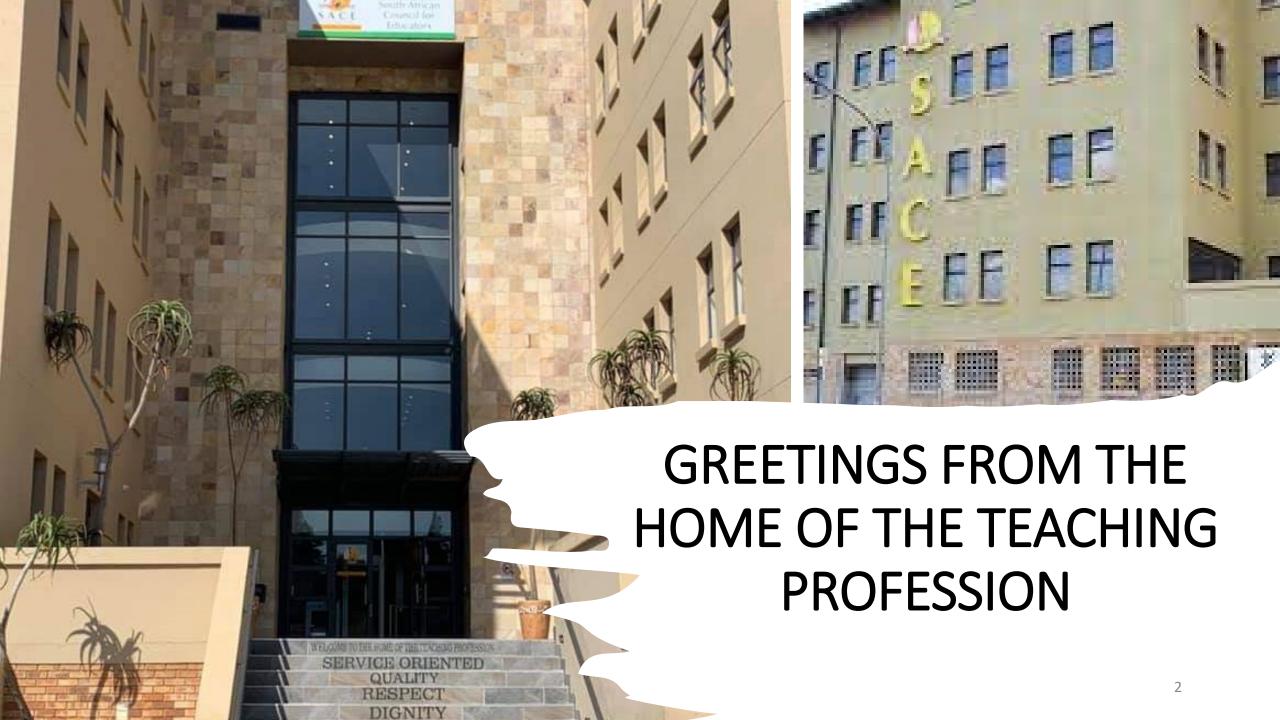


2023/24 ANNUAL PERFORMANCE PLAN PRESENTATION TO THE PORTFOLIO COMMITTEE ON BASIC EDUCATION

28 MARCH 2023



PRESENTATION OUTLINE

PART A

GENERAL INFORMATION

PART B

2020-2025 STRATEGIC PLAN MID-TERM REVIEW REPORT

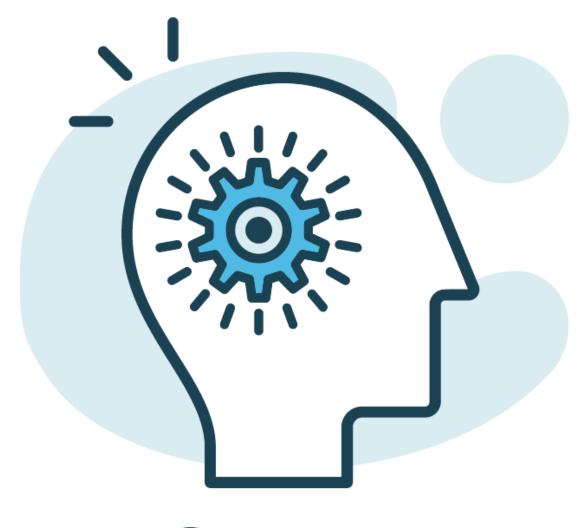
PART C

- 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.



Henuco neetika niuce ercieeulee rei

The CPTD MANAGEMENT SYSTEM HANDBOOK



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 ACCOUNTABILTY
DIGNITY

QUALITY

QUALITY

RESPONSIBILITY

SERVICE
ORIENTED

TRANSPARENCY

TOLERANCE

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

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-practiceregistered 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

16

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

	Indicator		as at 30 September 2022		remainder of the planning period
practice registered educators and lecturers	Percentage of educators and lecturers screened for fitness-to-practice	100%		and print out of all applications	Increased awareness and education on the requirements to be considered as fit-to-practice. Strengthening of working relationships with key role players such as SAQA, SAPS and Home affairs to strengthen the process of screening teachers. Improved collaboration with HEIs to enable provisional registration of student teachers Promotion of the use of the online platform for professional registration.
PROFESSIONAL	TEACHING IN OUR HAN	DS	1000	1 1 6	SACE mental transfer to transfer to the state of the stat

Data Sources

Improvements required for the

Outcome

Outcome

2020 - 2025

Actual

Outcome	Indicator	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	Employ and optimise the use of virtual disciplinary hearing sessions. Increase the use of external investigators and panellists to deal with cases of alleged misconduct. Promote improved ethical conduct among educators.

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
teacher	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.



	Indicator	2020 – 2025 Five-Year Target	Actual achievement as at 30 September 2022		Improvements required for the remainder of the planning period
professionalisation	teacher education and	Implemented teacher professionalisati on 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.	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	S IN OUR HANDS	1 24 - 1		1	SACE SACE SACE SACE SACE SACE SACE SACE



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-forpurpose SACE endorsed professional development activities by the SACE approvived 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

15,974.00 3,955,090,00 00.08 51,000,00 .704.00 46,884.00 5,924.00 31,812.00 550,009.00 51,000.00 46,884.00 512,603.00 11 31,42 20 31,42 55,32 55,32 18,17 9,220 3,654 2,276 15.72 25.42 15.25 16.16 16.16

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	

12 658

10 191

Financial Performance in R,000

Revenue
registration fees
Subscription fees
Reinstatement fee
Reprint of certificates
Interest receivable
CPTD subsidy
Sundry income

Expenditure Administration Research Professional Development Registration Code of Ethics Teacher proffessionalization

112 009	104 284	118 610	122 978	113 109	114 944
7 934	7 451	9 645	8 000	5 000	5 000
77 731	79 465	81 193	90 110	88 110	88 110
		3 736	1 000	0	1 000
2 037	1 764	2 307	2 000	1 500	1 500
4 629	2 003	1 678	2 800	2 400	2 400
18 833	12 951	18 908	18 368	15 599	16 434
845	650	1 143	700	500	500
106 825	88 230	115 275	122 978	113 109	114 944
59 606	55 654	71 669	71 163	67 319	65 586
3 669	1 808	2 608	2 986	2 782	2 748
25 087	15 953	22 392	26 750	23 912	25 655
7 263	5 083	6 089	6 530	6 382	7 059

10 342

7 889

11 200

10 811

115 680

65 586 2 748

26 391 7 196

10 674

DETAILED BUDGET 2023/24

INCOME	Note	113 109 000		_	_
Registration fees	1	5 000 000	CODE OF CONDUCT	15	2 000 000
Subscription fees	2	88 110 000		I	
Reprints of certificates		1 500 000	REGISTRATION OF EDUC	16	1 000 000
Interest receivable	3	2 400 000	PROFESSIONAL DEVELOPMENT		ol
CPTD Subsidy	4	15 599 000			
Sundry income	l	500 000	CPTD	17	15 599 000
OPERATIONAL EXPENDITURE		113 109 000	TEACHER PROFESSIONALIZATION		500 000
Advertising	ı	500 000	RESEARCH	18	1 000 000
Audit fees	5	550 000		10	
Bank charges		800 000	PUBLICITY AND COMMUNICATION		1 000 000
Compensation commissioner	6	200 000	INTERNATIONAL RELATIONS		500 000
Cleaning of buildings	7	500 000		L	
Consultation fees	8	500 000	CAPITAL EXPENDITURE		U
Depreciation	9	4 000 000	RESERVE FUND	Г	0
Insurance	10	550 000	NEOENVET 014D	L	Ü
Legal cost	11	1 000 000			
Postage		60 000	Pudget ournlus/ Deficit		٥
Printing and Stationery		600 000	Budget surplus/ Deficit		U
Repairs &maintenance	12	500 000			
M/vehicle running cost		100 000			
Salaries	13	69 875 000			
Security services		1 500 000 300 000			
Staff development		50 000			
Sundry expenses		900 000			
Telephone TRAVEL & ACCOMMODATION	14	1 525 000			
	14	3 500 000			
Rates, Water and Electricity DATABASE DEV/ MAINTENANCE	l	4 000 000			
DATADASE DEV/ MAINTENANCE	ı	+ 000 000			

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...

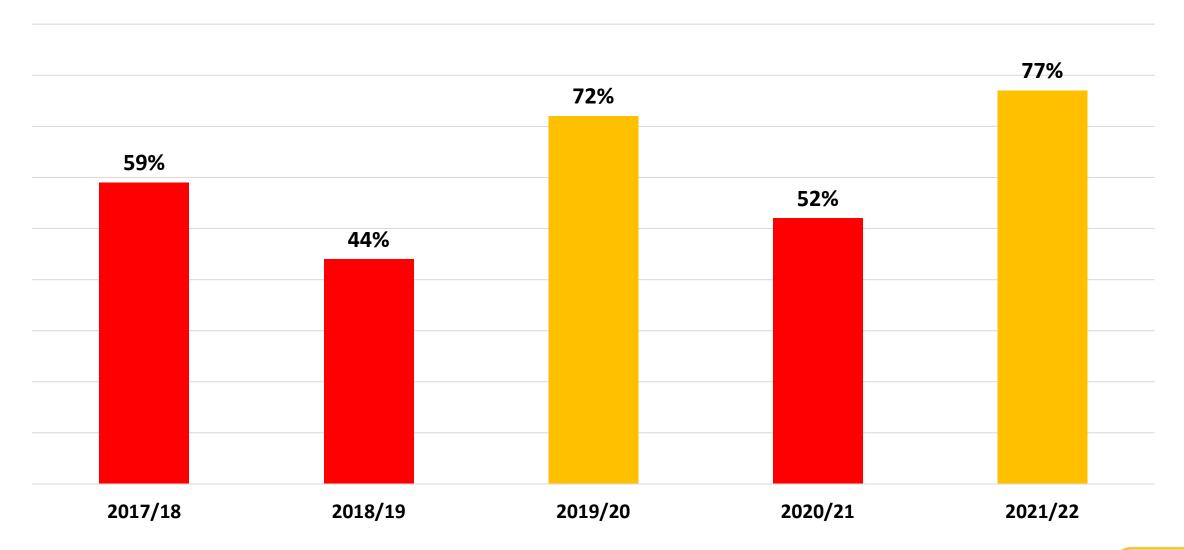
- The delay was caused by amongst other factors the public sector bargaining
- Stringent Cost cutting measures being implemented
- There is a projected decrease in operation except due to a pressurised budget
- Council will be operating the Western Cape provincial office in the first quarter while the 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



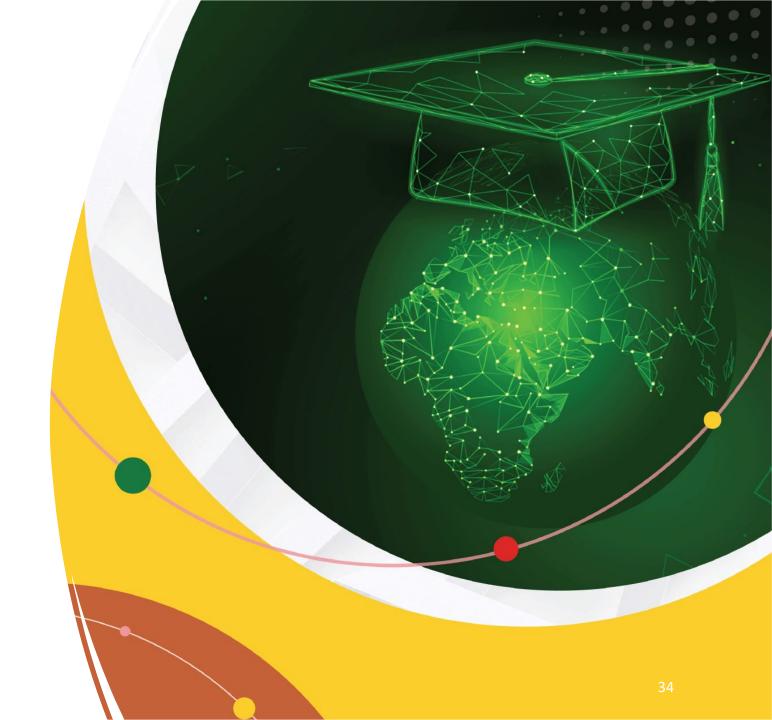
PROGRAMME BUDGET STRUCTURE

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	on				
3. Ethical Standards					
4. Professional Developm	nent				
5. Professional Teaching S	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/Act	ual Perforn	nance	Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
	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
Efficient and effective governance	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/Ac	tual Perfo	rmance	Estimated Performance	MTEF Period			
		201		2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	
Efficient and effective governance	Stakeholder management and engagement Eligible creditors paid within 30 days	1.1.5 Number of engagements held with stakeholders within a financial year 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	-	-	40%	60%	50%	50%	50%	
PROFESSIONAL	TEACHING IN OUR HANDS	within a financial year					34 1	1	S A C E into desse consider to telement Tournels Encellment in Education	

PROGRAMME 1 ADMINISTRATION (3/3)

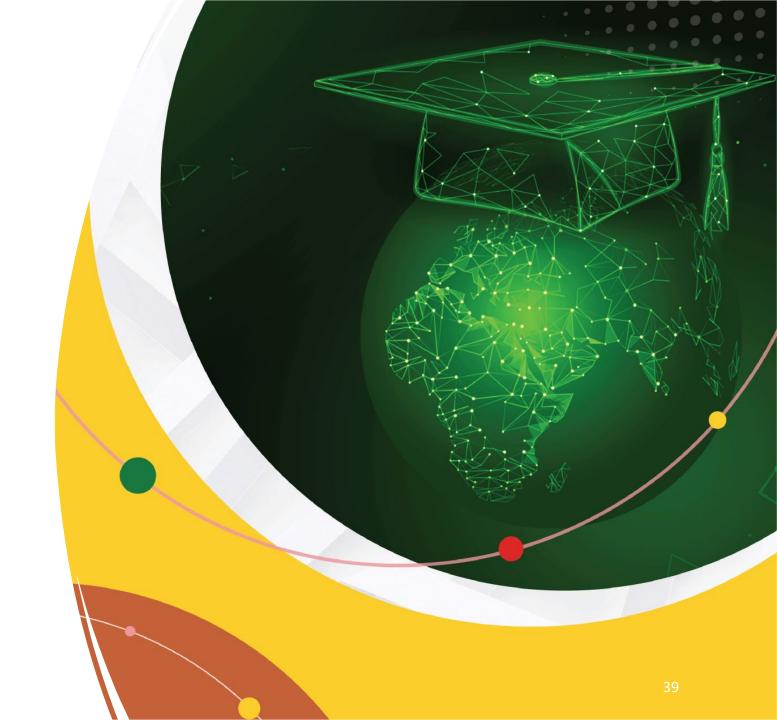
Indicators, Annual and Quarterly Targets

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%
	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%
	Percentage of ICT systems enhanced within a financial year	50%	-	-	-	50%

PROFESSIONAL TEACHING IN OUR HANDS

SACE
Topards Excellence in Education

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

			Annual Targets								
Outcome	Outputs	Output Indicators 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.

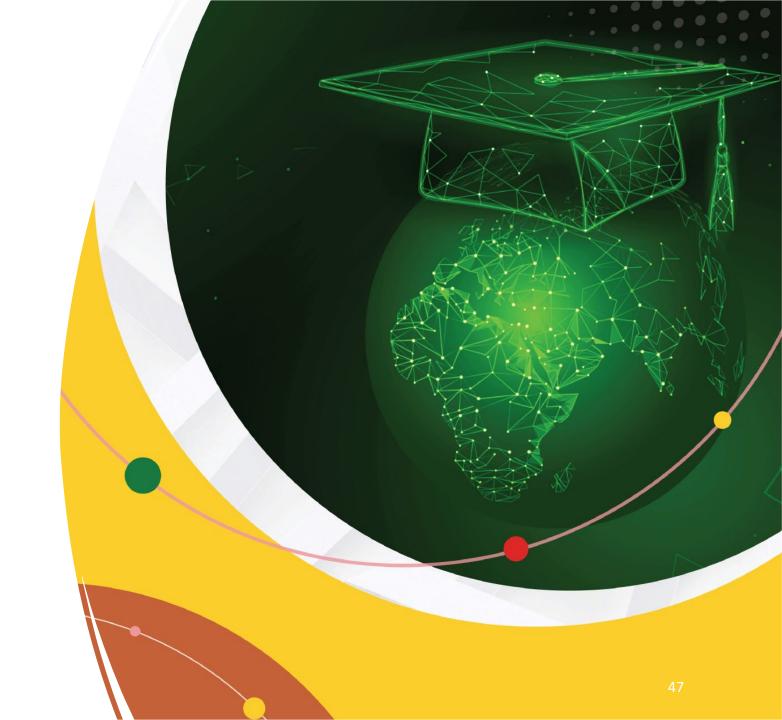
ECD Levels 4 and 5 Diploma in Grade R Teaching BED FP

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:

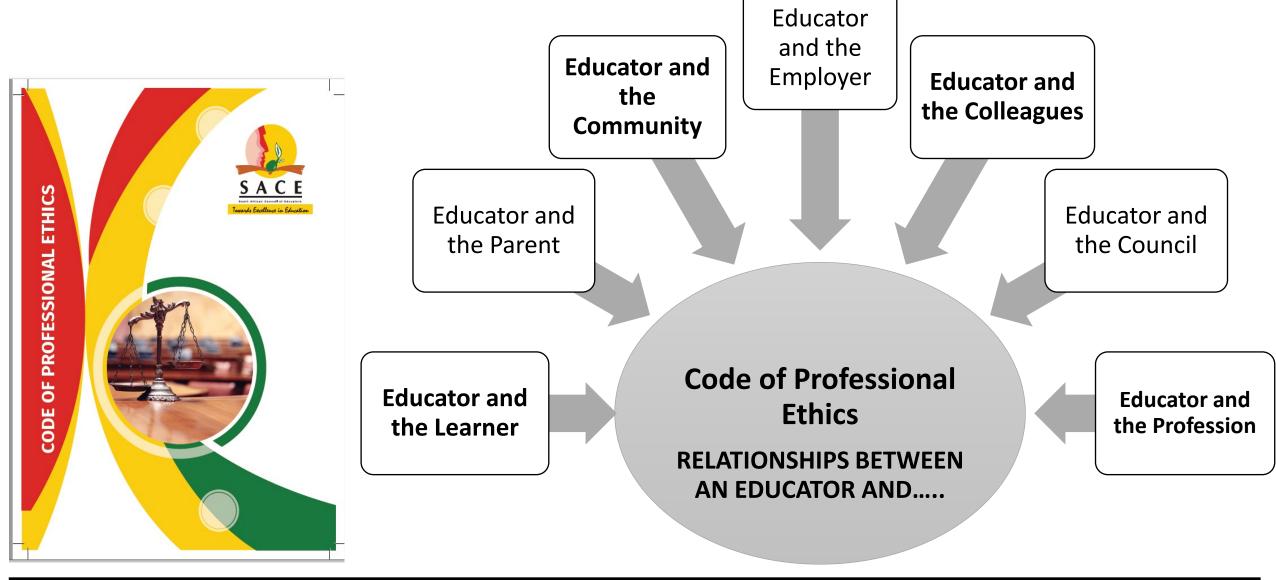
 The purpose of this programme is to promote and maintain ethical standards in the profession

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.

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PROGRAMME 3: ETHICAL STANDARDS (1/2)



			Annual Targets							
Outcome	Outputs	Output Indicators	Audited, Performa			Estimated Performance	M	TEF Perio	od	
			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	-	0,9%	44.4%	70%	40%	40%	40%	
	Finalised disciplinary hearings	receipt 3.2.1. Percentage of disciplinary hearings finalised after ratification by the ethics committee	68,74%	0,6%	24%	40%	10%	10%	10%	
	Ticulii 153	3.2.2 Percentage of rolled-over disciplinary hearings/cases finalised	-	11%	78%	50%	30%	30%	30%	

PROGRAMME 3 ETHICAL STANDARDS (2/2)

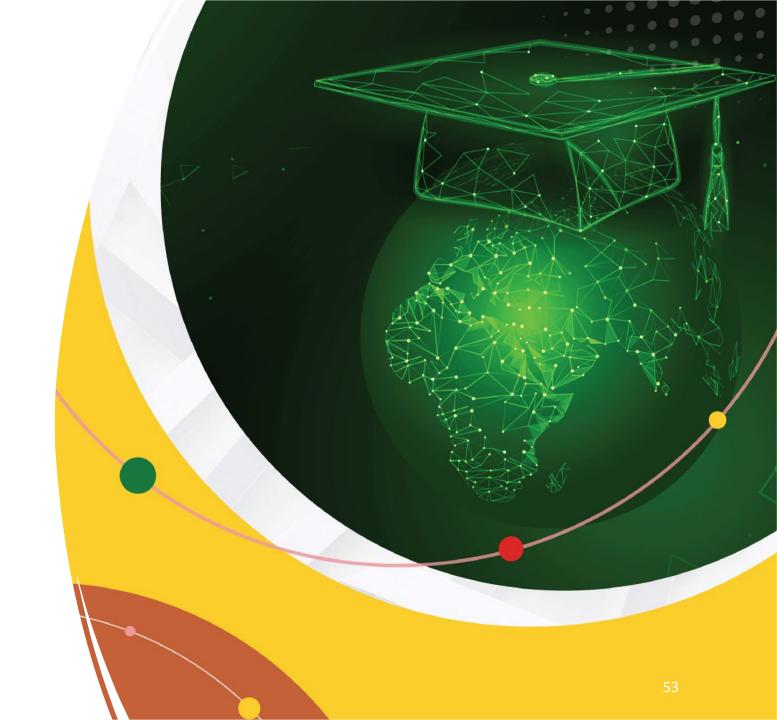


Indicators, Annual and Quarterly Targets

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 develop 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.

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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 Tar	gets		
			Audited/Acti	ual Perfor	mance	Estimated Performance	MT	EF Period	
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
	points for educators by providers Educators supported on professional	Number of educators supported on professional	20 757	5029	26 804	40 000	30 000	35 000	40 000
competence	Approved professional development providers	matters in a financial year. 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/A	ctual Perfo	ormance	Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	
Improved teacher	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%	
competence	Observed professional development activities	4.3.3 Number of endorsed professional development sessions observed	-	100%	100%	10%	10	10	15	



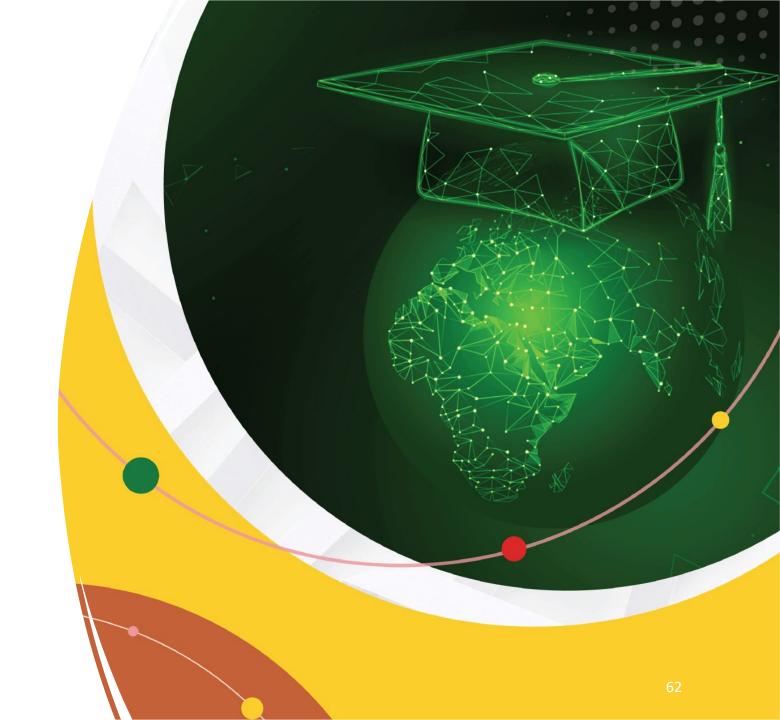
PROGRAMME 4 PROFESSIONAL DEVELOPMENT (3/3)

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

- 2. Teachers collaborate with others to support teaching, learning and their professional development.
- The wellbeing of children and their learning requires collaboration between teachers, parents or guardians, schoolbased 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.
- 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.

- 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.
- Teachers introduce learners to the specialist terminology of their subject/s.
- Teachers provide learners with ongoing opportunities to decode, interpret, and critique different kinds of written, graphical and visual tayts.
- 3.4. Teachers create opportunities for learners to develop their reading and writing skills in the lessons they teach.

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- 4. Teachers promote social justice and the redress of inequalities within their educational institutions and society
- Teachers are committed to affording every learner equitable and high quality learning opportunities.

more broadly.

Teachers have a moral responsibility to identify, confront and resist the marginalisation and exclusion of learners from accessing quality learning opportunities.

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

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



- Teaching involves organising, monitoring and assessing learning.
- 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.
- Teachers use learner errors as important data for understanding what learners misunderstand, and for thinking about ways to improve their teaching.
- Teachers keep accurate records that reflect learner achievement, and can report to stakeholders on the progress of learners.





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

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

- 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.

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

 Teachers are in class and teaching during scheduled teaching time.

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- 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.



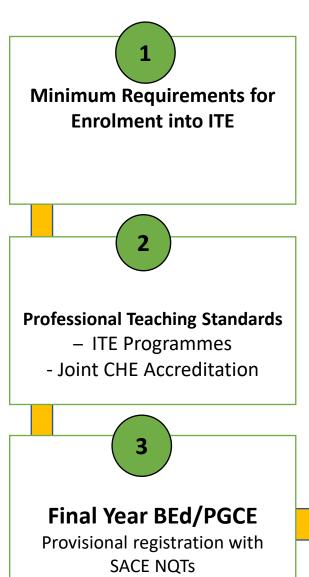
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PROFESSIONAL TEACHING...

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

- Teachers understand the structure and the concepts that make up the subjects they teach. They understand how these concepts are connected.
- 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.
- Teachers keep themselves informed of new developments in their subjects.



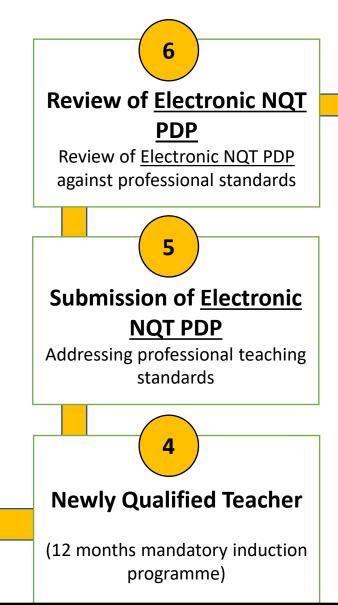


Teachers

Qualified

Newly

LON



Certified Teacher Professional Designation Full SACE registration STATUS CPTD (3-year cycle) Addressing Professional Teaching Standards through **Professional Development**

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/Act	ual Performa	ance	Estimated Performance	MTEF	Period	
			2019/20	2019/20	2021/22	2022/23	2023/24	2024/25	2025/26
Improved	Professional	5.1.1.	2	-	-	2	4	4	2
teacher	teaching	Number of							
professionalis	standards	professional							
m	teacher	teaching standards promoted within the teacher education continuum in a year							
	Professionalisati on interventions	5.1.2. Number of teacher	-	-	-	2	2	3	2



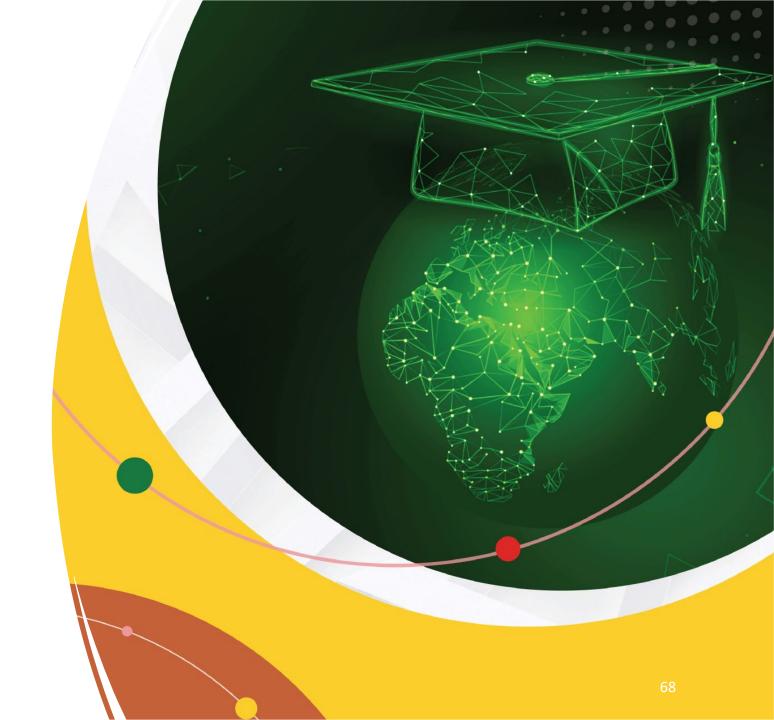
PROGRAMME 5: PROFESSIONAL TEACHING STANDARDS(2/2)

Indicators, Annual and Quarterly Targets

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



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				Annual Targ	gets		
		Indicators	Audited/Ac	tual Perform	ance	Estimated Performance	MTEF Pe	eriod	
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
	Research reports completed	6.1.1. Number of Research reports produced within a financial year.	2	3	3	2	2	2	2
advisory role	Report on	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
	Number of research reports produced within a financial year.	2	-	-	-	2
	Number of statistical reports produced on the status of the teaching profession within a financial year.	2	-	1	-	1



