

**The New, Strengthened, Integrated Plan for
Teacher Development**

Final Draft

23 August 2010

**“Together, taking responsibility for teacher
development”**

Foreword

The Teacher Development Summit, held in July 2009, was a ground-breaking event, which for the first time brought together all the stakeholders from across the teacher education and development sector in South Africa, with the primary goal of highlighting and addressing the challenges being experienced in teacher education and development, especially by teachers.

Participants in the Summit included the teacher unions, the South African Council for Educators (SACE), the Education, Training and Development Practices – Sector Education and Training Authority (ETDP-SETA), Higher Education South Africa – Education Deans’ Forum (HESA-EDF), the Education Labour Relations Council (ELRC), and the national Department of Education.

The Summit was marked by a positive collaborative spirit, and a commitment to address the issues by all who attended.

The Summit resulted in a Declaration which called for the development of a new, strengthened, integrated Plan for teacher development in South Africa.

Stakeholders represented at the Summit continued to collaborate after the Summit towards the production of the new Plan. This document represents the outcome of their work.

It is important to note that an evidence-based approach was adopted in order to come to the key recommendations that are put forward in this Plan. The evidence and the technical work which underpins the Plan are recorded in a Technical Report which should be read in conjunction with this Plan.

The Plan is aligned with policies and processes in the broader teacher education and development context, and in particular with the Department of Basic Education’s *Schooling 2025* action plan and *Strategic Plan 2010-2013*, and the Department of Higher Education and Training’s *Strategic Plan 2010-2015*. Importantly, it addresses the imperatives that were highlighted in the Teacher Development Summit Declaration.

The Plan sets three broad outcomes to be achieved over time in order to strengthen teacher development in the country:

- A system that reliably allows teachers to identify their own development needs and to access opportunities to address these needs.
- A strengthened higher education context that is able to provide teachers in sufficient quantities and of sufficient quality to address the needs of the country.
- Structures that will allow for continued collaboration in planning, implementing and monitoring teacher development processes.

The collaboration that marked the Teacher Development Summit, and that allowed this Plan to be developed, must continue in order to ensure that the outcomes are achieved.

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1. Introduction

1. The challenges facing teacher education and development (TED) in South Africa are considerable. They include a lack of access for prospective and practising teachers to quality TED opportunities; a mismatch between the provision of and demand for teachers of particular types; the failure of the system to dramatically improve the quality of teaching and learning in schools; a fragmented and uncoordinated approach to TED; the tenuous involvement of teachers, their organisations and other role-players in TED planning; and inefficient and poorly monitored funding mechanisms.
2. In order to meet these challenges, and in accordance with the Declaration of the Teacher Development Summit of 2009, a new, strengthened, integrated national Plan for teacher development has been developed.
3. The Plan places teachers (including school leaders and subject advisors) firmly at the centre of all efforts to improve teacher development, and allows teachers to take substantial responsibility for their own development, with the support of the Department of Basic Education (DBE) and the Provincial Education Departments (PEDs), the Department of Higher Education and Training (DHET), their unions, the South African Council for Educators (SACE) and the Education Training and Development Practitioners - Sector Education and Training Authority (ETDP-SETA).
4. The Plan addresses the issues that were identified in the Teacher Development Summit by instituting strategies aimed at achieving three core outcomes:
 - An integrated and supportive system that enables and assists teachers to take responsibility for identifying and addressing their own professional development needs.
 - An expanded and accessible teacher education system that produces sufficient numbers of quality teachers with the specialised and differentiated competences that are required by the schooling system.
 - A coherent and coordinated system that plans and monitors targeted teacher development on the basis of system (national, provincial and district) priorities.
5. The following principles underpin the outcomes that have been set:
 - *Access* – to ensure all teachers and aspirant teachers everywhere can access quality TED facilities and programmes, both formal and informal.
 - *Coordination* – to ensure firm, coherent, transparent and informed national and provincial coordination and management of TED for both initial teacher education and all forms of continuing professional development.
 - *Effectiveness* – to ensure the educational and economic effectiveness of TED provision, capacity and output.

- *Equity* – to ensure that the implementation and outcomes of TED reduce inequalities, foster community and extend social transformation.
 - *Integration* – to ensure the integration and alignment of systems, institutions and support structures for initial teacher education and continuing professional development.
 - *Quality* – to ensure that teaching becomes a graduate profession and that teacher development is underpinned by specialist knowledge and critical practice.
 - *Relevance* – to ensure that TED programmes and support are relevant and targeted to both systemic and individual needs.
 - *Responsibility* – to ensure that teachers are both responsible for and the agents of their own continuing professional development.
 - *Viability* – to ensure the institutional and financial viability of TED.
6. The Plan addresses the **career of a teacher** through a number of phases from recruitment through to retirement:
- a. **Recruitment** of potential teachers
 - b. **Preparation** of new teachers
 - c. **Induction** into the world of work
 - d. **Career long (continuing) professional learning and development.**
7. The next section of this document outlines the key results areas of the Plan, namely, the three core outcomes and their associated outputs. Each outcome is accompanied by a problem statement which describes the specific challenge/s facing TED to which the outcome is the intended response or resolution. The outputs associated with each outcome are then described and explained, indicating the agencies responsible, the institutions involved, and how they relate to the other elements of the overall Plan. Section 3 shows in graphic format the envisaged TED landscape and illustrates how the teacher is central to all aspects of the Plan. Achieving the outcomes and constructing the landscape depends in turn on two essential elements – adequate time and sufficient funding – which are discussed in section 4. The following section presents the implementation plan, providing schematic details of how and when the particular activities that make up each output will be implemented in order to produce the outcomes intended. The document ends with a list of the Mid Term Expenditure Framework (MTEF) bids required to support the implementation of the Plan.

2. Key Results Areas

Outcome 1

An integrated and supportive system that enables and assists teachers to take responsibility for identifying and addressing their own professional development needs

Problem statement

Poor quality teaching and teachers' poor subject matter knowledge, as measured by poor learner performance in both national and international tests and assessments, are amongst the greatest impediments to improved delivery of quality education in South Africa today. Teaching resources and learner support materials are important only insofar as teachers have the knowledge competence to interpret and utilise them effectively. Teacher appraisal through the Integrated Quality Management System (IQMS) does not evaluate competence sufficiently deeply to assist teachers to identify their needs; in addition, by conflating developmental appraisal and performance appraisal the IQMS makes it even more difficult to transparently and accurately identify teacher development needs. A non-punitive system for assessing teachers' current competences to deliver the curriculum and supporting them to develop in areas of their individual need is vital if the problem of poor quality education in the system is to be solved.

A system is needed which delinks performance appraisal from developmental appraisal and enables teachers to identify their own learning and professional development needs and to access opportunities to address these needs. This system will consist of a number of inter-related components developed and managed through a National Institute for Curriculum and Professional Development (NICPD): a diagnostic self-assessment system for teachers to assess their own curriculum competence; a set of well-designed courses and materials to allow teachers to address shortcomings in curriculum competence; and a supportive community to enable teachers to work collaboratively with other teachers in order to learn from and with each other. While the NICPD will make it possible for curriculum development and teacher professional development to be treated as two sides of the same coin, Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs) will provide the close support necessary for qualification-based and non-qualification-based continuing professional development (CPD) programmes to be delivered at the local level, thus improving access and in part responding to the call to open colleges of education.

Output 1.1: A National Institute for Curriculum and Professional Development (NICPD)

1. A National Institute for Curriculum and Professional Development (NICPD) will be established in order to: develop and manage a system for teachers to identify their development needs and access quality development opportunities to address these needs; and ensure that a viable, relevant curriculum is always in place for schooling in South Africa.

2. The NICPD will be established by the DBE. It will be appropriately staffed and will function to bring together expert teacher educators, academic subject specialists, excellent practicing teachers, NGOs and other organisations to develop the system for teachers to identify and address their developmental needs through:
 - developing teacher knowledge and practice standards for all teaching specialisations and professional practices needed in schools;
 - developing diagnostic self-assessments tailored to assess these standards, available in both paper-based and ICT forms;
 - partnering with TED providers (Higher Education Institutions (HEIs), Non Governmental Organisations (NGOs), teacher unions and private providers) to make available continuing professional development courses which are pedagogically sound, content rich, quality assured, SACE-approved and Quality Council for Trades and Occupations (QCTO)-accredited;
 - developing and maintaining an ICT platform to support the system, and so make quality professional development opportunities accessible to teachers all over the country;
 - stimulating and supporting the development of a network of subject-based teacher and other professional learning communities (PLCs) which will, in part, provide a supportive environment for teachers to be assisted in their development; and
 - ensuring that the new system is aligned and coordinated with the work of the SACE Continuing Professional Teacher Development Management System (CPTD-MS).
3. The NICPD will simultaneously address the need for a vibrant, responsive, implementable and relevant national curriculum which can prepare learners to adequately and competently take up positions as active contributing citizens, and the need for teachers to be adequately prepared to teach the national curriculum. Both curriculum development and teacher development will be strongly underpinned by research into context, research into implementation and research into outcomes, so as to assist the development of tangible products including policies, systems and materials.

Output 1.2: Teacher knowledge and practice standards

1. Teacher knowledge and practice standards are statements that describe what a teacher needs to know and be able to do to carry out their core function professionally and effectively. The statements are specific to a subject area and school phase or to a specific extended role, e.g. school leadership.
2. The standards are not tied to a particular school curriculum statement. They relate more to the academic and practical knowledge required to teach a particular subject or discipline well, and if met by teachers, will allow them to deliver the curriculum that is in place at a specific point in time, and to effectively adapt when the curriculum changes.

4. The development of teacher knowledge and practice standards will be coordinated and overseen by the NICPD.
5. The development of the standards will take place using a phased approach, starting with identified priorities, namely: numeracy (Foundation Phase (FP)), mathematics (Intermediate Phase (IP), Senior Phase (SP), and Further Education and Training (FET)), mathematical literacy (FET), literacy (all first languages for FP) and English 1st Additional Language (FP, IP, SP, and FET). Over time these will be expanded to include other subjects and professional areas. Within 9 years the system is expected to be available to the vast majority of teachers, and within 15 years to all educators.

Output 1.3: Teacher diagnostic self-assessments to assess curriculum competence

1. Diagnostic self-assessments are paper-based and online assessment instruments which teachers will be able to use to independently and confidentially test themselves on what they need to know and do in order to carry out their core function well, in a safe and non-threatening environment.
2. The development of diagnostic self-assessments will be coordinated and overseen by the NICPD. The assessments will be aligned to the knowledge and practice standards for a particular subject area and phase, or other professional areas of expertise. The development of assessments for a particular subject/phase or specialist area will take place parallel to the development of the related knowledge and practice standards.
3. The diagnostic self-assessments will be short, relevant and focused, structured so that teachers can test themselves against individual components of any and all subject/learning areas in all phases, and largely but not exclusively multiple-choice in format.
4. The assessments will provide real-time feedback, and will identify areas that need attention and further development.
5. The assessments will be linked to the SACE CPTD Management System, thus immediately permitting teachers to register with SACE-approved providers for the appropriate courses to address the identified development needs, and will be accompanied by application forms for skills development funding and financial support.
6. Individual teachers can also use their assessment results to suggest activities that professional learning communities could engage with in order to assist the teacher, or can use the results to engage with trusted mentor teachers and/or subject advisors in his/her immediate environment in order to receive development assistance.

Output 1.4: High quality, content rich, pedagogically sound curriculum courses for teachers

1. Content-rich, pedagogically sound short CPD courses are courses that are strongly aligned to the knowledge and practice standards for a particular subject and phase or specialist area. Meaningful engagement with these courses must allow the teacher to competently address the areas covered by the course in his/her own practice.
2. The development of the courses will be coordinated and overseen by the NICPD.
3. The courses will be SACE-approved and QCTO-accredited, and the process through which they are developed will also strengthen the developmental capacity and capability of all TED providers (including Teacher Education Institutions (TEIs), unions and NGOs) and thus feed back into the development of all curricula for initial and continuing teacher education qualification programmes.
4. The development of courses for a particular subject/phase or specialist area will take place parallel to the development of the related knowledge and practice standards.
5. The CPD courses aligned to the standards will be made available as open source materials to be utilised by PEDs through SACE-approved providers across the system.

Output 1.5: Professional Learning Communities (PLCs) to strengthen teacher professionalism

1. PLCs are communities that provide the setting and necessary support for groups of classroom teachers, school managers and subject advisors to collectively participate in determining their own developmental trajectories, and to set up activities which will drive their development.
2. While the NICPD will assist in establishing PLCs across the country, the key players in their establishment will be the provinces, districts, teacher organisations, subject-based organisations and, not least, the teachers themselves. In the initial stages PLCs will require substantial external input through well-trained facilitators (who could be subject advisors or trained mentor teachers); however, these facilitators must assist teachers to take over control of their own development within a manageable time-frame.
3. While diagnostic self-assessments will help to identify areas that individual teachers must address, and engagement with appropriate CPD courses will be one way in which development will happen, the PLCs will also assist in this regard. Individual teachers can highlight areas of weakness and activities identified or designed within the PLCs can address these areas.

4. PLCs can assist teachers to integrate their own professional knowledge with the latest research-based knowledge about content and practice.
5. PLCs will allow groups of teachers to engage in a variety of activities including:
 - Developing expertise in the analysis of evidence-based assessments such as the Annual National Assessments (ANA), National Senior Certificate (NSC) results, and others, in order to determine their own development trajectories.
 - Curriculum orientation activities, for example activities to develop understanding of, and ability to use, the Curriculum and Assessment Policy Statements (CAPS).
 - Learning how to interpret and use curriculum support materials such as the workbooks currently being developed and distributed to teachers and schools by the DBE.
 - Working together to learn from video records of practice and other learning materials.

Output 1.6: An ICT support system

1. An ICT support system will be established by the NICPD to support its work.
2. The ICT support system will serve the following functions:
 - Teachers will be able to access the diagnostic self-assessment system online so as to assess and gain immediate feedback on their own competence in a risk-free environment. While this system is being built, and while access for teachers to ICT facilities is being expanded, the diagnostic self-assessments will also be available in paper-based forms through district offices, subject advisors and DTDCs.
 - Interactive courses which teachers can work through individually or collectively in order to develop their own competence will be available through the ICT system.
 - The ICT system will be linked with the SACE CPTD Management System, so that once teachers identify, through the self-assessment exercise, areas that need development, they will be directed to appropriate providers of relevant courses, can access funding for registration on these courses and, once the courses are complete, can apply for Professional Development (PD) Points to be assigned to them as a result of having completed the courses.
 - The ICT system will serve as a communication portal through which information about professional development issues can be communicated.
 - The ICT system will serve as a point from which open source materials developed by the NICPD can be accessed by anyone who might want to use them for teacher development.

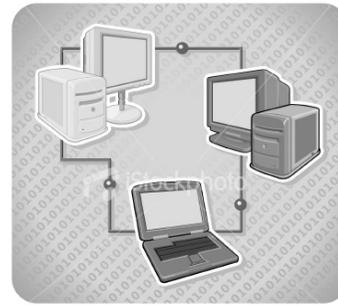
Output 1.7: Provincial Teacher Development Institutes (PTDIs)

1. PTDIs are physical sites which serve as the base from which provinces coordinate and deliver all national and provincial priority CPD programmes.
2. They will be established by provincial education departments in collaboration with the DBE, based on national norms and standards defined for these institutes. In provinces where these already exist, they will be strengthened to ensure that they meet the established norms and standards. Where they do not exist, they will be developed.
3. PTDIs should house the offices of provincial teacher development officials.
4. They will have residential facilities, and serve as central sites at which key personnel like subject advisors, district officials, mentor teachers and the like can be developed to deliver quality support to teachers in the districts.
5. They can also serve as residentially-based provincial delivery sites for continuing professional development programmes developed through the NICPD.

Output 1.8: District Teacher Development Centres (DTDCs)

1. District teacher development centres are physical sites located in districts and manageably accessible to teachers working in surrounding schools. They serve as local support sites for teachers, as sites from which curriculum support staff can operate, as sites where teachers can access shared resources, as sites of delivery for CPD courses, and as meeting points for teacher professional learning communities.
2. They will be established by provincial education departments in collaboration with the DBE, based on national norms and standards defined for these centres. In provinces where these already exist, they will be strengthened to ensure that they meet the established norms and standards. Where they do not exist, they will be developed.
3. Where possible, these sites could also serve the wider community, specifically in relation to education needs. For example, they could be used for adult education programmes.

SACE-CPTD Management System

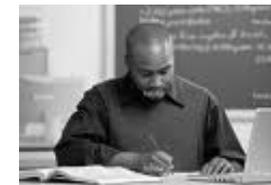


Successful completion of courses leads to **SACE-CPTD recognition** and the **accrual of PD points**.

- The online system is integrated with the SACE CPTD management system, and designed such that the teacher is directed to specific **pedagogically sound, content-rich SACE-CPTD approved courses** which, once engaged with, will lead to development in the identified areas of need.
- The development of these courses has been managed by the **National Institute for Curriculum and Professional Development (NICPD)**.
- The system directs the teacher to **SACE-CPTD recognised providers** of the appropriate courses.
- The system at the same time allows the teacher to make an **application for funding** to do the identified courses.



FIGURE 1: THE SYSTEM FOR IDENTIFYING AND ADDRESSING TEACHERS' DEVELOPMENT NEEDS



A variety of modes of study and support are available to the teacher at localised sites like **Provincial Teacher Development Institutes (PTDIs)** and **District Teacher Development Centres (DTDCs)** to engage effectively with the course content, including **independent, materials-based or online study**, participation in **formal or informal programmes**, and learning with colleagues and peers in **professional learning communities**.



- The teacher **recognises personal need** for professional development on the basis of her learners' performance and puts herself forward for a series of **diagnostic self-assessments** which have been designed against **teacher knowledge and practice standards** for the teacher's particular subject/learning area.
- These self-assessments can be taken in paper-based form or online, and they provide **immediate, confidential feedback** to the teacher on curriculum areas that need to be developed.



The teacher is at the centre of the system. She takes responsibility for her own professional development. The key goals of teacher development must be enhanced classroom practice and improved learning outcomes.

Success measures are 1) **improved classroom practice and learner performance**, and 2) **improved performance on diagnostic self-assessments**, and 3) **increased collaborative activity** though professional learning communities

Outcome 2

An expanded and accessible teacher education system that produces sufficient numbers of quality teachers with the specialised and differentiated competences that are required by the schooling system

Problem statement

Formal teacher education provisioning is located within the higher education system. Currently, this system is not producing sufficient new teachers to meet the needs of the schooling system. The need is more pronounced in some phase/subject areas than in others. The schooling system needs both more teachers and better teachers, i.e., more teachers qualified and competent enough to teach specific subjects or learning areas, in specific phases, in specific languages, in all schools, but especially in special schools, in Early Childhood Development (ECD) centres, and in rural and remote schools. Moreover, access to quality TED opportunities and facilities on the part of prospective and practising teachers is currently limited. While almost all universities now train teachers, their capacity and reach, and the quality and relevance of their programmes, varies widely; moreover, the continuing professional development of practising teachers appears to be afforded inordinately greater institutional capacity and resources than is devoted to the training of new teachers.

It is essential for the capacity of institutions currently providing TED to be optimised, extended and expanded, and for new TED delivery sites to be identified and resourced. TED facilities in general need to become more accessible. At the same time, it is important that existing economies of scale in TED are better exploited, and that existing efficiencies are optimised by focusing, rather than unnecessarily dispersing, available resources.

Accordingly, all existing accredited public (and private) providers of formal TED programmes will be drawn together into a nation-wide network of Teacher Education Institutions (TEIs) in order to cater for the multiple and varying needs for more and better teachers, and to give particular consideration to ECD practitioners and Foundation Phase and special needs teachers. Existing TEIs will be strengthened; in addition, and as part of the response to the call to open colleges of education, new dedicated TEIs will be established where needed and appropriate. Teacher education programmes will be enhanced by the establishment of Teaching Schools (TSs) and Professional Practice Schools (PPSs) to ensure meaningful workplace-integrated learning. A strengthened teacher recruitment campaign will be implemented to encourage able school-leavers to embark on careers in teaching, and this will be supported through increased bursary funding to support more initial teacher education students.

In combination, these interventions will ensure the provision of high quality initial teacher education and continuing professional development programmes and a more adequate supply of new teachers for all areas of demand.

Output 2.1: Optimised, extended and expanded institutional capacity

1. The DHET will work collaboratively with TEIs, with PEDs and their PTDIs and DTDCs, and with other institutions where appropriate, to ensure that adequate TED enrolment planning, infrastructure planning and resourcing takes place to ensure that delivery of formal qualification programmes is optimised.
2. Existing institutional capacity will be extended by identifying and resourcing new TED delivery sites for existing institutions, especially sites which are rurally located and residence-based.
3. The DHET will work with CHE/HEQC and with the respective institutions to ensure that new delivery sites are accredited as learning sites for qualification programmes at NQF level 6 and above, and that new programmes are accredited and quality assured.
4. Where appropriate, existing TEIs will be encouraged to offer initial teacher education programmes which cater for as many levels, phases and subject needs as is possible, taking into account regional needs, and economies of scale.

Output 2.2: Differentiated and specialised offerings across the teacher education system

1. The full range of qualification programmes needed to prepare teachers will be developed and adequately provided across the system, and will be reflected in the Programme Qualification Mix (PQM) of TEIs, in order to produce sufficient numbers of quality teachers with the specialised and differentiated competences needed by the basic education system.
2. The DHET will work collaboratively with TEIs, to develop a differentiated TED system, with identified TEIs taking on specific niche specialisations to ensure that all areas of need are sufficiently catered for.
3. Areas of need in which certain institutions will be enabled to specialise include ECD and special needs (see below), as well as music and art education, physical education, technology/engineering subjects and agricultural science.

Output 2.3: Strengthened teacher recruitment and bursary funding

1. An enhanced teacher recruitment strategy will be developed, implemented and evaluated. In addition to advocating teaching as a career, the campaign will also focus on enhancing the image and status of teachers and teaching.
2. As enrolment in initial teacher education programmes increases, funding for the Funza Lushaka Bursary Scheme will be strengthened in order to maintain support to at least 25% of initial teacher education students.

Output 2.4: Strengthened Early Childhood Development, Foundation Phase and special needs practitioner and teacher provision

1. The DHET will work collaboratively with TEIs, to strengthen the preparation of ECD practitioners and Foundation Phase and special needs teachers.
2. Institutional provision for ECD will be improved by enabling certain institutions to specialise and ultimately become dedicated institutions for preparing ECD practitioners. The seven FET colleges which already offer ECD programmes through the National Certificate Vocational (NCV) will be drawn into the system through the creation of partnerships with existing higher education institutions that have proven expertise in the delivery of programmes at this level.
3. Institutional provision of Foundation Phase teachers will be improved by increasing the number of existing institutions offering Foundation Phase teacher education from 13 to 18 institutions in the next four years.
4. The number of African language Foundation Phase teachers will be increased through ear-marked bursary funding for this category of students.
5. Institutional provision of special needs teachers will be improved by enabling certain institutions to specialise and ultimately become lead institutions for preparing special needs teachers, and specifically teachers of profoundly deaf, blind and multiply-disabled learners.

Output 2.5: New teacher education institutions

1. The DHET will establish new dedicated TEIs where required and appropriate, for example, in conjunction with proposed new HEIs in Mpumalanga and the Northern Cape, as well as where demand cannot be satisfied by expanding existing TEIs.

Output 2.6: Teaching Schools (TSs)

1. TSs are 'teaching laboratories' where student teachers can engage in learning-from-practice, such as by observing best practice, participating in micro-teaching exercises and taking subject methodology courses.
2. The DHET will develop national norms and standards for TSs and work with TEIs and PEDs to identify, resource, and support TSs.
3. TSs will be located close to each TEI delivery site, and will consist of one primary school and one secondary school per site.
4. TSs may also be used as centres for research into teaching and learning, which can be fed back into the development of strong TED programmes.

5. Staff at Teaching Schools will be developed as mentors for student teachers and will be able to teach methodology courses within their areas of specialisation.

Output 2.7: Professional Practice Schools (PPSs)

1. PPSs are sites at which student teachers are placed for the actual practical components of their programmes (including school observation visits and work integrated learning experiences). Students will spend extended periods of time at the schools.
2. The DHET will develop national norms and standards for PPSs and work with TEIs and PEDs to identify functional schools, regardless of their resource level, which can become PPSs.
3. At PPSs, student teachers can engage in learning-in-practice, or preparing, teaching and reflecting on lessons themselves. Teachers at PPSs will act as mentors for initial teachers in training, ensuring that they receive appropriate support and guidance during their practice teaching periods. Over time, sufficient PPSs will be identified and supported to ensure quality Work-Integrated Learning (WIL) for all initial teacher education students.
4. In addition, PPSs will be hubs for the development of specialised professional learning communities amongst teachers and school leaders, and for the provision of induction/internship programmes for newly qualified teachers, from surrounding clusters of schools.

Outcome 3

A coherent and coordinated system that plans and monitors targeted teacher development activities on the basis of system (national, provincial and district) priorities

Problem statement

Teacher development is fragmented and poorly coordinated at all levels, both structurally and functionally, and this lack of coordination encompasses monitoring, reporting and funding procedures as well. Teachers themselves, their organisations and other key role-players are only tenuously involved in development planning processes, and at the same time feel inundated by what are perceived to be disconnected policy prescriptions. Professional development activities are often not directly linked to national, provincial, district and/or school and teacher priorities, are often arbitrary in nature, and have been shown to have minimal impact on the quality of learning outcomes, despite the substantial resources, monetary and otherwise, that have been allocated to them.

It is vital to ensure strong cooperation and coordination, first of all at the national level, between the Departments of Basic Education and Higher Education and Training, and with national stakeholders with regard to all aspects of teacher education and development planning. Provincial education departments, teacher education providers, and provincial stakeholders in each province need to collaborate more closely; there needs to be greater synchronicity between district and provincial offices; and provincial-level implementation of teacher development activities needs to be fully coordinated with national-level planning and funding of teacher development needs.

A National Teacher Education and Development Committee (NTEDC) and associated Provincial Teacher Development Coordinating Committees (PTDCCs) will be set up to fulfil these functions.

At the onset of this Plan, findings of the review of the National Curriculum Statements (NCS), National Senior Certificate (NSC) results and the Annual National Assessments (ANAs) have been utilised to identify system priorities for the first five years of implementation. This includes the identification particular categories of teachers for targeted development. Teachers practicing in underperforming secondary schools (along with their feeder primary schools and the districts in which they are located) and teachers in specific phases and of specific subjects will be targeted for development through short courses in order to address identified priorities. In addition in order to ensure the long term development and human capacity and capability of the system, teachers in certain categories will be targeted for career development through qualification programmes. The NTEDC and the PTDCCS will assist to ensure that available funds are directed towards these activities, will monitor the progress made in relation to these activities and will modify the priorities and hence the activities as time passes, to ensure that a coherent and relevant teacher development programme is in place at all times.

Output 3.1: A National Teacher Education and Development Committee (NTEDC)

1. A National Teacher Education and Development Committee (NTEDC) will be established in order to improve national and provincial coordination and planning, and ensure strong collaboration between the DBE, DHET, PEDs and all national role-players (Combined Trade Union South African Democratic Teachers Union (CTU-SADTU), Combined Trade Union – Independent Teachers Unions (CTU-ITU), SACE, ETDP-SETA, Higher Education South Africa – Education Deans’ Forum (HESA-EDF) and National Treasury).
2. The NTEDC will be jointly established by the DBE, DHET and key stakeholders.
3. The NTEDC will serve as an advisory structure to the national departments to, amongst other things:
 - assist in constructing cyclical TED sub-plans to ensure that all TED needs are addressed in a dynamic manner; and
 - oversee and monitor the implementation of the Plan across the system, to ensure coherence and coordination between different structures operating at the different levels of the system.

Output 3.2: Provincial Teacher Development Coordinating Committees (PTDCCs)

1. Provincial Teacher Development Coordinating Committees (PTDCCs) will be established in each province. Comprising representatives of all provincial role-players involved in TED, PTDCCs will work together with the NTEDC to advise on the implementation of TED activities in the province, in line with national and provincial plans.
2. PTDCCs will be established and managed by the respective PEDs.

Output 3.3 and 3.4: System prioritised and coordinated targeted teacher development for the first five years of the plan

1. From evidence linked to the review of the National Curriculum Statements (NCS), National Senior Certificate (NSC) results, the Annual National Assessments (ANA), and research on the qualification profiles of practising teachers, five categories of educators have been identified for targeted teacher development opportunities. For the first five years of the Plan (2011/12-2015/16), a portion of funding currently in the system will be directed towards providing development opportunities to these categories of educators:
 - *Category A:* school leaders (principals, deputy principals and heads of departments) and district and provincial support (particularly subject advisors).

- *Category B*: practising teachers who require support to develop knowledge and practices that will enable them to implement the national curriculum statements more successfully.
 - *Category C*: mentor teachers and lead professional teachers (teaching and learning specialists, as well as senior teaching and learning specialists and subject advisors who should be trained to become mentors and lead teachers and facilitators of professional learning communities).
 - *Category D*: un- and under-qualified practicing teachers.
 - *Category E*: special needs teachers.
2. In 2010/11, programmes are already in place across most provinces for educators in Categories A, B and D. From 2011/12 onwards this will be more systematically planned and activities will be expanded to include teachers from Categories C and E. The quality of programmes will be monitored and the development of high quality standardised materials for use in programmes across the system will begin (linked to Output 1.4 described earlier).
 3. In principle, the above categories cover all teachers in the system. However, funding limitations will require the sequencing of delivery.
 4. In the second five years, on the basis of evaluative evidence, and on the advice of the NTEDC and the PTDCCS, these categories will be reviewed, retained, adapted or discarded, and new ones created.
 5. A two-pronged approach will be put into place in order to plan for and provide for the system needs associated with these categories of teacher. In the first five years of the Plan Output 3.3 focuses on teacher development through the provision of short courses and Output 3.4 through qualification programmes. Specific aspects for each output are described in the output statements below
 6. A substantial portion (up to 50%) of two main funding streams needs to be directed to these targeted programmes; the estimated R1.15 billion in provincial HRD budgets (comprising of R427 million in earmarked teacher development funds in the 2010/11 baseline of provincial budgets, and, the estimated R730 million available in provinces' skills development budgets).

Output 3.3: System prioritised and coordinated targeted teacher development for the first five years through pedagogically sound and content rich CPD short courses aligned to system priorities (2011/12 – 2015/16)

1. In order to make the most impact on the system, approximately 3000 underperforming secondary schools (those with a less than 60% pass rates in the NSC examinations), and their feeder primary schools, will be identified and their teachers targeted for immediate short course interventions, together with the curriculum advisors in the districts in which they are located. If insufficient funding is available to cover all the schools identified, the largest secondary schools, and feeder primary schools to these schools, will be selected.

- a. The findings the NCS review highlighted the need for principals and school leaders (Category A) that are able to lead and support productive learning environments and committed communities of teachers who work together to teach and assess the school curriculum effectively. All principals, deputy principals and heads of departments in the targeted schools will be provided with the opportunity to complete accredited pedagogically sound and content rich short courses focused on managing curriculum, assessment and productive learning environments in schools.
- b. The findings of the NCS review highlighted the need for subject advisors (Category A) to be capable of providing support to teachers in their area of specialisation. All subject advisors servicing the targeted schools need to be identified and provided with pedagogically sound and content rich courses that will enable them to better support teachers in their area of specialisation, and to act as facilitators of professional learning communities, particularly in the priority areas described in c below.
- c. The findings of the NCS review, NSC results and ANA indicate that teachers of the following subjects must be prioritised for short course interventions, as these subjects have been identified as key levers for improving quality across the system:
 - For the Foundation Phase: numeracy; home language/literacy (all African languages); and English 1st Additional Language;
 - For the Intermediate, Senior and Further Education phases: mathematics and English 1st Additional Language;
 - For FET, in addition to the above: mathematical literacy; accounting; and physical science;
 - For all phases and specialisations above: multi-level/inclusive teaching (focused in particular on curriculum adaptation); and

In the targeted schools, all teachers of these subjects will be offered development opportunities through pedagogically sound content rich short courses.

2. In addition to the schools targeted above, in all rural primary schools where multi-grade teaching is the norm, teachers will be targeted for development in Multi-Grade teaching strategies, with a particular focus on literacy and numeracy.

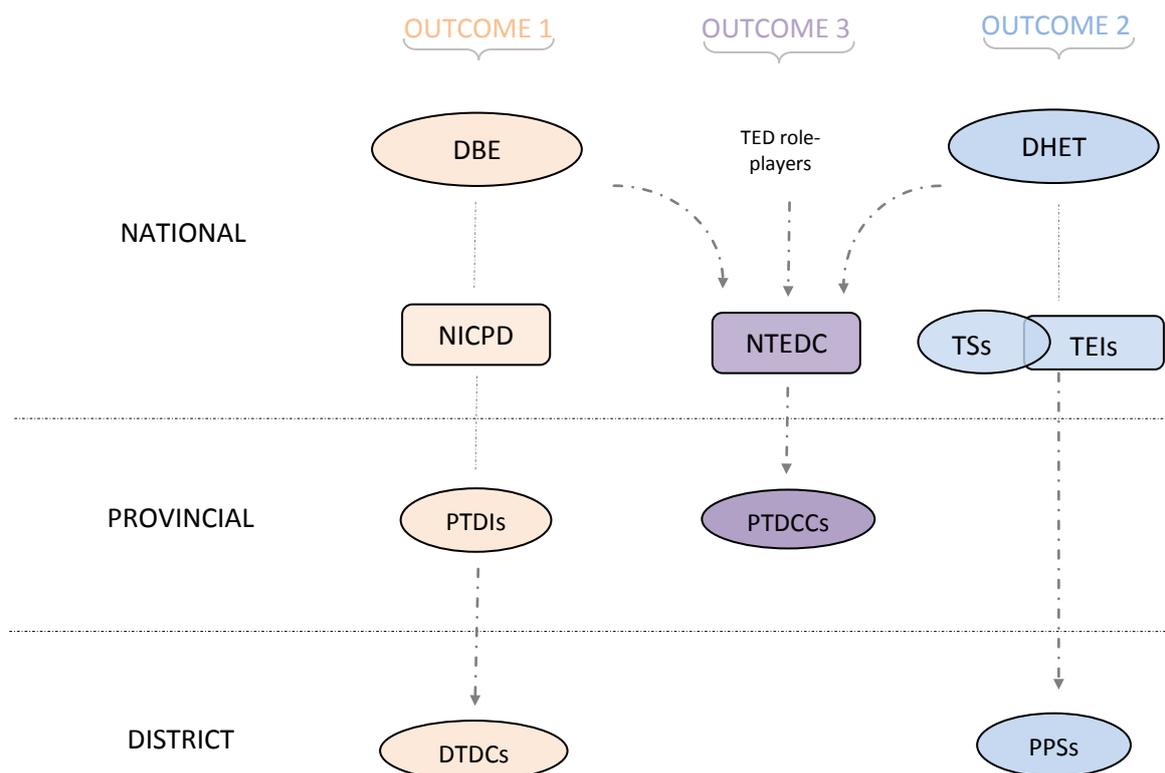
Output 3.4: System prioritised and coordinated targeted teacher development in the first five years through qualification programmes to ensure the development of human capacity and capability and long term development and viability of the basic education system (2011/12 – 2015/16)

1. Over the next five year period qualification programmes aimed at career development and ensuring the long term development of human resources will be made available to selected educators across the system, particularly in Categories A, C, D and E.

- a. *Selected principals, deputy principals and heads of department* (Category A) will be supported to complete the practice based Advanced Certificate in School Leadership and Management (ACE SL&M), an entry level qualification designed specifically for the South African context.
- b. *Subjects advisors* (Category A) who have the potential to become leaders for the system will be identified and targeted for specific Bed (Hons) (and in the future Post Graduate Diplomas) or Masters degrees, designed to enhance their knowledge of teaching and learning in their specialist area and their ability to provide support to practicing teachers and leadership to other advisors in the system.
- c. Selected *highly competent teachers and subject advisors* (Category C) will be identified and selected to develop the capacity and capability to induct new teachers into the world of work, and to catalyse the development of professional learning communities at school and local cluster level in their specialisations, through specialised subject focused ACE or BEd (Hons) programmes (and in the future Advanced Diploma's and professional Post Graduate Diplomas).
- d. Practicing professionally unqualified *graduate* teachers (Category D) will be identified and supported to complete the *Post Graduate Certificate in Education (PGCE)* (two year part-time programme).
- e. Practicing teachers who are *completely unqualified* (at REQV 10 – Category D), should be identified and supported to complete B Ed degree programmes (either full time, or part time).
- f. Un and under qualified *Grade R practitioners* (Category D) will be identified and supported to complete the level 5 ECD/Grade R diploma in 2010/11 and 2011/12, after which the new qualifications (Higher Certificate and Diploma in Grade R Practices) will be available, and they should be supported to complete these qualifications.
- g. Teachers working with the *deaf, blind, multiply disabled and severely disabled (mentally and physically)* (Category E), require specialist qualification programmes. Institutions that will offer such qualifications must be identified and the qualifications developed during 2011/12 – 2012/13 for implementation in 2013/14. Teachers requiring the qualification in special schools must be identified and supported to complete them. In the future, as teachers are appointed to special schools, they must be supported to complete the qualification, if they do not already hold it.

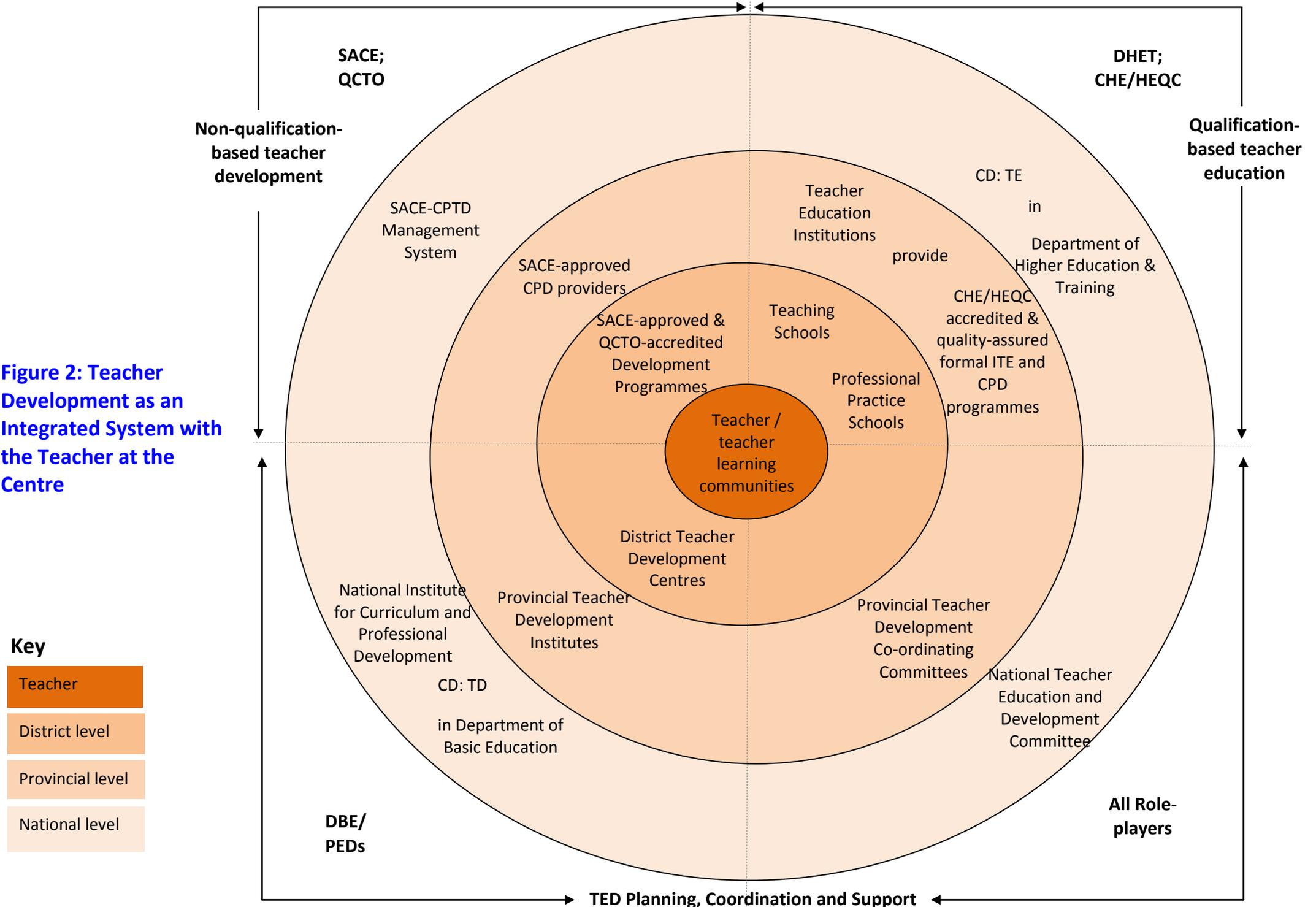
3. The Envisaged Teacher Education and Development Landscape

1. The envisaged TED institutional landscape, consisting of elements which have been described in Outcomes 1, 2 and 3 of this Plan, will be built up over time, and is illustrated in diagrammatic form below:



2. An alternative description of this landscape, which shows more graphically how the teacher is the centre of the system, is presented in Figure 2 below. It shows how the teacher is central to and at the centre of all efforts to strengthen and integrate teacher development in the country, and how the various support structures, institutional providers, accrediting institutions, quality assurance mechanisms and coordination and management systems at the district, provincial and national levels are aimed at enabling teachers to take substantial responsibility for their own development.

Figure 2: Teacher Development as an Integrated System with the Teacher at the Centre



4. Enabling the implementation of the Plan

1. For the Plan to be implemented successfully, adequate time must be made available for teacher development activities and funding mechanisms must be strengthened and rendered more effective.
2. In order to ensure that time is available for teacher development a number of strategies could be followed:
 - i. Time for teachers to participate in professional learning communities and engage in quality school-based teacher development could be scheduled into the school year. Specifically, scheduled time for teacher development could:
 - utilise the immediate pre- and post-term periods, so as to minimize loss of teaching time; and/or
 - be integrated into the school time-table through adjustment of the schooling week.
 - ii. Time for teachers to engage in pedagogically deep and content rich CPD short courses or qualification programmes could include:
 - the possibility of re-instituting prolonged formal study leave and the appointment of substitute teachers (by developing a database of supply teachers to be utilised for this purpose); and
 - innovative relationships between PPSs and other schools during times at which initial teachers are out in schools during work integrated learning (practicum) periods, so as to enable prolonged CPD opportunities. Once the system is fully functioning there could be up to 80 000 student-teachers in schools across the system at any particular time; in conjunction with properly mentored and structured work integrated learning, this could enable a large number of teachers to be released for formal development purposes.

The specific strategies to be implemented will have to be subject to negotiation at the ELRC around educators' conditions of service.

3. In order to ensure that funding for TED is effective, the coordination, monitoring, reporting and data management procedures regarding funding provision and utilisation will be improved and streamlined as a matter of urgency. This will include improved coordination of all government bursary schemes for formal TED programmes, to ensure proper management, tracking and disbursement of funds.
4. The NTEDC and the PTDCs will assist to ensure the effective and efficient utilisation of financial resources to address the priorities that have been established.

5. The 1% Skills Budget allocation for educators and non-educators will be separated, and the amount available for the development of professional staff on a yearly basis will be used solely for that purpose.
6. The funding mechanism for funds gained through national bids for specific purposes will be changed to a conditional grant mechanism, to ensure that funds are utilised for the intended purpose. If this is not possible, then funds obtained for teacher development through national bids will be ring-fenced at provincial level to ensure they are used for the intended purpose.
7. The bulk of funds available for teacher development programmes will be allocated to programmes which deepen the subject specialisation knowledge of teachers.
8. The Funza Lushaka Bursary Scheme and its supporting programme, the Teacher Recruitment Campaign, being implemented as part of the National Policy Framework for Teacher Education and Development, will be strengthened. In particular, funding for the Funza Lushaka Bursary Scheme will be at least doubled.

5. Teacher Education and Development Implementation Plan (2011/12-2026/27)

Keys Results Areas

The core outcomes and associated outputs of the Plan are listed below for easy reference:

Outcome 1: An integrated and supportive system that enables and assists teachers to take responsibility for identifying and addressing their own professional development needs.

- Output 1.1: A National Institute for Curriculum and Professional Development (NICPD)
- Output 1.2: Teacher knowledge and practice standards
- Output 1.3: Teacher diagnostic self-assessments to assess curriculum competence
- Output 1.4: High quality, content rich, pedagogically sound curriculum courses for teachers
- Output 1.5: Professional Learning Communities (PLCs) to strengthen teacher professionalism
- Output 1.6: An ICT support system
- Output 1.7: Provincial Teacher Development Institutes (PTDIs)
- Output 1.8: District Teacher Development Centres (DTDCs)

Outcome 2: An expanded and accessible teacher education system that produces sufficient numbers of quality teachers with the specialised and differentiated competences that are required by the schooling system.

- Output 2.1: Optimised, extended and expanded institutional capacity
- Output 2.2: Differentiated and specialised offerings across the teacher education system
- Output 2.3: Strengthened teacher recruitment and bursary funding
- Output 2.4: Strengthened Early Childhood Development, Foundation Phase and special needs provision
- Output 2.5: New teacher education institutions

- Output 2.6: Teaching Schools (TSs)
- Output 2.7: Professional Practice Schools (PPSs)

Outcome 3: A coherent and coordinated system that plans and monitors targeted teacher development on the basis of system (national, provincial and district) priorities

- Output 3.1: A National Teacher Education and Development Committee (NTEDC)
- Output 3.2: Provincial Teacher Development Coordinating Committees (PTDCCs)
- Output 3.3: System prioritised and coordinated targeted teacher development for the first five years through pedagogically sound and content rich CPD short courses aligned to system priorities (2011/12 – 2015/16)
- Output 3.3: System prioritised and coordinated targeted teacher development for the first five years through qualification programmes to ensure the development of human capacity and capability and long term development and viability of the basic education system (2011/12 – 2015/16)

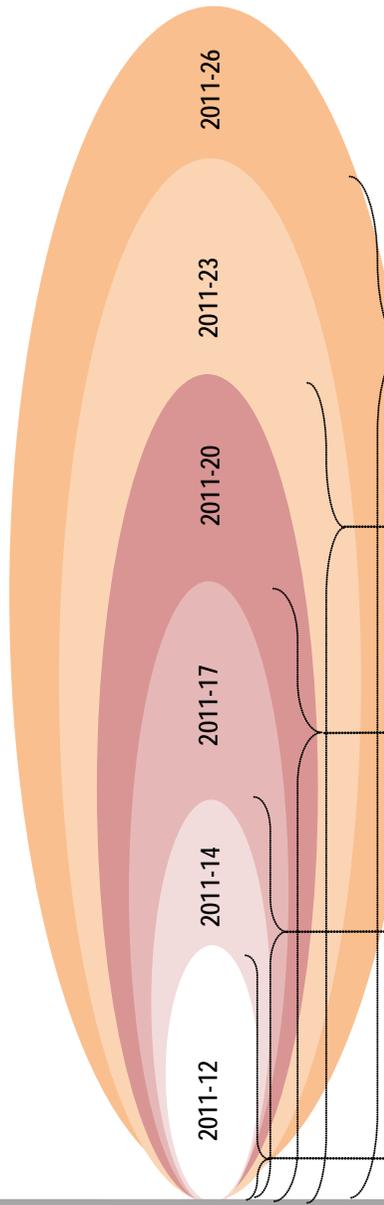
The diagram on the following page illustrates the nested planning framework for implementation of the Plan over time, divided into three- to five-year planning cycles.

A NEW, STRENGTHENED, INTEGRATED PLAN FOR TEACHER EDUCATION AND DEVELOPMENT IN SOUTH AFRICA

SCHOOLING 2025

15 years

Improve Teacher Education and Development planning and coordination between national, provincial and district levels and amongst all stakeholders to ensure the availability of more and better teachers at all levels of the schooling system.



23 August 2010 All activities start now Teacher Development Plan (Final D

- 2011 → 2026**

 - The system to identify and address teachers' development needs has been expanded to include all school leaders and subject advisors.
 - Sufficient fully-resourced District Teacher Development Centres (DTDCs) have been established to service the whole country.
 - A network of Professional Practice Schools (PPSs) has been established around teacher development centres in the districts.
- 2011 → 2023**

 - Some District Teacher Development Centres have been established.
 - The system to identify and address teachers' development needs has been expanded to cater for all school phases, learning areas and subjects.
- 2011 → 2020**

 - New teacher education institutions have been fully established where appropriate/needed.
 - The system to identify and address teachers' development needs has been expanded to cater for all SP subjects and the major FET subjects.
 - Teaching Schools (TSs) have been established in relation to all TEI delivery sites.
- 2011 → 2017**

 - Subject-based and issue-based professional learning communities are widely established.
 - The system to identify and address teachers' development needs has been established for at least Foundation Phase and Intermediate Phase learning areas.
 - Fully-resourced Provincial Teacher Development Institutes (PTDIs) have been established in all provinces.
- 2011 → 2014**

 - The Funza Lushaka Bursary scheme is strengthened, and teacher recruitment doubled.
 - A National Institute for Curriculum and Professional Development (NICPD) is established.
 - Provincial Teacher Development Coordinating Committees are established in all provinces
 - Subject-based and issue-based professional learning communities are initiated.
 - The system to identify and address teachers' development needs has been established for at least numeracy/mathematics and literacy/English 1st Additional Language for all phases
 - Existing teacher education institutions have been strengthened.
- 2011 → 2012**

 - Targeted, specific professional development opportunities for classroom teachers, school leaders and subject advisors.
 - A National Teacher Education and Development Committee (NTEDC) is established.

Additional activities will be largely funded through a series of consecutive MTEF

Existing budgetary resources will be redirected towards these activities

The tables below expand on the nested diagram and provide schematic details of activities that will be implemented to produce the specific outcomes and outputs described above. The tables should be read against the narrative in the earlier part of this document.

Outcome 1: An integrated and supportive system that enables and assists teachers to take responsibility for identifying and addressing their own professional development needs.

No	Elements/ focus area	Activities	Time frame	Funding required for...	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
Output 1.1: A National Institute for Curriculum and Professional Development (NICPD)							
1.1	1.1.1 Establish the NICPD.	a. Employ professional staff to carry out and manage the work of the NICPD. b. Resource the NICPD.	Initiated in 2011/12; established by 2014/15	For employment of sufficient permanent staff and to resource the NICPD (which, being housed in the DBE, will have no infrastructural costs).	Initial start up, aligned with the development of the system, has funds for initial secondments to manage processes; DBE MTEF Bid 1 to secure funds over the long term.	DBE	Coordinate with the work of SACE (approval of activities and providers). Coordinate with PEDs (delivery agents at the level of the province, district and school).
Output 1.2: Teacher knowledge and practice standards							
1.2	1.2.1 Develop knowledge practice standards for all phase/ subject specialisations.	a. First phase: Develop knowledge practice standards for teachers of: <ul style="list-style-type: none"> • FP numeracy and literacy (all home languages and EFAL) • IP, SP and FET EFAL and mathematics • FET mathematical literacy. 	2010/11 – 2012/13	For establishing expert groups for each focus area (9) to develop standards (daily honoraria); accommodation and travel costs; salaries for three project leaders at Deputy Director level (3 year contracts/ secondments).	R33m start up funding available (national project) for 2010/11 – 2012/13.	DBE (through NICPD, once established)	In collaboration with: subject focused teacher organisations (including unions' professional arms); excellent teachers; teacher education specialists; and subject/discipline specialists.
		b. Second phase: Expand development of knowledge practice standards to include:	2013/14 – 2015/16	For establishing expert groups (daily honoraria); accommodation and travel costs; salaries for	DBE MTEF Bid 3 for funding for additional focus areas required for		

No	Elements/ focus area	Activities	Time frame	Funding required for...	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
		<ul style="list-style-type: none"> FP life skills All IP and SP learning areas and subjects 8 major FET exam subjects. 		project leaders at Deputy Director level (3 year contracts/secondments).	expansion.		
		<p>c. Third Phase: Expand development of knowledge practice standards to include:</p> <ul style="list-style-type: none"> The majority of FET subjects School leadership Ethics and professionalism. 	2016/17 – 2019/20	For establishing expert groups (daily honoraria); accommodation and travel costs; salaries for project leaders at Deputy Director level (3 year contracts/secondments).	DBE MTEF Bid 4 for reprioritising/ additional funding for additional focus areas required for expansion.		
Output 1.3: Teacher diagnostic self-assessments to assess curriculum competence							
1.3	1.3.1 Develop diagnostic assessments aligned to the knowledge practice standards.	<p>a. Develop and test diagnostic self-assessments aligned to the standards for phase 1 (see 1.2.1 above).</p> <p>b. Develop and test diagnostic self-assessments aligned to the standards for phase 2 (see 1.2.2 above).</p> <p>c. Develop and test diagnostic self-assessments aligned to the standards for phase 3 (see 1.2.3 above).</p>	<p>2011/12 – 2012/13</p> <p>2013/14 – 2015/16</p> <p>2016/17 – 2019/20</p>	<p>See above. The same people involved in the development of the practice standards will also carry out this work.</p> <p>See above. The same people involved in the development of the practice standards will also carry out this work.</p> <p>See above. The same people involved in the development of the practice standards will also carry out this work.</p>	<p>R33m start up funding available (national project) for 2010/11 – 2012/13.</p> <p>DBE MTEF Bid 3 for funding for additional focus areas required for expansion.</p> <p>DBE MTEF Bid 4 for reprioritising/ additional funding for additional focus areas required for expansion.</p>	DBE (through NICPD)	In collaboration with: subject focused teacher organisations (including unions' professional arms); excellent teachers; teacher education specialists; subject/discipline specialists; provincial/district subject advisors and teacher development experts; and other organisations that are evaluated to have expertise and are willing to be part of this under the conditions described.

No	Elements/ focus area	Activities	Time frame	Funding required for...	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
Output 1.4: High quality, content rich, pedagogically sound curriculum courses for teachers							
1.4	1.4.1 Develop pedagogically sound and content rich CPD programmes aligned to the standards and assessments.	a. Develop and test pedagogically sound and content rich CPD programmes aligned to the standards and assessments for phase 1 (see 1.2.1 and 1.3.1).	2011/12 – 2012/13	See above. The same people involved in the development of the practice standards will also carry out this work.	R 33m start up funding available (national project) for 2010/11 – 2012/13.	DBE (through NICPD)	In collaboration with: subject focused teacher organisations (including unions' professional arms); excellent teachers; teacher education specialists; subject/discipline specialists; provincial/district subject advisors and teacher development experts; and other organisations that are evaluated to have expertise and are willing to be part of this under the conditions described. SACE (approval of providers and programmes). ETDP-SETA and QCTO (accreditation of short courses).
		b. Develop and test pedagogically sound and content rich CPD programmes aligned to the standards and assessments for phase 2 (see 1.2.2 and 1.3.2).	2013/14 – 2015/16	See above. The same people involved in the development of the practice standards will also carry out this work.	DBE MTEF Bid 3 for funding for additional focus areas required for expansion.		
		c. Develop and test pedagogically sound and content rich CPD programmes aligned to the standards and assessments for phase 1 (see 1.2.3 and 1.3.3).	2016/17 – 2019/20	See above. The same people involved in the development of the practice standards will also carry out this work.	DBE MTEF Bid 4 for reprioritising/additional funding for additional focus areas required for expansion.		
Output 1.5: Professional Learning Communities (PLCs) to strengthen teacher professionalism							
1.5.	1.5.1 Initiate PLCs across the system.	a. Advocate the growth of PLCs.	2011/12 and ongoing	For operational expenses of NICPD, and for development, printing and distribution of materials.	As part of MTEF Bid 1 for setting up NICPD.	DBE (through NICPD)	PEDs (specifically curriculum support and subject advisors). Subject focused teacher organisations (including unions' professional arms). SACE.
		b. Develop guidelines and activities to support PLCs.	Ongoing	For operational expenses of NICPD, and for development, printing and distribution of materials.	As part of MTEF Bid 1 for setting up NICPD.		

No	Elements/ focus area	Activities	Time frame	Funding required for...	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
							NGOs and other organisations experienced in mentoring, coaching and the development of PLCs.
		c. Initiate and facilitate the targeted development of productive PLCs in priority areas (numeracy/mathematics; literacy/ languages; school leadership linked to targeted teacher development – see Output 3.3 below), utilising a snowball approach by building on current projects operating across the system.	2011/12 – 2014/15	To support specific projects aimed at growing PLCs across provinces over the 3 year period.	Reprioritisation of 10% of existing funds in MTEF base-line to establish and support PLCs; R135m (R5m per focus area per province, i.e. R15m per province; R45m per annum required). (MTEF Bid 1 – change funding to conditional grants).	PEDs	DBE (through NICPD). Subject advisors. SACE. Collaborative relationships with a wide variety of partner organisations.
		d. Train subject advisors to become facilitators of PLCs (linked to the initiated projects).	2011/12 – 2014/15	For specialised training of subject advisors as facilitators of PLCs.	Integrated into costs of initiated projects and targeted development described below (see Output 3.3).	PEDs	Collaborative relationships with a wide variety of partner organisations.
	1.5.2 PLCs widely established across the system.	a. Extend PLCs in all targeted areas across provinces, building on lessons learnt in initial phase, to ensure that PLCs are established across the system amongst teachers of all phases, learning areas and subjects.	2014/15 – 2026/27	For support to PLCs, particularly through subject advisors in DTDCs and mentor teachers in PPSs; training of facilitators and extending PLCs across the system.	Available funding in system for support through subject advisors/DTDCs and PPSs; prioritisation of funds in MTEF baseline for teacher development (conditional grants); DBE MTEF Bid 4 for additional funding for training facilitators and expanding PLCs.	PEDs through DTDCs and PPSs	DBE (through NICPD). SACE. Collaborative relationships with a wide variety of organisations.

No	Elements/ focus area	Activities	Time frame	Funding required for...	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
Output 1.6: An ICT support system							
1.6	1.6.1 Develop and maintain an ICT platform linked to Teacher Education and Development website.	<p>a. Develop ICT platform linked to SACE CPTD Management System.</p> <p>b. Maintain ICT platform, and expand and update it regularly.</p>	<p>2011/12 – 2013/14</p> <p>Ongoing</p>	<p>Initial costs for system development - estimated at R3m.</p> <p>R500 000 per annum (increased annually).</p>	<p>Initial costs part of start up funding available (national project) for 2010/11 – 2012/13).</p> <p>DBE MTEF Bid 1 as part of operational costs of NICPD.</p>	DBE (through NICPD)	GITO. SITA.
Output 1.7: Provincial Teacher Development Institutes (PTDIs)							
1.7.	1.7.1 Establish PTDIs in every province.	<p>a. Develop norms and standards for PTDIs based on evaluation of currently operating PTDIs.</p> <p>b. Strengthen existing PTDIs in line with norms and standards.</p> <p>c. Establish new PTDIs in provinces where they do not exist in line with the norms and standards.</p> <p>d. Consolidate provincial professional staff dealing with teacher development (of school teachers; education management; HRD) in the province, as well as streamline</p>	<p>2011/12</p> <p>2011/12 – 2014/15</p> <p>2011/12 – 2017/18</p> <p>2011/12 – 2017/18</p>	<p>For operational expenses.</p> <p>To recapitalise existing infrastructure, equipment and other physical resources in line with the norms and standards; to ensure adequate staffing.</p> <p>To establish the new PTDIs, including infrastructure and all required resources; to ensure adequate staffing.</p> <p>Reorganisation of currently funded personnel.</p>	<p>DBE operational costs.</p> <p>DBE MTEF Bid 2 (conditional grant).</p> <p>DBE MTEF Bid 2 (conditional grant).</p> <p>In baseline.</p>	<p>DBE</p> <p>PEDs</p> <p>PEDs</p> <p>PEDs</p>	<p>Work collaboratively with PEDs.</p> <p>Collaborate with DBE.</p> <p>Collaborate with DBE.</p> <p>PEDs.</p>

No	Elements/ focus area	Activities	Time frame	Funding required for...	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
		organograms and align work to the activities of the PTDI.					
		e. Ensure PTDis obtain accreditation to deliver accredited short courses.	2011/12 – 2017/18	For operational expenses of PTDI.	PED operational budget.	PTDis/PEDs	Work with ETDP-SETA/QCTO to ensure PTDis are accredited to offer QCTO accredited short courses. Work with SACE to ensure PTDis become approved to offer SACE approved programmes.
Output 1.8: District Teacher Development Centres (DTDCs)							
1.8	1.8.1 Establish sufficient DTDCs in every province.	a. Develop norms and standards for DTDCs.	2011/12 – 2013/14	For operational expenses.	DBE operational costs.	DBE	Work collaboratively with PEDs and base on evaluation of currently operating DTDCs (education/teacher resource centres).
		b. Strengthen existing DTDCs in line with norms and standards.	2011/12 – 2015/16	To recapitalise existing infrastructure, equipment, other physical resources in line with the norms and standards; to ensure adequate staffing.	DBE MTEF Bid 2 (conditional grant aligned with bid for PTDis).	PEDs	Collaborate with DBE.
		c. Establish sufficient numbers of DTDCs across the country.	2011/12 – 2025/26	To establish the new DTDCs, including infrastructure and all required resources; to ensure adequate staffing.	DBE MTEF Bid 2 (conditional grant aligned with bid for PTDis).	PEDs	Collaborate with DBE.
		d. Reorganise professional staff dealing with teacher development and support in schools at district level, including consolidation of subject advisors, streamlining of organograms and aligning work to the activities of the DTDC.	2011/12 - 2015/16	Reorganisation of currently funded personnel.	In baseline.	PEDs	PEDs.

No	Elements/ focus area	Activities	Time frame	Funding required for...	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
		e. Ensure all DTDCs obtain accreditation to deliver accredited short courses.	2011/12 – 2025/26	For operational expenses of PTDI.	PED operational budget.	PTDIs/PEDs	Work with ETDI-SETA/QCTO to ensure DTDCs are accredited to offer QCTO accredited short courses. Work with SACE to ensure DTDCs become approved to offer SACE approved programmes.

Outcome 2: An expanded and accessible teacher education system that produces sufficient numbers of quality teachers with the specialised and differentiated competences that are required by the schooling system.

No	Elements/ focus area	Activities	Time frame	Funding required	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
Output 2.1: Optimised, extended and expanded institutional capacity							
2.1	2.1.1 Ensure capacity within the HET system to produce sufficient new teachers (at least 12000 graduates pa by 2014 and 18000 graduates pa by 2019).	a. Ensure that all existing TEI campuses are effectively optimised for the production of new teachers.	2011/12 – 2015/16	Funding for staff, infrastructure and teaching resources to ensure optimal use of institutional space and resources for ITE to ensure an increase in total enrolments from 35 000 in 2009 to 65 000 in 2014.	DHET MTEF Bid 1 for infrastructure spend (as part of wider infrastructure Bid for Universities).	DHET	Work collaboratively with DBE (system needs analysis); TEIs; CHE/HEQC (to ensure accreditation and quality); and ETDI-SETA to ensure alignment with skills needs.

No	Elements/ focus area	Activities	Time frame	Funding required	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
		b. Extend the reach of existing institutions to offer qualification programmes (in-service ITE and CPD) at decentralised learning centres (in collaboration with FET colleges, PTDis and DTDCs, where appropriate) or through the establishment of new delivery sites/campuses.	2012/13 – 205/16	For development of lecturer capacity; resourcing learning centres; infrastructure costs if new sites are to be established/ recapitalised.	DHET Bid 2 to secure additional funding if required.	DHET	Work collaboratively with TEIs, PEDs and their PTDis and DTDCs; FET colleges (where appropriate); work with CHE/HEQC to ensure that these are accredited as learning sites for qualification programmes at NQF level 6 and above.
Output 2.2: Differentiated and specialised offerings across the teacher education system							
2.2	2.2.1 Ensure that all qualification types and programmes required for initial teacher education by the BE system are reflected in the PQM of institutions and that there is coordinated planning with respect to ITE.	<p>a. Identify all qualifications and programmes required to prepare new teachers for the system, to ensure that a sufficiently differentiated system is developed so that all programmes are adequately provided for and funded.</p> <p>b. Utilise supply/demand data and information from annual data collection exercises to inform enrolment planning of institutions in line with the needs of the system.</p>	Ongoing.	DHET operational expenses.	DHET budget.	DHET	<p>Coordinated through NTEDC and PTDCs.</p> <p>Work collaboratively with DBE and PEDs to understand needs.</p> <p>Work with TEIs to ensure supply according to needs.</p> <p>Work collaboratively with CHE/HEQC to ensure accreditation and quality.</p>

No	Elements/ focus area	Activities	Time frame	Funding required	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
	2.2.2 Ensure capacity within the HET system to produce sufficient numbers of teachers with specialised and differentiated competences.	<p>a. Ensure a differentiated system is developed with identified TEIs taking on specific niche specialisations to ensure that all areas are sufficiently catered for across the public system, including but not only:</p> <ul style="list-style-type: none"> • Music and art education • Technology/engineering subjects • Agricultural science. 	2012/12-2015/16	For infrastructural development, enrolment and student bursaries.	<p>PED Bursary funds.</p> <p>DBE Bursary funds.</p> <p>DHET Bid 2 for infrastructure spend.</p>	DHET	<p>Work collaboratively with TEIs.</p> <p>Work collaboratively with CHE/HEQC to ensure accreditation and quality.</p> <p>Work collaboratively with ETDP-SETA, particularly in relation to ECD practitioner provisioning.</p> <p>Work collaboratively with DBE and PEDs to ensure targeted bursary funding.</p>
Output 2.3: Strengthened teacher recruitment and bursary funding							
2.3.	2.3.1 Strengthen Teacher Recruitment Campaign.	<p>a. Develop a recruitment strategy.</p> <p>b. Implement the recruitment strategy.</p> <p>c. Evaluate recruitment strategy.</p>	Annual activity	R5m pa	DBE MTEF Bid 1.	DBE	<p>Work with TEIs and DHET to attract graduates into teaching.</p> <p>Work with PEDs, DHET and TEIs to ensure that quality school learners are attracted into the profession (including from poor and rural districts).</p>
	2.3.2 Strengthen bursary support for initial teachers.	a. Strengthen Funza Lushaka Bursary fund in order to maintain 25% support to ITE students as enrolment in programmes is increased.	2011/12 – 2015/16	Funza Lushaka fund to be doubled (from R500m in 2011/12 to R1 000m in 2014/15).	DBE MTEF Bid 1.	DBE	DHET and NSFAS.

No	Elements/ focus area	Activities	Time frame	Funding required	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
		b. Create systems to coordinate the management of all initial teacher education bursary funding provided through the DBE, PEDs and ETDP-SETA (extend ICT platform; facilitate management of criteria).	2011/12 – 2015/16	For extension and further development of FLIMS ICT platform.	DBE MTEF Bid 1	DBE	DBE to work with PEDs, ETDP-SETA and DHET to monitor and maintain system so that this funding can be utilised to effectively steer the TEIs towards better quality programmes aligned to the PQM of institutions.
Output 2.4: Strengthened Early Childhood Development, Foundation Phase and special needs provision							
2.4	2.4.1 Ensure capacity within the HET system to produce sufficient numbers of ECD practitioners and Foundation Phase and special needs teachers.	a. Extend the number of existing institutions offering Foundation Phase teacher education (from 13 to 18) and strengthen provision in African languages.	2010/11-2013/14	For development of lecturer capacity and infrastructure to enable expansion.	R156m EUPSSP part of which will be used for lecturer development support. DHET Bid 1 for infrastructure spend (as part of wider infrastructure Bid for Universities).	DHET	DBE. TEIs. CHE/HEQC.
		b. Ensure that identified TEIs develop specific niche specialisations to cater for the provision of: <ul style="list-style-type: none"> • ECD practitioners • Special needs teachers (teachers of the profoundly deaf, blind and multiply disabled). 	2012/12-2015/16	For infrastructural development, enrolment and student bursaries.	PED Bursary funds. DBE Bursary funds. DHET Bid 2 for infrastructure spend.	DHET	Work collaboratively with TEIs. Work collaboratively with CHE/HEQC to ensure accreditation and quality. Work collaboratively with ETDP-SETA, particularly in relation to ECD practitioner provisioning. Work collaboratively with DBE and PEDs to ensure targeted bursary funding.

No	Elements/ focus area	Activities	Time frame	Funding required	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
Output 2.5: New teacher education institutions							
2.5	2.5.2 Ensure capacity within the HET system to produce sufficient new teachers.	a. Establish new dedicated TEIs (colleges) in conjunction with proposed new HEIs in Mpumalanga and the Northern Cape, and where demand cannot be satisfied by expanding existing TEIs, to ensure the production of sufficient graduate teachers per annum across all specialisations.	2013/15 - 2019/20	For full evaluation of current system to determine need and location; for new infrastructure and resources/ recapitalisation of existing underutilised infrastructure and resources; for development of staff.	DHET MTEF Bid 4 to establish new institutions (if required).	DHET	Work with CHE. Work with DBE to align to supply, demand and utilisation data.
Output 2.6: Teaching Schools (TSs)							
2.6.	2.6.1 Establish TSs in close proximity to each TEI campus offering ITE.	a. Develop norms and standards for TSs and identify all legal issues related to developing such schools.	2011/12	DHET operational expenses.	DHET budget.	DHET	Work with TEIs, PEDs, DBE and ETPD-SETA.
		b. Identify TSs in close proximity to each TEI and develop them in line with the norms and standards over time.	2011/12 - 2020/21	Additional resources required to ensure good practice laboratories provided over time.	DHET to secure funding for additional resources required over time (PED budgets; TEI budgets; ETPD-SETA discretionary fund; donors). DHET MTEF Bid 3.	DHET	Work closely with TEIs, PEDs, DBE and unions. ETPD-SETA bursary funding to develop mentors.
		c. Develop staff in TSs to fulfil their role as methods lecturers and	2011/12 – 2020/21	Bursaries for development of	Bursaries through PEDs HRD funds, ETPD SETA discretionary fund, and TEI	TEIs	In collaboration with PEDs, DHET and DBE.

No	Elements/ focus area	Activities	Time frame	Funding required	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
		mentors to student teachers.		mentor teachers.	staff bursary funds.		Work with ETDP-SETA to develop WPL models and mentor teachers.
Output 2.7: Professional Practice Schools (PPSs)							
2.7.	2.7.1 Establish a network of designated PPSs across all districts.	a. Develop norms and standards for PPSs and identify all legal issues related to developing such schools.	2012/13	DHET operational expenses.	DHET budget.	DHET	Work with TEIs, DBE and PEDs.
		b. Identify a network of designated PPSs across all districts over time and develop them in line with the norms and standards, as required.	2012/13 - 2026/7	Additional resources required to ensure good practice laboratories for ITE and CPD provided over time.	DHET to secure funding for additional resources required over time for support for ITE (PED budgets – in line with NSF PIVOT processes; ETDP-SETA discretionary funds; Donors funds); DHET MTEF Bid 3.	DHET	Work with TEIs, PEDs, DBE and ETDP-SETA.
		c. Develop staff in PPSs to fulfil their role as mentors to student teachers and new teachers being inducted into teaching at neighbouring schools, and as lead professional development teachers to facilitate the development of PLCs.	2011/12 – 2026/7	Bursaries for development of mentor teachers and lead professional development teachers (teaching and learning specialists).	Bursaries through PEDs, HRD funds, ETPD-SETA discretionary fund, and donor projects.	PEDs	In collaboration with TEIs, DHET and DBE. Work with ETDP-SETA to develop WPL models and mentor teachers.

Outcome 3: A coherent and coordinated system that plans and monitors targeted teacher development on the basis of system (national, provincial and district) priorities.

No	Elements/ focus area	Activities	Time frame	Funding required	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
Output 3.1: A National Teacher Education and Development Committee (NTEDC)							
3.1	3.1.1 Establish NTEDC.	a. Develop full description of functions, responsibilities and membership of NTEDC. b. Establish membership and leadership of NTEDC. c. Set up work schedule per annum and undertake ongoing activities related to defined functions.	2010/12 – 2011/12 Ongoing	For regular meetings and operational costs.	Budgets of DBE and DHET (secretariat to be seconded from each dept for fixed terms as part of their job description; chair to rotate on fixed term basis between DBE and DHET).	DHET and DBE	Joint interdepartmental structure; major roleplayers involved, including: Combined Teacher Unions; SACE; ETDP-SETA; HESA-EDF; and PEDs.
Output 3.2: Provincial Teacher Development Coordinating Committees (PTDCCs)							
3.2	3.2.1 Establish PTDCCs.	a. Develop full description of functions, responsibilities and membership of PTDCCs. b. Establish membership. c. Set up work schedule per annum and undertake ongoing activities related to defined functions.	2010/2012 2011/12 Ongoing	For operational costs.	PED operational costs.	PEDs	Provincial structure including provincial TE providers; DBE; DHET; provincial unions.
Output 3.3: System prioritised and coordinated targeted teacher development for the first five years through pedagogically sound and content rich CPD short courses aligned to system priorities (2011/12 – 2015/16)							
3.3	3.3.1 Identification of prioritised districts, schools and	a. Approximately 3000 underperforming secondary schools (achieving less than 60% matriculation passes) are	2010/11	For operational expenses	Operational costs in DBE; no additional funding required	DBE	In collaboration with PEDs

No	Elements/ focus area	Activities	Time frame	Funding required	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
	target teachers/ school leaders and subject advisors for different short programmes	<p>identified and located by district</p> <p>b. All the (approximately 7 000) primary feeder schools to the schools in 4.1 are identified</p>					
		<p>c. All subject advisors supporting the schools in 4.1 and 4.2 are identified and targeted for development (as facilitators of PLCs and to provide support to teachers in identified areas)</p> <p>d. The locations and numbers of school managers and leaders (principals, deputy principals and heads of department) in schools in 4.1 and 4.2 are identified</p> <p>e. The locations and numbers of teachers teaching the targeted phases/ learning areas/ subjects (see section 32.6 above) in schools in 4.1 and 4.2 are identified</p>	2010/11	For operational expenses	Operational costs in PED; no additional funding required	PEDs	In collaboration with DBE
	3.3.2 Identification/ development of short course programmes	<p>a. Analyse national assessments (ANA and NSC) to identify specific focus areas for short courses across the targeted phases/learning areas/subjects</p>	2010/11	For operational expenses	Operational costs in DBE; no additional funding required	DBE	In collaboration with PEDs
		<p>b. Identify existing short courses and providers that can deliver them in targeted locations; providers</p>	2010/11	For operational expenses	Operational costs in DBE; no additional	DBE	In collaboration with PEDs, identify range of courses and providers

No	Elements/ focus area	Activities	Time frame	Funding required	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
		adapt courses if necessary			funding required		work with ETDP-SETA, QCTO and SACE to ensure programmes are accredited/endorsed and providers are accredited/SACE-approved, collaboration with SAIDE
		c. Develop new courses where none exist (aligned with the development of the system – see d) below)	2011/12	For operational expenses of NCPD	DBE MTEF Bid 1	DBE	In collaboration with PEDs, range of identified providers, work with ETDP-SETA, QCTO and SACE to ensure programmes are accredited/ endorsed and providers are accredited/ SACE approved, collaboration with SAIDE
	3.3.3 Delivery of targeted short courses	<p>a. On the basis of an analysis of the location and numbers of teachers, develop a roll out plan for targeted interventions at provincial level over the five year period</p> <p>b. Ensure delivery of programmes and monitor and evaluate provision</p> <p>c. Ensure teachers are grouped into networks and subject advisors support the development of PLCs</p>	<p>2010/11</p> <p>2011/12 – 2015/16</p> <p>2011/12 – 2015/16</p>	For delivering courses [Depending on number and location of teachers; work on estimate of R4000 per teacher per course; estimate 10 000 schools with an average of 10 educators targeted in each school plus subject advisors; a total estimate of R400m over 5 years or R90m per annum]	Provincial HRD budgets (Built into skills plan; provincial skills budget main source of funding – approximately 10% of annual HRD budget to be allocated)	PEDs	In collaboration with DBEs and approved providers Monitored and evaluated through work of proposed NTEDC

No	Elements/ focus area	Activities	Time frame	Funding required	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
Output 3.4: System prioritised and coordinated targeted teacher development for the first five years through qualification programmes to ensure the development of human capacity and capability and long term development and viability of the basic education system (2011/12 – 2015/16)							
3.4	3.4.1 Ensure that all qualification types and qualification programmes required for in-service CPD and career path development are reflected in the PQM of institutions, are accredited, and that there is coordinated planning with respect to CPD programmes required by the DBE and PEDs.	<ul style="list-style-type: none"> a. Identify all qualifications and programmes required to prepare new teachers for the system. b. Ensure that a sufficiently differentiated system is developed so that all programmes are adequately provided for and funded. c. Utilise supply/ demand data and information from annual data collection exercises to inform enrolment planning of institutions in line with the needs of the system. 	Ongoing	DHET operational expenses.	DHET budget.	DHET	<p>Work collaboratively with DBE and PEDs to understand needs.</p> <p>Work with TEIs to ensure supply according to needs.</p> <p>Work collaboratively with CHE/HEQC to ensure accreditation and quality.</p>
	3.4.2 Identification of target teachers/ school leaders and subject	<ul style="list-style-type: none"> a. Teachers from the various categories targeted for development through qualification programmes are identified: 	2010/11	PED operational expenses.	PED operational budget.	PEDs	In collaboration with DBE, DHET and TEIs (teachers targeted must be eligible for entry into the programmes); numbers supported must be in line with enrolment

No	Elements/ focus area	Activities	Time frame	Funding required	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
	advisors for different qualification programmes.	<ul style="list-style-type: none"> • principals and deputy principals • subject advisors • mentor teachers/ lead professional development teachers • unqualified teachers • special needs teachers. 					planning of institutions.
	3.4.3 Identification/ development of qualification programmes.	<p>a. For each category appropriate programmes are identified in partnership with TEIs in province for implementation in 2011/12 (see the discussion in the Technical Report for recommended priorities).</p> <p>b. Where programmes are not available, lead TEIs requested to develop programmes for implementation in 2012/13 – specifically for special needs educators.</p>	2010/11	PED operational expenses.	PED operational budget.	PED	<p>In collaboration with TEIs, DHET and CHE/HEQC to ensure that programmes are on the PQM of institutions and are accredited and recognised for employment.</p> <p>In collaboration with DBE to ensure national priorities and policies are implemented.</p>
	3.4.4 Delivery of qualification programmes to targeted educators.	<p>a. Enrolment plan over 5 year period to be determined (how many teachers taken in each cohort); numbers of teachers to be targeted in each category determined according to provincial needs and capacity of TEIs.</p> <p>b. Application and selection process</p>	2011/12 – 2015/16	Funding for bursaries for each category of teacher (approximately 15 000 bursaries per annum @ R20 000 per educator – to cover fees, admin costs and other expenses); approximately 45 000	R300m allocated from HRD budgets in provinces (skills budget fund; earmarked funds in MTEF baseline; i.e. approximately 30% of HRD budget to be allocated for this type of development per annum	PEDs	Collaborate with DBE and DHET in planning; ensure the enrolment plan is in line with DHET processes and PQM of institutions.

No	Elements/ focus area	Activities	Time frame	Funding required	Available funding/source/ funding mechanism	Responsible agency	Roles and relationships
		<p>for entry into programmes determined (entrance criteria for TEIs applied).</p> <p>c. Conditions for funding of teachers on programmes determined and contracts signed by individual teachers.</p> <p>d. Bursaries linked to the ICT system to enable monitoring and progress of teachers on programmes.</p> <p>e. Systems for the management and monitoring of delivery set up.</p> <p>f. Teachers register for programmes.</p> <p>g. Regular reporting and monitoring of system to ensure quality delivery.</p>		educators supported over the 5 year period.	and linked to the skills development plan).		
	3.4.5 ICT Information Management System for CPD bursaries.	a. Expand FLIMS to develop ICT platform as a national information management system to track and manage public bursary funding for in-service CPD qualifications provided through PEDs, ETDP-SETA and DBE.	2011/12-2014/15	Funds for creating provincial sections on the national ICT platform to enable coordinated management, reporting and information on use of funds and for ongoing maintenance and upgrading of the system.	ETDP-SETA discretionary fund for expanding system (approximately R5m). Operational expenses for maintenance as part of FLIMS system.	DBE	PEDs, ETDP-SETA.

Operational plans for each aspect of the Plan will be fleshed out in more detail by the responsible agency.

6. MTEF Bids required to support implementation of the Plan

Sourcing of funds to enable the Plan to be fully implemented is the responsibility of the various agencies in collaboration with their partners. The table below shows Bids that will be required over time, to be made by the DBE and DHET. Funds will also be sourced from a number of other agencies including donors and the ETDP-SETA discretionary funds.

Bid required	Bid period	Focus/elements of Bid	Amount required
DBE MTEF Bid 1 Bid to be made in 2010/11	2011/12 – 202015/16	1. Double Funza Lushaka bursary fund over the following five year period – national project; required to ensure enrolment in ITE is doubled over the five year period and to maintain funding through the bursary at 25% of students in the system. Transfer to NSFAS to manage disbursement. 1% of total retained within DBE to enable effective administration and management of the selection and award processes at the various institutions and maintenance and expansion of the FLIMS.	R500m in baseline for 2011/12 Additional R150m required for 2011/12 (total: R650m); Additional R250 m required for 2012/13 (total: R750m); Additional R350m required for 2013/14 (total: R850m); Additional R500m 2014/15 (total R1bil) Thereafter R1billion per annum increased annually for inflation
		2. Teacher Recruitment Campaign – an annual activity to ensure continued interest in teaching as a career, to improve the image of the profession and to attract quality learners into teaching.	R5m per annum, increased annually for inflation.
		3. Establish NICPD and funding for its functions as a national project.	National project funding for 2010/11 – 202012/13 secured for developing first phase of (standards/diagnostic system and CPD programmes); Bid Funding required to staff the NICPD; for the development and reproduction of programmes to support PLCs and to extend the focus of the system into the second phase in 2012/13.
		4. SACE CPTD system development.	To secure funds for the continued support and development of the CPTD system.
		5. Changed mechanism for teacher development funds in Provincial baseline – to be changed to conditional grant in order to ensure that funds are utilised for teacher development and not siphoned off for other uses.	Estimated funding in baseline in 2010/11 is R424m (equivalent to amount in Funza Lushaka fund). 2011/12 amount will be R449.4m. To be divided according to equitable share; changed to conditional grant to ensure funds are steered and utilised according to the Plan and priorities.
DBE MTEF Bid 2 Bid to be made in 2011/12	2012/13 – 2015/16	1. To recapitalise existing PTDIs.	To be determined through evaluation of current PTDIs and the development of norms and standards for PTDIs during 2011/12.
	2012/13 – 2017/18	2. To establish PTDIs in provinces where they do not exist.	To be determined on the basis of norms and standards.

Bid required	Bid period	Focus/elements of Bid	Amount required
	2012/13 – 2015/16	3. To recapitalise existing DTDCs.	To be determined through evaluation of current DTDCs and development of norms and standards for DTDCs during 2010/11.
	2012/13 – 2015/26	4. To establish sufficient DTDCs across all provinces.	To be determined after an audit of system; to be developed over time.
DBE MTEF Bid 3	2013/14 – 2015/16	1. To expand development of system to identify and respond to teachers' development needs (Phase 2).	To be determined on basis of experience of the first phase and on the number of focus areas selected in the second phase.
DBE MTEF Bid 4	2014/15 – 2026/27	1. To extend the operation of PLCs across the system (all teachers).	To be determined on the basis of initial lessons in the first phase.
	2016/17 – 2019/20	2. To expand development of system to identify and respond to teachers' development needs (Phase 3).	To be determined on basis of experience of the first phase and on the number of focus areas selected in the second phase.
DHET MTEF Bid 1	2011/12 – 2014/15	1. To improve infrastructure to support the delivery of teacher education programmes and increase enrolment in teacher education programmes (as part of wider infrastructure Bid for Universities).	Determined on the basis of submissions made by universities.
DHET MTEF Bid 2	2012/13 – 2016/17	1. To develop lecturer capacity; resourcing learning centres; infrastructure costs for establishment or recapitalisation of additional delivery sites (campuses) for existing institutions. 2. To develop lecturer capacity, courses and infrastructural costs for institutions developing specialisations in under-catered areas (ECD; special needs; etc.).	To be determined once it is known which institutions can be extended/developed in this way.
DHET MTEF Bid 3	2013/14 – 2016/17	1. To secure funding for the adequate resourcing of TSs and PPSs to ensure good practice laboratories for qualification-based ITE and CPD.	To be determined once norms and standards have been developed and a full costing of the system has been completed.
DHET MTEF Bid 4	2014/15 – 2019/20	2. For developing new institutions (where appropriate) – for new infrastructure and resources, recapitalisation of existing underutilised infrastructure and resources, and for development of staff.	To be determined once it is established exactly what new institutions are needed.

7. List of acronyms used in this document

ANA	Annual National Assessments
BE	Basic Education
CAPS	Curriculum Assessment and Policy Statements
CEM	Council of Education Ministers
CHE	Council for Higher Education
CPD	Continuing Professional Development
CPTD-MS	Continuing Professional Teacher Development – Management System
CTU-ITU	Combined Trade Union - Independent Teachers’ Unions
CTU-SADTU	Combined Trade Union South African Democratic Teachers’ Union
DBE	Department of Basic Education
DHET	Department of Higher Education
DTDC	District Teacher Development Centre
ECD	Early Childhood Development
EFAL	English First Additional Language
ELRC	Education Labour Relations Council
ETDP-SETA	Education, Training and Development Practices – Sector Education and Training Authority
FET	Further Education and Training
FLIMS	Funza Lushaka Information Management System
FP	Foundation Phase
GITO	Government Information Technology Office
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institution
HEQC	Higher Education Quality Committee
HESA-EDF	Higher Education South Africa – Education Deans’ Forum
HET	Higher Education and Training
HRD	Human Resource Development
HRMIS	Human Resource Management Information System
ICT	Information and Communication Technologies

IP	Intermediate Phase
IQMS	Integrated Quality Management System
ITE	Initial Teacher Education
MTEF	Mid Term Expenditure Framework
NCS	National Curriculum Statements
NCV	National Certificate Vocational
NGO	Non Governmental Organisation
NICPD	National Institute for Curriculum and Professional Development
NPFTED	National Policy Framework for Teacher Education and Development
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NTEDC	National Teacher Education and Development Committee
OSD	Occupation Specific Dispensation
PD	Professional Development
PED	Provincial Education Department
PLC	Professional Learning Community
PPS	Professional Practice School
PQM	Programme Qualification Mix
PTDCC	Provincial Teacher Development Coordinating Committee
PTDI	Provincial Teacher Development Institute
QCTO	Quality Council for Trades and Occupations
SACE	South African Council for Educators
SITA	State Information Technology Agency
SP	Senior Phase
TED	Teacher Education and Development
TEI	Teacher Education Institution
TS	Teaching School
WIL	Work Integrated Learning
WPL	Work Place Learning

8. List of organisations involved in the development of the Plan

The following organisations (listed in alphabetical order) collaborated in the development of this Plan:

Combined Trade Union – Independent Teachers Union (CTU-ITU)

Combined Trade Union – South African Democratic Teachers Union (CTU-SADTU)

Department of Basic Education (DBE)

Department of Higher Education and Training (DHET)

Education Labour Relations Council (ELRC)

Education, Training and Development Practices – Sector Education and Training Authority (ETDP-SETA)

Higher Education South Africa – Education Deans Forum (HESA-EDF)

South African Council of Educators (SACE)