



Business as usual - the Acting CEO addressing educators at the North West SACE conference

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EDITOR'S NOTE



Themba Ndhlovu

Welcome to the first edition of the 2017 *Educator's Pulse* – a biannual SACE external newsletter.

This edition will focus on all SACE activities that took place between January and June 2017. It will also give insight into, and updates of, the SACE programmes and projects with the hope of improving communications between the Council and its stakeholders. It is in this regard that we invite and welcome feedback on how we can improve our work as the professional council. As part of our visibility in provinces, SACE engaged in a series of meetings with various provincial departments of education during this period. The meetings were prompted by the Council resolution to open three additional offices in Limpopo, the Eastern Cape and the Western Cape provinces. Plans to identify suitable locations are underway and we are working closely with the concerned stakeholders from the aforementioned provinces. It is hoped that the decentralisation of the services of SACE to the various provinces will improve the quality of services rendered to educators, and will also enhance the accessibility of SACE to educators nationwide. The outcome of these meetings was positive and all parties welcomed this positive initiative and agreed that there is a need for follow-up meetings to ensure that there is an implementation of the decision taken.

Furthermore, SACE is working on a plan of extensive activities scheduled to be unleashed across the respective provinces. We urge you to visit the SACE website, D6 Communicator. Follow us on Facebook and Twitter for more information.

ACTING CEO'S INTENTION TO RE-BUILD SACE

The South African Council for Educators (SACE) is governed by the SACE Act No. 31 of 2000. Its objectives are to register educators, promote their Professional Development and set and maintain the ethical and professional standards.

At the heart of delivering these key objectives and the SACE mandate alike, it is the vision of the Acting CEO, Ella Mokgalane, to ensure that SACE's institutional capacity is strengthened and its image is turned around with the ultimate goal of maximising the functioning of the Council and delivery of quality services to the educators.

This, amongst others, encompasses all factors affecting the internal SACE environment, including organisational design and development, culture, climate, leadership, values, resources, infrastructure, processes and procedures, management systems and of course technology. These factors are pivotal to having a well-functioning oiled machine to deliver quality services to the educators at all times.

Secondly, SACE's strengthened institutional or organisational capacity is critical in building an enabling environment for promoting and upholding the image of the teaching profession. In line with this, the Acting CEO is currently driving the process of professionalising the teaching profession across the entire teacher education and development continuum – from entry into initial teacher education until retirement. She argues that the role of stakeholders (Departments of Basic Education, Department of Higher Education and Training, Provincial Education Departments, Teacher Unions, Independent Schools Associations/

Organisations, School Governing Bodies, Higher Education Institutions and others) is key and central to contributing to and supporting the conceptualisation and implementation of the professionalisation process. She views this collaboration as an effective and sustainable process in delivering all the SACE mandates and the teacher

“quality education”

professionalisation in particular. Hence it is necessary that SACE initiates, upholds and extends collaboration with teacher education and development, quality assurance and research stakeholders.

Lastly, if SACE is able to achieve this vision, it will go a long way in

benefiting the teachers who are at the centre of delivering the country's apex outcome – quality education for all. As a proponent of quality education, she believes that the pivotal role played by a teacher in any classroom is an essential ingredient in enhancing effective teaching and learning. Thus, quality teacher preparation and ongoing development should take precedence in order for South Africa to realise this dream. She

therefore maintains that it is for this reason that the 2007 McKinsey report on how the world's best-performing school systems come out on top, resonates with this by arguing that “the quality of an education system cannot exceed the quality of its teachers”. Therefore, SACE should play an essential role in ensuring and nurturing that quality accordingly.



Ella Mokgalane

SACE REGISTRATION RISING TO THE CHALLENGE

Josinah Boikanyo

The beginning of 2017 has marked a considerable increase in the number of educators visiting the offices of SACE for registration purposes.

Registration with SACE is a prerequisite for job seeking educators. The months of January until June has been the period during which most educators engage in this exercise in order to meet this important requirement in preparation for job opportunities advertised around the same period by educational departments in various provinces.

A staggering 32 346 teachers were enlisted by the Registration Division – this figure excluded those educators who have forwarded their documentation by post. The process itself is marked by various challenges which cannot be fully exhausted in this update; however, an enormous challenge and a great concern in this regard is posed by the notable increase in numbers of foreign educators seeking registration in South Africa with the objective of using the status in other countries. Basically, some foreign educators abuse the process by undergoing registration in South Africa with the purpose of ultimately using it in a third country where South African standards are highly regarded. The matter is further complicated by foreign educators who have left their countries due to socio-, political and economic circumstances and wish to work and settle in South Africa.

The Registration Department has however ensured that comprehensive measures and regulations are put in place to



curb possible irregularities relating to the registration of foreign educators. It should also be known that in order for SACE to issue a Letter of Good Standing to an educator, the educator must have served in the South African teaching profession for a minimum duration of 12 months. No such letter will be issued unless the educator has served the minimum prescribed period.

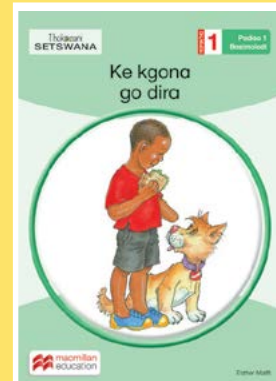
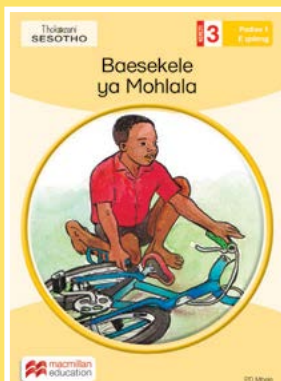
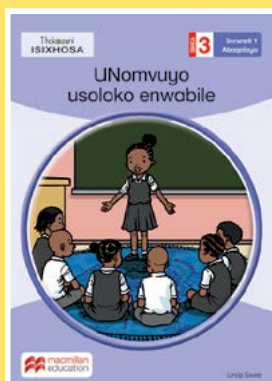
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PROFESSIONALISATION OF THE TEACHING PROFESSION

Ella Mokgalane

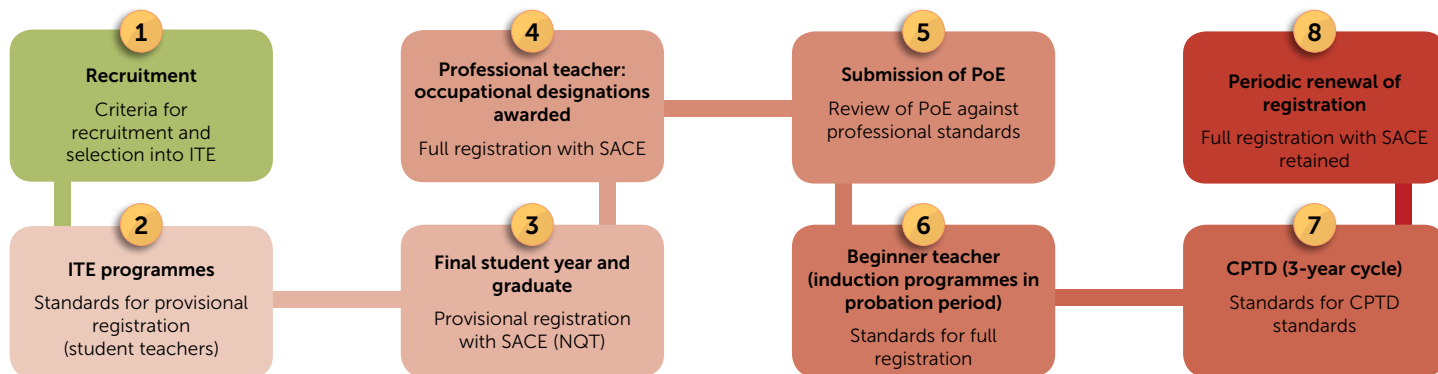
SACE is currently working on a process of professionalising the teaching profession in line with its mandate of setting and maintaining the ethical and professional standards and advising the Minister of Standards for entry into all levels of the teaching profession, as required by the SACE Act. Similarly, Chapter 9 of the National Development Plan indicates that SACE must set the professional standards and play a role in the professional certification of teachers.

In line with this, in 2015/16 SACE commissioned research to deepen and strengthen the professionalisation conceptualisation process through continued consultation with identified role players. A qualitative research approach followed identified key themes

and considerations that emerged from interviewees' perspectives on the proposed professionalisation path and on the research role, as well as on issues raised about SACE's status, role and functions. Coupled with this was a professionalisation comparative study conducted with other national professional councils in the health, finance and the built environment professions. The main purpose of the teacher professionalisation research was to map the professionalisation "path" that SACE needs to follow in order to register educators, promote the Professional Development of educators, manage a CPDT system, and most importantly, maintain and protect **ethical** and

professional standards for educators. The research draws on inputs made by stakeholders, notably on the review of relevant national and international literature mentioned above. A key thread in the research is the emphasis on the status and role of SACE to champion teacher professionalisation and to operationalise this process with clear milestones and deliverables.

This research, amongst other things, proposed the teacher professionalisation path that was adopted by the SACE Council for further consultation with the stakeholders and partners. The proposed teacher professionalisation path is as follows:



PoE Portfolio of Evidence

STAGE 1: One way of improving teaching effectiveness is to improve the quality of applicants to the profession. Therefore, SACE, together with all relevant stakeholders, determine criteria for Entry into Initial Teacher Education, as a student teacher.

STAGE 2: Provisional Registration of Student Teachers, in line with the professional practice standards, from the first year of study.

STAGE 3: Newly Qualified Teachers (graduates) are employed with provisional registration.

STAGE 4: Newly Qualified and Provisionally Registered Teachers participate in a one-year mandatory induction programme provided by various employers (Provincial Education Departments, School Governing Bodies, Independent Schools).

STAGE 5: Newly Qualified and Inducted Teachers submit an online portfolio of evidence to SACE for assessment prior to full admission into the teaching profession.

STAGE 6: Awarding of the professional designation and Full Registration by SACE.

STAGE 7: Teachers then participate in the three-year CPTD system cycle and earn a minimum of 150 Professional Development points.

STAGE 8: Renewal of the SACE Registration after earning the 150 points over a CPTD cycle of three years – Retention of the SACE Registration with a new certificate expiring at the end of the next three year CPTD cycle.

The other part of the teacher professionalisation programme involves the development of the professional practice standards for teaching, guiding the implementation of the teacher professionalisation path and regulating access into the teaching profession. The development of professional standards for teachers constitutes an integral component of SACE's mandate and is clearly articulated in the SACE Act and the organisation's Annual Performance Plan for the 2017/18 financial year. This Professional Practice Standards Process is done with the support of the JET Education Services and Zenex Foundation. This process was launched,

through the Minister of Basic Education, in December 2016.

The Professional Practice Standards are developed from a premise that the quality of teaching in South African classrooms is highly variable with little common understanding between teachers regarding what constitutes professional classroom practices. Therefore, the goal of the Professional Practice Standards is to develop a set of professional standards for teachers' practice that is theoretically informed, contextually appropriate and widely accepted by stakeholders. It is for this reason that consultations and information sharing sessions on this path have already commenced with

the national stakeholders such as the Department of Basic Education, the Department of Higher Education and Training, Teacher Unions, Education Deans Forum, ELRC, UMALUSI, CHE, and others. Similarly, the Standards Development Working Group, made up of all stakeholders, has been established to assist SACE in conceptualisation and writing of the Professional Practice Standards.

Provincial stakeholders, teachers and office-based educators supporting teachers will also be consulted on the teacher professionalisation broadly and professional standards in particular.



EDUCATOR CONFERENCE – TAKING SACE TO EDUCATORS

Josinah Boikanyo

In its efforts to improve visibility in provinces, SACE kick-started its programme of visiting various provinces in May 2017.

The programme is aimed at enabling the Council to interact and explain the services of SACE to educators in the different provinces. It was also important that these initiatives be undertaken so as to facilitate the registration of those educators who were not registered and

not signed up with the CPTD system in the province.

Educators from five districts of the North West attended the conference. Presentations ranging from Registration, CPTD, Code of Ethics and Inclusive Education to name a few, were presented by the various Divisional Managers. These presentations proved to be a success. However, an observation of the outcome of these presentations indicated that not much was known about SACE by educators in that region. Perhaps further visits might be necessary so that more

information about the work of the Council can be provided to educators in the province. Of great importance is that the organisation had an opportunity to interact with approximately 600 educators. Undoubtedly, this interaction was a positive start and a learning opportunity for both the educators and the Council and preparations are underway to host the second conference in Limpopo in the second quarter.

THE DANGERS ASSOCIATED WITH THE APPLICATION OF CORPORAL PUNISHMENT ON LEARNERS

George Moroasui

Definition

Corporal punishment is a discipline method in which a supervising adult deliberately inflicts pain upon a child in response to a child's unacceptable behaviour and/or inappropriate language. The immediate aims of such punishment are usually to halt the offence, prevent its recurrence and set an example for others.

What conduct may constitute corporal punishment?

According to UNICEF, physical punishment may include smacking, spanking, kicking, throwing, pinching, pulling hair, twisting arms or ears, forcing the child to stay in an uncomfortable or undignified position, forcing the child to take excessive exercise, burning, giving electric shock and hitting them with different objects such as a cane, belt, whip, shoe, broom and electric wires, etc.

Is corporal punishment still being applied in schools?

This fact is undeniable. Corporal punishment is rife in schools. This is evident from the annual reports produced by the Department of Basic Education and the South African Council for Educators. There are many other sources that support this fact.

How bad is corporal punishment?

It is very bad and I plead with every educator to pack away those "pointers" and "black mambas" as they are called, immediately after reading this article.

The down side of corporal punishment is that, while it may seem like a quick-fix to an educator's problems inside and outside a classroom, it is actually an educator's biggest nightmare. Let me give an example.

While applying corporal punishment, a learner might get injured as it has happened on many occasions in the past.

As soon as an injury is inflicted upon a learner, lawyers immediately issue a letter of demand for a certain amount of money against an educator and his or her employer for damages.

As soon as a letter of demand is served, the employer instructs the human capital section to keep a block on the educator's pension, pending the finalisation of the matter.

In most instances, if not all instances, the employer is left with no option but to settle with the claimants as the assault was carried out during working hours and while the educator was furthering the interests of the employer.

As soon as a payment has been made by the employer to the injured learner and his or her family, the human capital section is instructed to attach the salary of the educator on whose behalf the payment was made.

The amount paid by the employer gets deducted from the educator's pension and paid back to the employer. This means that upon termination of the educator's service, the educator might leave the profession with absolutely nothing at all to show for all his or her years of service, especially if the pension was less than that which the employer had to pay out on his or her behalf.

This also means that the employer might be forced to sue the educator for the balance of any other monies owed by the educator to the employer as a result of the claim.

Criminal prosecutions

Over and above a civil liability as discussed above, an educator may be charged criminally. Corporal punishment was abolished in terms of the Abolition of Corporal Punishment Act No. 33 of 1997. This means that any person that applies corporal punishment on another, and in this case, it will be the educator, is committing a criminal offence and if found guilty by a court of law, will be liable to a fine or to imprisonment or to both.

A teacher is a professional and does not at all belong in jail, hence our plea that our educators refrain from any method of corporal punishment.

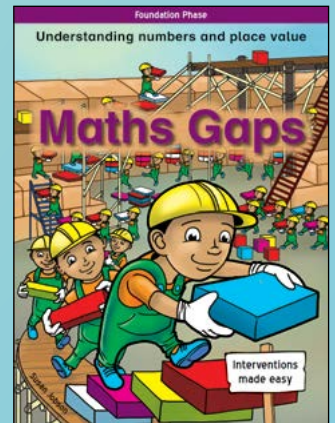
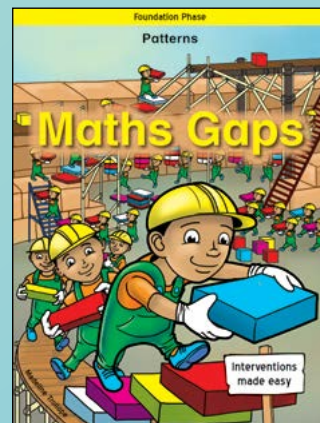
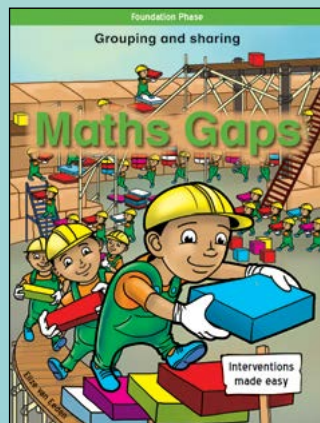
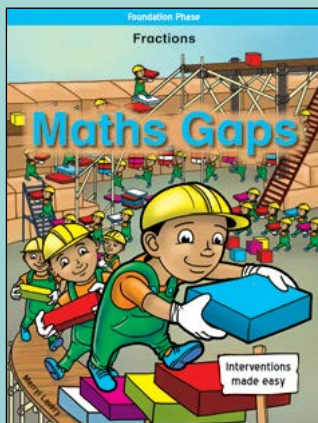
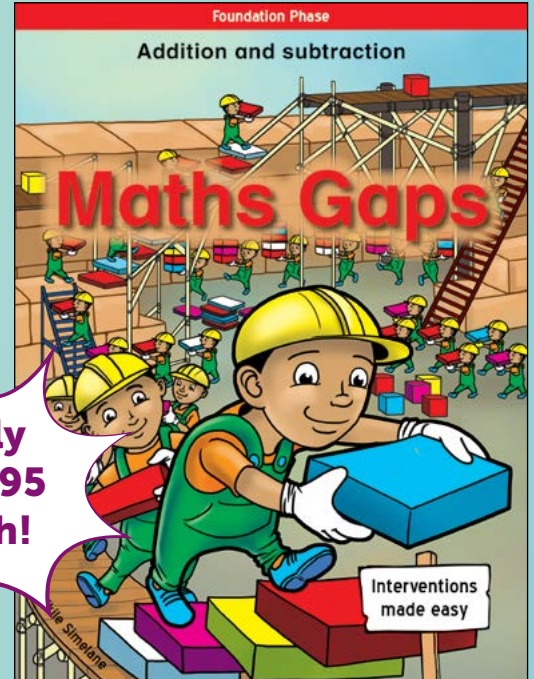
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With Learners for Life

REGISTRATION CRITERIA AND PROCEDURES TO REGISTER AS AN EDUCATOR WITH THE SOUTH AFRICAN COUNCIL FOR EDUCATORS (SACE)

1. Introduction

Section 21 of the South African Council for Educators Act, 2000 requires that:

- 1.1 every educator contemplated by the Act must register with the Council before appointment to a teaching post; and
- 1.2 no person may be employed as an educator by an employer unless that person is registered with the Council.

2. Registration Procedures

- 2.1 An educator must apply for registration with the Council by completing the Council's application form.
- 2.2 The application must be accompanied by certified proof of the educator's qualifications, identity document and the required registration fee.
 - 2.2.1 The minimum registration entry level for full registration status is a diploma in education at NQF level 6. (Three-year post matric)

However, provisional registration is accorded to different sectors under different conditions as stated below:

- ECD educators in possession of a certificate at NQF level 5 with 120 credits are accommodated on a three-year renewable registration status.
- THERAPISTS with a valid HPCSA registration are accommodated as per the employer's recommendation at a school or institution.
- AET educators in possession of certificates are accommodated on a Three-year renewable registration if they provide proof of registration for a diploma.
- Waldorf and Montessori educators are accommodated on a three-year renewable registration status.
- Skilled persons with N3 plus Trade Test are accommodated as recommended by the employer.
- Student educators are accommodated for four years until they graduate.
- First-year students who just registered for B.Ed. must bring a letter of recommendation from the employer.

- 2.2.2 The current Registration fee of R200.00 (SA Educators) and R400.00 (Foreign Educators) must be included in either an original postal order or a cheque.

An annual levy of R120 is payable. Educators paid via persal have their levies automatically deducted and paid directly to SACE.

- 2.3 Every applicant for registration must disclose to the Council details of:
 - 2.3.1 any previous employer disciplinary action or conviction for a criminal offence;
 - 2.3.2 any pending employer disciplinary proceedings or criminal proceedings against the applicant; and
 - 2.3.3 any previous disciplinary proceedings against the applicant by the Council.
- 2.4 The registration committee must consider every application for registration or provisional registration in the light of the registration criteria and make recommendations on the application to the Council.
- 2.5 The registration committee must consider every application brought by the Chief Executive Officer.
- 2.6 In considering an application, the registration committee may:

- 2.6.1 request further information from the applicant;
- 2.6.2 conduct any investigation it deems necessary; and
- 2.6.3 convene interviews

- 2.7 If the Council approves the application, the Chief Executive Officer must:

- 2.7.1 register the educator by entering the educator's name in the register for educators; and
- 2.7.2 issue a registration certificate or an acknowledgement of provisional registration to the educator.

- 2.8 The Council may determine the period of validity of the registration or provisional registration in terms of section 5(a) (v) of the Act.

- 2.9 In the event that a certificate is destroyed or lost, an educator may apply to the Chief Executive Officer for the issue of a duplicate certificate on payment of a fee as determined from time to time by the Council.

Only original **application** forms will be accepted. **We do not accept faxed or emailed forms.**

Online registration – Registration will be provisional until original documentation and proof of payment are received in the office.

3. Criteria for Registration

- 3.1 An educator who applies to register with the Council must:

- 3.1.1 satisfy the ethical standards contemplated in the Code of Professional Ethics for Educators; and
- 3.1.2 have obtained:
 - a) minimum post Matriculation teacher education qualification of (3) years (M + 3 or REQV 13);
 - b) a two (2) year certificate in teacher education for the pre-primary phase (M + 2 or REQV 12);

- 3.2 Despite clause 3.1.2, the Council may register a person who has not obtained a qualification contemplated in 3.1.2 if:

- 3.2.1 before the date of establishment of the Council, that person was a resident of South Africa, and:
 - a) satisfied the definition of 'educator' as defined in the Educators' Employment Act, 1994 (i.e. 'educator means any person who teaches, educates or trains other persons or who provides therapy at any school, technical college or college of education or assists in rendering professional services or performs educational management services provided for by, or in, a Department of Education and whose employment is regulated by this Act');
 - b) was employed as a teacher by an education authority in South Africa, the self-governing territories or the independent states prior to the implementation of the Constitution of the Republic of South Africa Act, 1993 (Act No. 200 of 1993) or would have satisfied the requirements for employment as such by any of these authorities had such employment been sought;
 - c) completed a course of teacher education at an institution recognised for that purpose, and would have been considered eligible for employment by any education authority in South Africa; or

d) was registered by a professional teacher authority in South Africa.

3.2.2 Immediately before the commencement of the Act that person was a lawfully employed educator at a lawfully registered institution and was not subject to the Employment of Educators Act, 1998 but is now required to register under the Act.

4. Provisional Registrations

4.1 The Council may provisionally register a person who does not qualify under 3.1.2 if:

- 4.1.1 the Council has approved that the person be registered on the grounds that there are no other suitably qualified teachers available;
- 4.1.2 the Council is of the opinion that the person will obtain the required qualification within a reasonable time; or
- 4.1.3 the Council is of the opinion that it is in the interests of learners at an educational institution.

4.2 Students in their final year of a qualification contemplated in clause 3.1.2 may apply for provisional registration with the Council.

4.3 The Council may provisionally register a person who otherwise qualifies for registration if, at the time of applying for registration, that person is subject to employer disciplinary proceedings or criminal proceedings which involve conduct that may not satisfy the ethical standards contemplated in the Code of Professional Ethics for Educators.

4.4 Practising educators who were not subject to the Employment of Educators Act, 1998 but are required to register in terms of the Act are regarded as provisionally registered with the Council until the date determined by the Minister of Education in terms of section 25 (8) of the Act.

4.5 The Council may provisionally register a person employed under a learner-ship contemplated by the Skills Development Act, 1998.

4.6 Foreign educators are registered provisionally to teach in South Africa as recommended by the employer. They must provide proof of legal entry into South Africa and police clearance.

4.7 The Council may determine the period of validity for each provisional registration and may impose any reasonable conditions on a provisional registration.

4.8 Registration entails verification and vetting of all documents accompanying the application. Therefore registration will not always be possible in all cases where the Council has doubts about documents submitted. Documents will be verified with relevant stakeholders to determine authenticity.

4.9 Applicants are verified for employment in line with Qualifications, the area of specialisation and Grades that they are qualified to teach.

5. Register

The Council must keep and maintain at its Head Office, a register of the names of all persons who are registered or provisionally registered with the Council.

6. Registration Fees

The Council must, in consultation with the Minister of Basic Education, determine from time to time the registration fees payable by educators.

7. Removal of Name from Register

7.1 The Council may direct the Chief Executive Officer to remove the name of an educator from the register if:

- 7.1.1 after having been registered, the relevant qualification of the educator is withdrawn or cancelled by the Higher Education institution which issued it;
- 7.1.2 the educator was registered by error or by means of fraud;
- 7.1.3 the educator was found guilty of a breach of the Code of Professional Ethics, and in respect of whom the sanction was the removal of that person's name from the register;
- 7.1.4 the educator requests de-registration, permanently or for a specified period;
- 7.1.5 the educator fails to pay the fees prescribed by the Council within a specified period; or
- 7.1.6 the educator dies.

7.2 The educator concerned must be given a reasonable opportunity to make representations to the Council prior to the removal of the educator's name from the register, in the circumstances contemplated in clauses 7.1.1, 7.1.2 and 7.1.5.

7.3 The chief executive officer must give notice of the removal of an educator's name from the register by certified mail to the registered address of the educator.

8. Re-registration

8.1 Any person whose name has been removed from the register may re-apply for registration with the Council by the following procedure in clause 2.

8.2 An application for re-registration must be accompanied by the reasons for the removal of the person's name from the register and a detailed motivation regarding why the application should be approved.

8.3 The procedures applicable to an applicant for registration apply to any application for re-registration.

9. Definitions

In this document, unless the context indicates otherwise, any word or phrase defined in the South African Council of Educators Act, 2000 has that meaning and:

- 9.1 'Act' means the South African Council for Educators Act, 2000 (Act No. 31 of 2000);
- 9.2 'Council' means the South African Council for Educators;
- 9.3 'Educator' means an educator as defined in the Act;
- 9.4 'Chief Executive Officer' means the chief accounting officer of the Council;
- 9.5 'Register' means the register contemplated in section 5(a)(iii) of the Act; and
- 9.6 'Registration Committee' means the registration committee contemplated in section 12 of the Act.

POLICY ON MINIMUM REQUIREMENTS FOR PROGRAMMES LEADING TO QUALIFICATIONS IN HIGHER EDUCATION FOR EARLY CHILDHOOD DEVELOPMENT EDUCATORS

Department of Higher Education and Training

Early Childhood Development (ECD) practitioners and educators who work with babies, toddlers and young children in the birth to 4 years age group will in future be able to register for Early Childhood Care and Education (ECCE) certificates, diplomas and degrees which are designed specifically for their practice, at Higher Education Institutions (HEIs).

South Africa needs a committed cadre of appropriately qualified and passionate teachers in the sector, and to date, ECD practitioners have not had access to qualification programmes offered by the Higher Education sector, nor have they had clear career paths mapped on the NQF framework. This situation is being remedied by the recently published *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Educators*, Government Gazette No. 40750, 31 March 2017.

What are the qualification programmes provided for by this new policy?

NQF Exit Level	Certificates	Degrees	Diplomas
10		Doctorate	
		Professional Doctorate	
9		Master's	
		Professional Master's	
8		Bachelor of Education Honours	Postgraduate Diploma in Early Childhood Care and Education
7		Bachelor of Education in Early Childhood Care and Education	Advanced Diploma in Early Childhood Care and Education
6	Advanced Certificate in Early Childhood Care and Education		Diploma in Early Childhood Care and Education
5	Higher Certificate in Early Childhood Care and Education		

If you are interested in specialising in facilitating the learning and development of children from birth to the year before they enter school, these are the qualifications for you.

Which qualification is the right one for you?

Entry level qualification	
Higher Certificate in Early Childhood Care and Education (120C) HCert (ECCE)	Minimum Admission Requirements: A National Senior Certificate (NSC), or a Level 4 National Certificate (Vocational), or an appropriate Level 4 Certificate in ECD.
This qualification is ideally suited to students who want to embark on a career in ECD, but need a supported route in order to access Higher Education qualifications. Graduates who successfully complete the HCert (ECCE), and who want to become professionally qualified, must do the Diploma in ECCE or the Bachelor of Education in ECCE.	
Initial professional qualifications	
Diploma in Early Childhood Care and Education (360C) Dip (ECCE)	Minimum Admission Requirements: An NSC or a Level 4 NCV with a diploma entry endorsement or equivalent. A Level 4 Occupational Certificate in ECD can also be considered for admission, and a Level 5 certificate or diploma can be considered for admission and assessment for advanced credit standing.
This qualification is ideally suited to practitioners working in ECD centre-based or non-centre based settings who are unqualified or would like to improve their existing ECD qualifications to deepen their knowledge and practice of Early Childhood Education and Care.	

Bachelor of Education in Early Childhood Care and Education Degree (480C) B.Ed (ECCE)	Minimum Admission Requirements: The minimum entry requirement is an NSC or a Level 4 NCV with an endorsement for entry into Bachelor studies, or an equivalent. Level 4 or 5 vocational, occupational and academic qualifications, including a certificate or Diploma in ECD/Educare, or other relevant qualifications offered by TVET colleges, can be considered for admission to a BEd degree.
This qualification is ideally suited to those who want to obtain a higher education qualification in ECCE which will enable them to embark on a career in education as professional educators who facilitate learning for babies, toddlers and young children from birth to four years.	
Post-professional qualifications	
Advanced Certificate in Early Childhood Care and Education (120C) AdvCert (ECCE)	Minimum Admission Requirements: A recognised professional teaching qualification is required for entry into the AdvCert (ECCE).
ECD educators who have qualified to teach in other education sub-sectors (e.g. schooling) who wish to retrain as ECD educators, should apply for admission to this qualification, e.g. FP teachers who want to specialise in ECD from birth to four years.	
Advanced Diploma in Early Childhood Care and Education (120C) AdvDip (ECCE)	Minimum Admission Requirements: A B.Ed. (ECCE), an AdvCert (ECCE), a Dip (ECCE) or the National N Diploma (Educare) can be presented for admission to an AdvDip (ECCE).
This qualification is ideally suited to practitioners and educators who already hold an ECD qualification at level 6, but want to specialise in a specific area in ECD, e.g. Inclusive Education or Leadership and Management.	
Postgraduate Diploma in Early Childhood Care and Education (120C) PGDip (ECCE)	Minimum Admission Requirements: The minimum admission requirement is an approved and recognised Level 7 qualification in ECD, which follows appropriate cognate qualifications at lower levels, comprising at least a total of 480 credits, for example, a 360C Level 6 Dip (ECCE), followed by a 120C Level 7 AdvDip (ECCE) or a 480C Level 7 BEd (ECCE).
This qualification is ideally suited for professionally qualified educators who wish to further specialise in ECD in order to deepen their knowledge of the field. The PGDip (ECCE) would enable graduates to access postgraduate degrees in ECD.	

The policy also makes provision for a BEd (Honours) degree, a Master of Education degree/Professional Master's degree or a Doctor's degree/Professional Doctor's degree in ECD.

Who will offer these qualifications?

Ten universities are currently developing programmes for a B.Ed (ECCE), and three of these universities are also developing a Dip (ECCE). These qualifications will articulate with existing Level 4 and 5 qualifications in ECD.

INSTITUTION	B.Ed. (ECCE)	Dip (ECCE)
Cape Peninsula University of Technology	✓	
North West University	✓	
Rhodes University		✓
University of Fort Hare	✓	✓
University of the Free State	✓	
University of Kwa-Zulu Natal	✓	
University of Pretoria	✓	
University of South Africa	✓	
University of Witwatersrand	✓	
Walter Sisulu University	✓	✓

When will these qualifications be available?

As from the 2020 academic year, the BEd (ECCE) and the Dip (ECCE) will be offered as Higher Education qualifications in ECD.

Will my old qualifications still be recognised for teaching in ECD?

Yes, holders of historic and currently approved qualifications for ECD educators will continue to receive full recognition of their approved, completed qualifications. They might, however, be required to update their qualifications from time to time as determined by their basic conditions of employment, and in line with the principle of lifelong learning.



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With Learners for Life

ADDING VALUE TO SACE AND TAKING PRIDE IN CONTRIBUTING TO THE DEVELOPMENT OF EDUCATORS – CPTD SYSTEM MANAGEMENT ON TRACK

Josinah Boikanyo

All teachers in South African schools are expected to sign up in the CPTD management system, report their participation in the Professional Development activities, and consistently check their point account.

The Council has taken a decision to extend the first three years of the CPTD cycle for principals and deputy principals by six months. This means that they are given the opportunity to update their Personal Professional Development point account, by reporting all outstanding professional development activities before the end of June 2017.

The Council has appointed Mr Richard Thwala as the CPTD Manager. With almost three decades experience in education field teacher development, in particular, his role is to ensure the implementation and smooth running of the CPTD system.

To get to know his vision for the CPTD management system, the *Educator' Pulse* team asked him a few questions:

1. What has been your impression of the general state of the Council since you assumed the role of the CPTD Manager?

The Council is very conscious of its mandate to the profession. The different decision making committees are sitting as per scheduled meetings and are able to influence the decision of the council. Having said that, I think the council will have to conduct work study with a view to assessing whether the capacity that it is currently having is equal to the task ahead. Especially with regard to the implementation of the Continuing Professional Teacher Management System (CPTD MS) and Teacher Professionalisation. The two programmes are large and are aimed at assisting the council in occupying its rightful position.

2. Have you identified any challenges on the implementation and how are you addressing them?

The key challenges, amongst others, that I have identified are 1) the lack of exposure by many teachers in participating in the Continuing Professional Development System. SACE, working with provincial Departments of Education and teacher unions have conducted a number of support sessions across the country, but the observation is that very few teachers are really engaging with the system, especially on matters of recording in the Professional Development Portfolio and reporting to SACE, 2) teachers has been reporting difficulties regarding the usability of the system (Continuing Professional Teacher Development information system) when

coming to sign up and reporting. The CPTD division, which is in charge of the implementation, is driving a programme that is aimed at improving its usability, and that teachers will be encouraged to use the envisaged new version of the system. 3) The older age group with low levels of computer literacy and accessibility to WiFi/data bundles. In response, we are utilising the district teacher development centres to close the gap on matters of computer literacy and accessibility to WiFi.

3. Does the Council have any programmes on Teacher Development besides the CPTD management system, and if so, how are they linked?

The council is not the provider for Teacher Development activities and as such it does not provide Professional Development Programmes. The key role of the Council is to ensure that the Professional Development Programmes are implemented in the system and those who are providing such programmes are quality assured through endorsement processes of the activities and approval processes of the providers. More importantly, the council approach is to persuade teachers to take charge of their own Professional Development. It does this by encouraging teachers to participate in the CPTD MS, and expects them to acquire 150 Professional Development points in order to be awarded a certificate of achievement, and the awarding follows the following pattern:

- A Bronze Certificate of Achievement to each educator who achieves 150 – 199 PD points within the three years.
- A Silver Certificate of Achievement to each educator who achieves 200 – 299 PD points within the three years.
- A Gold Certificate of Achievement to each educator who achieves 300 or more PD points within the three years.

4. What role are the provincial departments playing in the CPTD programme and the role of the SACE CPTD coordinators?

The provincial departments are key to supporting the implementation of the CPTD MS. It is expected that they should institutionalise the implementation of the system. This will ensure that the Annual Performance Plan and the Provincial Performance Measure reflects the resources to be allocated to support SACE, through SACE coordinators in the successful implementation of the system.

The CPTD coordinators are, by and large, expected to monitor and support schools and teachers with regard to orientation, sign up and reporting of Professional Development activities. They are also

expected to mobilise stakeholders and participate in provincial structures that deal with Teacher Professional Development programmes. They have to ensure that the presence of SACE is felt and visible in provinces.

5. How is this programme (CPTD) going to benefit educators and is it compulsory for educators to participate?

This programme seeks to conscientise educators to take charge of their Professional Development. It promotes lifelong learning within the profession, especially for educators. The underpinning principle is that better teachers will lead to better learning outcomes. Compulsory is too strong a word, a better context is that when educators register with the council, they actually make a pledge to observe the SACE Code of Professional Ethics, and one of the expectations of the code is that educators are expected to be involved in Continuing Professional Development, and this is not unique to SACE, all professional councils around the globe promote lifelong learning in order for its members to remain relevant and progressive to the profession.

The council has taken a decision not to have punitive measures for non-participation for the first six years. The decision is in line with: 1) that teachers should take charge of their own Professional Development, and 2) the first six years will provide an opportunity for educators to get used to the system. The implementation of the three-year cycles started in 2014, and that means the implementation is in its fourth year. In 2019, the council will take a decision on how to ensure that all teachers participate in the implementation of the CPTD MS.

6. As a Council do you have the capacity (human and capital) for the implementation and monitoring of this programme?

A proposal has been presented to decision making structures in order to commission work study in order to analyse the actual demand and supply of resources, and more importantly, the human and capital capacity.

7. Are all educators aware of the CPTD programme?

The observation is that most educators are aware of the existence of the CPTD MS implementation. However, when engaging with them, it became very clear that they took this intervention as one of those that will be introduced and then disappear. The focus of the advocacy going forward will be more on trying to deal with a paradigm shift, more than anything.

SACE ON THE ANNUAL PERFORMANCE PLAN

Josinah Boikanyo

SACE briefed the Portfolio Committee of Basic Education on its 2017/18 Annual Performance Plan (APP). Leading the SACE delegation was the Acting CEO, Ella Mokgalane, who presented the forthcoming plans for the new financial year.

The Acting CEO presented on all core functions of SACE with much emphasis on registration with SACE, which is a pre-requisite. Registration fees will remain the same but necessary budget adjustments will be made to increase capacity for delivery.

The Council was considering increasing the annual membership subscription from R120 to R180 to counter the effect of inflation and to increase delivery capacity at provincial levels. It is hoped that the decision for the increase will be finalised at the next Council sitting in July 2017. The registration fees will remain at R400 for foreign educators, R200 for South African educators and R50 for renewals.

The issue of fraudulent qualifications was also discussed and members were informed that SACE as an institution did not have an internal capacity of vetting. However, working relations/collaborations with higher education institutions has been cemented.

On professionalism, there is a dire need to improve the participation and Professional Development of all teachers. The National Development Plan (NDP)

was clear in ensuring the quality of professional standards. The low levels of reporting by various stakeholders pose a serious challenge.

Variation of the approved government subsidy shows R9.7 million for 2018 (a reduction of R69 000), R16 million for 2019 and R20 million for 2020. The provincial budget for the two provincial offices amounted to just under R4 million, with the Council renting provincial office spaces. Processes are underway to establish offices in the Western Cape, Limpopo and the Eastern Cape.

The establishment of the planned offices will be financed through the increased subscription fee which is still under consideration. The surplus in 2019 and 2020 is to build reserves towards the acquisition of provincial office buildings, while mobile offices will be an option for the remaining three offices.

GET TO KNOW YOUR ACTING CEO



Ella Mokgalane

Josinah Boikanyo

Ms Ella Mokgalane' has been SACE's Acting CEO since February 2017.

Ms Mokgalane holds three education qualifications from the University of Witwatersrand – BprimEd, BED (Honours), Postgraduate Diploma in Education, Diploma in Human Resource at DAMELIN Management School and a certificate in Finance and Accounting for Public Entities from UNISA and pending Masters in Education.

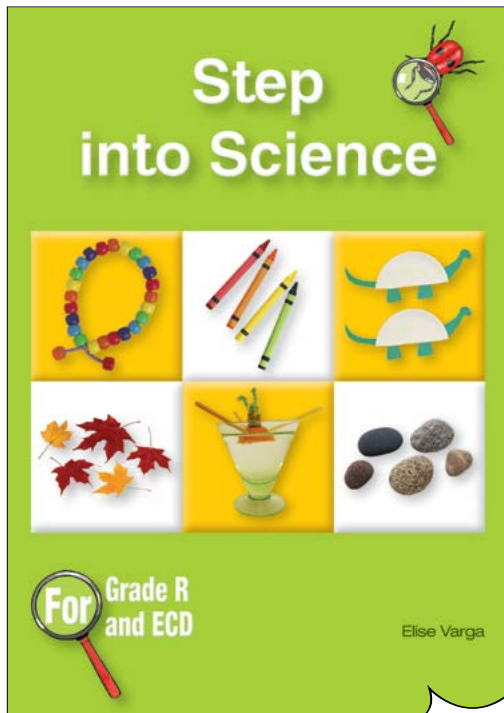
Her highly distinguished career started in the mid-90s as a teacher and then proceeded to the Wits University as a Junior Lecturer in the Academic Staff Development Centre. She later joined the University of the Witwatersrand's Rural Facility in the Bushbuckridge area as a Provincial Coordinator for the Teachers' English Language Improvement Project. Subsequently, she became the Teacher Appraisal National Coordinator and researcher in the Wits Education Policy Unit.

She later joined the Mpumalanga Department of Education as the Deputy Chief Education Specialist. Ms Mokgalane joined SACE as the Professional Development Manager in 1998. During her tenure, she established both the Professional Development and Communications Divisions, developed policies and programmes for promoting the Professional Development of teachers and encouraging teachers to take responsibility for their own Professional Development and improving the image of SACE.

Working closely with different stakeholders in the education sector, which included provincial departments of education, teacher unions and national departments of education, she managed to influence some of the policies, initiatives, programmes and dialogues in the education fraternity.

Her outstanding career profile also includes her appointment in 2012 as the Senior Manager Professional Development, Research and Planning. In 2016, Ms Mokgalane acquired a Postgraduate Diploma in Management (specialising in Monitoring and Evaluation) at the Wits University School of Governance, where she was equipped with skills such as leadership, human resources, financial management, monitoring and evaluation. This inspired her in 2017 to further enrol for a Masters in Management at the same university's School of Governance, focusing on Public Policy.

With her vast experience that she has acquired over the years, she took a different direction with her career when she was appointed as the Acting CEO from February 2017 to date. As the Acting CEO, her role will include, amongst others, providing a strategic role in the smooth running of the Council. With her knowledge, passion, skills and attitude, she will also be responsible for building good relations with all stakeholders and improving the image of SACE. She describes herself as a self-driven and highly motivated individual who loves spending her time doing community work and reading.



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FEATURES

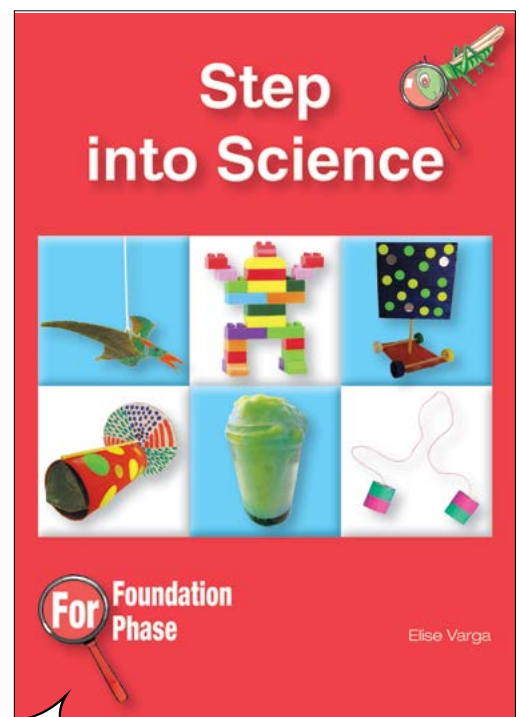
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OFFICE HOURS: Mon - Fri (08:00 - 16:30)

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PHYSICAL ADDRESS:

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