



2023/24 ANNUAL PERFORMANCE PLAN PRESENTATION TO THE PORTFOLIO COMMITTEE ON BASIC EDUCATION

28 MARCH 2023



**GREETINGS FROM THE
HOME OF THE TEACHING
PROFESSION**

WELCOME TO THE HOME OF THE TEACHING PROFESSION

SERVICE ORIENTED
QUALITY
RESPECT
DIGNITY

PRESENTATION OUTLINE

PART A

- GENERAL INFORMATION

PART B

- 2020-2025 STRATEGIC PLAN MID-TERM REVIEW REPORT

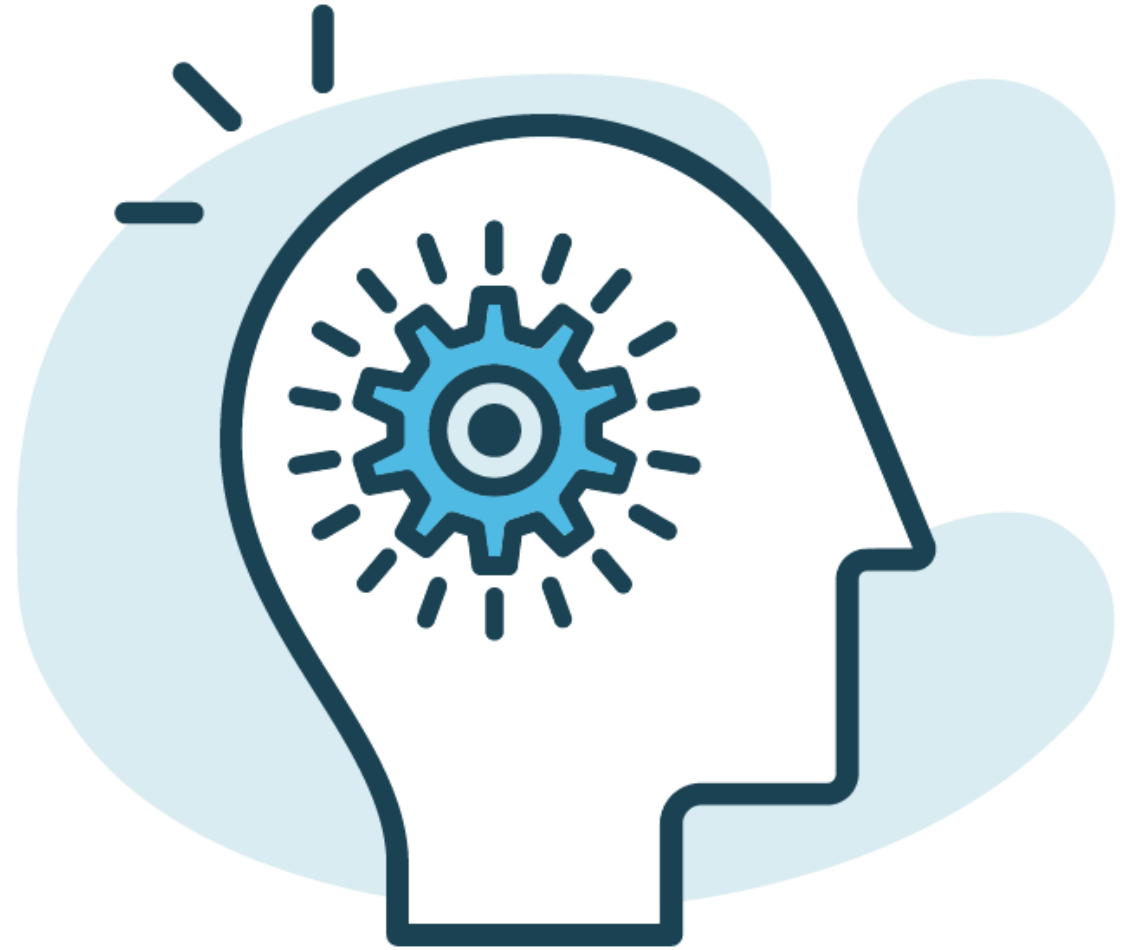
PART C

- 2023/24 ANNUAL PERFORMANCE PLAN
 - Performance Information
 - Financial Information

PURPOSE OF THE PRESENTATION

- To table the Council and Executive Authority approved:
 - 2023/24 Annual Performance Plan (APP) and Budget;
 - 2020-2025 Strategic Plan Mid-Term Review Report and;
- To outline the pre-determined objectives that are aligned to the SACE mandate and the budget programme structure.

PART A: GENERAL INFORMATION



**General
information**

FOUNDING LEGISLATIVE AND POLICY ENVIRONMENT

SACE ACT NO.31 OF 2000 (Enabling / Founding Legislation)

The objects of the SACE Act are:

- (a) to **provide** for the **registration** of educators;
- (b) to **promote** the **professional development** of educators; and
- (c) to **set, maintain and protect ethical and professional standards** for educators, by means of the functioning of the council.



Regulatory Policy Instruments flowing from the SACE Act to protect and uphold the Ethical and Professional Teaching Standards, as well as lifelong learning through quality and fit-for-purpose Continuing Professional Development.

SUPPORTING LEGISLATIVE AND POLICY ENVIRONMENT...

- National Development Plan: Vision 2030 (**2012**)
- NQF Act (**2008**), as amended
- Employment of Educators Act
- National Policy Framework of Teacher Education and Development in South Africa – More teachers, Quality Teacher (**2007**)
- Integrated Strategic Planning Framework on Teacher Education and Development in South Africa (**2011**)
- Professional Development Framework on Digital Learning (**Undated**)
- Policy on Minimum Requirements for Teacher Education Qualifications (**2016**)
- Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators (**2017**)
- Council-Approved Teacher Professionalisation Path (**2018**)
- SACE Draft Code of Professional Ethics for Student Teachers (**2022**)

SOME INTERNATIONAL / CONTINENTAL FRAMEWORKS

- Sustainable Development Goal No. 4
- Africa Agenda 2063 and CESA
- Continental Framework of Standards and Competences for the Teaching Profession;
- Continental Teacher Qualification Framework;
- Teacher Support and Motivation Framework for Africa;
- Global/Continental Annual Teacher Prize; and
- Continental Teacher Mobility Protocol
- ILO/UNESCO Recommendation Concerning the Status of Teachers, 05 Oct 1966
- EI/UNESCO Global Framework of Professional Teaching Standards
- 2021 Rewired Global Declaration on Connectivity in Education
- 21st Century Skills / Competencies of the Future
- The 2022 United Nations Transforming Education Summit **Actions Tracks**

VISION-2025

*Inspiring a
Credible
Teaching
Profession*

MISSION

To protect the integrity of the teaching profession through the maintenance of the professional and ethical standards.

VALUES OF THE TEACHING PROFESSION

Being a professional teacher in the South African teaching profession.

Professional and Organisational Identity – values, disposition, nature



Values-based organisation and profession – as essential component of professional and organisational culture and commitment

SACE LEGISTIVE MANDATE DELIVERY ENVIRONMENT

**SACE – The Only
Statutory Teaching
Council**

**480 000
Educators
Office / Schools**

**Department of Basic Education
9 Provincial Education
Departments
73 Education Districts
25 000 Institutions**

**3 Teacher Employers
9 x Provincial Education
Departments
School Governing Bodies
Independent Schools**

**24 Public and 14 Private
Higher Education
Institutions**

**3 Quality Councils
UMALUSI
Council on Higher Education
Quality Council for Trades
Occupations**

**12 000 TVET College
Lecturers
CET College Lectures**

**Teacher Qualifications
DHET
CHE
SAQA**

PART B: STRATEGIC PLAN MID-TERM REVIEW 2020- 2025



PROGRESS TOWARDS THE ACHIEVEMENT OF 2020-2025 STRATEGIC PLAN OUTCOMES



- A Mid-term Assessment Report provides information about progress on implementing the institution's Strategic Plan after the first two and a half financial years of implementation, with particular reference to the delivery of outcomes in relation to government priorities.
- SACE has a total of five (5) outcomes that must be reported against the strategic plan (**See the next slide**)

THE SACE 2020-2025 OUTCOMES TO SUPPORT THE PROGRAMMES

MTSF PRIORITY 3: Education, Skills and Health

01

Efficient and
effective
governance



02

Fit-to-practice-
registered
educators and
lecturers



03

Maintained
ethical
standards



04

Improved
teacher
competence



05

Improved
teacher
professionalism



Flowing from the Strategic Plan Mid-Term Review, the tables in the next five slides depict SACE's progress to date in achieving the 2020-2025 strategic plan outcomes which are reflected in the previous slide.



South African Council of Educators

2020-2025
STRATEGIC PLAN
MID-TERM
PROGRESS REPORT

Outcome	Outcome Indicator	2020 – 2025 Five-Year Target	Actual achievement as at 30 September 2022	Data Sources	Improvements required for the remainder of the planning period
Efficient and effective governance	Percentage of internal and external audit recommendations implemented	100%	78%	Audit findings	<p>Set firm timelines for the implementation of audit recommendations.</p> <p>Assign the A-Z responsibility for the implementation of audit recommendations.</p> <p>Strengthen monitoring and feedback mechanisms for the implementation of audit recommendations.</p>



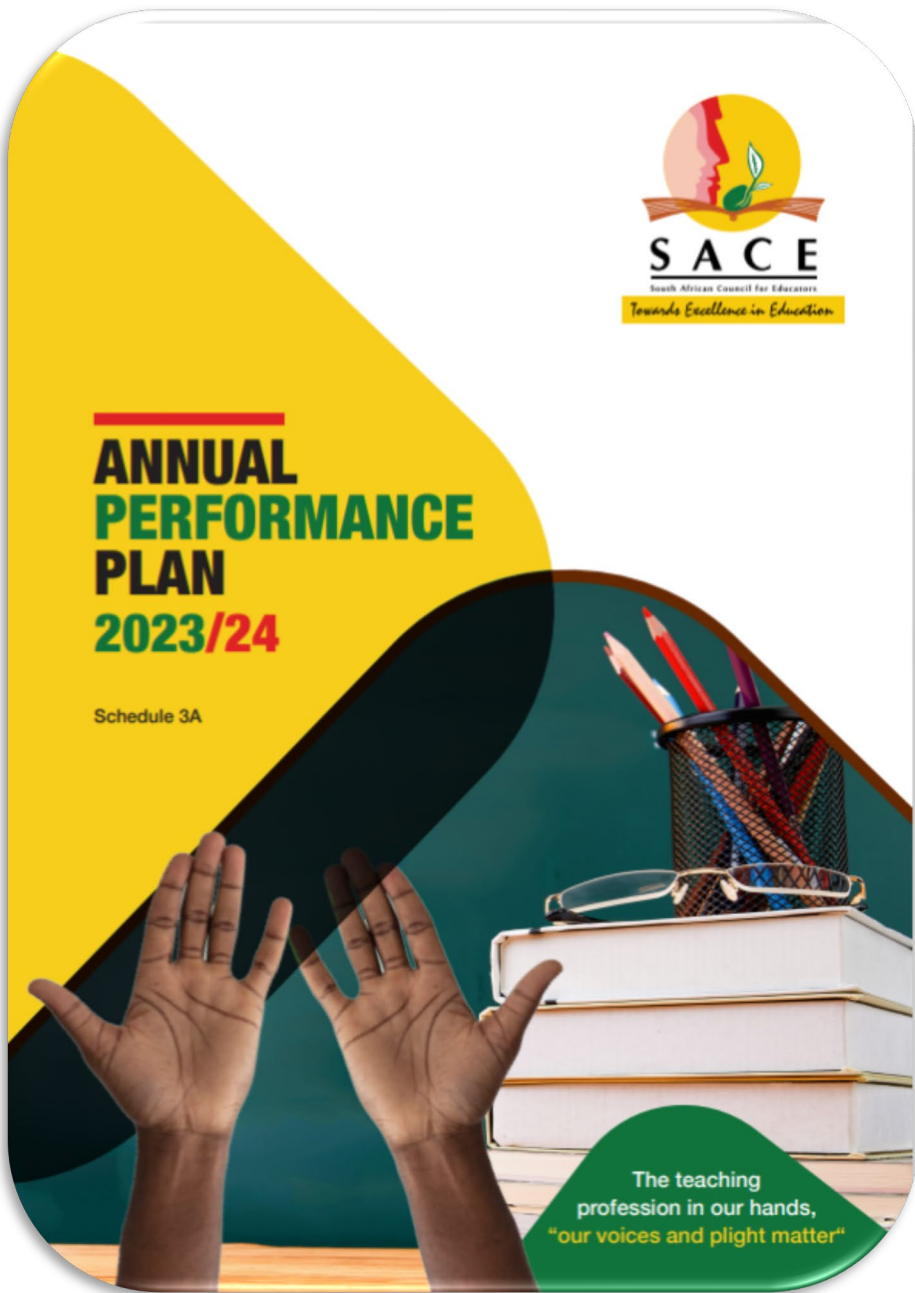
Outcome	Outcome Indicator	2020 – 2025 Five-Year Target	Actual achievement as at 30 September 2022	Data Sources	Improvements required for the remainder of the planning period
Fit-to-practice registered educators and lecturers	Percentage of educators and lecturers screened for fitness-to-practice	100%	87.3%	Register of walk-ins and print out of all applications	<p>Increased awareness and education on the requirements to be considered as fit-to-practice.</p> <p>Strengthening of working relationships with key role players such as SAQA, SAPS and Home affairs to strengthen the process of screening teachers.</p> <p>Improved collaboration with HEIs to enable provisional registration of student teachers</p> <p>Promotion of the use of the online platform for professional registration.</p>

Outcome	Outcome Indicator	2020 – 2025 Five-Year Target	Actual achievement as at 30 September 2022	Data Sources	Improvements required for the remainder of the planning period
Maintained ethical standards	Number of educators who adhered to the code of professional ethics	400 000	596 896	Register of fit-to-practice educators and lecturers	<p>Employ and optimise the use of virtual disciplinary hearing sessions.</p> <p>Increase the use of external investigators and panellists to deal with cases of alleged misconduct.</p> <p>Promote improved ethical conduct among educators.</p>



Outcome	Outcome Indicator	2020 – 2025 Five-Year Target	Actual achievement as at 30 September 2022	Data Sources	Improvements required for the remainder of the planning period
Improved teacher competence	Percentage of educators participating in professional development activities	80% (100 187.5)	91.2% (91 413)	Database of signed up educators	Target is over-achieved. However, we will continue to promote the value of CPTD points for educators, particularly in rural areas and among School Management Teams.

Outcome	Outcome Indicator	2020 – 2025 Five-Year Target	Actual achievement as at 30 September 2022	Data Sources	Improvements required for the remainder of the planning period
Improved teacher professionalisation	Strengthened teacher education and development continuum	Implemented teacher professionalisation path	Eight focus areas were planned for the 2020-2025 financial years. Various methods and processes have been used to implement some of the focus areas. The Council has not yet developed the policies and frameworks that guide the implementation of this programme.	Professional teaching standards SACE annual report	Development of policies and frameworks in order to implement the path. A monthly monitoring tool will be developed to monitor the process.
PROFESSIONAL TEACHING IN OUR HANDS					



PART C: ANNUAL PERFORMANCE PLAN 2023/24

UPDATED SITUATIONAL ANALYSIS



AMONGST OTHERS, THE 2023/24 APP WILL FOCUS ON THE FOLLOWING:

Professional Registration

- Provisional registration of student teachers.
- Registration of Newly qualified educators who are fit to practise
- Registration of more ECD practitioners and people in special categories.

Professional Development

- Quality Management of the provisioning of fit-for-purpose SACE endorsed professional development activities by the SACE approved providers;
- Mandatory reporting to SACE, teachers' participation in endorsed professional development activities and programmes by the selected providers .
- Support of educators on professional matter.

Ethical Standards

- Old and new investigations
- Old and new Disciplinary Hearings
- Enforcement through sanctioning

THE EXTERNAL AND INTERNAL ENVIRONMENT

Updated Key Strategic Risks

The 2023/24 Strategic Risk Register (SRR) has a total of seventeen (17) strategic risks, with the top ten (10) being reported on, in line with the 2023/24 APP.

The maintained ethical standards outcome has turnaround time in finalising the cases and financial resources as some of the key risks likely to impact on the finalisation of the reported cases.

SWOT Analysis

Financial constraints – limited budget to deliver more service in 2023/2024.

Thus, the presentation of the APP and its reduced targets should be understood with the context of inadequate financial resources. Hence the presentation of the budget (financial information) prior to the APP performance information.

Strengthening online registration turnaround time through more education, advocacy and communication.

PESTEL Analysis

Impact of load shedding, on the SACE provincial offices and teachers' reporting to SACE, their participation in the CPTD system.

The country's economical situation and the high inflation rate have an impact on the extent to which SACE can increase monthly levies.

The increasing rate of school-based violence contributes to not secure and unsafe teaching and learning environment.

The perpetual corporal punishment and sexual misconduct cases continue to dent the image and standing of the teaching profession



FINANCIAL INFORMATION

MTEF PROJECTIONS TO 2026

2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Audited	Audited	Audited	Budget	Medium-term		

Financial Performance in R,000

Revenue	112 009	104 284	118 610	122 978	113 109	114 944	115 680
registration fees	7 934	7 451	9 645	8 000	5 000	5 000	5 000
Subscription fees	77 731	79 465	81 193	90 110	88 110	88 110	88 110
Reinstatement fee			3 736	1 000	0	1 000	1 000
Reprint of certificates	2 037	1 764	2 307	2 000	1 500	1 500	1 500
Interest receivable	4 629	2 003	1 678	2 800	2 400	2 400	2 400
CPTD subsidy	18 833	12 951	18 908	18 368	15 599	16 434	17 170
Sundry income	845	650	1 143	700	500	500	500
Expenditure	106 825	88 230	115 275	122 978	113 109	114 944	115 680
Administration	59 606	55 654	71 669	71 163	67 319	65 586	65 586
Research	3 669	1 808	2 608	2 986	2 782	2 748	2 748
Professional Development	25 087	15 953	22 392	26 750	23 912	25 655	26 391
Registration	7 263	5 083	6 089	6 530	6 382	7 059	7 196
Code of Ethics	11 200	7 889	10 342	12 658	10 191	10 811	10 674
Teacher proffessionalization	0	1 843	2 175	2 891	2 523	3 085	3 085
surplus / deficit	5 184	16 054	3 335	0	0	0	0

DETAILED BUDGET 2023/24

INCOME

Registration fees
Subscription fees
Reprints of certificates
Interest receivable
CPTD Subsidy
Sundry income

Note	113 109 000
1	5 000 000
2	88 110 000
	1 500 000
3	2 400 000
4	15 599 000
	500 000

OPERATIONAL EXPENDITURE

Advertising
Audit fees
Bank charges
Compensation commissioner
Cleaning of buildings
Consultation fees
Depreciation
Insurance
Legal cost
Postage
Printing and Stationery
Repairs & maintenance
M/vehicle running cost
Salaries
Security services
Staff development
Sundry expenses
Telephone
TRAVEL & ACCOMMODATION
Rates, Water and Electricity
DATABASE DEV/ MAINTENANCE

	113 109 000
	500 000
5	550 000
	800 000
6	200 000
7	500 000
8	500 000
9	4 000 000
10	550 000
11	1 000 000
	60 000
	600 000
12	500 000
	100 000
13	69 875 000
	1 500 000
	300 000
	50 000
	900 000
14	1 525 000
	3 500 000
	4 000 000

CODE OF CONDUCT

REGISTRATION OF EDUC

PROFESSIONAL DEVELOPMENT

CPTD

TEACHER PROFESSIONALIZATION

RESEARCH

PUBLICITY AND COMMUNICATION

INTERNATIONAL RELATIONS

CAPITAL EXPENDITURE

RESERVE FUND

Budget surplus/ Deficit

15	2 000 000
16	1 000 000
	0
17	15 599 000
	500 000
18	1 000 000
	1 000 000
	500 000
	0
	0



0

NOTES

- The council projects a decline in revenue from the current year in line with guaranteed income
- Subscription fees are unstable and therefore conservatively projected
- Reduction of CPTD government subsidy
- The revenue is projected to be constant over the MTEF
- The council is encountering budget pressure against economic difficulties
- Increase in fixed costs affect the reduction of mandatory function budget
- Council has a standing decision to review its funding on an annual basis
- The process is underway to review funding with the view of improving the service delivery

NOTES CONT...

- The delay was caused by amongst other factors the public sector bargaining
- Stringent Cost cutting measures being implemented
- There is a projected decrease in operation except due to a pressurised budget
- Council will be operating the Western Cape provincial office in the first quarter while the feasibility study and operation of the Northern Cape office will be concluded with the improved funding under consideration
- Council will conclude job evaluation in the first quarter of 2023/24
- This together with the funding review will improve the service delivery
- The reviewed funding will influence the MTEF budget

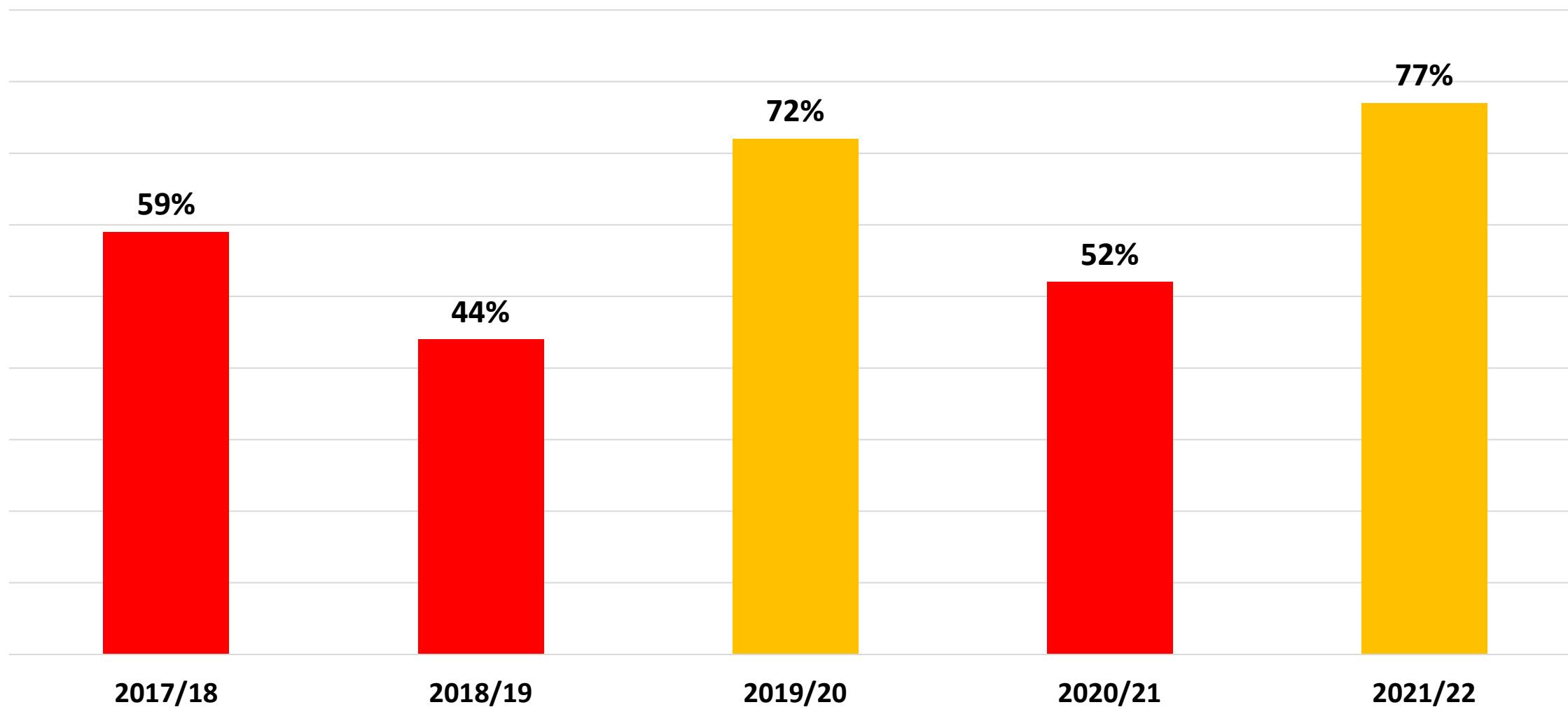
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PERFORMANCE INFORMATION

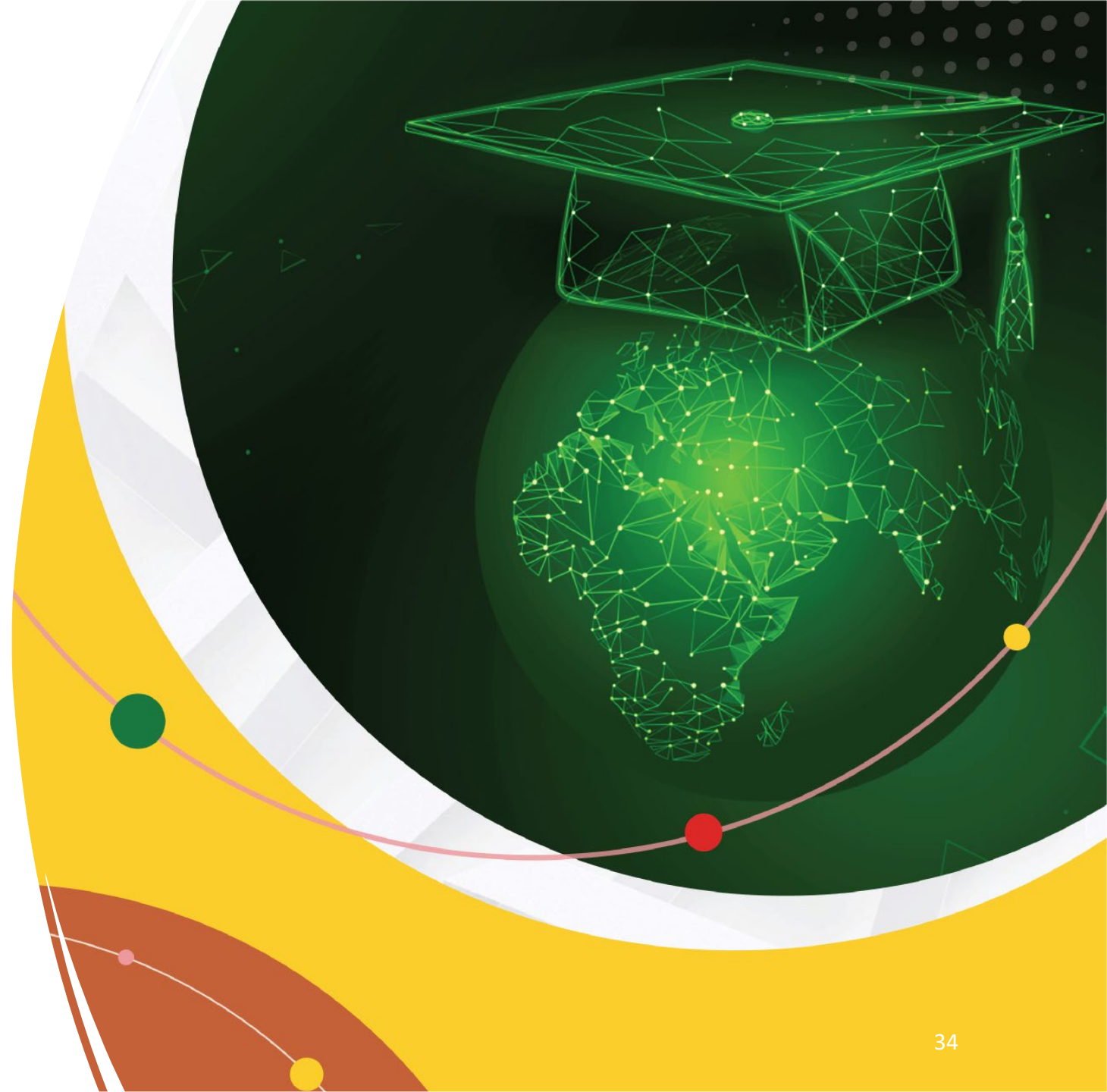
PROGRAMME BUDGET STRUCTURE

Programme	Sub-programmes
1. Administration	1.1 Executive and Governance 1.2 Planning, Monitoring & Evaluation and Reporting 1.3 Corporate Services 1.4 Communication and Stakeholder Relations 1.5 Financial Management 1.6 Information and Communication Technology
2. Professional Registration	
3. Ethical Standards	
4. Professional Development	
5. Professional Teaching Standards	
6. Research	

YEAR-ON-YEAR PERFORMANCE TREND



PROGRAMME 1 ADMINISTRATION



PROGRAMME 1: ADMINISTRATION

- **Purpose of the Programme:**
 - The purpose of this programme is to implement and manage the policy directives and priorities of the Council to ensure the functional proficiency of SACE through appropriate support services.
- **Outcome:**
- Efficient and effective governance
- **Sub-Programmes**
 - Executive and Governance
 - Planning, Monitoring & Evaluation and Reporting
 - Corporate Services
 - Communication and Stakeholder Relations
 - Financial Management
 - Information and Communication Technology

PROGRAMME 1: ADMINISTRATION (1/3)

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Efficient and effective governance	Council and EXCO meeting convened	1.1.1. Number of Council and EXCO meetings convened in a financial year	-	17	17	12	10	10	12
	Compliance with reporting frameworks and guidelines	1.1.2. Number of approved quarterly performance reports submitted to oversight authorities	-	4	4	4	4	4	4
	Improved employee performance	1.1.3. Percentage of employees assessed for performance through performance evaluation development system	-	52%	100%	100%	100%	100%	100%
	Improved employee performance	1.1.4. Percentage of trained employees in a financial year.	-	-	31%	30%	40%	40%	50%

PROGRAMME 1 ADMINISTRATION (2/3)

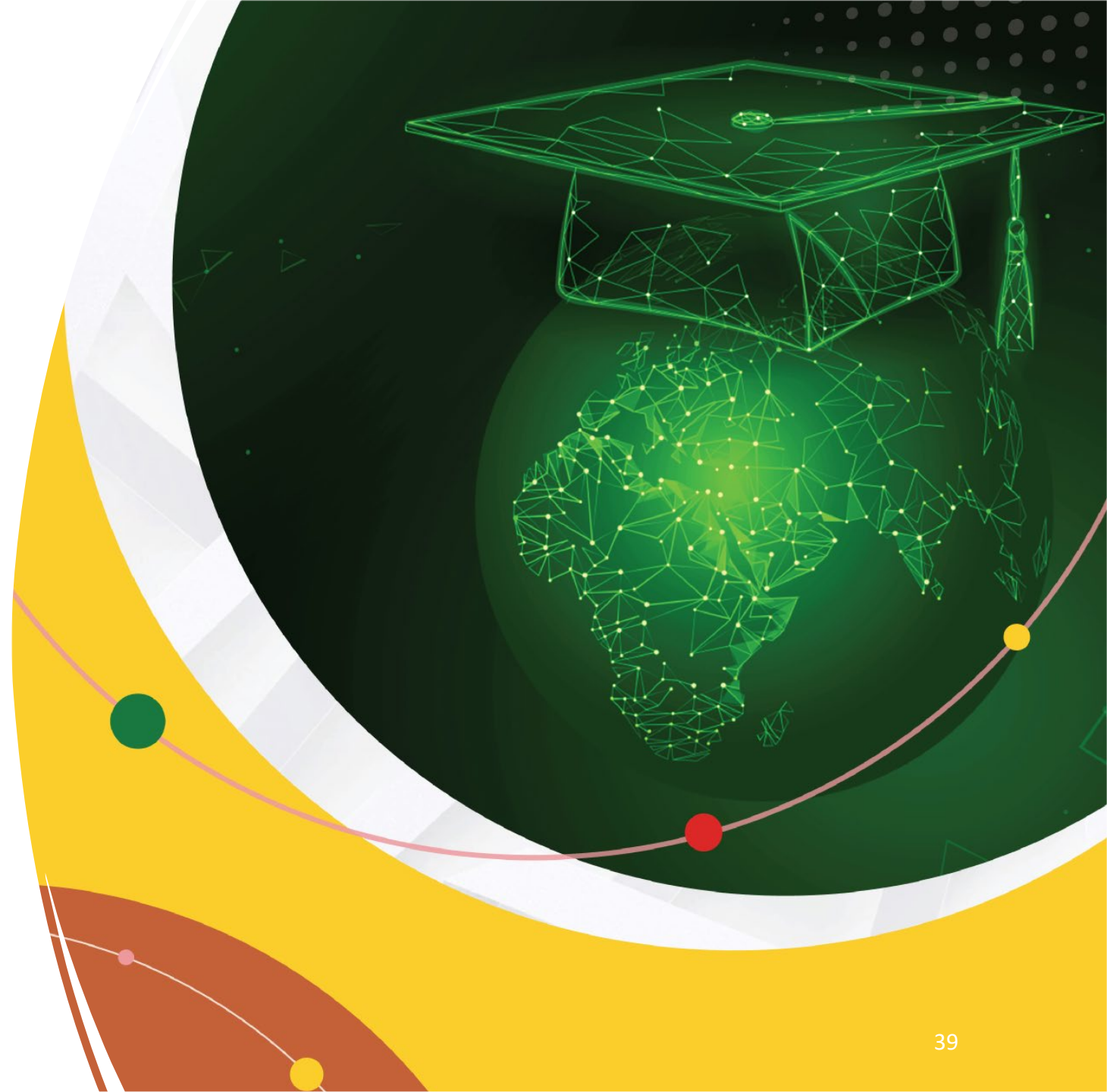
Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Efficient and effective governance	Stakeholder management and engagement	1.1.5 Number of engagements held with stakeholders within a financial year	-	-	-	16	16	16	16
	Eligible creditors paid within 30 days	1.1.6. Percentage of eligible invoices paid within 30 days of receipt.	-	90,9%	91%	100%	100%	100%	100%
	ICT Systems enhanced	1.1.7. Percentage of ICT systems enhanced within a financial year	-	-	40%	60%	50%	50%	50%
PROFESSIONAL TEACHING IN OUR HANDS									

PROGRAMME 1 ADMINISTRATION (3/3)

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.1.1	Number of Council and EXCO meetings convened in a financial year	10	1	3	3	3
1.1.2	Number of approved quarterly performance reports submitted to oversight authorities	4	1	1	1	1
1.1.3	Percentage of employees assessed for performance through performance evaluation development system	100%	-	-	-	100%
1.1.4	Percentage of trained employees in a financial year	40%	20%	-	-	20%
1.1.5	Number of engagements held with stakeholders within a financial year	16	4	4	4	4
1.1.6	Percentage of eligible invoices paid within 30 days of receipt.	100%	100%	100%	100%	100%
1.1.7	Percentage of ICT systems enhanced within a financial year	50%	-	-	-	50%

PROGRAMME 2 PROFESSIONAL REGISTRATION



PROGRAMME 2: PROFESSIONAL REGISTRATION

Purpose of the programme:

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

Outcome:

- Fit-to-Practice Registered Educators

FITNESS-to-PRACTICE IN TERMS OF PROFESSIONAL REGISTRATION MEANS...

- **An Educator / Student Teacher who applied for professional registration MUST:**
 - Have a satisfactory **police clearance against the criminal record check with the SAPS.**
 - Have SAPS clearance certificate provided by the Criminal Record and Crime Scene Management of the South African Police Service and should state whether any criminal offences have been recorded against the applicant in the Republic of South Africa.
 - If an applicant has a criminal record, it is analysed in terms of the **Fit-to-Teach Processes** and where necessary must appear before the **Fit-to-Teach Committee.**
 - Have been screened and cleared against the **Department of Justice and Constitutional Development's National Register of Sexual Offenders.**

FITNESS-to-PRACTICE IN TERMS OF PROFESSIONAL REGISTRATION MEANS...

- An Educator / Student Teacher who applied for professional registration **MUST:**
 - Have been screened and cleared against the Department of Social Development's National Child Protection Register (**Only employers have access**).
 - Screening of the Foreign qualifications' evaluation process as **GENUINE** and **NOT FRAUDULENT**.
 - Have qualifications that have been screened and verified by **SAQA** against the National Learner Record Database and (**Currently not happening due to financial constraints**)

SACE AND UMALUSI MEMORANDUM OF UNDERSTANDING THAT ENSURES, AMONGST OTHERS, THAT ACCREDITATION OF INDEPENDENT SCHOOLS IS LINKED TO SACE REGISTERED TEACHERS AND DATA SHARING.

PROGRAMME 2: PROFESSIONAL REGISTRATION

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Fit-to-practise registered educators and lecturers	Register of fit-to-practise educators in a year	2.1.1. Percentage of eligible fit-to-practise registered educators	31 769	60 285	43 326	100%	100%	100%	100%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.1.1	Percentage of eligible fit-to-practice registered educators	100%	100%	100%	100%	100%

Although Programme 2 Indicator focuses on Qualified Fit-to-Teach/Practice teachers, Council registers the following as well:

Student Teachers

Provisional Registration Status for BEd and PGCE

The status should not be used for employment purposes

Special Category Applicants with Limited Authority to Teach

Conditional Registration Status with some restrictions to a subject / phase / school

Three Stream model.

Focus Schools (Sports, Maritime, Arts, Aviation, Hospitality, Agriculture)

Schools of Specialisation

Schools of Skills

Religious Education

Academically Qualified and Professionally Unqualified practicing teachers

MUST BE studying towards PGCE With Provisional Registration Status which is renewable annually up to a maximum period of Three Years ONLY.

ECD Levels 4 and 5 Diploma in Grade R Teaching BED FP

Educare Qualification – Not for SACE registration nor employment in the Schooling Sector

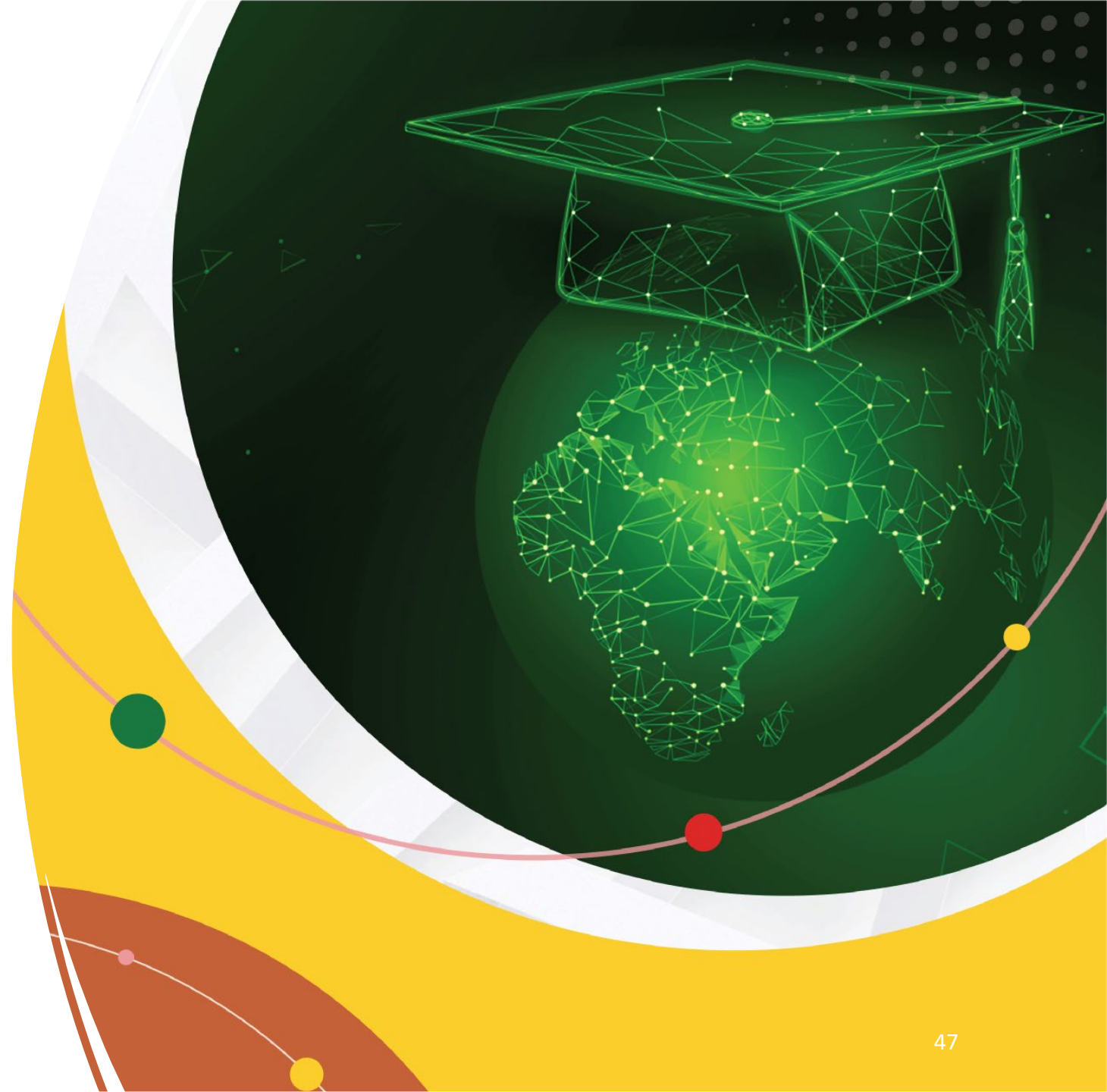
- NQF Level 4 (120 credits **Conditional Registration**) with proof of NQF level 5 registration.
- Proceed to NQF Level 5 (**Special Category**) OR
- Diploma in Grade R Teaching and BED Foundation Phase (**Full Registration**)

ECD NQF Level 5 – Special Category Registration

PROGRAMME 3

ETHICAL

STANTARDS



PROGRAMME 3: ETHICAL STANDARDS

Purpose of the programme:

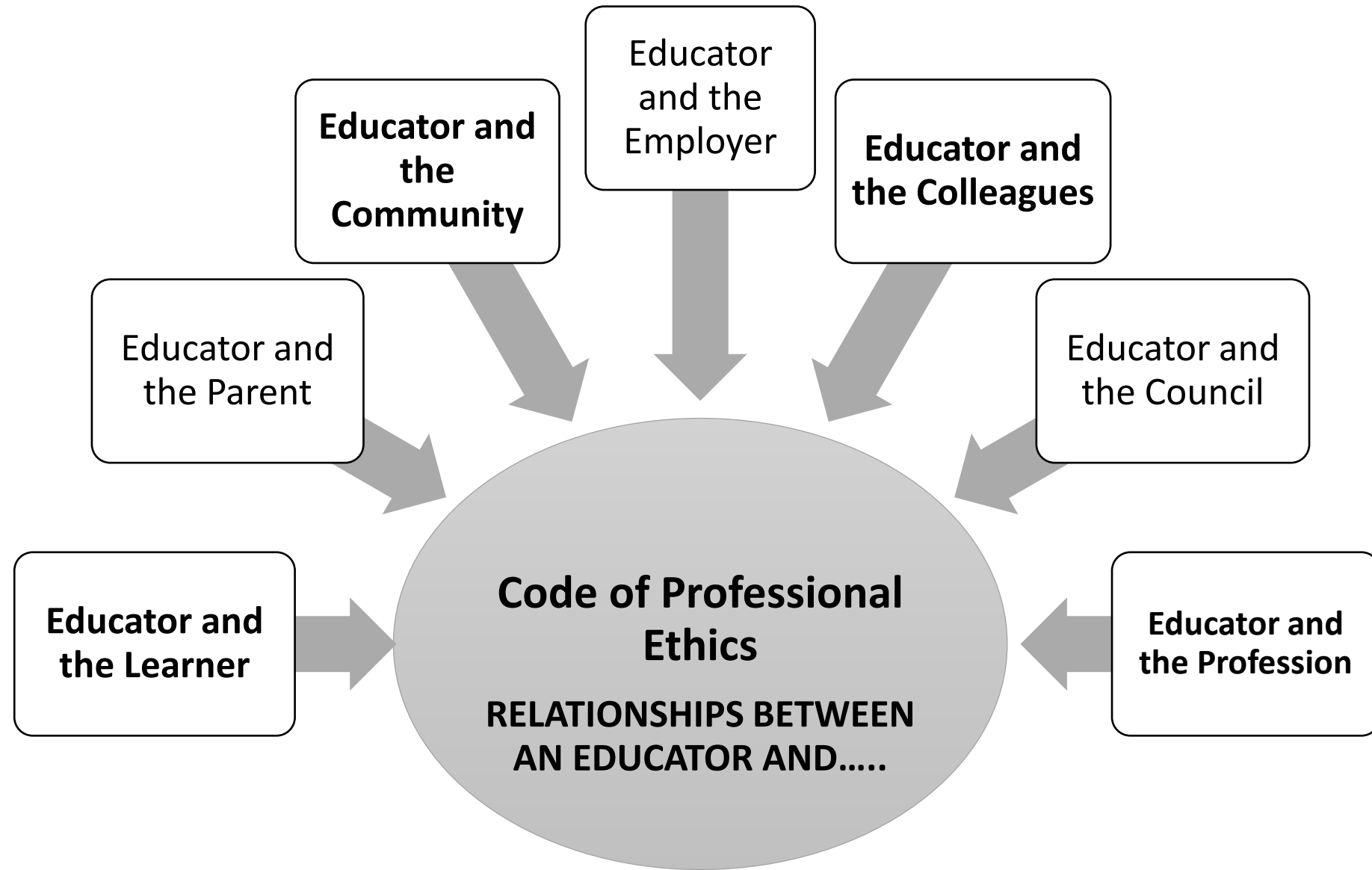
- The purpose of this programme is to promote and maintain ethical standards in the profession

Outcome:

- Maintained Ethical Standards

PREVAILING CHALLENGES

- Operational budget of R2m for 2023/24 for over 900 cases
- Inadequate funds v/s increasing caseload and inevitable case backlogs
- Reduced targets amidst the increasing caseload
- Prioritisation of corporal punishment and sexual misconduct cases in 2023/24
- Possible institutional arrangements and networks to explore strategic and lawful ways of sharing evidence and resources without compromising independence/separation of powers – DBE, 9 Provincial Education Departments, Education Labour Relations Council, School Governing Bodies Associations, and Independent schooling employers.



Reviewal of the all-encompassing Code of Professional Ethics, which also contributes to the increasing caseload.

PROGRAMME 3 : ETHICAL STANDARDS (1/2)

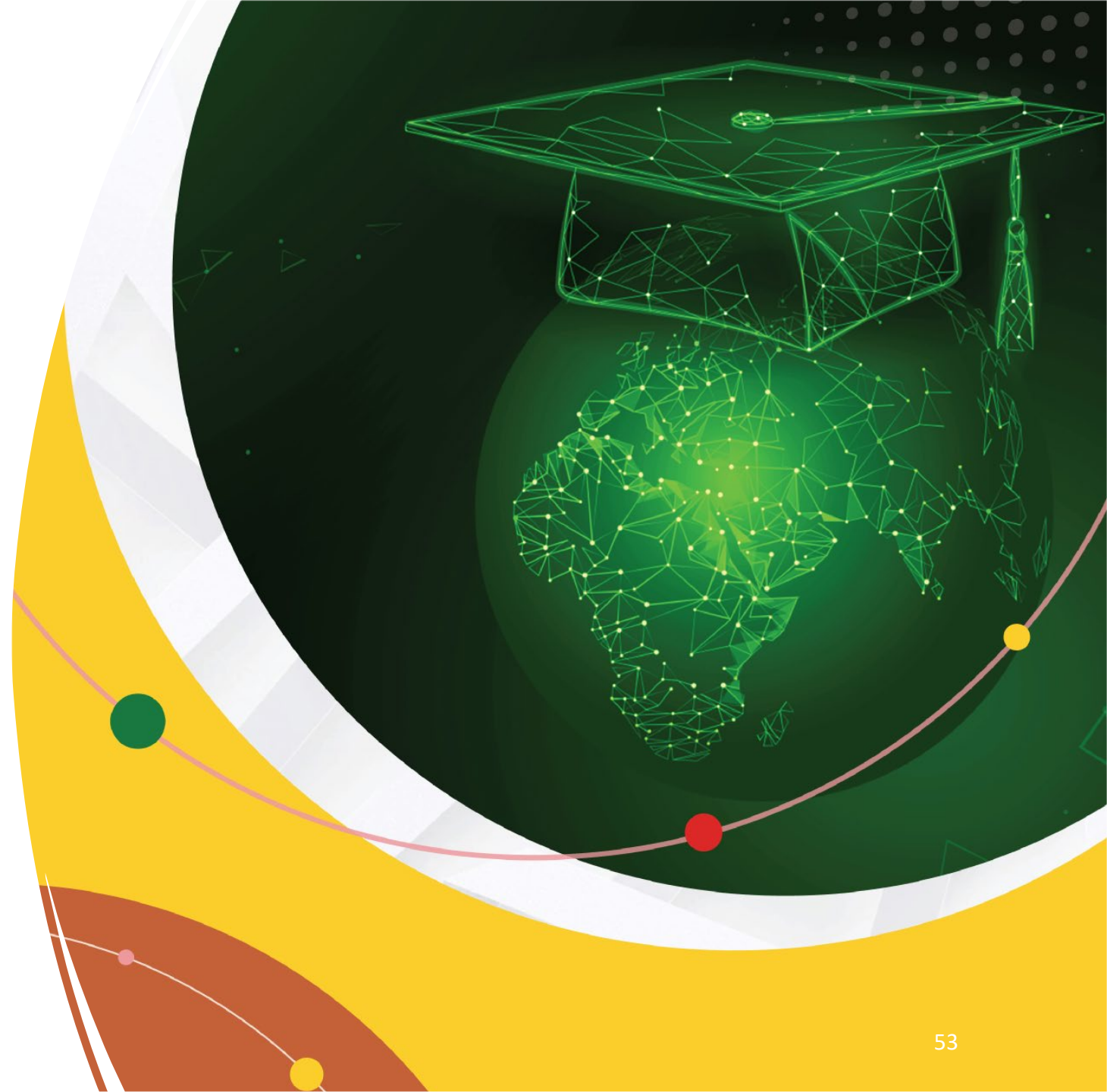
Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Maintained Ethical Standards	Finalised investigations	3.1.1. Percentage of eligible cases investigated and finalised within a year of receipt	-	0,9%	44.4%	70%	40%	40%	40%
	Finalised disciplinary hearings	3.2.1. Percentage of disciplinary hearings finalised after ratification by the ethics committee	68,74%	0,6%	24%	40%	10%	10%	10%
		3.2.2 Percentage of rolled-over disciplinary hearings/cases finalised	-	11%	78%	50%	30%	30%	30%

PROGRAMME 3 ETHICAL STANDARDS (2/2)

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.1.1	Percentage of eligible cases investigated and finalised within a year of receipt	40%	-	40%	-	40%
3.2.1	Percentage of disciplinary hearings finalised after ratification by the ethics committee	10%	-	10%	-	10%
3.2.2	Percentage of rolled-over disciplinary hearings/cases finalised	30%	30%	30%	-	30%

PROGRAMME 4 PROFESSIONAL DEVELOPMENT



PROGRAMME 4 PROFESSIONAL DEVELOPMENT

Programme Purpose:

- To ensure that educators engage in life-long learning to improve their professional competence

Outcome:

- Improved teacher competence

Context – SACE’s Role in the Professional Development

The SACE Act dictates that SACE “*must manage a system for the promotion of continuing professional development for all educators in schools*” – CPTD Management System.



Thus, SACE is not a provider of continuing professional development for teachers.

Context – Quality Management Role

- It plays a **quality management role** in the provisioning of fit-for-purpose and relevant continuing professional development, in line with the NDP (2012), National Policy Framework on Teacher Education and Development (2007) and Integrated Strategic Planning Framework on Teacher Education (2011) through:
 - a. Approval of relevant, genuine and quality professional development providers across the sector (DBE and other Government Departments, 9 Provincial Education Departments, Higher Education Institutions, Teacher Unions, Private Providers, NGOs/FBOs and others)
 - b. Endorsement of Professional Development Programmes and Activities (against quality, fit-for-purpose, and the fitness of purpose criteria). These endorsed programmes and activities can only be provided to teachers by SACE-approved providers.
 - c. Allocation of Professional Development Points to the endorsed professional programmes and activities against the set quality and duration criteria.

Context – Professional Regulation of the Maintenance of Professional Membership and Status

As part of its professional regulation, SACE must ensure that teachers as **professionally registered professionals**, maintain their professional membership and status through:

- a. Professional support, education and persuasion to participate in the CPTD system and various types of relevant endorsed professional development programmes and activities;
- b. Participation in the promoted and advocated SACE-endorsed professional development programmes and activities offered by the SACE-approved providers to the teachers;
- c. Earning a minimum of 150 points over a cycle of three years from their participation in the SACE-endorsed professional development programmes and activities; and
- d. Reporting their professional development uptake and earned points to SACE periodically over the three-year CPTD cycle – As part of lifelong learning, earned points expire after every three-year cycle.

Context – Quality and Fit-for-Purpose Professional Development Research, Monitoring, Evaluation and Reporting

SACE monitors, researches, evaluates and reports on the following Outputs and Outcomes:

- a. Actual provisioning of fit-for-purpose and relevant continuing professional development by the approved providers on the ground;
- b. Professional development uptake of the SACE-endorsed professional development activities and programmes by teachers, as provided by the approved providers;
- c. Reporting of teachers' professional development uptake, to SACE, by Approved providers;
- d. Completion of the three-year CPTD cycle, by teachers, from their participation in the SACE-endorsed professional development programmes and activities – and implications for their professional status;
- e. Effect and impact of professional development uptake on teachers' enhanced professional competence, along with improved learning outcomes and school performance.

PROGRAMME 4: PROFESSIONAL DEVELOPMENT (1/3)

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Improved teacher competence	Recorded type 3 points for educators by providers	4.1.1. Number of professional development providers reporting type 3 activities and programmes of educators to SACE in a year.	-	-	-	-	20	20	30
	Educators supported on professional matters	4.2.1 Number of educators supported on professional matters in a financial year.	20 757	5029	26 804	40 000	30 000	35 000	40 000
	Approved professional development providers	4.3.1. Percentage of eligible professional development providers approved within 4 months of receipt of the applications.	79	100%	100%	75%	90%	90%	90%

PROGRAMME 4 PROFESSIONAL DEVELOPMENT (2/3)

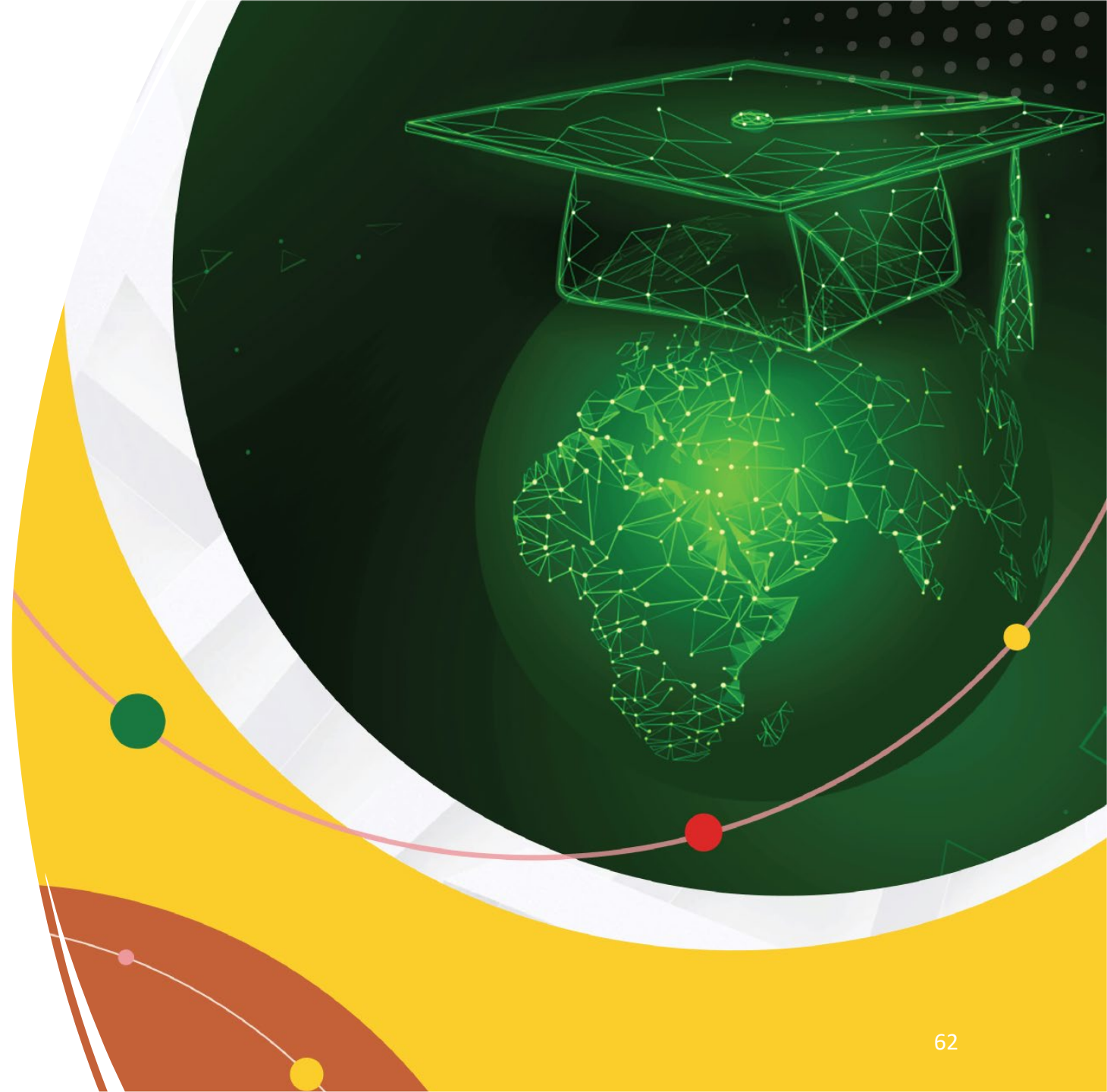
Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Improved teacher competence	Endorsed professional development activities	4.3.2. Percentage of endorsed professional development activities in a financial year	1 009	100%	100%	85%	90%	90%	90%
	Observed professional development activities	4.3.3 Number of endorsed professional development sessions observed	-	100%	100%	10%	10	10	15

PROGRAMME 4 PROFESSIONAL DEVELOPMENT (3/3)

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.1.1	Number of professional development providers reporting type 3 activities and programmes of educators to SACE in a year.	20	5	5	5	5
4.2.1	Number of educators supported on professional matters in a financial year.	30 000	10 000	8 000	3 000	9 000
4.3.1	Percentage of eligible professional development providers approved within 4 months of receipt of the applications	90%	90%	90%	90%	90%
4.3.2	Percentage of endorsed professional development activities in a financial year	90%	90%	90%	90%	90%
4.3.3	Number of endorsed professional development sessions observed	10	2	3	2	3

PROGRAMME 5 PROFESSIONAL TEACHING STANDARDS



PROGRAMME 5: PROFESSIONAL TEACHING STANDARDS

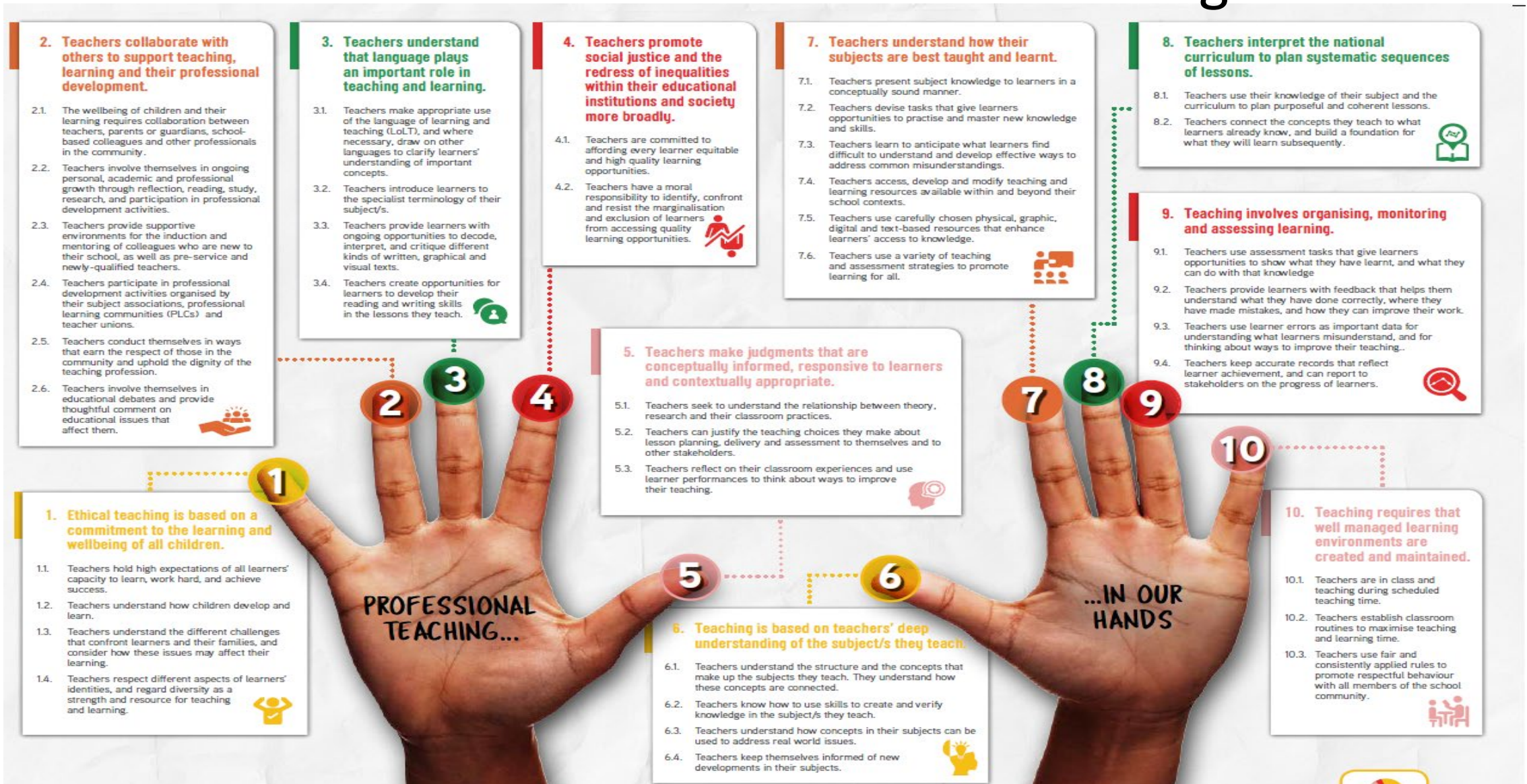
Programme Purpose:

To Improve and maintain the status and image of the teaching profession and ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards.

Outcome:

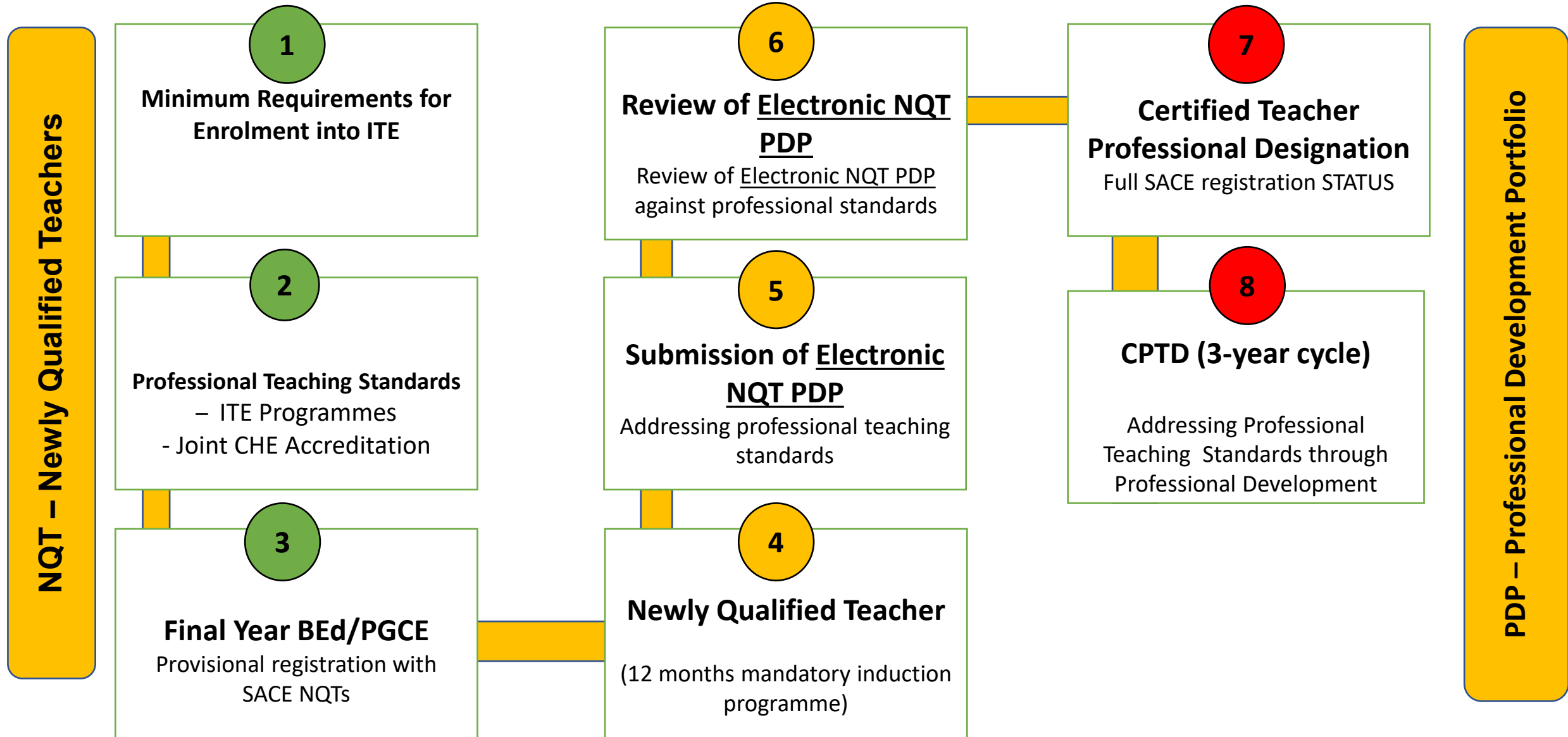
Improved teacher professionalism

The South African Professional Teaching Standards_{.za}



What it means to be a professional teacher

IMPLEMENTATION OF THE TEACHER PROFESSIONALISATION PATH/VALUE CHAIN



UNDERPINNED BY THE ETHICAL AND PROFESSIONAL TEACHING STANDARDS AND VALUES OF THE PROFESSION

PROGRAMME 5: PROFESSIONAL TEACHING STANDARDS(1/2)

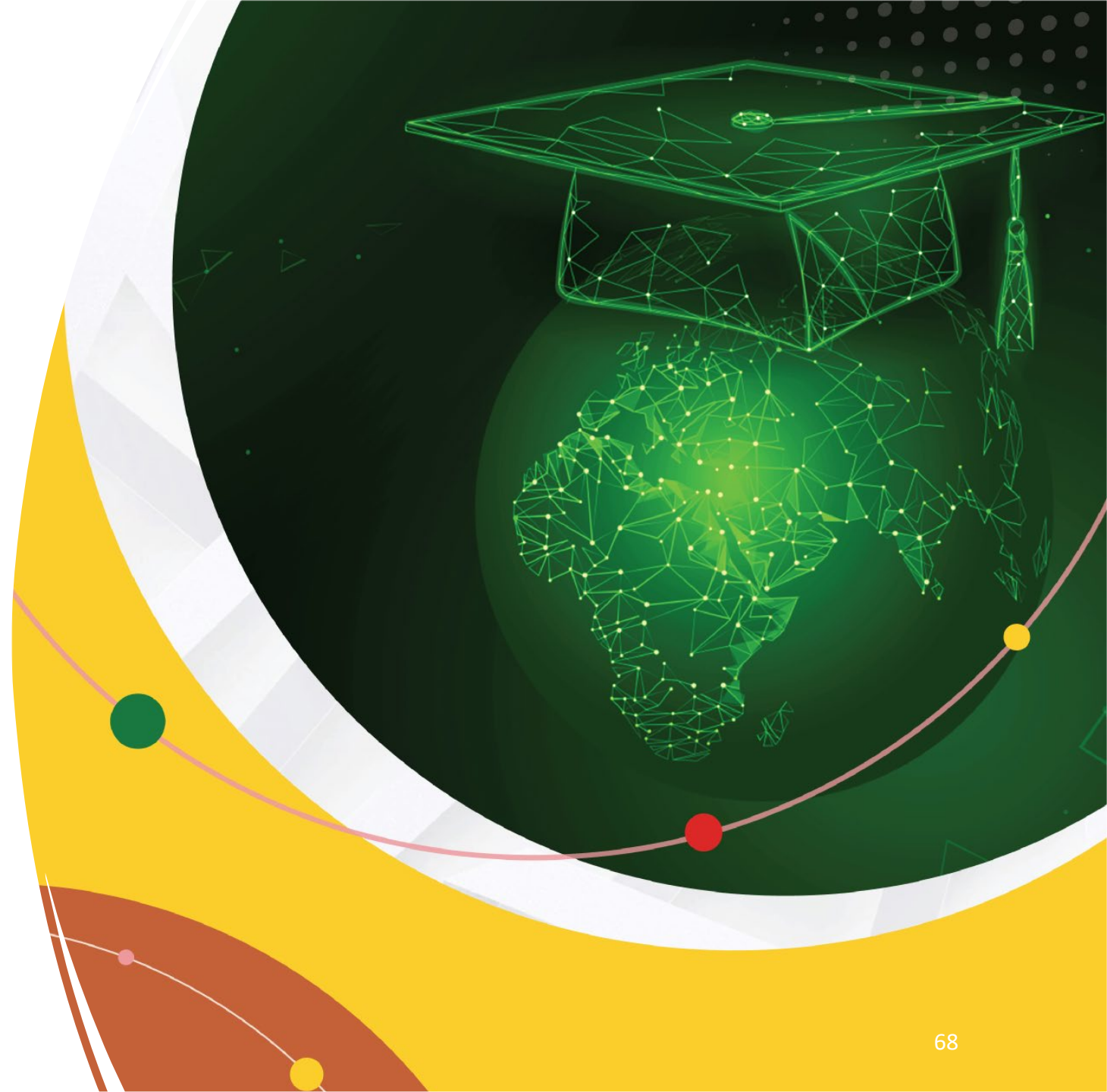
Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2019/20	2021/22	2022/23	2023/24	2024/25	2025/26
Improved teacher professionalism	Professional teaching standards promoted in the teacher education continuum	5.1.1. Number of professional teaching standards promoted within the teacher education continuum in a year	2	-	-	2	4	4	2
	Teacher Professionalisation interventions	5.1.2. Number of teacher professionalisation interventions in the teacher education and development continuum within a financial year.	-	-	-	2	2	3	2

PROGRAMME 5: PROFESSIONAL TEACHING STANDARDS(2/2)

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
5.1.1	5.1.1. Number of professional teaching standards promoted within the teacher education continuum in a year	4	1	1	1	1
5.1.2	5.1.2. Number of teacher professionalisation interventions in the teacher education and development continuum within a financial year.	2	-	1	-	1

PROGRAMME 6 RESEARCH



PROGRAMME 6: RESEARCH

Programme Purpose:

To enhance research coordination within SACE in order to strengthen its advisory role and service that is informed by policy, research, and consultative processes.

This programme also aims to promote research on professional matters and any other educational matter relevant to SACE and the educational landscape.

Outcome:

Improved advisory role

FOCUS AREAS FOR 2023/24 RESEARCH

- The formulation of the SACE Act makes it mandatory rather than optional for SACE to provide advice to the Minister.
- Thus, it is vital that Council participates in research that informs policies so that it is better positioned to advise the Minister when needed and, most importantly, research that will enhance and regulate the status of the teaching profession.
- The programme in 2023/24, will promote research on professional matters and any other educational matters relevant to SACE and the educational landscape.
- It will furthermore provide statistical reports to inform planning and decision-making as well as share statistics with the sector at large.
- 2023/24 SACE Research Agenda includes:
 - ❑ Profiling of sexual misconduct perpetrators: cases from 2019-2022;
 - ❑ Teacher supply and demand: focusing on areas of specialisation; and
 - ❑ Corporal punishment cases: trends and analysis.

PROGRAMME 6: RESEARCH(1/2)

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Improved advisory role	Research reports completed	6.1.1. Number of Research reports produced within a financial year.	2	3	3	2	2	2	2
	Report on the status of teaching profession	6.2.1. Number of statistical reports produced on the status of the teaching profession within a financial year.	-	-	2	1	2	2	2

PROGRAMME 6 RESEARCH (2/2)

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6.1.1	Number of research reports produced within a financial year.	2	-	-	-	2
6.2.1	Number of statistical reports produced on the status of the teaching profession within a financial year.	2	-	1	-	1

THANK YOU