not being in order.
- Benefits paid are returned to GEPF due to incorrect banking details and dormant or frozen bank accounts (among others).
- GEPF does not have sufficient information, for example, about the deceased member, potential spouse(s) or beneficiaries, to facilitate the claim of such a benefit.

Although GEPF does everything in its power to pay benefits to the rightful member or beneficiary, it cannot always do so in the absence of the necessary information.

In addition to the current efforts that GEPF makes to trace beneficiaries, it has also started educating and informing members about unclaimed benefits and how they can assist in ensuring that these benefits are paid to their rightful owners. GEPF also uses the services of tracing agents to identify the rightful beneficiaries.



HOW YOU CAN ASSIST

Current members can assist by ensuring that their personal information and contact details are regularly updated with the Fund.

In addition, members need to submit the necessary Nomination of Beneficiaries form (WP1002) to their employer and to the Fund, and ensure that the information provided on this form is updated as and when required. Members must also ensure that their tax affairs with SARS are in order at all times. Failing to do so will result in GEPF not being able to obtain a tax directive to effect payment when a benefit is claimed.



IMPORTANCE OF COMPLETING NOMINATION FORMS

Members are also advised to educate their dependant(s) about the benefits to which they may become entitled to in the event of the member passing away. They should also educate their dependant(s) on how to go about claiming such benefits. Former members or dependants of former members who suspect that a potential benefit is payable to them are urged to contact GEPF.

Do you ever worry about how your loved ones will cope financially if you passed away?

Should you pass away in service or within five years of retiring, certain benefits will be payable to your dependants.

It is very important for GEPF members to make sure that they submit their Nomination Form to GEPF.

All you need to do is complete a Nomination of Beneficiaries

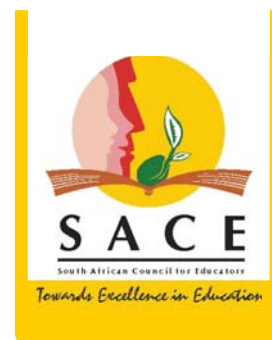
form (WP1002), listing the details of all your financial dependants and anyone else you want to nominate to share in your benefit, with an indication of the percentage you want them to share.

You then hand the form in at your human resources department (along with supporting documentation such as certified ID copies and birth certificates) to give to GEPF or you can submit the nomination to GEPF directly.

You may amend your Nomination form when necessary. This should be done every time your dependants' status changes, for example, due to birth, death, divorce, etc. A newly completed Nomination form cancels out the old one.

Please note that the GEPF has the right to overrule a Nomination form if the nomination is patently unfair i.e. if a legal or factual dependant is excluded. Please note that a Will or Testament is not a Nomination form and beneficiaries cannot be chosen based on the Will or Testament.

CONTACT US



GAUTENG

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