

REPLY

- (1) **With reference to the statement in her department's Annual Performance Plan for 2014-2015 that a more effective teacher development programme will be implemented to improve teacher competency, what are the full details of this development programme;**

The Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED- 2011-2025) is the implementation framework for improving teacher quality and practice.

Among the priority activities to be focused on in the 2014-2015 period are improved communication with teachers and other stakeholders, and strengthened co-ordination between the DBE, PEDs and partners.

The ISPFTED sets out detailed interventions to improve ongoing development of teachers, among others. In Output 1, Activity 1, the ISPFTED sets out the implementation steps for improving the *Identification and Addressing of teacher development needs* i.e.(setting up the teacher diagnostic assessment system, developing and presenting content and pedagogically rich short courses and qualification based programmes, and developing and deploying a TED ICT system.

In Output 3, Activity 3 sets out the PED actions for *supporting teachers at the local level*. I.e. establish and strengthen provincial and district level teacher development institutes and centres and professional learning communities to increase teacher self-involvement in professional development.

Drawing from the ISPFTED, and working with and through PEDs and partners, the DBE has prioritised in the following areas for the 2014-2015 period:

- Advocacy and Communication of progress with the implementation of the ISPFTED since 2011, best practices in the system, and programmes for the next five years;
- Support for curriculum implementation through CAPS, ANA/NSC support and Workbook utilisation;
- ANA support: Training for teachers in the use of DBE ANA Diagnostic Reports by PEDs in districts and schools; provision of catalogues of courses for teacher development; training of teachers in English First Additional Language CiPELT (Certificate in Primary English Language Teaching) and strengthened monitoring of the programmes;
- NSC support: Training for teachers in the use of DBE NSC Diagnostic Reports by PEDs in districts and schools; provision of catalogues of courses for teacher development; training of teachers in English First Additional Language-CiSELT (Certificate in Secondary English Language Teaching) and strengthened monitoring of the programme; teacher training in New or targeted

topics in selected subjects (Maths, Sciences, Technology, Accounting, Geography, among others);

- Workbooks: Training of teachers on use of teacher guides for workbooks;
- Inclusive Education: Training for teachers on Curriculum Differentiation; SA Sign Language; SIAS- Screening, identification, Assessment and Support; Visual Impairment; strengthened monitoring;
- Multi-grade: Training of Subject Advisors; training for teachers; strengthened monitoring;
- Incremental Introduction of African Languages: Further training of national core training team; training of teachers in 3 700 schools which do not offer African languages in 2014;
- ICT integration: Setting up TED ICT system; training on the use of devices and training of teachers on the use of ICTs to improve teaching and learning; monitoring of programmes;
- ECD: Practitioner development for personnel on 0-4 children; monitoring of the programmes;
- Grade R: Plan for Qualifications based and short course programmes to teachers and practitioners; monitoring of the programmes;
- Library/Media personnel: Re-and further training of personnel based on minimum requirements for teacher education qualifications; monitoring of the programmes;
- Subject Committees and PLCs: Setting up Subject committees and Professional Learning Communities to encourage engagement on curriculum matters and teacher self-involvement in professional development. Subject Committees will be launched in 2014 and PLCs supported and monitored by DBE and PEDs on an ongoing basis; and
- Setting up and strengthening Provincial Teacher Development Institutes and the 112 District-based Teacher Development Centres: Supporting PEDs to set up and strengthen with focus in ICT capability, as applicable; training for teacher center staff.

- (2) **Whether any assessment has been carried out to determine whether newly qualified teachers, graduating with a (a) Bachelor of Education degree and (b) post-graduate Certificate in Education are competent to teach; if not, whether such an assessment is planned; if so, what are the (i) relevant details of the assessment and (ii) findings;**

The Initial Teacher Education Research Project (ITERP) has been commissioned. The project is collaboration between the Education Deans' Forum, the Department of Higher Education and Training, the Department of Basic Education and JET Education Services. When completed the study will provide a three-dimensional view of Initial Teacher Education, through a longitudinal tracking of educators, first as student teachers in their final year of study, and then as newly qualified teachers (NQTs) in the first two years following graduation.

- (3) What she intends to do to ensure that the numbers of aspirant teachers enrolling for study at universities are adequate to meet the need for every (a) phase and (b) subject in public schools;**

The Department of Basic Education in 2012 reported a graduate output of 3606 qualified teachers funded through the Funza Lushaka Bursary Programme. This constitutes 26% of a total graduate output of 13702 new teachers who qualified in initial teacher training in the country in 2012. Significantly the supply of teachers has increased in the past five years from a graduate output of about 6000 reported in 2009 to 13 702 in 2012. Some of the strategies developed by the Department to address specific teacher demand per phase and subject specialisation include the district-based and community-based programmes through which 2 000 young people can potentially be awarded the Funza Lushaka bursary to register for a teaching degree that will see them joining the teaching profession when they graduate. The aim is also to improve existing information management systems on teacher numbers, qualifications and learner statistics. This will allow the Department to project, ten years in advance, the need for teachers specifically per phase and subject specialisation.

- (4) How will she ensure that all teachers in public schools are teaching the phase or subject that they are qualified to teach?**

The Department of Basic Education has initiated a project to improve the quality of information captured on Persal on the utilisation of educators at schools. The overall aim of the project is to ensure that all teachers are utilised correctly according to the subject/learning area/phase they are qualified to teach. The project will involve initiating the routine capturing of data on subject/learning area they are qualified to teach and what they are actually teaching. The capturing of this information will be completed by 30 November 2014. The data will be used for managing supply and demand (planning), deployment of teachers; and to ensure that teachers are appropriately utilised or matched according to their qualifications. The information will be analysed and a report on the first ten (10) districts out of the 83 districts will be available by the end of January 2015.