



THE SOUTH AFRICAN COUNCIL FOR EDUCATORS

STRATEGIC PLAN

2015/16 - 2019/20

PART A

CONTEXTUAL ANALYSIS

Foreword

The president, The Honourable J. Zuma, has emphasized, that the country's priority no.1 is education.

For our learners to be educated for a fulfilling citizenship, our teachers must attain and display certain standards of professionalism.

SACE as the national custodian of teacher professionalism therefore has an onerous national duty to promote and enhance the status of the teaching profession. SACE of necessity must organize itself to deliver accordingly in its main areas of operation. Accordingly, SACE is geared to deliver on identified priorities for the period identified:

1. Registration of Educators:

- System to cater for registration within 7 working days including electronic registration and electronic correspondence;
- Categorization of register; update of register, and differentiation of certificates to be undertaken and
- Vetting of new applications and verifications processes to be in place.

2. Professional Development of Educators:

- The Continuing Professional Teacher Development (CPTD) System to be fine-tuned during this period so as to be ready for a vigorous roll out of cohort Principals and Deputy Principals (who commenced with their first three year cycle in 2014), HOD'S in 2015 and Post Level 1 teachers in 2016, including recording of points;
- Implement an advocacy and marketing campaign and call for relevant provisioning;
- Monitoring and Evaluation of the CPTD System implementation process;
- Approval of providers and endorsement of programmes in a 3 month cycle; and
- Development and implementation of standards for professionalism.

3. Ethical Standards:

- To gear up to process all complaints in a three month cycle;
- To develop and implement proactive measures to reduce breaches by at least 10% per annum; and
- To update Code of Ethics to respond to changing circumstances.

4. Research, Policy and Planning:

- Strengthen the existing research unit to make recommendations regarding teacher professionalism.

5. Administrative and Infrastructure:

- To move into SACE premises with a full staff complement adequately qualified for the roles to be played;
- A proactive communication and outreach strategy reaching all educators and stakeholders groupings quarterly;
- A full functioning and complete internal administration and management system, and
- Development of provincial facilities to service educators and the public.

R. Brijraj
SACE CEO

Official sign-off:

It is hereby certified that this Strategic Plan, was developed by **The South African Council for Educators** under the guidance of **The Department of Basic Education and Council Structures**.

The Strategic Plan accurately reflects the performance targets which **The South African Council for Educators** will endeavour to achieve given the resources made available in the budgets for **2015– 2020**.

APPROVED BY:

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1. Vision

Our vision is 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.

2. Mission

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

3. Values

CORE VALUES/PRINCIPLES- THE SOUTH AFRICAN COUNCIL FOR EDUCATORS	
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.

4. Legislative and other mandates

4.1. Legislative mandates

4.1.1 ***No 31 of South African Council for Educators Act; 2000***

Is formulated:

To provide for the continued existence of the South African Council for Educators, to provide for composition of Council, to provide for the functions of the said council, to register educators, to promote professional development and to enforce compliance with the Code of Professional Ethics, and the rules and the regulations for incidental matters thereto.

4.1.2 ***No 15 of 2011: the Basic Education laws Amendment Act (BELA ACT)***

Is formulated:

- To provide for the management of Continuing Professional Teacher Development(CPTD)system, and
- To enable state funds as an additional revenue source.

4.1.3 **Employment of Educators Act (1998)**

The Employment of Educators Act 1998 Section 15 (2) directs that if the name of an Educator is struck off the register of educators kept by The South African Council for Educators, the Educator shall, notwithstanding anything to the contrary contained in this Act, be deemed to have resigned with effect from the day following immediately after the day on which the Educators name was struck off.

South African Council for Educators (SACE) Act (31 of 2000)

The SACE Act no 31 of 2000 Section 26 (2) directs that in each case where steps were taken against any educator under Section 24 (2), other than the cautioning or reprimanding of the Educator, the Employer shall furnish The South African Council for Educators with the record of the proceedings at the inquiry and all other documents relating thereto.

4.2 Policy Mandates

- Section 5(b) of the SACE Act no.31 of 2000 as amended by the BELA Act (2011) affirms SACE's functions as:
 - Promoting the image and status of the teaching profession;
 - Managing a system for Continuing Professional Development (CPTD) for all teachers in schools;
 - Developing Professional Development Policy;
 - Producing a professional journal; and
 - Playing an advisory role; on teacher professionalism.
- Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) 2011 guides:
 - Roles of stakeholders pertaining to CPTD
- NQF Act – 2009 provides for:
 - Professional Bodies Recognition / Professional Designations
- National Development Plan: Vision 2030 (2012) acknowledges:
 - SACE as key role player in continuing professional development of teachers and the promotion of professional standards.

4.3 Relevant Court Rulings

Not applicable

4.4 Planned Policy initiatives

Refinement of SACE's roles as per Council's strategic planning session to embrace national education priorities.

5. Situational analysis

PERFORMANCE ENVIRONMENT

5.1 It has been observed in different interactions (e.g. Portfolio committees, South African human Rights Commissions(SAHRC), National Education Collaboration Trust (NECT), Human Resource Development Commission(HRDC),the Minister, the DG, unions, and Council) that SACE must focus more on professional development and research for the purpose of enhancing teacher professionalism.

Council has also been advised to gear up to handle the endorsement requests for CPTD, promote ethics and to regularize dialogue with interested and affected parties. The SACE register needs to be categorised, updated and all qualifications verified. A more rigorous screening regime and fraud prevention strategy need to be put in place.

SACE has to confront the question: How can SACE be adjusted organizationally to cope with changing circumstances in the educational environment.

It is for this reason that SACE has to expand its planning and policy capability to provide conclusive advice to the Minister.

To these ends:

SACE has appointed evaluators and would be setting up teams of professionals that would ensure that all provider activities are evaluated and endorsed as speedily as possible, so as to ensure that CPTD is fast- tracked. SACE will also train and utilize experienced professionals to serve as investigators, prosecutors, panellists and presiding officers so as to process, complaints in a three months cycle.

Continuous communication with all relevant stakeholders, Parents, teachers, learners, unions is encouraged. This is to ensure that the school community; made aware of the code of Ethics and professional standards.

SACE also promotes the government's commitment to raising the status of teachers in society through better in-service training. Hence SACE contributes to output 1 of the Delivery Agreement. The SACE register must be updated kept current and provide reliable data for improvement of the profession.

ORGANIZATIONAL ENVIRONMENT

5.2 In assessing its state, SACE reviewed its policies, structure, capacity and systems:

- **Policies:** Operations of divisions are to be streamlined;
- **Structure:** SACE to acquire its own premises and eight provincial offices;
- **Capacity:** SACE to enlarge key departments e.g. Ethics and Research; and

- **Systems:** SACE to develop and implement electronic methodologies.

The policies are falling in line with what the organization wants to achieve. The organization is resourced through educator levies and an annual grant facilitated by the Department of Basic Education (DBE). SACE personnel receive ongoing development. Our core values, of service orientation, quality, openness, transparency and professionalism permeate all our functions.

STRATEGIC PLAN PROCESS

SACE Management together with the Executive Committee met on the 21st August 2014 to review its medium term strategic direction which was adopted by Council prior to submission to the Accounting Authority. The Executive Committee and management met again on the 17 March 2015 to review the same document taking into account latest inputs from the Accounting Authority and latest Council decisions. This revised strategic plan was adopted by the Council on the 18th March 2015.

6. STRATEGIC OUTCOME ORIENTED GOALS

1. Strategic outcome oriented goal	Maintain an updated register of all qualified educators, sub registers of special categories, and issue relevant different certificates.
Goal statement	An up to date register and sub registers that provide data for improvement of the profession.
2. Strategic outcome oriented goal	Set and maintain ethical standards and process complaints.
Goal statement	Develop and implement intervention strategies for the profession to minimize the breach of the code.
3.Strategic outcome oriented goal	Improved participation in Continuing Professional Development that contributes to quality teaching and learning.
Goal statement	Educators participate in quality endorsed Professional activities over a three-year CPTD system cycle.
3.1 Strategic outcome oriented goal	Improved research production to advise and inform the teaching profession.
Goal statement	Increased research capacity to produce relevant professional research that is based on the SACE research agenda and national priorities.
3.2 Strategic outcome oriented goal	Enhance teacher professionalization.
Goal statement	IPET and CPTD professional standards are set and implemented. Teacher professional designations are registered.

PART B: STRATEGIC OBJECTIVES

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1. REGISTRATION

Strategic Goal 1: Maintain an updated register of all qualified educators sub registers of special categories, and issue relevant certificates

Strategic objective 1	To register all qualifying educators who apply for registration.
Objective statement	To register unregistered practising and newly qualified educators in the country, and special categories of educators. Verify qualifications and Vet applications.
	Number of educators to be registered in the reporting period: 20 000 per annum (or 80% of applications received to be processed within 7 working days).
	Number of registrations to be updated in the reporting period: 30 000 per annum or 80% of applications received to be processed within 7 working days).
	Number of qualifications to be vetted and verified – registered educators per annum and 50 000 or 80% of new registrations (i.e. all new applications)
Justification	This objective will reduce the number of unregistered educators, professionalize the sector, enhance the status of the teaching profession, and ensure good standing.
Links	This objective will contribute to the provision of quality education by appropriately registered educators.

Strategic objectives

Strategic Objective	To register all qualifying educators who apply for registration.
Objective statement	An up -to- date register and sub-register that provide data for the improvement of the profession.
Strategic indicator	Cleaned –up, validated and categorized register.
Five year target	100%

1.2 RESOURCE CONSIDERATIONS

Financial Performance data (In thousands of rands)	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
	Audited	Budget	Medium term				
Registration of Educators	296	1,500	1,500	1,500	2,500	2,600	2,600

1.3 RISK MANAGEMENT

Strategic Risk	Description	Plan
Inaccurate data base reliability	Incomplete/inaccurate information per educator	3 year funded plan of action to update register
Registration delay	Long periods to process registration requests	Office to gear-up for a 7 working day turn-around plan.
Categorized registration	All registration mixed up in one register, preventing analysis for developmental purposes.	Re-group registration data, re-design application forms within the next period, and issue differentiated certificates.
Verify qualifications and standing	Unqualified or undesirable teaching personnel.	Modular assignments to clean up data base, verify qualifications and vet all new applicants and practicing educators (80% of new and 25% of practicing p.a.)

2. LEGAL AND ETHICS

Strategic Goal: Set and maintain ethical standards

Strategic objective 1.1	Set and maintain ethical standards and process complaints.
Objective statement	To reduce the number of violations of the code of ethics.
Baseline	Number of violations of the code: 720 complaints per annum
	Number of educators and stakeholders to be apprised of the code of professional ethics:15 000 per annum
	The number of concluded cases as measured against the number of cases received for the year at 80%.
Justification	This objective will contribute to raising the status of the teaching profession.
Links	This objective will contribute to the provision of professional service.

Strategic objectives:

Strategic Objective	Set and maintain ethical standards and process complaints.
Objective statement	Facilitate and implement intervention strategies for the profession to minimize the breach of the Code.
Strategic indicator	Revised code and outreach programmes.
Five year target	100%

2.2 RESOURCE CONSIDERATIONS

**Financial Performance data
(In thousands of rands)**

Code of Ethics

2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Audited	Budget	Medium term				
666	2,000	2,000	2,500	3,200	3,700	3,770

2.3 RISK MANAGEMENT

Strategic Risk	Description	Plan
Poor Outreach	Lack of sufficient outreach and communication programs to conscientise educators, parents and school communities resulting in more breaches of the Code.	Planned outreach programmes, and communications projects, including publications, road shows, together with the communications and advocacy division, as part of SACE general outreach and increased allocation of budget.
Case Management	Slow turnaround time for cases resulting in loss of confidence in SACE to curb abuse.	Upgrade strategy to fast-track resolution of complaints within a 3 month cycle. Council to consider one month cycle practicalities. Increase pool of resource persons / officials.

3. PROFESSIONAL DEVELOPMENT

3.1 PROGRAMME 1 CPTD MANAGEMENT SYSTEM

Strategic objective: To promote career-long quality continuing professional development for all school-based educators

Strategic Goal: Improved participation in continuing professional development that contributes to quality teaching and learning

Strategic Objective	To promote career-long quality continuing professional development for all school-based educators
Objective Statement	To approve providers and endorse professional development activities that contributes to improving educators' professional competence.
Indicators	Number of approved providers Number of endorsed professional development activities/programmes Number of educators orientated and signed-up for participation in the CPTD management system Number of signed-up principals, deputy principals, and HOD's and educators undertaking PD activities / programmes
Baseline	Number of SACE signed-up educators participating in the CPTD management system: 40% of the principals, deputy principals and HODs. Number of endorsed professional development activities: 80% of the submitted applications.
Five Year Target	85% of the signed-up educators participate in the CPTD Management System
Links	DBE's Output no.1 in the Framework of Delivery Agreement Outputs and MSTF Sub-Outputs, Integrated Strategic Planning Framework, National Policy Framework on Teacher Education and Development

3.1.2 RESOURCE CONSIDERATIONS

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Financial Performance data (in thousands of rands)	Audited	Budget	Medium term				
CPTD Management System	10,385	13,188	0	0	0	0	0

3.1.3 RISK MANAGEMENT

Strategic Risk	Description	Plan
Funding	Late funding from the DBE affecting programme performance and achievement of goals	Processes underway to include the CPTD Management System budget in the DBE's MTEF Bid processes.
Lack of budget allocation by some of the Provincial Education Departments	Inadequate CPTD system implementation in provinces due to lack of specific budget for CPTD.	Engage the HOD's and HEDCOM.
Low participation rate in the CPTD management system by the educators	The majority of educators failing to report on their participation in the CPTD management system.	Increased levels of advocacy and communication and refresher sessions for the Heads of Department, Principals and Deputy Principals

3.2 PROGRAMME 2: PROFESSIONAL STANDARDS

3.2.1 Strategic objectives: To enhance teacher preparation and professional practice

Strategic Goal: Enhanced teacher professionalization

Strategic Objective	To enhance teacher preparation and professional practice
Objective Statement	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
Indicators	Set and implement professional standards Number of newly qualified educators being awarded the professional designation status
Baseline	Educators subscribing to requirements.
Five Year Target	70% of the educators practice in line with the approved professional standards
Links	NDP, NQF Act

3.2.2 RESOURCE CONSIDERATIONS

Financial Performance data (In thousands of rands)	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
	Audited	Budget	Medium term				
Professional Standards	0,000	0,000	1,000	1,000	2,300	2,300	2,300

3.2.3 RISK MANAGEMENT

Strategic Risk	Description	Plan
Buy-in	Lack of buy-in from the teachers and higher education sector.	Evidence-based research on professional standards and extensive consultative process.
Capacity to monitor implementation	Lack of human resources to monitor the implementation of the professional standards.	Professional standards research to include comprehensive resource implications for implementing the professional standards. Motivation for additional staff once the standards are approved for implementation.

3.3 PROGRAMME 3: PROFESSIONAL RESEARCH

3.3.1 Strategic objectives: To influence national policy and initiatives through evidence-based research and advice

Strategic Goal: Improved Research Production to advice and inform the teaching profession.

Strategic Objective	To influence national policy and initiatives through quality evidence-based research and advice
Objective Statement	Use the data, information and research to inform policy decisions and advice to the Minister, Council and the teaching profession as a whole.
Indicators	<ul style="list-style-type: none"> • Number of research and statistical reports produced in line with the SACE research agenda and national priorities • Number of professional magazine/journal produced
Baseline	Number of research reports: 5
Five Year Target	60% of the produced research is utilised to inform policy and advice the Minister, Council and the teaching profession

3.3.2 RESOURCE CONSIDERATIONS

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Financial Performance data (In thousands of rands)	Audited	Budget	Medium term				
Research and Advisory	73	2,000	2,000	1,500	3,000	2,000	2,200

3.3.3 RISK MANAGEMENT

Strategic Risk	Description	Plan
Capacity	Inadequate capacity to produce adequate research	Establish pool of researchers and research interns.
SACE Research Agenda	The SACE research agenda and priorities not understood by many stakeholders	Advocacy and communication plans to make the research agenda known widely. Complement national agenda.
Levels of research utilisation	Produced research and advice not being utilised internally and externally	Produce relevant research and disseminate final research findings extensively through different mechanisms and monitor uptake of recommendations.

PART C:

LINKS TO OTHER PLANS

DELIVERY INFRASTRUCTURE

The Council is in a process to purchase its own administrative building during the MTEF period. The Council is also planning to establish provincial offices in 8 provinces excluding Gauteng during this five year period. The head office situated in Centurion will service the entire country and Gauteng.

The establishment of provincial offices will service the following:

- Deliver full mandatory functions under the control of the head-office;
- Taking service to the public;
- Availing local presence and improve awareness of Council's roles.

The Council will increase its subscriptions to enable this plan and to improve delivery of mandatory functions.