The SACE Council adopted the Draft Professional Teaching Standards (PTSs) in November 2018.

Teaching is based on an ethical commitment to the learning and wellbeing of all learners.

1.1. Teachers believe in the capacity of all learners to achieve and make progress both inside and outside the classroom.

1.2. Teachers understand the different challenges that confront learners and their families and consider how these challenges may affect their behaviour and learning.

1.3. Teachers respect different aspects of learners' identities (including gender, race, language, culture, sexual orientation and dis/ability), and believe that these diversities can be a strength and resource for teaching and learning.

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

2.1. Teachers conduct themselves in ways that earn the respect of those in their communities and uphold the dignity of the teaching profession.

2.2. Teachers understand that the wellbeing of learners and the support of their learning requires communication and collaboration between teachers, parents, caregivers, other professionals, and the community.

2.3. Teachers are responsible for their ongoing personal, academic and professional growth through reflection, study, reading, and research.

2.4. Teachers participate in endorsed continuing professional teacher development activities/programmes organised by their subject associations, professional learning communities (PLCs), higher education institutions, teacher unions and private providers.

2.5. Teachers provide supportive environments for the induction and mentoring of colleagues who are new to their school, as well as for pre-service and newly-qualified teachers.

2.6. Teachers actively involve themselves in educational debates, curriculum development initiatives, and educational issues that affect them.

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

3.1. Teachers are committed to ensuring that learners are given the support they need for inclusive access to learning opportunities.

3.2. Teachers have a responsibility to identify and challenge policies and practices that discriminate against, marginalise or exclude learners.

4 Teaching requires that well-managed and safe learning environments are created and maintained within reason.

4.1.   Teachers are in class and teaching during scheduled teaching time.

4.2.   Teachers establish class routines to make the most of the available teaching and learning time.

4.3.   Teachers use fair and consistently-applied rules to promote respectful behaviour in their working environments.

5 Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.

5.1.   Teachers understand the subject/s they teach as bodies of knowledge in which important concepts are connected to one another.

5.2.   Teachers understand how learners process and present information in the subject/s they teach.

5.3.   Teachers understand how subject knowledge can be applied to interpret and address real-world issues.

5.4.   Teachers keep themselves informed of new developments and research in their subject/s.

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6 Teachers make thoughtful choices about their teaching that lead to learning goals for all learners.

6.1.   Teachers consider how learners develop and learn when choosing teaching and learning strategies.

6.2.   Teachers seek to understand how theoretical concepts and evidence-based research can inform the choices they make in their classroom practices.

6.3.   Teachers can account for the design, delivery and assessment of lessons to themselves, their colleagues and to other stakeholders.

6.4.   Teachers improve their teaching by reflecting on what has worked and what has not worked in the learning experiences they have created.

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

7.1.   Teachers create opportunities for learners to develop their vocabulary, their command of the Language of Learning and Teaching (LoLT), and to develop their reading and writing skills in the lessons they teach.

7.2.   Teachers draw on other languages, when necessary, to enhance learners' understanding of the important concepts in their lessons.

7.3.   Teachers enable learners to understand and use the specialist terminology and language of their subject/s.

7.4.   Teachers provide learners with ongoing opportunities to read, interpret, and respond to different kinds of written, graphical and visual texts.

7.5.   Teachers recognise that all learners need to acquire and hone foundational skills in language and numeracy, and that there is a strong interrelationship between language and numeracy.

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8 Teachers are able to plan coherent sequences of learning experiences.

8.1.   Teachers use the national curriculum to identify what learners are required to know and do.

8.2.   Teachers use the national curriculum and knowledge of their subject/s to understand how important ideas and skills are built up across different years of learning.

8.3.   Teachers base their planning on what learners know and understand in order to design coherent units of lessons with meaningful learning activities and assessments.

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9 Teachers understand how their teaching methodologies are effectively applied.

9.1. Teachers explain content knowledge to learners in ways that are understandable and accurate.

9.2. Teachers devise tasks that give learners opportunities to consolidate new knowledge learnt and to practise skills.

9.3. Teachers learn to anticipate what learners will find difficult to understand and develop effective ways to address common misunderstandings.

9.4. Teachers find, develop or modify carefully chosen physical, graphic, digital and text-based resources to enhance learning.

9.5. Teachers engage their learners to stimulate their curiosity about a subject and motivate them to learn more.

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10 Teaching involves monitoring and assessing learning.

10.1. Teachers use assessment tasks that give learners opportunities to show what they have learnt, and what they can do with that knowledge.

10.2. Teachers provide learners with constructive feedback that helps them understand how they can improve their learning.

10.3. Teachers analyse learner contributions, their questions and their errors as important data that shows what the learners do and do not yet understand to inform future planning.

10.4. Teachers keep accurate records of assessments that track learner achievement and can report to stakeholders on the progress of learners.

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THANK YOU
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ABOUT THE CPTD MANAGEMENT SYSTEM

• **What happens if teachers don't reach the 150 points target?**

For the first six years (from 2014-19) SACE will not impose a penalty on teachers who don't achieve the PD

points target within their three year cycle. After six years (in 2019) SACE will review the situation and make a

decision about sanctions for non-compliance. However, educators who decide not to engage in the CPTD system

deliberately will be dealt with through section 7 of the SACE Code of Professional Ethics.

All professional bodies require that their members must continuously develop and many require their members

to achieve a target number of PD points as a condition of retaining their registration. This is one of the options

SACE may consider when it reviews teachers' participation in the CPTD Management System.

8

All teachers who are registered as educators with SACE will be required to earn the PD points, and a teacher who earns the maximum allowable points in the three-year cycle will be given symbolic but visible recognition. Teacher who do not achieve the minimum number of PD Points over two successive cycles of three years will be accountable to SACE for such failure.

INITIAL THINKING AROUND THE THREE-YEAR CPTD CYCLE AND PROFESSIONAL RE- CERTIFICATION LINK

1st Year of the Three Year Cycle
Monitoring and **PAJA** the basis of Manual or Online PDP
Remedial Plan and Action by the Teacher (where necessary)
Teacher Receives 1st Annual CPTD Activities and PD Points Report

2nd Year of the Three Year Cycle
Monitoring and **PAJA** the basis of Manual or Online PDP
Remedial Action by the Teacher (where necessary)
Teacher Receives 2nd Annual CPTD Activities and Points Report

3rd Year of the Three Year Cycle
Monitoring and **PAJA** the basis of Manual or Online PDP
Remedial Action by the Teacher during the remaining 10 Months (if necessary)
Teacher Receives Three-Year Annual CPTD Activities and Points Report

Security Features – HPCSA, SAPC, ECSA, BUILT-ENVIRONMENT

Sending of all Qualifications to SACE by end of the 2nd Year for Verification. Prior to the Issuing of the Certificate at the end of the three (3) year cycle.

Non – Compliance due to defiance and / or Failure to comply in line with remedial action, support and one year grace period provided will result in application of section 7 of the SACE Code of Professional Ethics and **Suspension of the Certification / Registration Status**

One – Year Further Grace Period
Provided for those who failed to comply on the basis of various valid contextual factors. However, they still need to continue with their three-year normal cycle

Certificate Issued as Follows:
Bronze/Silver/ Gold Notarized Re-Certification - Certificate Issued with **three years fixed date** and CPTD Points Earned and statement of PD Activities

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CPTD MANAGEMENT SYSTEM AND PROFESSIONAL RE-REGISTRATION /RE-CERTIFICATION
Section 12 (c) of the SACE Act
"Subject to Chapter 3, the registration committee must recommend the period of validity of the registration of an educator to the council"

EMPLOYMENT V/S PROFESSIONAL CONVERSATION AROUND THE CPTD SYSTEM AND RE-REGISTRATION

EMPLOYMENT AND LABOUR	PROFESSIONAL
• DBE, DHET, PEDs, SGB Associations, Independent Schools/Associations, Education Labour Relations Council (ELRC), • **EEA, FETC Act, CET Act, SASA, LRA, NPFTED, ISPFTED, SDA, IQMS/PMS, NEPREQEE, ELRC Agreements, PAM, Independent Schools Policies…** • **Employment** of Qualified Certified SACE Registered Educators • Employer – Employee Relationship • Employ - Dismiss	• **SACE** – First port of entry into the teaching profession • **SACE Act, NQF Act, NPFTED, ISPFTED, MRTEQ,** • **PROFESSIONAL REGISTRATION**: Admitting certified qualified Professionals into the Teaching Profession – **Fitness-to-Practice** • Retaining the Professional Registration Status • Retaining Good Professional Standing – Adherence to the ethical and professional standards, CPTD System, financial requirements • **NON ADHERENCE** - **Membership Suspension, Application of the Code of Professional Ethics and Related Sanctions.** • **Member – Professional Council Relationship** • **Admission into the Profession- Section 5 (C)(cc): remove from the register for a specified period or indefinitely, or subject to specific conditions, the name of, an educator found guilty of a breach of the code of professional ethics;**

S.A.C.E

Teachers Rights, Responsibilities and Safety Programme (TRRSP) launched 5 March 2019
Provincial Launches will be taking place from April - June 2019
TRRSP Steering Committee 29 April 2019
TRRSP Limpopo Launch 06/06/2019 Polokwane

SACE

TEACHER PROFESSIONALISATION

Limpopo Provincial Core Team Workshop

Hotel@Tzaneen

Tzaneen

9 April 2019

Presented by: Ms Vanencia Chiloane

Teacher Professionalisation Assistant Manager

Professional Teaching in Our Hands

BACKGROUND AND LEGISLATIVE MANDATE

**IFTRA
SDG 4
UNESCO
(ROSA)**

NDP: Vision 2030
National Development Plan

SACE Act, 2000
South African Council for Educators Act, 2000 as amended

NQF Act, 2008
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

PPQTVET, 2013
Policy on Professional Qualification for Lecturers in the Technical and Vocational Education and Training

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

PPQACET, 2015
Policy On Minimum Requirements For Programmes Leading To Qualifications For Educators And Lecturers In Adult And Community Education And Training

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

**AFTRA
CESA
(2016-2025)
Africa
Agenda
2063**

SACE

SACE ACT no 31 of 2000 as amended

- The SACE is a statutory professional Self-regulatory body established in terms of the SACE Act no 31 of 2000 as amended,
- Professional Body with authority to regulate the teaching profession through:

2(a)

Provide for the Registration of Educators

2(b)

Promote the Professional Development of Educators

2(c)

Set, Maintain and Protect Ethical and Professional Standards

SACE ACT no 31 of 2000 as amended

Section 5 (b) (ii)
must advise the Minister on matters relating to the education and training of educators, including but not limited to—

(aa)   the minimum requirements for entry to all the levels of the profession;

(bb)   the standards of programmes of pre- service and in-service educator education;

(cc)   the requirements for promotion within the education system;

(dd)   educator professionalism;

SA NATIONAL DEVELOPMENT PLAN: VISION 2030

PROFESSIONAL STANDARDS AND QUALITY CPD PROVISIONING

- "Attention should be given to the Continuing Professional Development of teachers and **promotion of Professional Standards**. Bodies such as the South African Council for Educators and specialist subject associations need to play a greater role in this".
- Quality Assurance of PD Programmes and Providers, and ensuring that teachers earn PD Points from these programmes
- Monitoring and Evaluation: Quality and Relevance of PD provisioning, uptake by educators, and "impact / effect" in the system

PROFESSIONAL CERTIFICATION / RE-CERTIFICATION

- "Investigate introducing professional certification. Newly qualified teachers would need to demonstrate certain competencies before they are employed in schools, and after that they would be offered preliminary or probationary certification, to be finalised based on demonstrated competence".
- "The professional certification of all teachers would need to be renewed periodically (for example, every five years), serving as an incentive for teachers to undertake Continuous Professional Development".

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| NQF Level 1-4 | NQF Level 1-8 | NQF Level 5-10 |

The primary outcome of the Plan is to improve the quality of teacher education and development in order to improve the quality of teachers and teaching.

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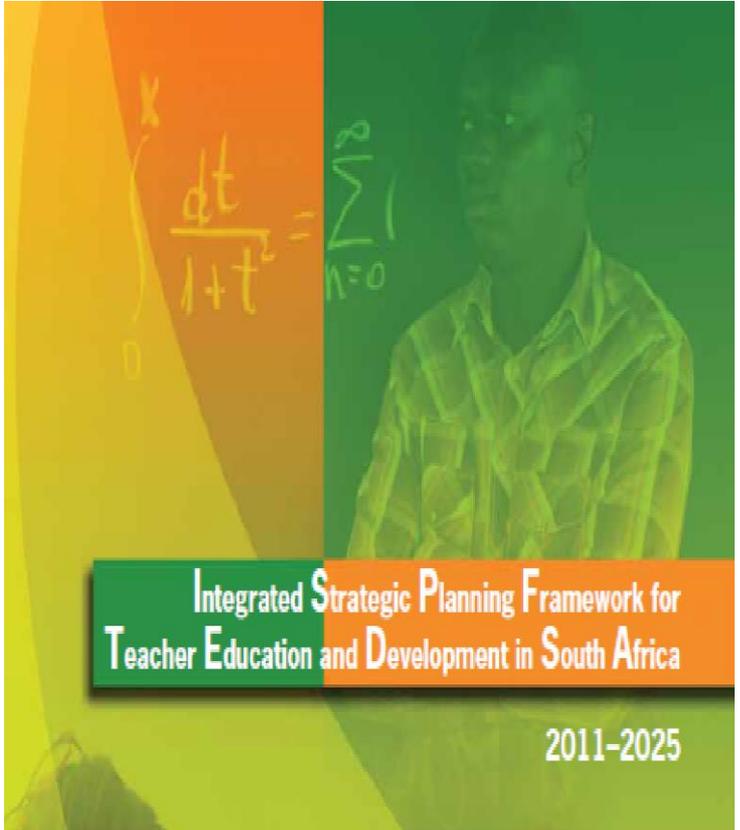
2011-2025

1. It addresses the career of a teacher through a number of phases from recruitment through to retirement:

- **Recruitment of potential teachers.**
- **Preparation of new teachers.**
- **Induction into the world of work.**
- **Career-long (continuing) professional learning and development**.

2. SACE has an important **quality management role to play** in promoting and supporting the system for identifying and addressing teacher development needs. SACE responsibilities in this regard include ensuring that:
- the providers of teacher development programmes are fully approved by SACE;
- 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

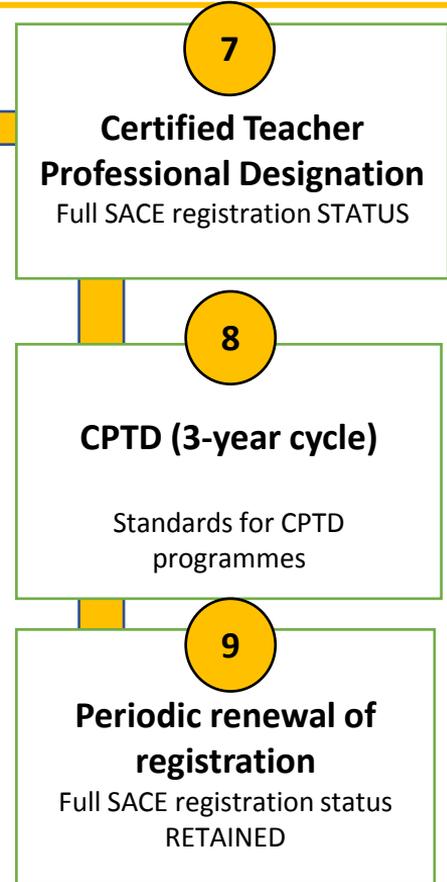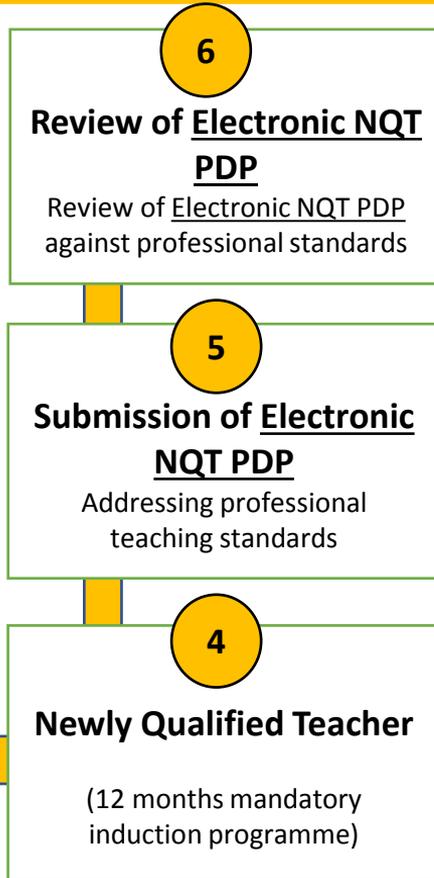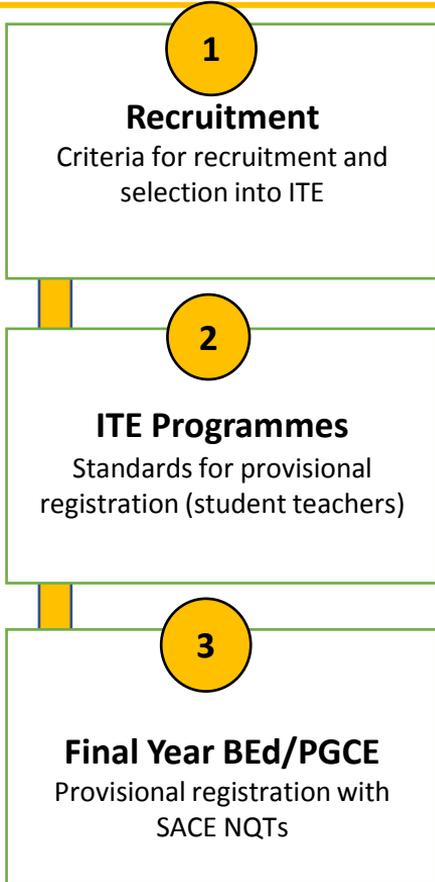3. Development of the teacher knowledge and practice standards

PROPOSED TEACHER PROFESSIONALISATION PATH 2019

NQT – Newly Qualified Teachers

PDP – Professional Development Portfolio

1. Recruitment
Criteria for recruitment and selection into ITE

2. ITE Programmes
Standards for provisional registration (student teachers)

3. Final Year BEd/PGCE
Provisional registration with SACE NQTs

4. Newly Qualified Teacher
(12 months mandatory induction programme)

5. Submission of Electronic NQT PDP
Addressing professional teaching standards

6. Review of Electronic NQT PDP
Review of Electronic NQT PDP against professional standards

7. Certified Teacher Professional Designation
Full SACE registration STATUS

8. CPTD (3-year cycle)
Standards for CPTD programmes

9. Periodic renewal of registration
Full SACE registration status RETAINED

PROFESSIONAL TEACHING IN OUR HANDS

S A C E

NATIONAL QUALIFICATIONS FRAMEWORK ACT, 2008

Cooperation with other QCs	Professional Bodies Recognition by SAQA	Development and Registration of the Professional Designation on the NQF
Section 28: *Despite the provisions of any other Act, a [professional body] must co-operate with the relevant QCs in respect of qualifications and quality assurance in its occupational field.*	**Section 29:** *"A statutory or non-statutory body of expert practitioners in an occupational field must apply in the manner prescribed by the [SAQA] in terms of section 13(1)(i)(i) to be recognised as a [professional body] in terms of [this Act]"*	**Section 30:** "A professional body that is recognised in terms of section 29 must apply to the SAQA, in the manner determined by the SAQA in terms of section 13(1)(i)(ii), to register a professional designation on the NQF".

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98 Key Identified Stakeholders

DBE
9 x PEDs

Trilateral Meeting
SACE, DBE and DHET

DHET
9 X PTEDC

5 National Teacher Unions
5 X 9 Provincial Teacher Unions

South African Council for Educators
Statutory body
SACE Act 31 of 2000 as amended

24 X Public HEIs
14 X Private HEIs

SGBs
7 X SGB Associations

SAQA
CHE, QCTO and Umalusi

Teachers CPTD MS Seminars

NAISA (8 Associations)
ADvTech, Curro, SAPA

ELRC
9 X PELRC

TVET and CETC

SACE

62 (40)/98 Key Identified Stakeholders South African Council for Educators (1/04/2018 - 31/03/2019)

1. DBE (TDCM)
2. MP TD Core Training Team

1. UNISA 7. NMU 13. UJ
2. SPU 8. RU 14. WSU
3. DUT 9. SU 15. UL
4. Wits 10. EC 16. IIE
5. UP 11. CCE 17. TUT
6. FHU 12. UCT 18. VUT

1. Trilateral Meeting SACE, DBE and DHET
2. Free State Stakeholder Meeting
3. KZN Stakeholder Meeting

1. NAISA,
2. ADvTech
3. Curro
4. Warldorf

27 and 28 August 2018
5 National Teacher Unions Representatives final development of Draft Professional Teaching Standards

Teachers CPTD MS Seminars
1. Eastern Cape
2. North West
3. Limpopo
4. Western Cape
5. KwaZulu Natal
6. Northern Cape

1. SADTU EC PEDCOM
2. SADTU FS PEC & PEDCOM
3. SADTU MP PEC&PEDCOM
4. SADTU LP PEC
5. SADTU GP PEC
6. SADTU WC PEC &PEDCOM &Branch Convenors

1. EC-PELRC

1. NAPTOSA EC PEC
2. NAPTOSA MP PEC
3. NAPTOSA NC PEC
4. NAPTOSA FS PEC
5. NAPTOSA KZN PEC
6. NAPTOSA NC Conference
7. NAPTOSA FS Conference
8. NAPTOSA Council Meeting

1. PEU KZN PEC
2. PEU GP PEC

1. SAOU NC
2. SAOU FS
3. SAOU NC Seminar

1. KwaZulu Natal PETDC
2. Mpumalanga PETDC
3. Western Cape PETDC
4. Limpopo PETDC
5. Northern Cape PETDC
6. Eastern Cape PETDC
7. North West PETDC
8. Free State PETDC

1. NATU FS
2. NATU LP

1. SANASE

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1. SADTU FS North Region

1. LP TD Core Training Team

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PURPOSE OF THE DRAFT PTSs adopted November 2018

- Promote a common set of knowledge, skills and commitments across the profession to enhance the learning opportunities of all learners.
- Strengthen the professional identity and enhance the status and public standing of the teaching profession.
- Provide a common language and a vision of the profession that all teachers can use to define and develop their practice.
- Support professional teachers to fulfil their professional roles and responsibilities, from pre-service to in-service teacher.
- Set standards for the providers of teacher education so that their programmes are designed and delivered in a way that enables all pre-service and in-service teachers to meet the standards.

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PURPOSE OF THE DRAFT PTSs cont. adopted November 2018

- Provide a framework to guide the whole continuum of educator preparation and development from student selection, pre-service education, provisional registration of newly-qualified teachers, induction, full registration, educator evaluation, continuing professional development and career advancement.
- Facilitate (individual and collaborative): evaluation, reflection and professional development of teacher at all career stages.
- Guide educators to deepen and broaden their professional knowledge, skill and understanding as they gain experience.

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NESTED MODEL OF STANDARDS

- SDG
- NDP Vision 2030
- MTSF
- CESA
- Africa Agenda 2063

Broad Metrics

SACE Professional Standards

SACE (2)(c)

Knowledge and Practise Standards

Minimum Requirements for Employment

Performance Standards

Integrated quality management system (IQMS)
Standard for Principalship

DHET & Education Deans Forum, DBE, SACE: Knowledge and Practice Standards

DHET & DBE & SACE
- SACE Professional Registration SACE Act 31 of 2000 as amended Section 21(1)(2)
- The Revised Policy On The Minimum Requirements For Teacher Education Qualifications (MRTEQ) ,
- Minimum Criteria for Recognition and Evaluation of Qualifications for Employment in Education 2000

SACE