



Purpose Statement of the Teacher Professionalisation Division

The purpose of the Teacher Professionalisation department of SACE is to improve and maintain the status and image of the teaching profession and ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards. Teacher Professionalisation Strategic Objectives are:

1. To build an enabling environment for promoting and upholding the image of the teaching profession through teacher professionalisation.
2. Setting and enforcing the professional standards to enhance the organisational capacity of SACE
3. To develop and empower competent and committed high-performance professionals.
4. To enable and sustain mutually beneficial education stakeholder relations in enhancing teacher professionalisation.

The Teacher Professionalisation Division was established with the sole purpose of ensuring that the Professional Standards as defined in the South African Council for Educators (SACE) Act section 2(C) are set, maintained, and protected. This is a national mandate which requires that the Council implements its legislative authority and implements the mandate. As taken from the National Development Plan (NDP) vision 2030 which requires that Council promotes the Professional Standards, implements Professional Certification, and ensures that the Quality Professional Development Provisioning as informed by the set Professional Teaching Standards (PTS).

The mandate within the South African Council for Educators (SACE) act is further supported in section (5)(b)(ii) (aa-dd) The minimum requirements for entry to all the levels of the profession; The standards of programmes of pre-service and in-service educator education; The requirements for promotion within the education system; and Educator professionalism. The Teacher Professionalisation division is further required to ensure that it develops quality assurance mechanisms in relation to the Quality Councils (QCs); registering as a professional body, developing the professions, professional designations as well as ensuring that the data shared with the South African Qualifications Authority (SAQA) as per the National Learners Records Database (NLRD) is of quality and can inform the supply and demand data reports developed.

In relation to the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (ISPFTED) the Division coordinates the information presented to the Provincial Teacher Education Committee (PTEC). The Department of Higher Education and Training (DHET) is considered to be the lead agency responsible for: ensuring a sufficient supply of new teachers for all teaching specialisations (phases,

learning areas and subjects) steered by information on the supply, demand and utilisation of educators in the schooling system; ensuring the development and provision of qualification-based CPD programmes for all types of teachers working in the schooling system; establishing a network of viable, accessible Teacher Education Institutions (TEIs), Teaching Schools (TSs) and Professional Practice Schools (PPSs); and establishing Provincial Teacher Education Committees (PTECs) that will assist to inform enrolment planning for teacher qualification programmes. The South African Council for Educators (SACE) has an important quality management role to play in promoting and supporting the system for identifying and addressing teacher development needs. The SACE responsibilities in this regard include ensuring that: the providers of teacher development programmes are fully approved by SACE; and the professional development courses available for teachers are endorsed by SACE and can lead to the accrual of Professional Development (PD) points on successful completion. The setting of evidence-based provincial targets to produce new teachers and the development of existing teachers through qualification programmes.

The Teacher Professionalisation thus has the following key deliverables for improving the status and standing of teaching profession across the teacher education and development continuum:

- Provisional Registration of Student Teachers
- Induction and Portfolio of Evidence for the Novice Teachers
- Teacher Professional Designation
- Full Registration
- Continuing Professional Teacher Development
- Periodic Re-Registration linked to the CPTD system cycle
- SACE Recognition by South African Qualifications Authority (SAQA)
- Clean-out unregistered practising educators
- Do away with the on-the-spot registration

The Teacher Professionalisation Path (TPP) is the vehicle in which the key deliverable will be implemented using the Professional Teaching Standards (PTS) as the guiding principles. The 9-path focus areas address the entry into the profession and ends with the re-registration process in relation to the following key deliverables:

- Criteria for Entry into Initial Teacher Education, the Division is required to lead the process of defining the kind of a teacher to be produced by the South African Higher Education Institutions (HEIs) and be admitted into the Teaching Profession by South African Council for Educators (SACE), setting the Professional Teaching Standards as Exit Outcomes / Attributes. Examine and analyse the 25 HEIs' Admission Criteria – through accessing the Faculties / Schools of Education and the Universities South Africa (USAF) former Higher Education South Africa (HESA), through Consultations and Engagements relevant stakeholders taken from Teacher Unions; Higher Education and Employers.
- Provisional Registration of Student Teachers the division has led the development of the Concept Paper on Professional Registration from 1st year of study; benchmarked for Research and Learning Purposes with several professional councils; Collaboration with the Registration Manager to develop Criteria for Student Provisional Registration; review the fees for Student Teachers – Registration Fee, Monthly; support the development of the SACE Day Concept in HEIs; ensure that there is a process to Sign-up into the Continuing Professional Teacher

Development Management System (CPTDMS) for the final year Bachelor of Education Degree (BEd) and Postgraduate Certificate in Education (PGCE) students. Inform the online Registration to ensure that the Research Component – Tracking cohorts, Students ending up in the teaching profession, professions/occupations competing with the teaching profession, tracer studies. This process is to be facilitated through the Consultations Engagements with the relevant stakeholders comprising of Teacher Unions, Higher Education and Employers.

- Induction and Professional Development Portfolio (PDP) for the Newly Qualified Educators (NQE) the division has led the development of the Concept / Proposal on the relationship between Induction and Full Registration of Teachers; the process for the Development of an Online System – Linked to the CPTD-IS and Online Registration System. The assessment strategy for the Newly Qualified Educators (NQE) Professional Development Portfolio (PDP), which will lead to the Full Registration Certificate – ideally Notarised as implemented by the (HPCSA) this process is to be facilitated through the Consultations Engagements with the relevant stakeholders comprising of Teacher Unions, Higher Education and Employers.
- Teacher Professional Designation the division has led the development of the Concept Paper on Teacher Professional Designation as well as the Development of the Professional Designation, Awarding of the Designation ensuring that the SACE SAQA Recognition Status through participation in the Professional Body Forum and related Meetings with SAQA / Finalisation of the application as well as the implications for obtaining the SAQA Recognition Status. This process is to be facilitated through the Consultations engagements with the relevant stakeholders comprising of Teacher Unions, Higher Education, Employers, the Quality Councils (QCs) as well as the Education Labour Relations Council (ELRC)