

**ANNUAL REPORT
PRESENTATION TO THE
PORTFOLIO COMMITTEE ON
BASIC EDUCATION**

Schedule 3A

13 November 2020

PURPOSE

To report on:

- The **achievements** of the South African Council for Educators the 2019/20 financial year.
- The **performance** of Council against the planned targets of the pre-determined objectives in the Annual Performance Plan for the financial year 2019/20.
- The Council's **expenditure** for the Financial Year 2019/20.

PRESENTATION OUTLINE

PART A

Overview of the Service Delivery Environment and Context

PART B

Programme Performance

PART C

Annual Financial Statements

PROGRAMMES OF SACE

- The **ANNUAL PERFORMANCE PLAN** summarises the priorities of SACE as outlined in the Strategic Plan 2015/2020.
- The activities of SACE have been structured into five programmes as elaborated in the Annual Performance Plan 2019/20:

PROGRAMME 1: Registration

PROGRAMME 2: Ethics

PROGRAMME 3: Continuing Professional Teacher Development Management (System)

PROGRAMME 4: Professional Standards

PROGRAMME 5: Policy and Research

PART A: OVERVIEW OF THE SERVICE DELIVERY ENVIRONMENT AND CONTEXT

VISION

To promote professionalism amongst all educators in South Africa by ensuring that our services are easily accessible, continuously empowering through development, ensuring commitment to the profession and adherence to the ethos of education as enshrined in the South African Constitution.

MISSION

SACE shall strive to ensure that the education system is enriched, by providing properly registered and professionally developed educators that would display professionalism.

VALUES

SERVICE-ORIENTED

Ensure that the teaching profession in general and educators in particular are serviced satisfactorily at all times. Servicing educators is priority number one for all SACE employees.

QUALITY

Provide quality and excellent service to educators and the profession as a whole.

OPENNESS AND TRANSPARENCY

All SACE matters should be treated with honesty and sincerity. SACE will strive to engage and consult with its stakeholders on various matters regularly.

PROFESSIONALISM

Display high level of professionalism at all times.

NDP: Vision 2030

Professional Standards

Professional Certification

Quality Professional Development Provisioning

LEGISLATIVE AND POLICY ENVIRONMENT...

Regulatory Policy Instruments for the South African Teaching Profession

SACE Act, 2000

South African Council for Educators Act, 2000 as amended

NQF Amended Act, 2019

National Qualifications Framework Act, 2008

NPFTED, 2007

National Policy Framework for Teacher Education and Development South Africa

ISPFTED, 2011

Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025

Employment of Educators Act, 1998

The Revised Personnel Administrative Measures, 2016

South African Schools Act, 1996

The Revised Policy On The Minimum Requirements For Teacher Education Qualifications, 2015

Education Labour Relations Council and PSCBC Resolutions

Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators, 2017

SOME KEY SACE REGULATORY INSTRUMENTS / TOOLS

- SACE Revised Registration Criteria 2020
- SACE Code of Professional Ethics And Disciplinary Procedures 2016
- CPTD Management System Handbook 2013
- SACE Professional Teaching Standards 2019
- SACE Fit-to-Teach and Reinstatement Policy 2018
- SACE Teacher Professionalisation Path 2019
- SACE Draft Teachers' Rights Responsibilities and Safety Handbook 2019

SACE REGULATORY ENVIRONMENT?

**School-Based
Educators In Public
and Independent
Schools**

**Office-Based
Educators Employed
by the EEA (1998)**

**TVET College
Lecturers**

**CET College
Lectures**

**Student
Teachers**

**ECD
Practitioners
(NQF Level 5
upwards)**

Academically Qualified Professionals Working in the Focus Schools, Technical High Schools , Schools of Skills, Special Education Needs Schools, and Religion in many of the Independent Schools

SACE OFFICES

NATIONAL OFFICE

- 240 Lenchen Avenue, Centurion

CURRENT PROVINCIAL OFFICES

- Kwazulu-Natal - Durban
- Free State – Bloemfontein →
- Limpopo – Polokwane
- Eastern Cape – East London
- Western Cape – (Securing office space)

Servicing the Northern Cape Province as well in the interim

PERFORMANCE DELIVERY ENVIRONMENT

- During the year under-review, the teaching profession saw the introduction of the SACE online registration system, in moving in line with the 4th Industrial revolution.
- The system has been used largely by the student teachers in various Higher Education Institutions (HEIs), as new provisional registration applicants.
- Council strengthened processes of regulating entry into the teaching profession through effective partnerships and collaboration that:
 - enhanced systems and processes of acquiring police clearance more efficiently and timeously, as well as, fingerprints for screening applicants against the Department of Justice and Constitutional Development's National Register for Sexual Offenders;
 - commenced processes with SAQA to ensure the protection of the status of the teaching qualifications, along with, curbing fraudulent qualifications in the profession in line with the National Qualifications Framework Amendment Act of 2019;
 - worked continuously with Umalusi to ensure that the independent schooling sector employ fit-to-practice qualified teachers that are professionally registered with SACE; and
 - Ensured support by the Department of Home Affairs in verifying foreign nationals' documents for legal entry into the country and work permits.

PERFORMANCE DELIVERY ENVIRONMENT CONT...

- The Council successfully signed up almost all educators in the profession for participation in the Continuing Professional Teacher Development System as lifelong learners.
- Therefore, council has decided to focus on the sign up of the final-year students from the next final year onwards.
- Council continues to enforce the Code of Professional ethics. During the period under review, 26 educators were removed from the roll of educators due to violation of the Code.
- 17 of these 26 educators were submitted to the Department of Social Development for inclusion into the National Child Protection Register in order to be declared unfit to work with children.
- As part of SACE's continued contribution into the school-based violence and violence on teachers in particular, the produced **SACE Handbook on Teachers' Rights Responsibilities and Safety** was taken back to the teachers for their final comments and voice, through the 9 provincial round tables, prior to its finalisation.

PERFORMANCE DELIVERY ENVIRONMENT CONT...

- In a move to increase its capital investment, Council is intending to move away from rentals and to use the accumulated surplus reflected in the financial statements, to acquire provincial administrative buildings in the Western Cape, Free State, Kwazulu-Natal, Eastern Cape and Limpopo within the current MTEF period.
- The property acquisition process in Limpopo and Kwazulu-Natal are is being concluded in the third quarter of 2020/21 financial year, while the Eastern Cape and Western Cape will be concluded in the fourth quarter of the same financial year.
- Once again, Council received unqualified audit report.
- However, there are some misstatements identified in the audit report. A remedial action plan and the necessary consequence management have been put in place to address them.

PART B: PROGRAMME AND SUB – PROGRAMME PLANS

2019/2020 PRE-DETERMINED OBJECTIVES

Total number of Indicators	Achieved	Percentage
11	8	72%

PERFORMANCE INDICATORS NOT REACHED

Performance Indicator	Annual Target	Annual Output	Difference
1.1.1 Number of new educators registered	35 000	30 164	-4836
2.1.1 Percentage of cases finalised	75% of 550 cases received (413)	68,74% (284)	31.24% (-129)
3.1.2 Number of Professional Development Providers approved	130	79	51

Comparison of the Pre-determined Objective 2018/19 and 2019/20

2018/19

Total number of indicators	Achieved	Percentage
16	7,5	47%

2019/20

Total number of indicators	Achieved	Percentage
11	8	72%

PROGRAMME 1: REGISTRATION

PROGRAMME 1: REGISTRATION

Programme 1: Registration

The purpose of this programme is to register qualified educators and create sub registers for special categories, maintain and update educator database, and enhance the quality of the registration of teachers by introducing standards.

Strategic objective:

- To register unregistered practicing and newly qualified educators in the country, and special categories of educators

PROGRAMME 1: REGISTRATION

Key performance indicators, planned targets and actual achievements

KEY PERFORMANCE INDICATOR	PLANNED TARGET 2019/2020	ACTUAL ACHIEVEMENT 2019/2020	DEVIATION FROM PLANNED TARGET TO ACTUAL ACHIEVEMENT 2019/2020
Number of new registered educators	35 000	31 769	-3231 Negative Deviation
Number of educators updating and renewing their registration status	40 000	47 315	+7351 Positive Deviation

PROGRAMME 1: REGISTRATION

Key performance indicators, planned targets and actual achievements

KEY PERFORMANCE INDICATOR	ACTUAL ACHIEVEMENT 2018/2019	ACTUAL ACHIEVEMENT 2019/2020	COMMENT
Number of new registered educators	29 765	31 769	An increase of 2 031 (6.3%)
Number of educators updating and renewing their registration status	34 986	47 315	An increase of 12 329 (26.05%)

REGISTRATION SCOPE

Fully Qualified Educators / Lecturers

Full Registration Status to Practice

Student Teachers

Provisional Registration Status for
BEd and PGCE Students

**The status should not be used for
employment purposes, Unless in the
Learnership mode.**

INTERIM MEASURE

**Academically Qualified and Professionally Qualified practicing
teachers MUST BE studying towards PGCE**

**Provisional Registration Status Renewable Annually up to a
period of Three Years ONLY.**

Special Category

**Conditional Registration Status with
some limitations to a Subject /
Phase / Institution / Sector**

Three-Stream Model (including
Artisans)

Focus Schools **11 Areas**

Schools of Skills

Muslim Schools

Christian Schools

Waldorf School

Montessori School

Jewish School

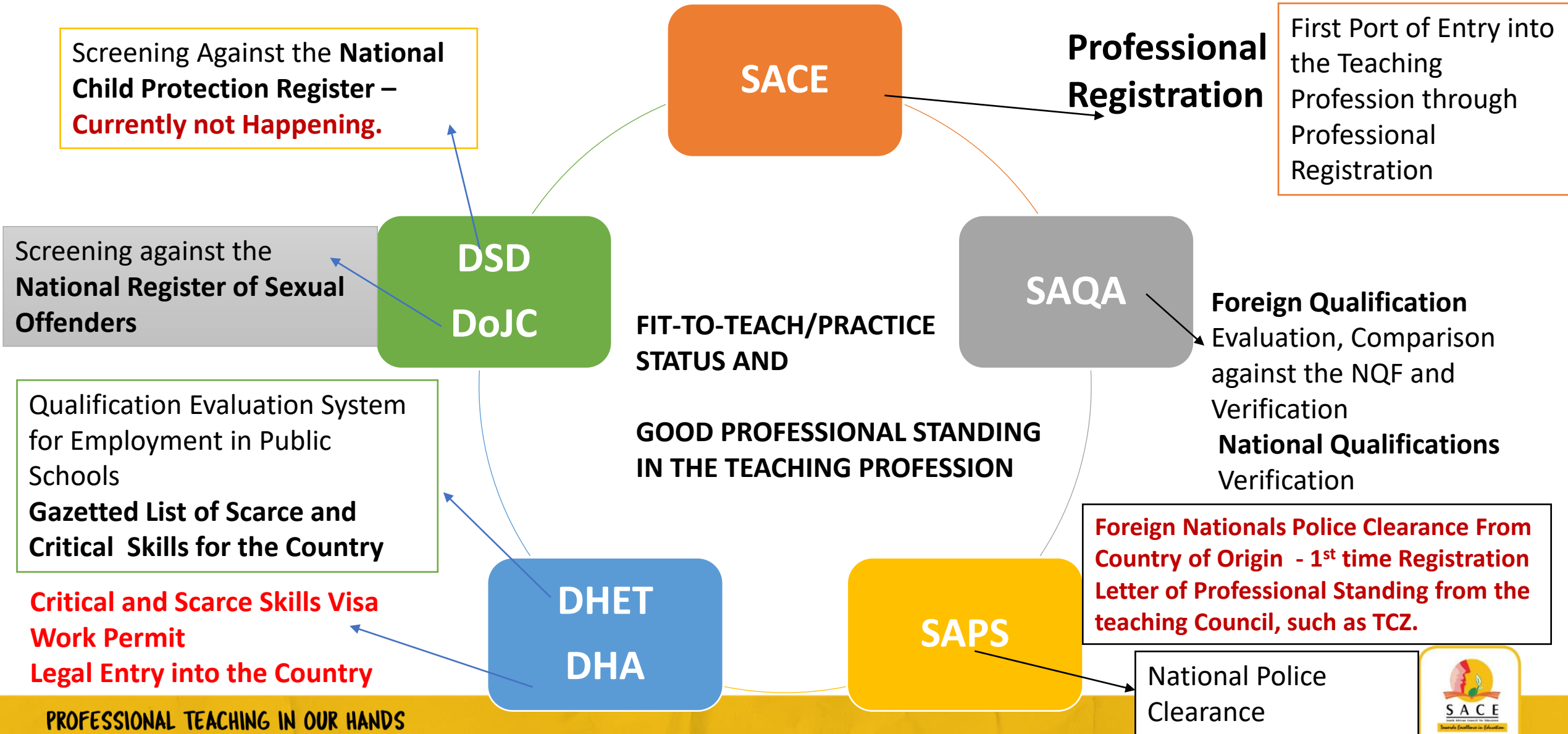
And Other qualifying Groupings

**RESTRICTIVE REGISTRATION
CERTIFICATE IN THE FIELD OF
PRACTICE**

Excluded From the SACE Scope – Employers' Responsibility in terms of ethical conduct / behaviour

- Teacher / Education / School Assistants
- Sports Coaches
- Extra-Curricula Trainers / Private Tutors
- Food Handlers
- After care Staff
- Security Guards
- Scholar Transport Drivers

PROFESSIONAL REGISTRATION VALUE CHAIN



PROGRAMME 1: HIGHLIGHTS

- Overall, Council planned for 75 000 registration applications for 2019/2020 reporting period, however, the total number of application exceeded the planned target with **4084** resulting in **79084** transactions.
- Of all the 79084 registration applications processed, **40% (31 769)** were new applications with final year provisionally registered student teachers in the majority.
- Updates from provisional to full registration status by newly qualified educators, along with, renewals by foreign nationals accounted for **60% (47 315)** of the total percentage of teachers registered with Council.
- Only **31769 (40%)** were registered due to the reasons provided in the variance and comment column above.
- **3472 out of 31769 new** applicants were registered under special registration category, with ECD registrants recording **2836** of that number.
- The majority of the ECD practitioners were registered with NQF Level 5 qualification, indicating the need to encourage and support them to move towards a 360 and 480 credits qualifications as a move towards professionalising the sector.

PROGRAMME 1: HIGHLIGHTS

- All the **79 084 applicants** were screened against the SAPS clearance process and 59 (0.07%) applicants' police clearance certificates revealed that they were found to be having criminal records in the following areas:

- Physical Assaults (14)
- Theft (16)
- Driving under the influence of Alcohol (7)
- Murder (2)
- Drugs (4)
- Fraud (3)
- Malicious damage to property (2)
- Fraudulent Qualification (2)

- Attempted Murder (1)
- Robbery (1)
- Shoplifting (1)
- House Breaking (1)
- Fraudulent Qualifications (1)
- Driving under the influence alcohol (2)
- Domestic Violence (2)

- Cases of **29 (49.15%) applicants out of 59** were recommended for registration after being assessed internally in line with the Fit-to-Teach and Reinstatement Policy.
- **30 (50.84%) out of 59 applicants'** cases were handed over to be adjudicated through Fit-to-teach committee.



REPUBLIC OF SOUTH AFRICA

FORM 8

[Regulation 17(2)]

APPLICATION FOR CERTIFICATE BY PERSON/ LICENCING AUTHORITY/ RELEVANT AUTHORITY IN RESPECT OF PARTICULARS OF ANOTHER

Section 44 of the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 2007 (Act No. 32 of 2007)(the Act)

NOTE 1: In terms of section 44 of the Act an application for a certificate, stating whether or not the particulars of a person mentioned in the application are recorded in the National Register for Sex Offenders may be made by— (a) an employer in respect of an employee; (b) a licensing authority in respect of an applicant; (c) a relevant authority in respect of an applicant; (d) an employee contemplated in respect of his or her own particulars; (e) a person contemplated applying for a licence or approval to manage or operate any entity, business concern or trade in relation to the supervision over or care of children or persons who are mentally disabled in respect of his or her own particulars; (f) a person contemplated in section 48(c) applying to become a foster parent, kinship care-giver, temporary safe care-giver or adoptive parent in respect of his or her own particulars; or (g) any person whose particulars appear on the Register in respect of his or her own particulars.

NOTE 2: A set of fingerprints of the person referred to in paragraph 2 hereunder, must be attached to this form (a set of fingerprints can be taken at any police station)

Form 8: PARTICULARS OF APPLICANT. Section 1.1: Title, Full names and surname, Profession or trade, Identity number/ passport number, Contact details, Telephone number, Cell number, Reason for applying for certificate. Section 1.2: Name of licensing authority/relevant authority, Business address of licensing authority/relevant authority.

J73:

NAT HEAD OFFICE LCRC

Form 9: OFFICE USE ONLY. Fields include: First names, Surname, Identity number, Country of birth, Address, Date of birth, Gender, FIMS Eng. No., Barcode No., Received, Verify, FIMS, Validate, Scan, SRE, Have you ever been convicted of any offences?, The above applicant's fingerprints were captured by, Initials and surname, Business address, Date, Place, Reason for enquiry, and fingerprint impressions (Left Thumb, Right Thumb, Thumb, Forefinger, Middle finger, Ring finger, Little finger).



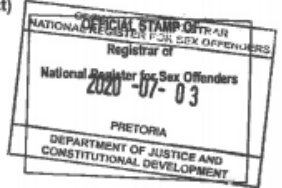
REPUBLIC OF SOUTH AFRICA

FORM 9

[Regulation 18]

CERTIFICATE IN RESPECT OF PARTICULARS

Section 44 of the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 2007 (Act No. 32 of 2007)(the Act)



Date: 2020/07/03

NOTE

In terms of section 43 of the Act the objects of the Register are to protect children and persons who are mentally disabled against sexual offenders by— (a) establishing and maintaining a record of persons who— (i) have been convicted of a sexual offence against a child or a person who is mentally disabled, whether committed before or after the commencement of Chapter 6 and whether committed in or outside the Republic; or (ii) after the commencement of Chapter 6— (aa) in the Republic has made a finding and given a direction in terms of section 77(6) or 78(6) of the Criminal Procedure Act, 1977; or (bb) outside the Republic has made a finding and given a direction contemplated in subparagraph (aa) in terms of the law of the country in question; (b) informing an employer applying for a certificate as contemplated in Chapter 6 whether or not the particulars of an employee contemplated in section 45(1)(a) or (b) are contained in the Register; (c) informing a licensing authority applying for a certificate as contemplated in Chapter 6 whether or not the particulars of an applicant contemplated in section 47 are contained in the Register; and (d) informing the relevant authorities dealing with fostering, kinship care-giving, temporary safe care-giving, adoption or curatorship applying for a certificate as contemplated in Chapter 6 whether or not the particulars of an applicant, as contemplated in section 48, have been included in the Register.

Form 9: PARTICULARS OF PERSON. Fields include: Title, Full names and surname, Any known alias or nickname, Profession or trade, Date of birth, Age, Identity number/ passport number, Driver's licence number, Home address/ Last known physical address, Any other contact details.

SACE / DEPARTMENT OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT (DOJC) SCREENING IS LARGELY PAPER-BASED AND NOT AUTOMATED PROCESS.

SACE / DOJC pilot for screening SACE registration applicants against the National Sexual Offenders Register, did not find anyone listed in the register.

UPDATE ON THE IMPACT OF COVID 19 ON PROFESSIONAL REGISTRATION PROCESSES

PROFESSIONAL REGISTRATION DURING COVID-19 ALERT LEVELS 5 – 2

- Walk-in registration services stopped in the SACE national and provincial offices
- Processes Depending of the Third Party Services
 - Posted Mail could not be accessed due to lack of access to the South African Postal Services' bulk mail services
 - SAPS Police Clearance delays and finger prints not taken
- Challenges of working from home with a professional registration system that is dependent on multiple internal control and quality assurance systems
- Collaboration with Universities for bulk graduates registrations and 9 Provincial Education Departments' Human Resource Directorates
- Online Registration System for the new Registrations only – **3 914 New Registrations**
- Updating From Provisional Registration to Full Registration Status – Provincial and National SACE Offices Emailing System and Forms Drop-Off (**12 183 Newly Qualified Educators Registered**)

PROFESSIONAL REGISTRATION DURING COVID-19 ALERT LEVEL 1

- Opened up the Registration walk-ins in all the SACE offices from the 1st October 2020
- **11 849** Have been registered through walk-ins since the 1st October 2020
- Online Registration for new applicants continues, as well as, through emailing system
- Finalise phase 2 of the Online Registration System, as part of the e-government processes, in terms of updating from provisional registration to full registration status

Registration Stats All SACE Offices – COVID 19 Alert Level 1 (1st October 2020 to 09 November 2020)				TOTAL
	Walk-in/Email Registration		Online Registration	
SACE Office	1st – 31st Oct-20	1st -9th Nov 2020		
EASTERN CAPE	80	16		
National Office	4741	1842	1279	
KWAZULU NATAL	1061	443		
FREE STATE	974	217		
LIMPOPO	1000	192		
TOTAL	7856	2710	1279	11845

Strategy to overcome areas of under performance

- SACE has the revised professional registration scope and the accompanying criteria and requirements. These will be advocated and communicated more robustly to the teaching profession and prospective teachers in particular, to ensure that the registration process is done without any barriers and challenges.
- The introduction of the online registration system across all the higher education institutions will ensure that registration on new educators takes place seamlessly throughout the country..
- Data integration and clean up processes will continue to ensure data integrity and enhanced data management processes.
- Strengthening collaboration with the South African Police Service (SAPS)'s Criminal Record Centre to improve the police clearance issuing process, Department of Home affairs for verifying documents, and SAQA for qualification verifications processes.

PROGRAMME 2: ETHICS

PROGRAMME 2: ETHICS

The purpose of this programme is to:

- Promote ethical conduct among educators through the development and enforcement of the code of ethics.
- Facilitate interventions and support for schools, educators and school communities on ethical matters.

Strategic objective:

- To reduce the number of violations of the code of ethics,

PROGRAMME 2: ETHICS

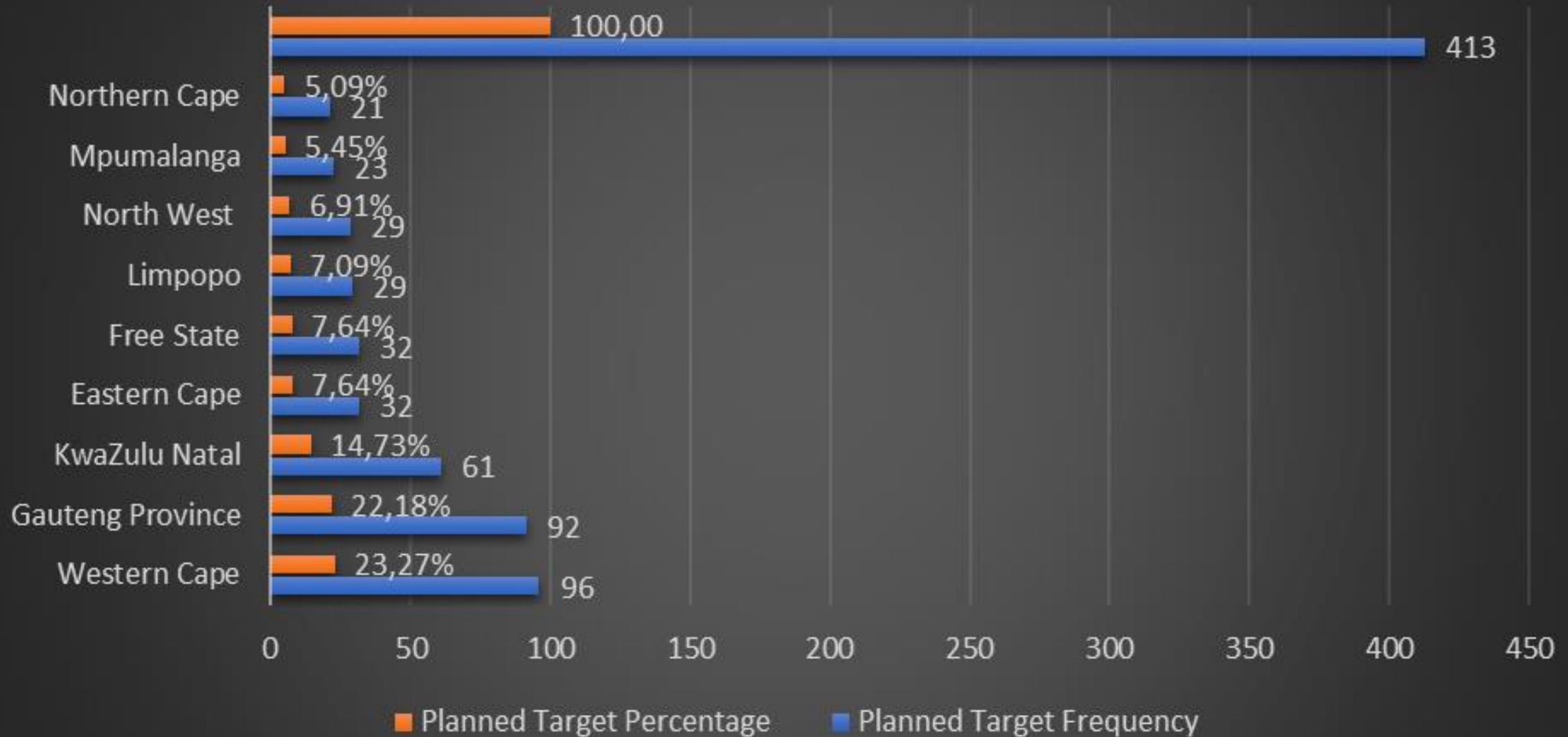
Key performance indicators, planned targets and actual achievements

KEY PERFORMANCE INDICATOR	PLANNED TARGET 2019/2020	ACTUAL ACHIEVEMENT 2019/2020	DEVIATION FROM PLANNED TARGET TO ACTUAL ACHIEVEMENT 2019/2020
Percentage of cases finalised	75% of 550 cases received (413)	68,74% (284)	31.24% (-129)

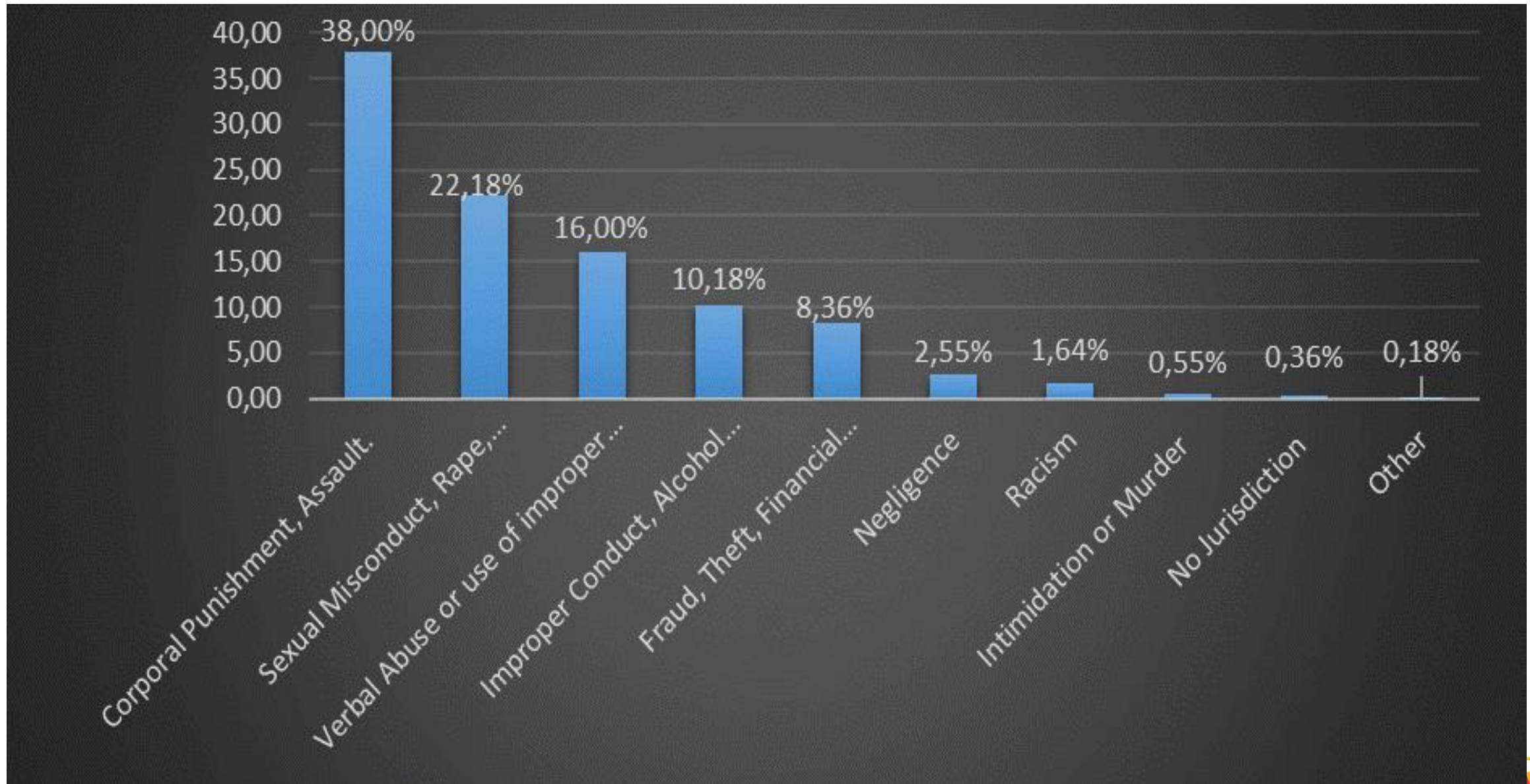
PROGRAMME 2 HIGHLIGHTS

- **Programme 2 failed to achieve its 2019/20 target on the Percentage of cases finalised indicator.**
- Notwithstanding this, Council placed a lot of focus on cases carried over to the 2019/20 financial year, from the three financial years – 2018/19, 2017/18 and 2017/16.
- As a result, Council managed to resolve and finalise a total of 456 cases as follows:
 - 284 of which arose in the current year of reporting; and
 - 172 rolled over cases from the previous financial periods.
- Council employed additional personnel who worked tirelessly to accelerate the processing and finalisation of cases and also with the help of our volunteer panellists. Constant training was afforded to personnel to increase productivity.

Distribution by Register of Complaints of Educators' Ethical Misconduct by Province



Nature of Professional Misconduct Allegations against Educators - 2019/2020



Nature of Professional Misconduct Allegations against Educators - 2019/2020

- The top three categories of cases of professional and unethical misconduct against educators are –
 - **Corporal Punishment and Assault** –157 (38%);
 - **Sexual misconduct, rape, indecent assault, sexual assault and sexual harassment** – 92 (22.18%); and
 - **Verbal abuse or use of improper language, victimization, harassment, defamation and others** – 66 (16%)
- Sexual offences remain in second place as a category of misconduct cases levelled against educators and they have increased by 29 (43%) during the period under review.
- Educators that are found guilty of sexual misconduct are sent to the Department of Social Development (DSD) to be entered into the register of persons who are unfit to work with children.
- In 2019/ 2020 a total of **17 teachers** were entered into such register after Council had removed them from the register of fit to practice educators.
- SACE and the South African Human Rights Commission are working collaboratively on sexual abuse related matters, as well as, conducting further research in examining the profiles, psychological aspects and other related factors on teachers continuing to engage in sexual violation and abuse of children.

BREAKDOWN OF FINALISED DISCIPLINARY CASES WITH VERDICT

Breakdown of finalised disciplinary cases	Number of educators found guilty	Number of educators found guilty but given a caution	Number of educators found not guilty	Number of cases withdrawn owing to lack of cooperation by witnesses
ROLLED OVER CASES	80	1	10	18
CURRENT CASES	23	-	1	2
TOTAL	103	1	11	20

Finalisation of the 2019/20 Cases and Carried Over Ones

Sanctions meted out to educators found guilty of breaching the code of professional ethics

Breakdown of sanctions	Removed from the roll indefinitely	Removed from the roll for a period	Suspended removal from the register with fines
ROLL OVER CASES	19	1	60
CURRENT CASES	7	2	14
TOTAL	26	3	74

In terms of the EEA, the 26 Educators are deemed to have resigned. The relevant Provincial Education Departments are to enforce the sanction by removing them from their employ and blocking them from their PERSAL in the case of the public schooling sector. The same process applies to the Independent Schooling Sector and Educators employed in terms of the EEA.

Strategy to overcome areas of under performance

- The 2020- 2025 strategic plan has ensured that, all the APPs for the five-year period, have indicators that ensure that both the rollover cases and the particular financial year are processed simultaneously, as reflected in the next slide.
- Council has appointed additional staff to deal with investigations and disciplinary hearings
- Additional panellists will be capacitated to process cases in the coming financial period. This will bolster the capacity of the Legal and Ethics Division to conduct more cases.

Year	2018/19	2017/18	2016/17
Historical Rolled-Over Cases for the three previous financial years 31st March 2017; 31st March 2018; and 31st March 2019	633	182	248
Cases remaining as at 31st March 2020	103	0	6
Cases remaining as 31 October 2020	98	0	4
Percentage of rolled-over cases processed, finalised and closed as at 31st October 2020.	84.52%	100%	97.58%

PROGRAMME 3: ETHICAL STANDARDS

Output Indicator		Annual Target for 2020/21	Quarter 1 Target	Quarter 1 Actual output	Reason for Deviation	Corrective Measures	Comments for Quarter
3.1.1	Percentage of investigations on new cases finalised	80%					
3.1.2	Percentage of investigations on roll-over cases finalised	90%					
3.2.1	Percentage of disciplinary hearings on new cases finalised						
3.2.2	Percentage of disciplinary hearings on roll-over cases finalised						

PROGRAMME 3: CONTINUING PROFESSIONAL TEACHER DEVELOPMENT MANAGEMENT (SYSTEM)

PROGRAMME 3: CONTINUING PROFESSIONAL TEACHER DEVELOPMENT MANAGEMENT (SYSTEM)

Programme Purpose:

SACE has a responsibility to manage a system for continuing professional development with the support of the Department of Basic Education and the nine Provincial Education Departments. In line with this, SACE will:

- Ensure that educators engage in life-long learning throughout their career.
- Ensure that educators' classroom practice and professional competence are improved through the provisioning of quality SACE approved providers and endorsed professional development programmes

Strategic objective:

- To approve providers and endorse professional development activities that contributes to improving educators' professional competence.

PROGRAMME 3: CONTINUING PROFESSIONAL TEACHER DEVELOPMENT MANAGEMENT (SYSTEM)

Key performance indicators, planned targets and actual achievements

Performance Indicator	Planned Target 2019/2020	Actual Achievement 2019/2020	Deviation from planned target to Actual Achievement for 2019/2020
Number of educators signed up to the CPTD system per year. (Disaggregated by cohort)	35 000	52 586	+17586
Number of Professional Development providers approved	130	79	-51
Number of new Professional Development Activities endorsed	700 new Professional Development Activities Processed in a year	1 009	+309
Number of educators supported on Professional Development.	10 000	20 757	+10 757



Teacher Details - Signed Up

Person Type
All

Teacher Li.. All

Position
All

Teacher Province
All

School District
All

School Circuit
All

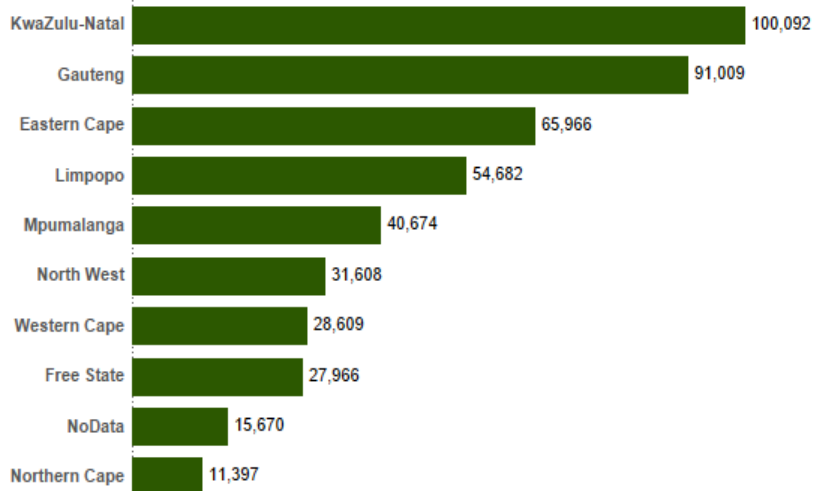
Main Stream Special
All

Primary_Secondary_Com..
All

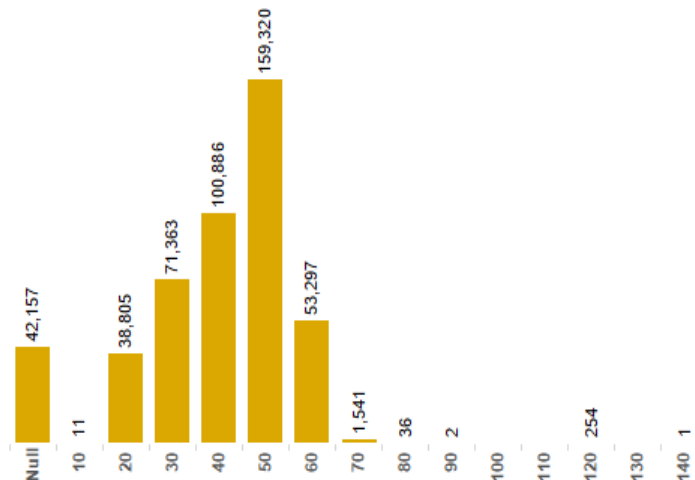
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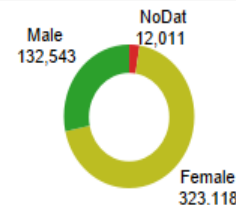
Teacher count for Province as at : 11/10/2020 12:03:47 PM



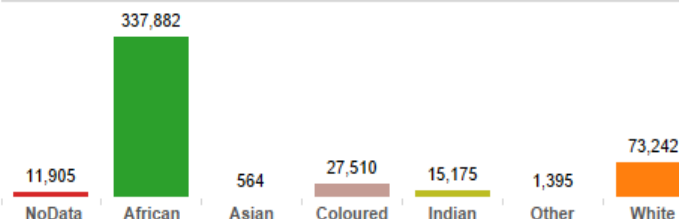
Age Group



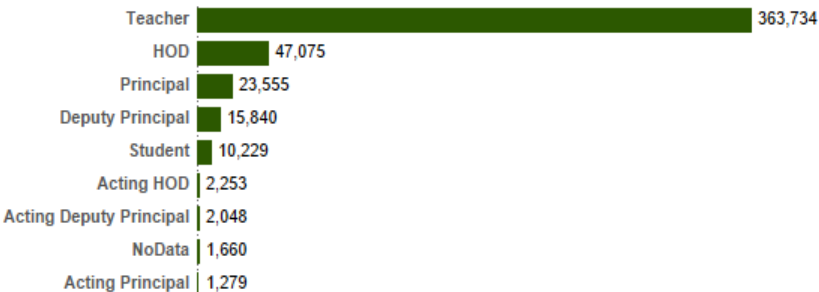
Gender



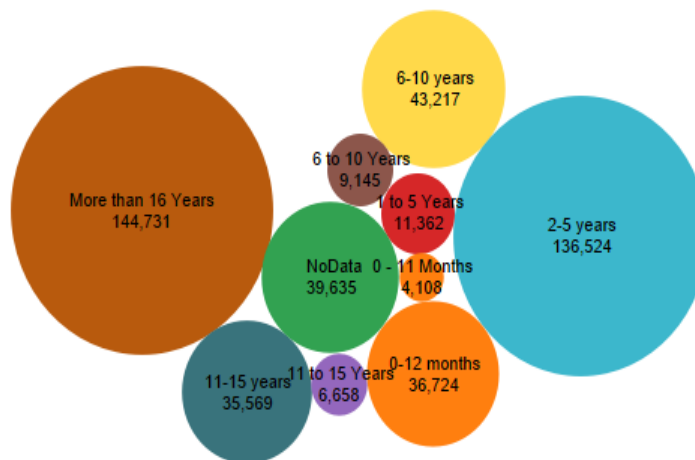
Race



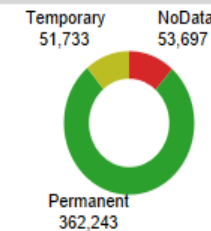
Position



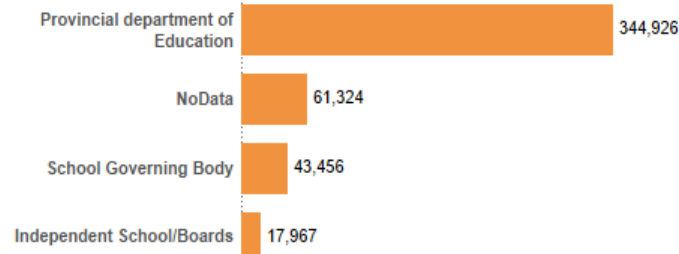
Experience



Employment Status



Employing Body



PROGRAMME 3: HIGHLIGHTS CONT...



140,024



Educators Reporting

Month, Year of Point_Da.. All

Main Stream_Special All

Type_of_institution All

Position All

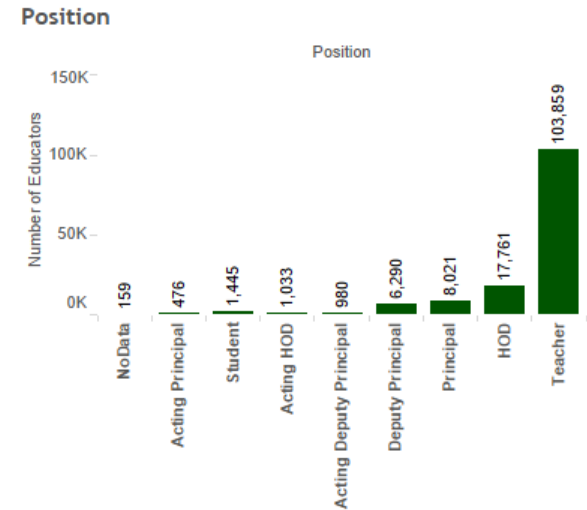
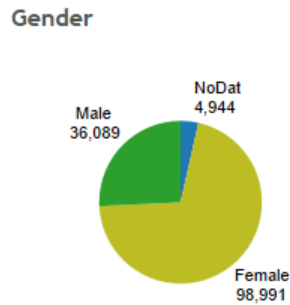
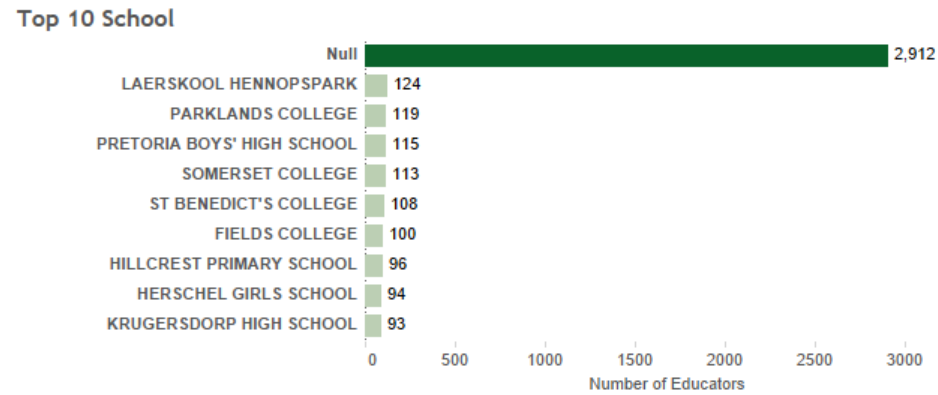
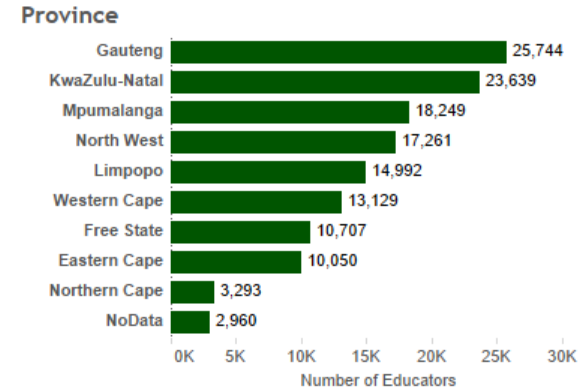
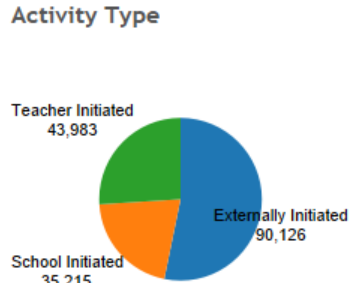
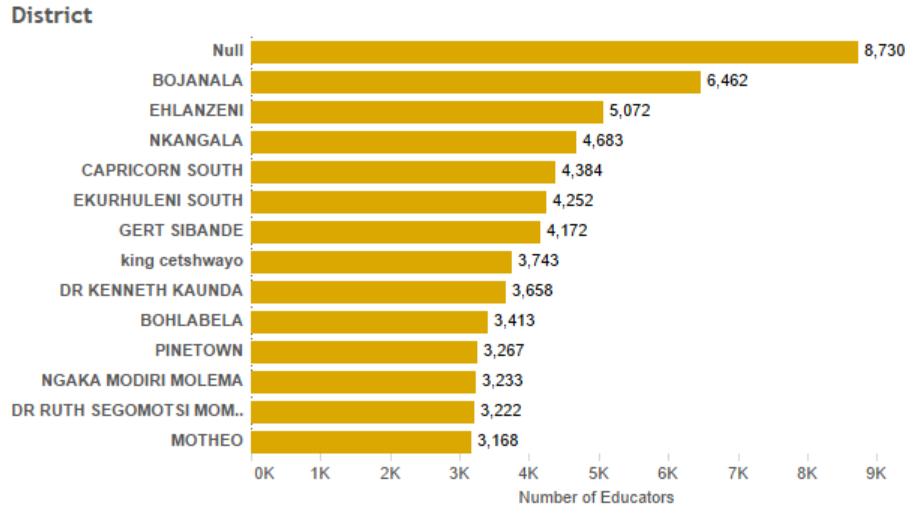
Name of School All

Activity Type
 Externally Initiated
 School Initiated
 Teacher Initiated

Met 150 Points All

Province All

District All



PROGRAMME 3: HIGHLIGHTS CONT...

Strategy to overcome areas of under performance

- A revised strategy to approach accredited and non-accredited private providers operating in the ETD sector. to consider participating in the CPTD space as providers. This will be done through provider forums run in all the provinces to ensure a wider catchment.
- An invitation will be sent to other government departments who might have something to offer to education especially the departments of Sports Arts and Culture, Safety, Health and Social Development to contribute to CPTD provisioning.
- Establish stronger partnerships with the ETD/PSETA provincial offices in order to ensure that funding is only benefitting the SACE endorsed activities and SACE approved providers, furthermore to access database on available providers in the province. The database will assist in extending invitations for provider forums and the write up programme sessions for private providers.
- The private providers will be invited for programme writing workshops and forums so as to increase advocacy and recruitment of category C providers. The same programme that has been conducted in the period under review in various provinces.
- The revamping the CPTD-IS to include service providers as end users, this will allow direct communication with providers through the self – service portal. This will increase communication channel between Council and providers. Strengthening the APP that is currently under construction to include areas of CPTD self-service portal.

PROGRAMME 4: PROFESSIONAL STANDARDS

Professional Teaching Standards for South Africa

www.sace.org.za

2. Teachers collaborate with others to support teaching, learning and their professional development.

- 2.1. The wellbeing of children and their learning requires collaboration between teachers, parents or guardians, school-based colleagues and other professionals in the community.
- 2.2. Teachers involve themselves in ongoing personal, academic and professional growth through reflection, reading, study, research, and participation in professional development activities.
- 2.3. Teachers provide supportive environments for the induction and mentoring of colleagues who are new to their school, as well as pre-service and newly-qualified teachers.
- 2.4. Teachers participate in professional development activities organised by their subject associations, professional learning communities (PLCs) and teacher unions.
- 2.5. Teachers conduct themselves in ways that earn the respect of those in the community and uphold the dignity of the teaching profession.
- 2.6. Teachers involve themselves in educational debates and provide thoughtful comment on educational issues that affect them.

3. Teachers understand that language plays an important role in teaching and learning.

- 3.1. Teachers make appropriate use of the language of learning and teaching (LOLT), and where necessary, draw on other languages to clarify learners' understanding of important concepts.
- 3.2. Teachers introduce learners to the specialist terminology of their subject/s.
- 3.3. Teachers provide learners with ongoing opportunities to decode, interpret, and critique different kinds of written, graphical and visual texts.
- 3.4. Teachers create opportunities for learners to develop their reading and writing skills in the lessons they teach.

4. Teachers promote social justice and the redress of inequalities within their educational institutions and society more broadly.

- 4.1. Teachers are committed to affording every learner equitable and high-quality learning opportunities.
- 4.2. Teachers have a moral responsibility to identify, confront and resist the marginalisation and exclusion of learners from accessing quality learning opportunities.

7. Teachers understand how their subjects are best taught and learnt.

- 7.1. Teachers present subject knowledge to learners in a conceptually sound manner.
- 7.2. Teachers devise tasks that give learners opportunities to practise and master new knowledge and skills.
- 7.3. Teachers learn to anticipate what learners find difficult to understand and develop effective ways to address common misunderstandings.
- 7.4. Teachers access, develop and modify teaching and learning resources available within and beyond their school contexts.
- 7.5. Teachers use carefully chosen physical, graphic, digital and text-based resources that enhance learners' access to knowledge.
- 7.6. Teachers use a variety of teaching and assessment strategies to promote learning for all.

8. Teachers interpret the national curriculum to plan systematic sequences of lessons.

- 8.1. Teachers use their knowledge of their subject and the curriculum to plan purposeful and coherent lessons.
- 8.2. Teachers connect the concepts they teach to what learners already know, and build a foundation for what they will learn subsequently.

9. Teaching involves organising, monitoring and assessing learning.

- 9.1. Teachers use assessment tasks that give learners opportunities to show what they have learnt, and what they can do with that knowledge.
- 9.2. Teachers provide learners with feedback that helps them understand what they have done correctly, where they have made mistakes, and how they can improve their work.
- 9.3. Teachers use learner errors as important data for understanding what learners misunderstand, and for thinking about ways to improve their teaching.
- 9.4. Teachers keep accurate records that reflect learner achievement, and can report to stakeholders on the progress of learners.

1. Ethical teaching is based on a commitment to the learning and wellbeing of all children.

- 1.1. Teachers hold high expectations of all learners' capacity to learn, work hard, and achieve success.
- 1.2. Teachers understand how children develop and learn.
- 1.3. Teachers understand the different challenges that confront learners and their families, and consider how these issues may affect their learning.
- 1.4. Teachers respect different aspects of learners' identities, and regard diversity as a strength and resource for teaching and learning.

5. Teachers make judgments that are conceptually informed, responsive to learners and contextually appropriate.

- 5.1. Teachers seek to understand the relationship between theory, research and their classroom practices.
- 5.2. Teachers can justify the teaching choices they make about lesson planning, delivery and assessment to themselves and to other stakeholders.
- 5.3. Teachers reflect on their classroom experiences and use learner performances to think about ways to improve their teaching.

6. Teaching is based on teachers' deep understanding of the subject/s they teach.

- 6.1. Teachers understand the structure and the concepts that make up the subjects they teach. They understand how these concepts are connected.
- 6.2. Teachers know how to use skills to create and verify knowledge in the subject/s they teach.
- 6.3. Teachers understand how concepts in their subjects can be used to address real world issues.
- 6.4. Teachers keep themselves informed of new developments in their subjects.

10. Teaching requires that well managed learning environments are created and maintained.

- 10.1. Teachers are in class and teaching during scheduled teaching time.
- 10.2. Teachers establish classroom routines to maximise teaching and learning time.
- 10.3. Teachers use fair and consistently applied rules to promote respectful behaviour with all members of the school community.

PROFESSIONAL
TEACHING...

...IN OUR
HANDS

PROGRAMME 4: TEACHER PROFESSIONALISATION

Programme Purpose:

The purpose of this programme is to:

- To develop a set of professional standards for teachers' practice that is theoretically informed, contextually appropriate and widely accepted by stakeholders;
- Develop various strategies and processes of assisting and supporting educators with regard to professional matters and needs;
- Improve and maintain the status and image of the teaching profession;
- Facilitate processes of ensuring that more and better teachers join the teaching profession; and
- Ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards.

Strategic objective:

- Set and implement the IPET and CPTD standards through a consultative process with the stakeholders in the teaching profession.
- Develop the professional designations as part of contributing to the enhanced status of the teaching profession

PROGRAMME 4: TEACHER PROFESSIONALISATION

Key performance indicators, planned targets and actual achievements

Performance Indicator	Planned Target 2019/2020	Actual Achievement 2019/2020	Deviation from planned target to Actual Achievement for 2019/2020
Set professional practice standards for teaching.	Professional practice standards approved and gazetted	Professional Standards Approved by Council for implementation.	

PROGRAMME 4: HIGHLIGHTS

- SACE developed the Professional Teaching Standards (PTS) through the multi-stakeholder driven process of the Standards Development Working Group (SDWG) subsequent to the launch of the process by the Minister.
- Subsequently, the PTS, as reflected in the previous slides were approved by Council, HEDCOM and noted by the CEM during the period under review.
- Initially the plan was to gazette the PTS through the Ministry of Basic Education.
- However, on hindsight, there was a rethinking on taking this direction in Council, given SACE's independence and legislated mandated to set, protect and maintain ethical and professional standards as a self-regulatory professional body.
- This move was aligned to the ethical standards which were developed on the basis of the powers and authority in SACE's enacted legislation – SACE Act no.31 of 2000.

PROGRAMME 4: PROCESS OF BEGINNING TO IMPLEMENT THE PTS

- Based on the SACE Professional Teaching Standards the following are being done as part of initial implementation process:
 - The content of the DBE Induction Model to be field tested is based, amongst other things, on the 10 Professional Teaching Standards;
 - Higher Education Institutions, supported by SACE/DHET/DBE and other partners, developed an alternative cutting-edge Teacher Choices in Action Teaching Practice Module, as an alternative approach to the traditional teaching practice, which will continue to satisfy the requirements of the practice-based learning for the student teachers;
 - The Module draws from Professional Teaching Standard number 7 that recognises that teachers “*make thoughtful choices about their teaching that lead to meaningful learning for all learners*”;
 - In consistent with this standard, the 26 000 student teachers registered for this module went through a learning journey in reflecting on their processes of becoming professional teachers who will be able to make choices: that *enable learning in different contexts; for working with knowledge that promote cumulative learning; for making learning inclusive; and for managing environments*;
 - As part of influencing the Initial Teacher Education Programmes and training of prospective teachers, the SACE Professional Teaching Standards are being included in the Revised Minimum Requirements for Teacher Education Qualification Policy of the Department of Higher Education and Training (not yet released). Consequently, the process of approving new Initial Teacher Education Programmes will take these Professional Teaching Standards into account;
 - SACE / DHET / DBE and Education Deans Forum Task Team has been established to work on the implementation of the Professional Standards and the Teacher Professionalisation Path in the Initial Teacher Education space.

PROGRAMME 5: POLICY AND RESEARCH

PROGRAMME 5: POLICY AND RESEARCH

Programme Purpose:

The purpose of this programme is to:

- To enhance policy and research coordination within SACE.
- To strengthen the SACE advisory role and service that is informed by policy, research, and consultative processes.
- To promote research on professional matters and any other educational matter relevant to SACE.

Strategic objective:

- Use the data, information and research to inform policy decisions and advice to the Minister, Council and the teaching profession as a whole.

PROGRAMME 5: POLICY AND RESEARCH

Key performance indicators, planned targets and actual achievements

KEY PERFORMANCE INDICATOR	PLANNED TARGET 2019/2020	ACTUAL ACHIEVEMENT 2019/2020	DEVIATION FROM PLANNED TARGET TO ACTUAL ACHIEVEMENT 2019/2020
Percentage Number of research Report produced in line with the SACE Research Policy and Agenda. of cases finalised.	2	2	0
Number of provincial Practitioner based Research conferences/seminars held.	9	9	0
Establish SACE resource centre and virtual library	Resource centre established and equipped	Resource centre established and equipped	0

PROGRAMME 5 HIGHLIGHTS

- The council embarked on a number of research activities on various professional matters as follows:
- **Teachers' Rights Responsibilities and Safety which informed the production of the Handbook for Teachers, which serves the purpose of:**
 - Sharpen educators' understanding of rights, responsibilities and safety issues and their ability to act and respond appropriately when their rights and safety are being eroded;
 - Provoke thinking, debate and discussion about teachers' rights, responsibilities and safety in the broader education field and teaching profession; and
 - Serve as a guideline in the school environment when an issue of violence arises.
- Collaborative research activities with University of South Africa (UNISA) and University of Kwazulu-Natal
- Establishment of the SACE Resource Centre. Second phase to include educators' virtual library

PART C

ANNUAL FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL POSITION

	Note(s)	2020	2019
Assets			
Current Assets			
Receivables from exchange transactions	4	962 657	2 855 933
Cash and cash equivalents	5	107 894 193	96 869 381
		108 856 850	99 725 314
Non-Current Assets			
Property, plant and equipment	2	63 528 667	63 040 338
Intangible assets	3	2 145 128	2 656 763
		65 673 795	65 697 101
Total Assets		174 530 645	165 422 415
Liabilities			
Current Liabilities			
Payables from exchange transactions	7	14 037 453	11 280 406
Unspent conditional grants and receipts	6	3 836 832	2 669 765
		17 874 285	13 950 171
Total Liabilities		17 874 285	13 950 171
Net Assets		156 656 360	151 472 244
Accumulated surplus		156 656 360	151 472 244

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STATEMENT OF FINANCIAL PERFORMANCE

	Note(s)	2020	2019
Revenue			
Revenue from exchange transactions			
Revenue		87 701 723	85 424 449
Other income	8	839 956	707 893
Interest received	9	4 629 426	3 922 820
Gain on disposal of property, plant and equipment		4 785	4 410
Total revenue from exchange transactions		93 175 890	90 059 572
Revenue from non-exchange transactions			
Government grants	10	18 832 932	14 877 878
Total revenue		112 008 822	104 937 450
Expenditure			
Employee benefit costs	11	(56 223 424)	(44 491 354)
Depreciation and amortisation	12	(2 765 423)	(2 476 530)
Lease rentals on operating lease		(1 262 496)	(980 304)
Debt Impairment		(2 119 421)	(563 978)
Operating Expenses	13	(44 453 940)	(31 324 264)
Total expenditure		(106 824 704)	(79 836 430)
Surplus for the year		5 184 118	25 101 020

NOTES: FINANCIAL PERFORMANCE

13. Operating expenses

Advertising	273 759	300 666
Auditors remuneration	547 777	347 875
Bank charges	548 201	427 947
Cleaning	544 774	257 277
Consulting and professional fees	6 395 670	1 856 264
Fines and penalties	62 151	2 036
Insurance	380 903	318 394
Motor vehicle expenses	31 617	10 779
Postage and courier	20 044	24 158
Printing and stationery	896 702	609 542
Project maintenance costs	4 424 035	2 317 170
Security	699 635	342 098
Staff welfare	373 516	283 109
Subscriptions and membership fees	911 205	790 626
Telephone and fax	755 865	509 676
Training	270 951	97 231
Travel - local	3 129 323	2 677 069
Utilities	2 327 009	2 242 959
Registration costs	820 326	865 655
Professional development	11 578 697	9 453 244
Code of conduct	4 349 918	4 625 955
Communications	3 786 866	2 544 560
Research	1 324 996	419 974
	44 453 940	31 324 264

NOTES: FINANCIAL PERFORMANCE

- **Revenue from Operating Transactions increased by 3%**
 - Increase of subscriptions full year compared to previous year
- **Increase of 27% on CPTD subsidy spending**
- **Total Revenue increase of 7%**
 - CPTD funding
 - Increase of collection of subscription and registration fees
- **Personnel Expenditure increased by 26%**
 - vacant positions were filled
 - Inflation related increase.
- **Operating Expenditure increased by 42%**
 - Inflation effect
 - Legal consultations
- **Total Expenditure increased by 34%**
 - Operating cost.
 - Personnel expenditure

NOTES: FINANCIAL PERFORMANCE/CONT

- **SACE operated within its collected revenue of 112 million.**
- **Surplus of R5,2 million realised.**
 - Approval has been obtained to retain surplus for contingency and increasing client provincial contact points.

STATEMENT OF CHANGES IN NET ASSETS

	Accumulated surplus	Total net assets
Balance at 01 April 2018	126 371 224	126 371 224
Changes in net assets		
Surplus for the year	25 101 020	25 101 020
Total changes	25 101 020	25 101 020
Balance at 01 April 2019	151 472 242	151 472 242
Changes in net assets		
Surplus for the year	5 184 118	5 184 118
Total changes	5 184 118	5 184 118
Balance at 31 March 2020	156 656 360	156 656 360

NOTES: CHANGES IN ASSETS

- **Total Net Assets increased by 3%**
 - Retained surplus for the year
- **No acquisition of material Non-current Assets.**

CASH FLOW STATEMENT

	Note(s)	2020	2019
Cash flows from operating activities			
Receipts			
Membership, registration, reprints and other receipts		88 541 418	85 577 878
Grants		20 000 000	16 000 000
Interest received		4 629 426	3 922 820
		113 170 844	105 500 698
Payments			
Employee costs		(55 954 947)	(43 692 808)
Payment suppliers and others		(43 453 752)	(31 294 741)
		(99 408 699)	(74 987 549)
Net cash flows from operating activities	14	13 762 145	30 513 149
Cash flows from investing activities			
Purchase of property, plant and equipment	2	(2 673 335)	(1 504 328)
Proceeds from sale of property, plant and equipment	2	19 144	6 201
Purchase of intangible assets	3	(83 141)	(1 918 456)
Net cash flows used in investing activities		(2 737 332)	(3 416 583)
Net increase in cash and cash equivalents		11 024 813	27 096 566
Cash and cash equivalents at the beginning of the year		96 869 381	69 772 815
Cash and cash equivalents at the end of the year	5	107 894 194	96 869 381

NOTES: CASH FLOW

- Cash inflow into SACE increased by 7%
 - Subscription fees
 - CPTD grant
- Net cash flows from operations decreased by 55% - increase in operating cost(outflow).
- Net cash flows increased by 11% - increase in revenue (inflow).
- Cash and Cash equivalents on the 31st March 2019 was R107.9 mil – necessary approval has been obtained.

AUDITORS REPORT

- Few misstatements of information were identified and corrected on the spot;
- Emphasis of matter was raised on Irregular Expenditure of R174 000 . Corrective measure are underway.
- SACE received an Unqualified Audit opinion for 2019/20.



THANK YOU
SACE INSPIRING A
CREDIBLE
TEACHING
PROFESSION