



Healthy body, productive educator!

A fun-filled, untimed 8km walk took place in three major cities around the country recently. Teachers from different parts of the country couldn't hide their excitement as they posed for pictures. The walks were followed by mass aerobics which were conducted by qualified personal trainers.

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We urge teachers to prioritise their own well-being and safety



SACE CEO Mr. Rej Brijraj

As the year draws to a close, it is time to reflect on the year gone by and the year to come

Teachers play a very important role in our society as they are responsible for teaching our future leaders. With this in mind, it is of the utmost importance that we keep the profession clean; therefore every effort needs to be made to weed

out unethical, unregistered/unqualified teachers. We urge teachers to prioritise their own well-being and safety. It has been observed that our teachers are really striving towards professionalism and we hope to continue along this path.

SACE receives approximately 500 complaints against teachers annually, both formally and informally. On average, we have approximately 100 prosecutions a year which result in about 50 educators being struck off the roll. Even if the numbers are doubled, taking into account cases processed by departments and courts as well as unreported cases, statistically, less than 1% of teachers bring the profession into disrepute. If we continue to work together, this number can become even less.

It is for this reason that our teachers need to be seen as carriers of ethics. We urge teachers to continue to maintain their composure and comportment. It is their caring approach towards learners that elicits discipline and respect.

SACE and the departments need to be informed when the well-being and safety of teachers is being compromised. A

healthy, happy teacher is a productive teacher.

SACE co-facilitates TASP (Teacher Appreciation and Support Programme) with the DBE. There are many good initiatives sponsored by SACE, DBE, vELRC and ETDP-Seta, and it is hoped more such activities will be sponsored by more entities reaching out to more educators. We know that our teachers care, but we feel that they also need to be cared for.

We wish our teachers well as they continue to empower themselves and learners holistically amidst challenges to their professionalism.

“A key to growing as a teacher is to keep company mainly with teachers who uplift you, whose presence inspire you and whose dedication drives YOU

– Robert John Meehan”

SACE Fun Walks aim to instil a culture of active workforce in teachers

By Magoto Rakgoale

The Free State Department of Education HOD, Mr Malope was amongst the high profile delegates who set aside their busy schedule and took to the streets to participate in the SACE Fun Walk which took place in Bloemfontein on 1 October 2016. The main objective of the walk was to encourage educators to live a healthier lifestyle.

Mr Malope was very impressed with the number of educators who heeded the call to be part of the walk; he remarked on how good it felt to walk with the teachers and that this is in indeed a great initiative for our educators.

The fun walks were staged in KwaZulu Natal, the Free State and Gauteng in partnership with Capitec Bank, SANTS, Virgin Active, Makro, UNISA, FSB and Twizza, with the theme 'Healthy body, productive educators'. Some teachers we managed to talk to felt that the initiative should be a held at least three times a year and spread to other provinces. "I am really happy today because I am walking for something that is going to benefit my health," said Mrs Ngubane, an educator from Kwa-Mashu.

According to the GEMS website, South Africa has the highest rate of obesity in sub-Saharan Africa, with up to 70% of women and 30% of men being classified as overweight or obese. A staggering number of women in our country are obese, which means they have a body mass index greater than 30 kg/m². However, this is no longer just a problem in adults. 1 in 4 young girls and 1 in 5 young boys between the ages of 2 and 14 years are obese. Obesity is associated with a number of diseases including Type 2 Diabetes, heart disease, stroke, hypertension (high blood pressure), joint pain and certain cancers.

These fun walks are highlighting the seriousness of obesity and urging teachers to shed the kilograms by adopting a healthier lifestyle. The SACE CEO, Mr. Brijraj, applauded the educators who sacrificed their time to participate in the fun walks, and noted that "this is evidence that our educators are very committed to their well-being."



Mr R. Malope, Free State Department of Education HOD chatting to educators at the Bloemfontein fun walk.

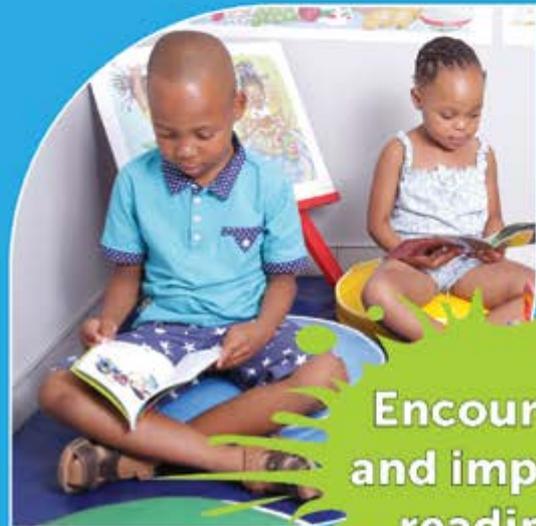
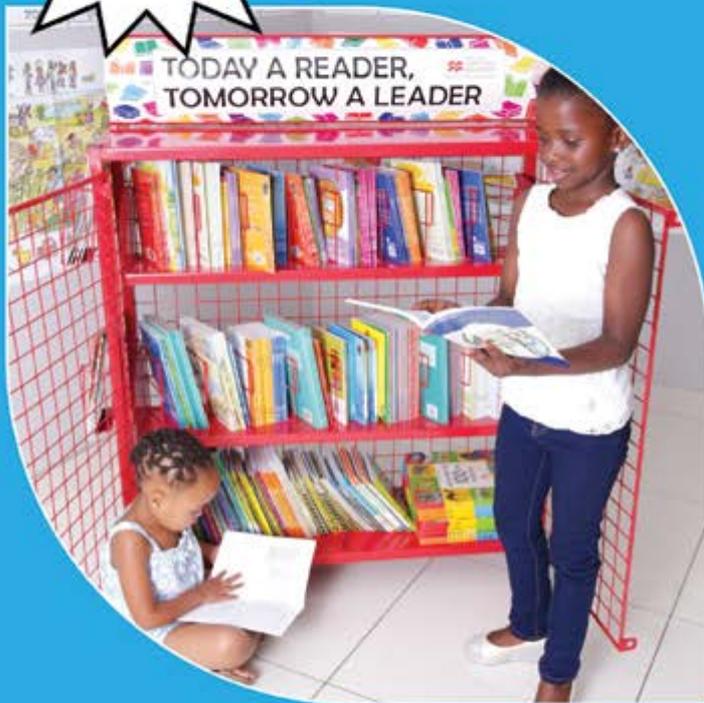


The mood was sharp-sharp at the Pretoria fun walk in Fountains Valley.

Reading Trolley & Reading Corners

FOUNDATION PHASE

NEW



Encourage
and improve
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Reading Corners (Grade R, 1, 2 or 3)

- 10 cushions
- 4 mats
- 1 easel for big book
- 2 browsing boxes
- 1 poster set (30 posters)
- Alphabet Frieze
- Teacher's Pack
- Grade R Reading Corner (40 English readers)
- Grade 1 Reading Corner (90 English readers)
- Grade 2 Reading Corner (120 English readers)
- Grade 3 Reading Corner (140 English readers)

Reading Trolley

- 350 books (90 Grade 1 books, 120 Grade 2 books, 140 Grade 3 books)
- Teacher's Pack

SACE hosts government delegates from Lesotho

By Magoto Rakgoale

The South Africa Council for Educators (SACE) hosted a delegation of Lesotho's Ministry of Education on 25–28 January 2016 at the Council's Chamber in Centurion.

As part of the benchmarking to establish a Teacher's Regulatory Body in their country, the Lesotho delegates identified SACE as one of the well-established institutions whom they can learn from. Themba Ndhlovu, SACE Communications Manager, opened the proceedings by welcoming the delegates to the Council and introducing other representatives of the Council's unit. He expressed gratitude to SACE for being able to host the study tour, adding: "We believe the visit will be beneficial to our visitors." He assured the delegates that the council is ready to give them any support needed so that they can learn from the expertise we have at our disposal as well as be exposed to new ideas regarding the development of Education Legislation.

In her introductory remarks, Mrs M. Sehlabi, Education Specialist, outlined their objective of the study tour by stating that the Ministry established a team and assigned this team to compile Act amendment inputs from different key stakeholders. The team realised that most of the inputs would leave some gaps throughout the Amended Act, similar to those in the current Education Act 2010. She continued by saying that "in Sesotho we say: 'Bohlale ha bo ahe ntloana - 'ngoe' loosely meaning: 'wisdom does not dwell in one household'". It is with this in mind that South Africa is one of the neighbouring countries where the Ministry decided to go and tap the wisdom for the Education 2010 Act Amendment.

Lesotho is the third country to visit SACE in a period of two years; this was influenced by the role played by the current president of African Forum Teacher Regulatory Authority (AFTRA) and CEO of the Council, Mr. Brijraj.

The following aspects formed the basis of discussions during the study tour: Short title of the Education Act, Composition of the Teaching Council, the mechanism of teacher registration and recruitment, Continuing Professional Development (CPD) and teacher disciplinary matters.

In his closing remarks, Mr. Sefoko, leader of the visiting delegation and Legal Advisor at the Lesotho Ministry of Education, said: "thank you to SACE for hosting us at such short notice. We are grateful for the opportunity of being here and for the information that you have shared with us. Being the eyes and ears of the ministry, we will pass on the information to our colleagues and look forward to future engagements with SACE," he concluded.



From left (standing): Mrs M. Sehlabi, Mr I. Sefeane, Mr S. Mofoka and Mrs M. Nkeli

5 Five facts about Lesotho

- 1 Population: Approximately 2,074,000 (World Bank, 2013).
- 2 Literacy rate of Lesotho is 82%. It has one of the highest literacy rates in Africa.
- 3 Lesotho has three main tertiary education institutions: Lesotho Agricultural College, the National University of Lesotho, and the University's International School.
- 4 The country has 256 secondary schools.
- 5 Lesotho spends a higher proportion of its GDP (13%) on education than any other country in the world.

Source (www.education.org.ls)



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SACE CPTD coordinators are here to serve you

The CPTD coordinators work collaboratively with the provincial and district officials and school management teams in implementing the CPTD management system in their respective provinces.

For all your enquiries please contact them or alternatively email to member@sace.org.za



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DEFINITIONS

1. In this Code, unless the context indicates otherwise, any word or phrase defined in the South African Council for Educators Act, 2000 has that specific meaning:
 1. **'Code'** means the Code of Professional Ethics of the South African Council for Educators;
 2. **'Council'** means the South African Council for Educators;
 3. **'Educator'** means any educator registered or provisionally registered with the Council;
 4. **'Learner'** means a pupil or a student at any school, further education and training institution or adult learning centre;
 5. **'Parent'** means:
 - a. any natural parent or guardian of a learner;
 - b. any person legally entitled to custody of a learner; and
 - c. any person who undertakes to fulfil the obligations of a person referred to in paragraphs (a) or (b) towards the learner's education at school.

GENERAL

2. The educators who are registered or provisionally registered with the South African Council for Educators:
 - 2.1 acknowledge the noble calling of their profession to educate and train the learners of our country;
 - 2.2 acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in this country;
 - 2.3 acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa;
 - 2.4 commit themselves therefore to do all within their power, in the exercising of their professional duties, to act in accordance with the ideals of their profession, as expressed in this Code; and
 - 2.5 act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute.

CONDUCT: THE EDUCATOR AND THE LEARNER

3. An educator:

- 3.1 respects the dignity, beliefs and constitutional rights of learners and in particular, children, which includes the right to privacy and confidentiality;
- 3.2 acknowledges the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realise his or her potentialities;
- 3.3 strives to enable learners to develop a set of values consistent with the fundamental rights contained in the Constitution of South Africa;
- 3.4 exercises authority with compassion;
- 3.5 avoids any form of humiliation, and refrains from any form of abuse, physical or psychological;
- 3.6 refrains from improper physical contact with learners;
- 3.7 promotes gender equality;
- 3.8 refrains from courting learners from any school;
- 3.9 refrains from any form of sexual harassment (physical or otherwise) of learners;
- 3.10 refrains from any form of sexual relationship with learners from any school;
- 3.11 refrains from exposing and/or displaying pornographic material to learners and/or keeping such material in his/her possession;
- 3.12 uses appropriate language and behaviour in his/her interaction with learners, and acts in such a way as to elicit respect from the learners;
- 3.13 takes reasonable steps to ensure the safety of learners;
- 3.14 does not abuse the position he/she holds for financial, political or personal gain;
- 3.15 is not negligent or indolent in the performance of his/her professional duties; and
- 3.16 recognises, where appropriate, learners as partners in education.

CONDUCT: THE EDUCATOR AND THE PARENT

4. An educator, where appropriate:
 - 4.1 recognises the parents as partners in education, and promotes a harmonious relationship with them;
 - 4.2 refrains from offering a bribe in any form to parents; and
 - 4.3 does what is practically possible to keep parents adequately and timeously informed about the well-being and progress of the learner.

CONDUCT: THE EDUCATOR AND THE COMMUNITY

5. An educator:
 - 5.1 recognises that an educational institution serves the community, and therefore acknowledges that there will be differing customs, codes and beliefs in the community; and
 - 5.2 conducts him/herself in a manner that does not show disrespect to the values, customs and norms of the community.

CONDUCT: THE EDUCATOR AND HIS OR HER COLLEAGUES

6. An educator:
 - 6.1 refrains from undermining the status and authority of his/her colleagues;
 - 6.2 respects the various responsibilities assigned to colleagues and the authority that arises there from, to ensure the smooth running of the educational institution;
 - 6.3 uses proper procedures to address issues of professional incompetence or misbehaviour;
 - 6.4 promotes gender equality and refrains from sexual harassment (physical or otherwise) of his or her colleagues;
 - 6.5 uses appropriate language and behaviour in his or her interactions with colleagues; and
 - 6.6 avoids any form of humiliation, and refrains from any form of abuse (physical or otherwise) towards colleagues.

CONDUCT: THE EDUCATOR AND THE PROFESSION

7. An educator:
 - 7.1 acknowledges that the exercising of his/her professional duties occurs within a context requiring co-operation with, and support of colleagues;
 - 7.2 behaves in a way that enhances the dignity and status of the teaching profession and that does not bring the profession into disrepute;
 - 7.3 keeps abreast of educational trends and developments;
 - 7.4 promotes the ongoing development of teaching as a profession;
 - 7.5 accepts that he or she has a professional obligation towards the education and induction into the profession of new members of the teaching profession;

- 7.6 refrains from any contravention of the statutes and regulations of the Republic of South Africa, relevant to the Code;
- 7.7 refrains from indulging and/or being in possession of intoxicating, illegal, and/or unauthorised substances including alcohol and drugs within the school premises and/or whilst on duty;
- 7.8 refrains from carrying and/or keeping dangerous weapons in the school premises without any prior written authorisation by the employer; and
- 7.9 refrains from engaging in illegal activities

CONDUCT: THE EDUCATOR AND HIS OR HER EMPLOYER

8. An educator:
 - 8.1 recognises the employer as a partner in education;
 - 8.2 acknowledges that certain responsibilities and authorities are vested in the employer through legislation, and serves his/her employer to the best of his/her ability;
 - 8.3 refrains from discussing confidential and official matters with unauthorised persons; and
 - 8.4 must inform and declare his/her business interests to the employer prior to executing them.

CONDUCT: THE EDUCATOR AND THE COUNCIL

9. An educator:
 - 9.1 makes every effort to familiarise him/herself and his/her colleagues with the provisions of the Code;
 - 9.2 complies with the provisions of this Code;
 - 9.3 discloses all relevant information to the Council;
 - 9.4 informs the Council and/or relevant authorities of alleged or apparent breaches of the Code within his/her knowledge;
 - 9.5 co-operates with the Council to the best of his or her ability; and
 - 9.6 accepts and complies with the procedures and requirements of the Council, including but not limited to the Registration Procedures, the Disciplinary Procedures of the Council and the payment of compulsory fees.

Teachers must be ambassadors of the CPTD System

By Magoto Rakgoale



Mr. Theo Toolo SACE CPTD Coordinator

In a heart-to-heart conversation with the man who is very passionate about teacher development in the country, this interview gives us a clear picture about the organisations that have been endorsed by the council in order to provide training to the thousands of educators all over the country. Mr Toolo unpacks the obstacles and shares the achievements for the CPDT System.

Magoto: What is your role in the CPTD section?

Theo: I am the CPTD Coordinator heading the providers and endorsement sub-division. My role is to oversee and facilitate the processing of provider applications forms for SACE approval and endorsement, the printing of certificates for endorsement and populating the data-base of approved providers and endorsed professional development activities. This is coupled with the convening of Endorsement Committee Meetings and preparing reports on the evaluation results to the Professional Development Committee for ratification.

M: Please share with us the process of becoming a provider

T: We deal with a variety of providers, the Department of Basic Education and its provinces, Teacher Unions, other government departments, NGOs, FBOs, CBOs, NPOs and general private providers. The process that one must follow in becoming a provider is spelt out in the Guidelines for Providers. One has to fill in a provider application form for approval which is submitted with a series of additional documentation viz; Tax clearance, audited financial statements (income and expenditure statements); physical resources, evidence of track record, accreditation certificate. This is a prerequisite to have the providers professional development activities evaluated for endorsement.

M: Why did the council choose to outsource this service instead of providing the training internally?

T: The council did not necessarily outsource the function of training to the external providers, instead, the responsibility of the council is to regulate and quality assure those providers and activities that are earmarked for the continuing professional development of teachers. The Basic Education Amendment Act of 2011 clearly defines the role of council when it comes to the CPTD Management System. This is further enhanced by the National Policy Framework on Teacher Education and Development. We have been given the responsibility to act as a referee and not a player in the terrain of continuing professional development.

M: Is this service available in provincial offices?

T: The service is not yet available in the SACE provincial offices but we are working on delegating the responsibility of receiving and screening the providers' applications for compliance in the Free State and KwaZulu Natal offices.

M: What kind of topics do you discuss in your provider meeting?

T: We address the application process, the evaluation criteria for approval and endorsement. The meetings are also used as

platforms through which emerging professional development and system needs are being communicated to the providers.

M: Take us through the steps on endorsing the provider courses

T: For an activity to be endorsed we apply the SACE approved criteria for evaluation of professional development activities. The activities are evaluated by three different evaluators who independently make recommendations which are then collated for adjudication by the Endorsement Committee. The results from this committee are then tabled in the Professional Development Committee for ratification. Some of the areas that we focus on during evaluation are; Relevance, Assessment, Equity, Teaching Methods, LTSM, Participant Support, Monitoring and Evaluation.

M: How do you define a provider?

T: A provider can be defined as an organisation/institution, Government Department, Teacher Union, Association, NGO, CBO, FBO and NPO that has the capacity and good quality continuing professional development activities for continuing professional development of educators.

M: What makes your job exciting?

T: My job is exciting as I have an opportunity to make a difference in the development of our educators. This will have a rippling effect in a sense that the ultimate beneficiaries will be the learners. We are managing a system for continuing professional development and through the providers and activities that we are approving and endorsing, the intention is to improve classroom practice and therefore influence learner attainment. Our contribution contributes to the attainment of the Ministers goals. The job provides me with an opportunity to interact with a variety of stakeholders who have the same vision as the council.

M: What are the milestones you have overcome to put the provider section where it is today?

T: We have made some strides and therefore achieved some milestones. The process of evaluations have been improved and we have regular Endorsement Committee meetings. The pool of evaluators has increased. The development and strengthening of the provider and activity application forms is yielding results. The partnership with the Department of Basic Education is paying off as now they have incorporated SACE approval and endorsement as a requirement for appointment of service providers for educator training.

M: How many providers do you have on your database?

T: We have close to 400 providers that we have approved and this is inclusive of the nine Provincial Education Departments, the five Teacher Unions and several associations and private providers.

M: There has been an outcry on shortage of providers in some provinces, what are you doing to prevent that?

T: Yes this is a reality, most providers are concentrated in the Gauteng province. We are embarking on a variety of advocacy and outreach strategies to mobilise and support providers in other provinces. The stakeholders are also playing a very important role in helping us. The forthcoming projects include talking to all role players and using their platforms, websites and exploring the use of social media.

M: How does SACE ensure that the teachers get relevant Continuing Professional Development training?

T: This we do through subjecting all providers and professional development activities to a rigorous process of evaluation. This will then be followed by site visits during the delivery of such activities. Educators are also encouraged to provide SACE with feedback on the activities that they would have attended.

Funza Lushaka Bursary Programme for prospective teachers

Background information

The Funza Lushaka Bursary Programme is a multi-year programme that is designed to promote teaching in South African public schools. Full-cost bursaries are available to enable eligible students to complete a full teaching qualification in an area of national priority. Recipients of the bursaries will be required to teach at a school or provincial education department for the same number of years that they receive the bursary. Qualified recipients of bursaries can apply for appropriate public school positions with the provincial education department (PED) of their choice. The PED concerned will determine whether there is a suitable post available. If there is not, the applicant will be offered employment in a PED that does have suitable vacancies.

Admission criteria

The bursary is only awarded to South African citizens and this application will not be considered unless the applicant has a valid South African ID number. Eligible students need to meet certain admission criteria of the institution and they must also meet the national selection criteria for the Funza Lushaka bursary.

Selection criteria include the following:

- The applicant's academic ability;
- Eligibility for an approved degree or PGCE in one of the priority areas;

- Commitment to a teaching career, which includes: interest in working with young people; enthusiasm for a professional career in teaching; readiness to face and surmount difficult challenges and personal integrity;
- Commitment to teach in any school to which a student may be appointed by a PED.

Everything else being equal, selection should favour candidates from rural areas, candidates who wish to teach in rural areas and candidates whose financial position would otherwise exclude them from enrolment for a teaching qualification. The bursary will only be awarded if one of the priority area specialisation subjects is included as a teaching subject in your qualification.

Please note that those who already have other teaching qualifications do not qualify for this programme. Prospective applicants should also note that there are a limited number of bursaries available, and that not everyone who applies will be successful.

Programmes to be funded

Three different programmes that include at least one priority area specialisation subjects as a teaching subject in your qualification can be funded. The table below indicates the different qualifications that can be funded.

Undergraduate studies

4-year Bachelor of Education degree (BEd), specialising in Foundation Phase



(Grade R–3), Intermediate Phase (Grade 4–6), Senior Phase (Grade 7–9) and FET Phase (Grade 10–12).

3/4 year Bachelors degree e.g. Bachelor of Science, Bachelor of Engineering, Bachelor of Arts, Bachelor of Computer Science, Bachelor of Technology in fields suitable for admission to the one-year Postgraduate Certificate in Education (PGCE). Application for funding for a Bachelors degree implies that the applicant commits to enrol for the PGCE upon completion of the undergraduate degree.

Graduate studies

One-year Postgraduate Certificate in Education (PGCE) for graduates whose degrees include majors in priority areas. In addition to specialising in a priority area, the applicant will also need to specialise in a phase for the teaching qualifications (BEd and PGCE). Those who prefer teaching younger children could specialise in Foundation Phase (Grade R–3) or Intermediate Phase (Grade 4–6). Those who prefer teaching older children could specialise in Senior Phase (Grade 7–9) or FET Phase (Grade 10–12).

Priority areas

The priority areas that are currently funded are indicated in the table below.

Foundation Phase I (Grade R–3)	Intermediate Phase (Grade 4–6)	Senior Phase (Grade 7–9)	FET Phase (Grade 10–12)
Foundation Phase specialisation	• African Languages	• African Languages	• African Languages
	• English Language	• English Language	• Agricultural Sciences
	• Mathematics	• Mathematics	• Agricultural Technology
	• Natural Sciences	• Natural Sciences	• Civil Technology
	• Technology	• Technology	• Computer Applications Technology
			• Electrical Technology
			• Engineering Graphics and Design
			• English Language
			• Information Technology
			• Life Sciences
			• Mathematics
			• Mathematical Literacy
			• Mechanical Technology
			• Physical Sciences

(CONTINUED ON PAGE 11)



Macmillan Education
**Teacher
 Campus**
I like to know



ETDP•SETA Accreditation Number: ETDP10512
 SACE Provider Number: PR10690



What is Macmillan Teacher Campus?

Macmillan Teacher Campus is a division of Macmillan Education South Africa, a publishing company that has been providing quality learning and teaching material to the South African education sector for many years.

Macmillan Teacher Campus is an accredited training provider:

- ETDP•SETA Accreditation Number: ETDP10512
- SACE Provider Number: PR10690

What does Macmillan Teacher Campus offer?

Macmillan Teacher Campus offers a variety of workshops as well as accredited courses.

At Macmillan Teacher Campus, our vision is to empower, motivate and develop educators in South Africa and to provide a learning pathway to continue their professional development. For the past decade, we have been a provider of cutting-edge training and excellent teacher support. We bring the training to your doorstep. We offer a wide range of curriculum aligned workshops but understand that no curriculum is static and therefore we also offer tailor-made courses, catering specifically for our clients needs, equipping educators with knowledge and insight. Our training programmes are developed by subject specialists and we make use of highly qualified facilitators to enhance the teaching and learning experience.

For a quotation or for more details about these workshops and courses, contact:

Antoinette de Vries

Email: deVriesA@macmillan.co.za

Tel: 011 731 3455 | Fax: 011 731 3570

or visit our website – www.macmillan.co.za

Some of our latest offerings include:

SGB Workshops – Survive your time in the office
(10 PD points)

School Policies: Internal Policy Development
(10 PD points)

Representative Council of Learners (RCL) and Teacher Liaison Officers (TLO) Training Programme
(15 PD points)

Time Management
(5 PD points)

Tips and tricks to identify learning barriers and implement Inclusive Education in the classroom
(15 PD points)

Strategies to assist learners who experience barriers to reading
(5 PD points)

Strategies for inclusion in assessment
(5 PD points)

Our eLearning Training Basket boasts six new workshops including the popular Cyber Safety and Blended Learning workshops
(5 PD points each)

Empower your teachers through training and development and let your school excel!

(CONTINUED FROM PAGE 9)

How to apply

You need to apply for admission to a teaching qualification (BEd or PGCE) or a Bachelors degree (e.g. BSc, B Tech, BA) with at least one major course in a priority area at a university of your choice. Once you have gained admission to a university, you are required to apply for the bursary. The university will have information about how to apply for the bursary. Further information can also be obtained from the Funza Lushaka website (www.funzalushaka.doe.gov.za).

The bursary is awarded for one academic year at a time and, on proof of academic success, the bursary may be renewed each year until the recipient of the bursary has qualified as a teacher. The bursary holder will be required to re-apply by the end of October for the following year. Recipients of bursaries will be required to teach.

What the bursary covers

Funza Lushaka bursaries cover all the recipient's essential expenses. Expenses covered include tuition, full accommodation including meals, books and learning materials, and an allowance for monthly living expenses. An allowance for travelling costs may also be considered in exceptional circumstances. In 2008, on average, each bursar received R40 000. This amount has increased every year since then to accommodate increased costs.

Conditions for repeating a year

The bursary period may be extended to cover one additional year in a degree programme, or the time required for completion of one additional course in the PGCE programme. Only one such extension will be granted. Any additional time required will be at the recipient's own cost. The bursary is renewable for one academic year at a time. On proof of academic success the bursary may be renewed each year until the recipient of the bursary has qualified as a teacher.

Conditions for repayment of the bursary

The bursary must be repaid only if the recipient fails to qualify, fails to apply for a teaching post with a PED at a public school, fails to take up a teaching post with a PED at a public school, leaves a teaching post with a PED before the end of the contracted service period, or otherwise fails to meet a requirement of the bursary agreement.



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

Republic of Zambia hosts AFTRA 5th Conference and 7th Round Table Meeting

By Ebby Mabungwa

The Republic of Zambia hosted the AFTRA 5th conference and 7th Round Table Meeting from 23–28 May 2016, at Avani Hotel in Livingstone, Zambia. Amongst the countries that were present included: Ghana, Nigeria, Kenya, Lesotho, South Africa, Botswana, Namibia, Cameroon and DRC Congo. The ceremony was opened by performances from the local dance troops, poetry from Linda Primary School pupils and a Choir from David Livingstone College of Education.

In his welcoming remarks, the Honourable Minister of Southern Province, Mr. Mubukwanu, gave a historical background of the city and its tourist attractions, the major one being the mighty Victoria Falls. He applauded the organisers for choosing Livingstone to host the conference.

The president of AFTRA, Mr. Raj Brijraj, in his opening remarks informed the gathering about the theme of the conference "Professionalising Teaching for a Better World". He further mentioned that currently, AFTRA consists of 20 countries which are visited every year during the conference and Round Table Meetings. He further explained that, Round Table Meetings were business meetings of AFTRA consisting of AFTRA members. Mr. Brijraj further indicated that the mission of AFTRA was to raise teacher practice and standards, as well as promote African

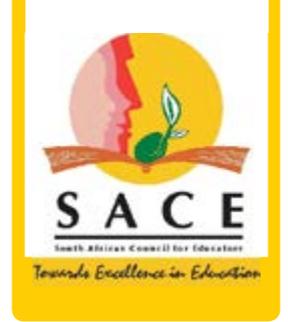
Philosophy. Finally, the president thanked the Zambian people for their hospitality and appealed to the conference members to select Zambia as the host for the next AFTRA Conference, and hoped that future conferences would highlight the African values.

After deliberations on issues emerging from the presentations, the conference agreed to campaign for the development of induction and mentoring programmes for beginner teachers throughout the African continent and the need to commission research on designing the curriculum for teacher education. AFTRA also made a resolution to campaign for the holistic education that upholds and promotes inclusivity in education and develops a standardised teacher performance appraisal system for engagement by members with different ministries and stakeholders in their countries. Universities and Colleges are also on the to do list regarding the issue of maximising the promotion of female educators in the system. The forum will develop a continental protocol on Continuous Professional Development in the continent.

The chairperson thanked the members for full participation during the conference. She appealed to the academics to continue making contributions to AFTRA. She further thanked AFTRA executive members for making it possible for Zambia to host the conference and extended special thanks to Ministry of General Education, Ministry of Higher Education, Teacher Unions and the Teaching Council of Zambia Secretariat for their financial and physical support.

The chairperson further wished the members safe travels and appealed to all those going outside Zambia to convey gratitude to their respective countries.

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