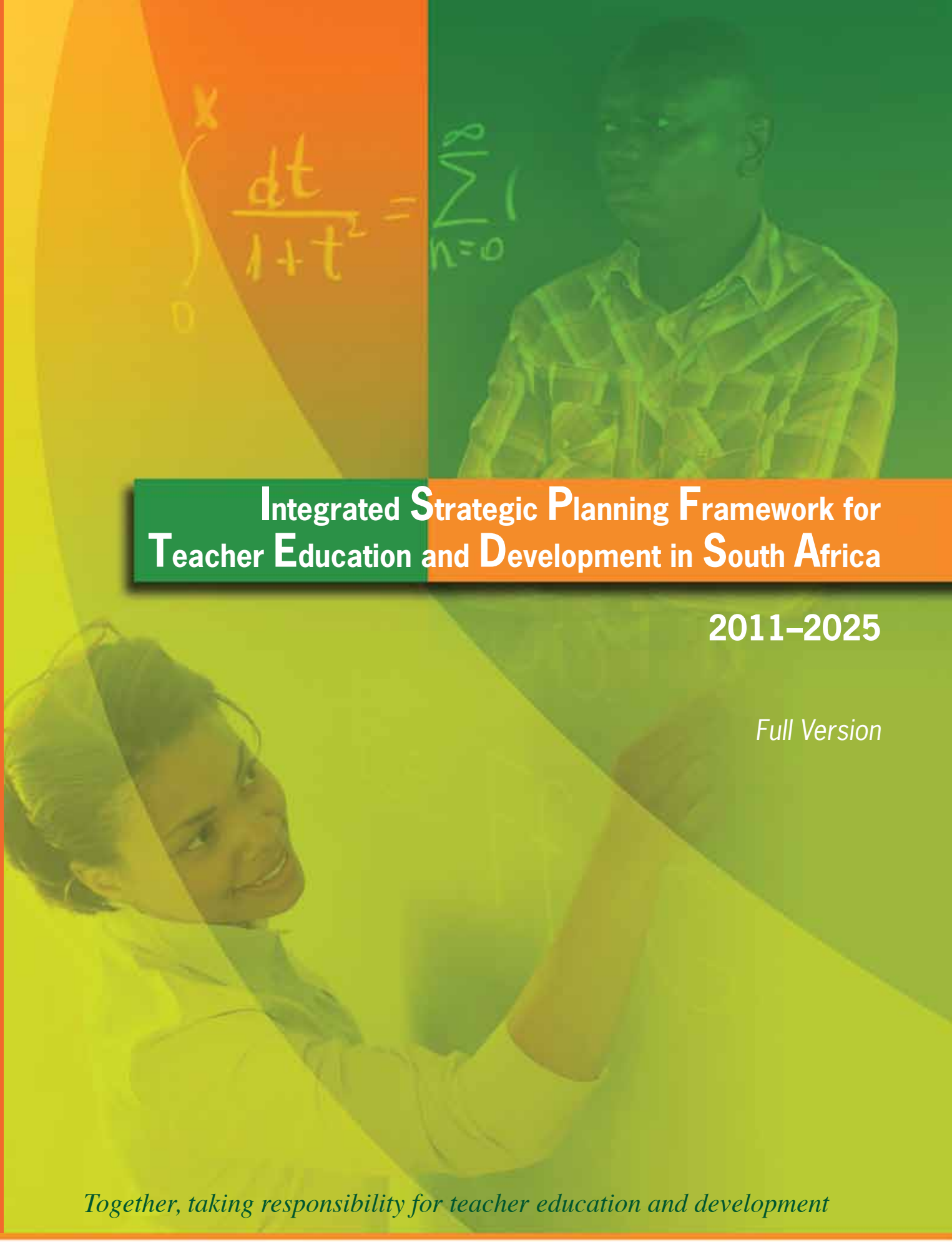

Integrated Strategic Planning Framework for Teacher Education and Development in South Africa

2011–2025

Full Version

Together, taking responsibility for teacher education and development

basic education
higher education & training

TEACHER DEVELOPMENT

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Foreword

The Teacher Development Summit, held in July 2009, was a ground-breaking event, which brought together for the first time 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), the Education Labour Relations Council (ELRC), the national Department of Education (DoE) and the Higher Education South Africa – Education Deans' Forum (HESA-EDF).

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

The Summit resulted in a Declaration that called for the development of a new, strengthened, integrated national 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 that underpin the Plan are recorded in a *Technical Report*, which should be read in conjunction with this Plan.

The Plan presented in this document is an *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa*, and as such should be understood as part of an ongoing, dynamic planning process, which will continue to rely on the input of all teacher education and development stakeholders, and through which the quality of teacher education and development will be improved over time.

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Introduction

1. The challenges facing Teacher Education and Development (TED) in South Africa are considerable. They include a lack of access to quality TED opportunities for prospective and practising teachers; a mismatch between the provision of and demand for teachers of particular types; the failure of the system to achieve dramatic improvement in 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, the Declaration of the Teacher Development Summit of 2009 called for the development of a new, strengthened, integrated national Plan for teacher development. The collaborative work towards the development of such a plan has led to the production of this *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025*, hereafter referred to as the Plan.

3. The primary outcome of the Plan is to **improve the quality of teacher education and development in order to improve the quality of teachers and teaching**.

4. This Plan pertains to all teachers that service the schooling system – from Grade R to Grade 12 – including classroom teachers, school leaders and managers, subject advisors and other professionals who support teaching and learning at the school level. This includes all educators described in the Employment of Educators Act (No. 76 of 1998).

5. The Plan addresses the career of a teacher through a number of phases from recruitment through to retirement:
   5.1. Recruitment of potential teachers.
   5.2. Preparation of new teachers.
   5.3. Induction into the world of work.
   5.4. Career-long (continuing) professional learning and development.

6. The Plan recognises that the ultimate responsibility for recruiting, preparing, inducting, developing and utilising human resources in public education lies with the public authority, and must be operationalised and coordinated through its structures, and in particular the two national education departments (the Department of Basic Education, or DBE, and the Department of Higher Education and Training, or DHET) and the nine Provincial Education Departments (PEDs). However, stakeholders in education and, most importantly, teachers themselves, are essential contributors to the structure of the Plan and to its implementation.

7. The Plan places teachers firmly at the centre of all efforts to improve teacher development, and enables teachers to take substantial responsibility for their own development, with the support of the DBE and the PEDs, the DHET, the teacher unions, the South African Council for Educators (SACE) and the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA).

8. As required by the Teacher Development Summit Declaration, the Plan delinks teacher appraisal for purposes of development from appraisal for purposes of remuneration and salary progression, which will be taken up through an Education Labour Relations Council (ELRC) exercise to streamline and rebrand the Integrated Quality Management System (IQMS).

9. The Plan must be considered by other planning processes such as those related to the IQMS, Whole School Evaluation (WSE), the National Education Evaluation and Development Unit (NEEDU) and the SACE Continuing Professional Teacher Development (CPTD) Management System.

10. The Plan is strongly aligned with national imperatives that are currently in place, including the following:
    10.1. The DBE's *Action Plan 2014*, which has among its goals the following, towards the achievement of which this Plan will directly contribute:
    - Goal 14: Attract a new group of young, motivated and appropriately trained teachers into the teaching profession each year.
    - Goal 16: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
    - Goal 17: Strive for a teaching workforce that is healthy and enjoys a sense of job satisfaction.

    10.2. The DHET's *Revised Strategic Plan (2010/11–2014/15)*, which has among its strategic objectives the following, towards the achievement of which this Plan will directly contribute:
    - To monitor the production of initial teachers and the development of practising teachers for the pre-school and school system through qualification programmes, in order to inform planning and determine enrolment and graduation targets.
    - To strengthen the capacity and capability for the provision of pre-school and school teacher education in universities in order to produce and develop sufficient quality teachers for the pre-school and school system in line with Ministerial targets.

11. In order to achieve its outcome – of improving the quality of teacher education and development in order to improve the quality of teachers and teaching – the Plan identifies and describes specific outputs and related activities, clearly indicating responsible agencies as well as the contributions that various stakeholders must make. For clarity, the Plan groups the outputs and activities according to the agency that will lead their implementation. It is expected that the lead agencies will develop detailed operational plans for each activity, including staffing, resourcing, line management functions, targets, timeframes, budgets, collaboration with relevant stakeholders and all other such aspects.

12. The Plan adopts a two-pronged approach to teacher education and development, and makes provision for quality teacher development to happen through activities that may or may not be linked to formal qualifications. Qualification-linked activities will primarily be led by the DHET, while activities that are not directly linked to qualifications will primarily be led by the DBE and PEDs.
    12.1. The DBE is considered to be the lead agency responsible for: the establishment of a National Institute for Curriculum and Professional Development (NICPD); the development of processes to assist teachers to identify their development needs and to enable expanded opportunities for access to quality Continuing Professional Development (CPD) activities and programmes to meet these needs; and the identification of system priorities for targeted teacher development.
    12.2. The PEDs are considered to be the lead agencies responsible for the establishment and development of: Provincial Teacher Development Institutes (PTDIs); District Teacher Development Centres (DTDCs); and Professional Learning Communities (PLCs).
    12.3. The DHET is considered to be the lead agency responsible for: ensuring a sufficient supply of new teachers for all teaching specialisations (phases, learning areas and subjects) steered by information on the supply, demand and utilisation of educators in the schooling system; ensuring the development

and provision of qualification-based CPD programmes for all types of teachers working in the schooling system; establishing a network of viable, accessible Teacher Education Institutions (TEIs), Teaching Schools (TSs) and Professional Practice Schools (PPSs); and establishing Provincial Teacher Education Committees (PTECs) that will assist to inform enrolment planning for teacher qualification programmes.

12.4. While the lead government departments have been identified in the previous paragraphs it is recognised that all role-players have an important part to play in ensuring that teachers have access to quality TED opportunities, that teachers take these up with high ethical and professional commitment and that they take responsibility for improving their professionalism in their everyday work. Particularly, all role-players need to continue to participate collaboratively in implementing aspects of this Plan, in monitoring the effectiveness of its implementation, and in its adaptation as needs and contexts change over time.

12.5. In the context of this Plan, teacher unions have a responsibility to: promote teacher professionalism through advocating, supporting and encouraging teachers to access opportunities to identify and address their development needs; promote teacher professionalism through advocating and supporting the establishment of PLCs and encouraging teachers to participate actively and meaningfully in these; and assist in growing the profession by enhancing the status and image of teaching and teachers, and so encouraging new people to enter the profession.

12.6. In the context of this Plan, SACE has an important quality management role to play in promoting and supporting the system for identifying and addressing teacher development needs. SACE responsibilities in this regard include ensuring that: the providers of teacher development programmes are fully approved by SACE; and the professional development courses available for teachers are endorsed by SACE and can lead to the accrual of Professional Development (PD) points on successful completion.

12.7. In the context of this Plan, the universities that provide teacher education programmes, supported by the DHET, have the responsibility for ensuring that: their programmes are accessible to teachers and aspirant teachers; the programmes being offered are responsive to national, provincial and individual teacher priorities and needs; and the programmes are of high quality and lead to meaningful development for teachers. In particular, universities will need to implement innovative mechanisms to strengthen the Work Integrated Learning (WIL) component of teacher education programmes, e.g. through the effective use of Professional Practice Schools (PPSs) and Teaching Schools (TSs).

12.8. In the context of this Plan, the ETDP SETA has the responsibility for: ensuring that its activities directed towards the support of teachers are aligned with the Plan, particularly in relation to making funds available for teachers or aspirant teachers to register for short courses or qualification programmes; supporting new teacher induction; and supporting meaningful WIL.

13. Among others, the Plan identifies at least four essential requirements for it to succeed: **enhanced collaboration** among role-players; a **coordinated national system for teacher education and development**; **adequate time** for quality teacher education and development; and **sufficient funding** for quality teacher education and development. The Plan indicates how these essential requirements need to be addressed.

14. In particular, sourcing of funds and the planned allocation of funds to enable the Plan to be fully implemented are the responsibilities of the various lead agencies, in collaboration with their partners, under the auspices of strong leadership by the Heads of Education Departments Committee (HEDCOM) and the Council of Education Ministers (CEM). While not a formally costed plan, the Plan provides an indication of where funds may be sourced. It is essential that effective and efficient use is made of funding currently available in the system, including Medium Term Expenditure Framework (MTEF) funds and the Skills development budget.

15. The Plan adopts a 15-year timeframe and in so doing recognises the need for immediate, medium-term and long-term deliverables to ensure quality teacher education and development. It ensures that immediate imperatives are addressed while putting in place processes to address medium-term and long-term imperatives. The Plan thus includes a Strategic Planning Map, which shows how the various activities will unfold over time.

1. Outcome and outputs of the Plan

The main intended outcome of the Plan is to:

IMPROVE THE QUALITY OF TEACHER EDUCATION AND DEVELOPMENT IN ORDER TO IMPROVE THE QUALITY OF TEACHERS AND TEACHING.

This outcome will be achieved through the following outputs and activities, grouped in terms of the agency that has prime responsibility for ensuring their achievement:

A. Outputs and activities to be led by the Department of Basic Education.
B. Outputs and activities to be led by the provincial departments of education.
C. Outputs and activities to be led by the Department of Higher Education and Training.

A. Outputs and activities to be led by the Department of Basic Education

Output 1: Individual and systemic teacher development needs are identified and addressed.

A National Institute for Curriculum and Professional Development (NICPD) will be established to develop and manage a system through which the development needs of individual teachers, and the development needs of specific categories or groups of teachers, can be identified and addressed.

Problem statement

While it must be recognised that a wide variety of factors interact to impact on the quality of the education system in South Africa, teachers' poor subject matter knowledge and pedagogical content knowledge are important contributors.

Teaching resources and learner support materials are important only insofar as teachers have the knowledge and competence to interpret and utilise them effectively. Teacher appraisal through the 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 identify teacher development needs transparently and accurately. 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.

In order to address these challenges, processes are needed that:

a. Enable individual teachers to identify their own learning and professional development needs and to access opportunities to address these needs; and
b. Identify system-wide priorities for teacher development that are applicable to groups of teachers.

Activity 1.1

Establish the National Institute for Curriculum and Professional Development (NICPD)

The National Institute for Curriculum and Professional Development (NICPD) will be responsible for developing and managing a system for teachers to identify their development needs and access quality development opportunities to address these needs; and for ensuring that a viable, relevant curriculum is always in place for schooling in South Africa.

a. 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 practising teachers, NGOs and other organisations to develop the system for teachers to identify and address their developmental needs through the following:
   - Developing content frameworks to describe the content (theory and practice), specifically related to the school curriculum, that teachers need to know in order to teach the curriculum effectively, and using the frameworks to inform the development of diagnostic self-assessments and quality short courses for teachers.
   - Developing diagnostic self-assessments through which teachers can easily and quickly determine whether they know what they need to know and do in order to carry out their core functions well.
   - Developing continuing professional development courses that are pedagogically sound, content rich, quality assured, endorsed by SACE and where appropriate accredited through the Quality Council for Trades and Occupations (QCTO) or the Council on Higher Education's Higher Education Quality Committee (HEQC).
   - Developing and maintaining an Information and Communication Technology (ICT) platform to support the system, and so making quality professional development opportunities accessible to teachers all over the country.
   - Ensuring that the new system is aligned and coordinated with the work of the SACE Continuing Professional Teacher Development (CPTD) Management System.

b. The NICPD will simultaneously address the need for a vibrant, responsive, implementable and relevant national curriculum that can prepare learners adequately and competently to take up positions as active, contributing citizens, and the need for teachers to be adequately prepared to teach the national curriculum.

c. 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.

d. While the responsibility for establishing professional teacher learning communities will lie with the provinces (see Output 3, Activity 3.3), the NICPD will assist with the development of meaningful activities to stimulate the development of the learning communities.

Activity 1.2

Develop and deliver teacher diagnostic self-assessments to assess curriculum competence

Diagnostic self-assessments are assessment instruments – available online and/or in paper-based form – which individual teachers are able to use independently, confidentially and in a safe and non-threatening environment, to test themselves on what they need to know and do in order to carry out their core function well.

a. The NICPD will bring together expertise across the system, including teacher educators, academic subject specialists, excellent practising teachers, NGOs and other knowledgeable organisations to analyse the results of national assessments (including the National Senior Certificate examinations and the Grades 3 and 6 Annual National Assessments) and other reviews. The objective will be to identify areas of the curriculum specifically, or teachers' work generally, in which learner performance is inadequate, and where performance is likely to improve if teachers are able to access appropriate development opportunities. The results of such analyses, together with the content frameworks developed in Activity 1.1, will be used to design the diagnostic self-assessments, which can be applied to identify whether individual teachers have weaknesses in these areas.
b. The diagnostic self-assessments will be short, relevant and focused, structured so that teachers can test themselves against individual components of subject/ learning areas in all phases, and largely (although not exclusively) in multiple-choice format.
c. The assessments will provide real-time feedback and will identify areas that need attention and further development.
d. The assessments will be linked to the SACE CPTD Management System. This will allow individual teachers to identify SACE-approved providers for the appropriate courses to address the identified development needs.
e. Teachers will be able to apply for funding to register for the required courses through a variety of mechanisms, including online applications and paper-based applications managed at the district level.
f. Where the gaps identified for a particular teacher are wide ranging, and would best be addressed through the teacher enrolling for a full qualification, provinces will support the teacher to identify and register for an appropriate qualification programme.
g. Successful completion of courses and qualification programmes will be recognised through the allocation of SACE PD points.

Activity 1.3

Develop and deliver high-quality, content-rich, pedagogically sound CPD courses for teachers

Content-rich, pedagogically sound short CPD courses are courses that are strongly aligned to the content frameworks for a particular subject and phase or specialist area. Successful learning on these courses must enable the teacher to improve their teaching practice.

a. The work of developing the courses for specific subject areas will take place in tandem with the development of diagnostic self-assessments for those subjects. This work will be coordinated by the NICPD, taking advantage of expertise from across the system, including those NGOs and organisations with specialist knowledge of the specific focus areas.

b. The courses will be endorsed by SACE and accredited through QCTO or HEQC processes, and where appropriate may be considered for purposes of recognition of prior learning and for credit accumulation and transfer into formal teacher qualification programmes.
c. The CPD courses will be made available as open source materials to be utilised by SACE-approved providers across the system.
d. The results of diagnostic self-assessments will indicate the need for teachers to do specific courses, and funding to do the courses will be made available by the province that employs the teacher.
e. Provincial Teacher Development Institutes (PTDIs), in conjunction with District Teacher Development Centres (DTDCs), will manage the delivery of these programmes to teachers at the local level.

Activity 1.4

Develop and deploy a TED ICT support system

A TED ICT support system is an online system that will contain the infrastructure to enable teachers to: access diagnostic self-assessments; identify relevant SACE-approved programmes; apply to register for the programmes; and apply for funding to pay for their studies.

a. The TED ICT support system will be developed and managed by the NICPD to serve the following functions:
   - Teachers will be able to access the diagnostic self-assessment system online so as to assess and gain immediate feedback, in a risk-free environment, on their own competence.
   - Interactive courses that 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 to 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 and programmes, can apply for funding to register for these courses and programmes and, once the courses are successfully completed, can be awarded SACE PD points.
   - 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.
b. The development of the TED ICT system will complement the roll-out of the DBE/ ELRC Teacher Laptop Initiative. As teachers increasingly gain access to ICT facilities (laptops, Internet etc.), and become competent in the use of these, they will also increasingly be able to access online opportunities to identify and address their development needs.

Figure 1 is a diagrammatic representation of the processes described in Activities 1.2, 1.3 and 1.4. It shows how these processes work together to form an integrated system for identifying and addressing the development needs of individual teachers.

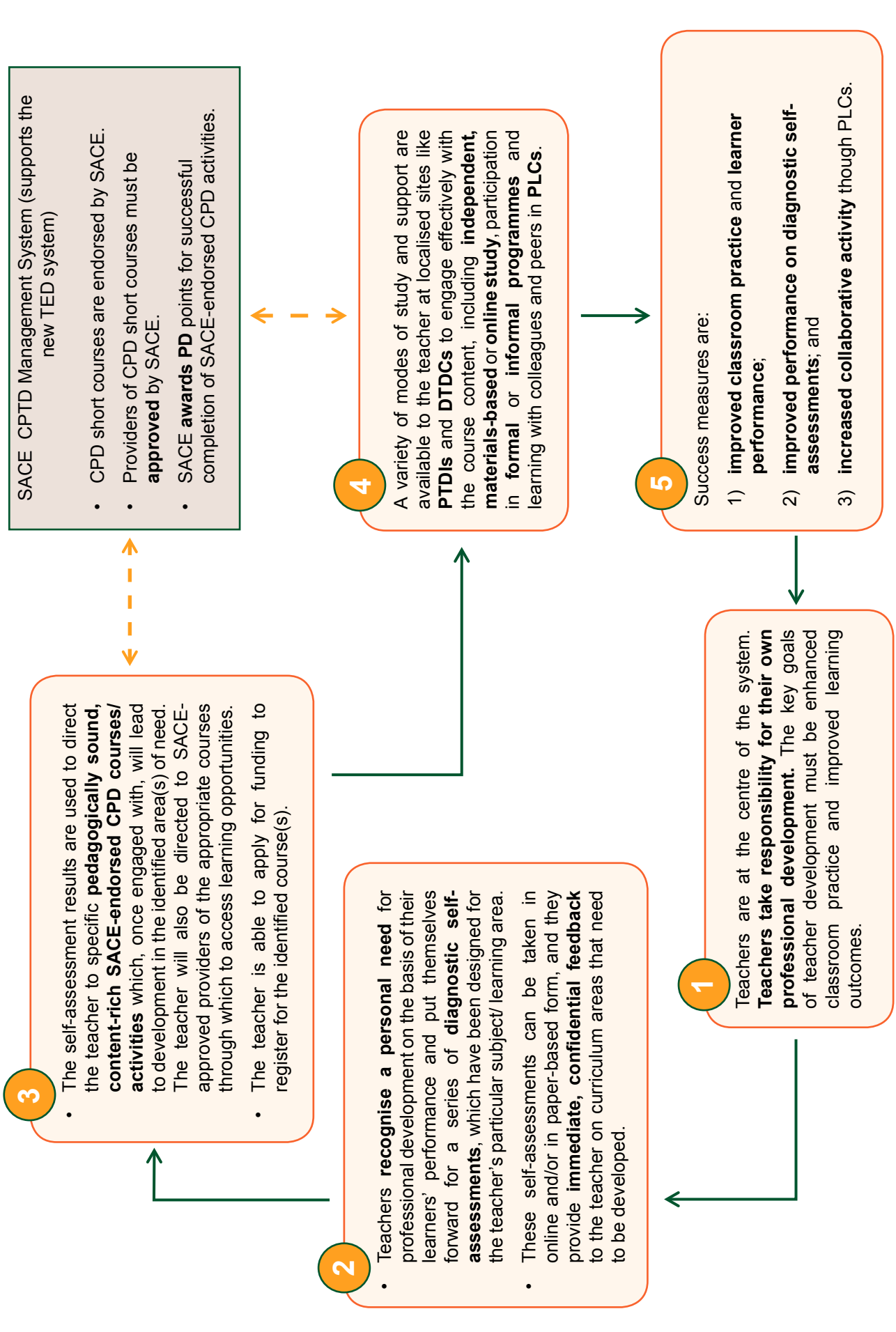


Figure 1: A system for identifying and addressing teachers' development needs

Activity 1.5

Identify and address immediate to medium-term systemic teacher development needs

From existing evidence linked to the review of the National Curriculum Statements (NCS), National Senior Certificate (NSC) results and Annual National Assessments (ANA), as well as research on the qualification profiles of practising teachers, five categories of educators have been identified for targeted teacher development opportunities in the short to medium term.

a. For the first five years of the Plan (2011/12–2015/16), the NICPD will work with provincial education departments to direct a portion of funding currently in the system towards providing development opportunities to these categories of educators:
   - *Category A*: school leaders (principals, deputy principals and heads of department) 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 NCS more successfully.
   - *Category C*: mentor teachers and lead professional teachers (teaching and learning specialists, senior teaching and learning specialists, and subject advisors – who should be trained to become mentors for new teachers and lead teachers/ facilitators of professional learning communities).
   - *Category D*: un- and under-qualified practising teachers.
   - *Category E*: Special Needs teachers.

   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 human resource development budgets (comprising R427 million in earmarked teacher development funds in the 2010/11 baseline of provincial budgets); and an estimated R730 million available for professional development in provinces' Skills development budgets.

b. In 2010/11, programmes are already in place across most provinces for educators in Categories A, B and D. From 2011/12 onwards these will be more systematically planned and activities will be expanded to include teachers from Categories C and E.

c. In principle, the above categories cover all teachers in the system. However, funding limitations will require the sequencing of delivery.

d. In the second five years of the Plan (2016/17–2021/22), on the basis of evaluative evidence and on the advice of the National Teacher Education and Development Committee (NTEDC), these categories will be reviewed, retained, adapted or discarded, and new ones created.

e. As described earlier, a two-pronged approach, comprising short-course (or part-qualification) interventions and qualification-programme interventions will be put in place in order to plan and provide for the system needs associated with these categories of teachers. These interventions are described below.

Short-course interventions

f. In order to make the most impact on the system, approximately 3 000 underperforming secondary schools (those with a pass rate of less than 60% in the NSC examinations) and their feeder primary schools will be identified and their teachers – together with the curriculum advisors in the districts in which they are located – targeted for immediate short-course or part-qualification interventions. If insufficient funding is available to cover all the schools identified, the largest secondary schools, and their feeder primary schools, will be selected.

g. The findings of the NCS review highlighted the need for principals and school leaders (Category A) who are able to lead and support productive learning environments, to work together with committed communities of teachers, in order to teach and assess the school curriculum effectively. All principals, deputy principals and heads of department in the targeted schools will be provided with the opportunity to complete accredited, pedagogically sound, content-rich short courses focused on managing curriculum, assessment and productive learning environments in schools.

h. 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 will be identified and provided with pedagogically sound, content-rich courses that will enable them to support teachers better in their area of specialisation, and to act as facilitators of professional learning communities, particularly in the priority areas described in point (i) below.

i. 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 first additional language.
   - For the Intermediate, Senior and Further Education Phases: mathematics; and English first 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).

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

j. 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.

Qualification-programme interventions

k. 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.

l. *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), a qualification designed specifically for the South African context.

m. *Subject 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 master's degrees, designed to enhance their knowledge of teaching and learning in their specialist area and their ability to provide support to practising teachers and leadership to other advisors in the system.

n. Selected *highly competent teachers and subject advisors* (Category C) will be identified 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 the school and local-cluster levels in their specialisations, through specialised subject-focused Advanced Certificate in Education or BEd (Hons) programmes (and in the future advanced diplomas and professional post-graduate diplomas).

o. Practising professionally un-qualified *graduate teachers* (Category D) will be identified and supported to complete the Post Graduate Certificate in Education (PGCE) part-time over two years (in the future, the Advanced Diploma in Teaching).

p. Practising teachers who are *completely un-qualified* (at REQV 10 – Category D), will be identified and supported to complete BEd degree programmes (either full-time or part-time).

q. 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 qualification (Diploma in Grade R Teaching) will be available, and they will be supported to complete this qualification.

r. 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 will be identified and the qualifications developed during the period 2011–13 for implementation in 2014. Teachers in Special Needs schools requiring the qualifications will be identified and supported to complete them. In the future, as teachers are appointed to Special Needs schools, they will immediately be supported to complete the qualifications, if they do not already hold them.

Output 2: Increased numbers of high-achieving school-leavers are attracted into teaching.

In order to meet system needs, concerted efforts will be made to attract and encourage high-achieving school-leavers to become teachers.

Problem statement

Currently, South Africa is not producing sufficient new teachers to meet the demands of the schooling system. It is estimated that between 12 000 and 16 000 new teachers are required annually by the system. In 2008, just fewer than 6 000 new teachers were produced in South Africa. The need for new teachers is more pronounced in certain phases of schooling, in certain subject areas, and in certain geographic areas. The poor public image of teachers, and the status currently ascribed to the teaching profession, coupled with the lack of funding for individual students to embark on teacher education studies, have been identified as primary factors contributing to the small numbers of new teacher graduates that are being produced.

In order to respond to these challenges, a strong recruitment and advocacy campaign, and strengthened, responsive, aligned national and provincial bursary programmes to provide adequate support to sufficient numbers of initial teacher education students, must be implemented.

Activity 2.1

Implement a strengthened teacher recruitment campaign

a. An enhanced teacher recruitment strategy will be developed, implemented and evaluated.

b. In addition to advocating teaching as a career, the campaign will focus on enhancing the image and status of teachers and teaching.

Activity 2.2

Implement enhanced bursary funding schemes for initial teacher education students

a. 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.
b. The priority areas funded by the scheme will be reviewed continually to align them with the actual needs of the system.
c. A district-based model for the allocation of Funza Lushaka bursaries will be investigated in order to allocate bursaries to quality students from districts that need teachers.
d. Alignment will be sought between the national Funza Lushaka Bursary Scheme and provincial bursaries available for initial student teachers, in order to minimise competition and duplication between national and provincial bursary schemes.

B. Output and activities to be led by the provincial education departments

Output 3: Teacher support is enhanced at the local level.

Support to teachers and access to professional development opportunities will be enhanced at the local level.

Problem statement

Teachers experience significant difficulties in accessing and receiving support, resources and continuing professional development opportunities close to where they live and work. For the large majority of teachers who work in rural areas, the difficulty is even more pronounced.

The call for the reopening of colleges of education is related in part to the difficulty teachers have gaining access to meaningful teacher development opportunities and support at the local level.

To address these challenges, there is a need to develop teacher support structures and relationships at the provincial and district levels.

Activity 3.1

Establish Provincial Teacher Development Institutes (PTDIs)

PTDIs are physical sites that will serve as the base from which provinces coordinate and deliver all national and provincial priority CPD programmes.

a. PTDIs will be established by provincial education departments in collaboration with the DBE, and based on national norms and standards defined for these institutes.
b. In provinces where they already exist, PTDIs will be strengthened to ensure that they meet the established norms and standards. Where they do not exist, they will be developed.
c. PTDIs will house the offices of provincial teacher development officials and other officials who deal with the support and development of teachers and teaching.
d. PTDIs will have residential facilities and will serve as central sites at which key personnel such as subject advisors, district officials, mentor teachers and the like can be developed to deliver quality support to teachers in the districts.
e. PTDIs will also serve as residentially based provincial delivery sites for continuing professional development programmes developed/ identified by the NICPD.

Activity 3.2

Establish District Teacher Development Centres (DTDCs)

District Teacher Development Centres (DTDCs) are physical sites located in districts and manageably accessible to teachers working in surrounding schools. They will 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 continuing professional development courses and as meeting points for teacher professional learning communities.

a. DTDCs will be established by provincial education departments in collaboration with the DBE, based on national norms and standards defined for these centres, and aligned with the national District Development Plan, and will be coordinated under the auspices of the PTDI in the province.
b. In provinces where DTDCs 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.
c. District teacher development officials located at the DTDCs will assist teachers to access appropriate development opportunities by:
    - Helping teachers to take the diagnostic self-assessments (online and/or paper-based) in a safe, non-threatening environment;
    - Assisting teachers to evaluate the outcome of the assessment and to identify appropriate courses or programmes to address any needs identified through the assessment;
    - Assisting teachers to apply to do these courses through SACE-approved providers; and
    - Assisting teachers to access funding in order to register for the required courses.

Activity 3.3

Establish Professional Learning Communities (PLCs) to strengthen teacher professionalism

PLCs are communities that provide the setting and necessary support for groups of classroom teachers, school managers and subject advisors to participate collectively in determining their own developmental trajectories, and to set up activities that will drive their development.

a. The key players in the establishment of PLCs will be the provinces, districts, teacher organisations, subject-based professional teacher associations and, equally importantly, the teachers themselves.

b. 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 control of their own development within a manageable timeframe. Specific projects, some already in existence, will be supported at the local level to enable the development and spread of PLCs.

c. 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 will be able to highlight areas of weakness, and use expertise within the PLCs to help address their difficulties.

d. PLCs will assist teachers to integrate their own professional knowledge with the latest research-based knowledge about content and practice.

e. PLCs will allow groups of teachers to engage in a variety of activities including:
   - Developing expertise in the analysis of learner results on evidence-based assessments such as ANA and the NSC, among others, in order to determine teachers' own development trajectories;
   - Curriculum orientation activities e.g. activities to develop understanding of, and the ability to use, the Curriculum and Assessment Policy Statements;
   - 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; and
   - Working together to learn from video records of practice and other learning materials.

f. The NICPD will support the work of PLCs by developing activities and materials that can help to stimulate their work.

g. DTDCs will be able to serve as the local central meeting venue for the PLCs, as they will be adequately resourced to support PLC activities.

C. Outputs and activities to be led by the Department of Higher Education and Training

Output 4: An expanded and accessible formal teacher education system is established.

An expanded and accessible formal teacher education system that both develops practising teachers and produces sufficient numbers of new, quality teachers with the specialised and differentiated competences that are required by the schooling system will be established.

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: more teachers, qualified and competent enough to teach specific subjects or learning areas, in specific phases, in specific languages, in all schools, including special schools, in Early Childhood Development (ECD) centres, and in rural and remote schools. Foundation Phase teacher production has been identified as an area needing urgent intervention. Moreover, access to qualification-based TED opportunities and facilities on the part of prospective and practising teachers is currently limited. While almost all universities now train teachers, institutions' capacity and reach, and the quality and relevance of their programmes, vary widely; furthermore, 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. In part, the call to reopen colleges of education is linked to the fact that universities as they have been operating since 2000 have not been able to meet the demand for new teachers across all subjects and phases.

It is essential that the capacity of institutions currently providing TED is optimised, extended and expanded, and that new TED delivery sites are identified and resourced. TED facilities in general need to become more accessible. It is also 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.

Teacher quality has also been identified as an area that needs attention. The Policy on the Minimum Requirements for Teacher Education Qualifications defines standards at a generic level for all teacher education qualifications, in line with the requirements of the Higher Education Qualifications Framework (HEQF). More specific standards need to be developed that relate to the areas of expertise in which teachers need to specialise.

In order to address these challenges, all existing accredited public (and private) providers of formal TED programmes will be drawn into a nationwide network of Teacher Education Institutions (TEIs). The intention is 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 universities will be strengthened; in addition, and as part of the response to the call to reopen colleges of education, new, dedicated institutions will be established where needed and appropriate. TED programmes will be enhanced by the development of teacher knowledge and practice standards, which will inform curriculum and programme design, and the establishment of Teaching Schools (TSs) and Professional Practice Schools (PPSs) to ensure meaningful Work Integrated Learning (WIL).

Activity 4.1

Develop teacher knowledge and practice standards

The Policy on the Minimum Requirements for Teacher Education Qualifications has been developed to guide the design and development of teacher education qualification programmes. The policy describes standards at a generic level that should be met by all teacher education qualification programmes, regardless of their level, purpose or target group.

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, for example, school leadership.

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 time, and to adapt effectively when the curriculum changes.

There is a need to develop more specific teacher knowledge and practice standards for each subject area or area of teacher expertise, in order to guide programme design at this level.

a. The development of the teacher knowledge and practice 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 first additional language (FP, IP, SP and FET). Over time these will be expanded to include other subjects and professional areas.
b. While the process of developing these standards will be facilitated by the DHET, the actual development will be done by the field of teacher education and by subject experts.
c. Teacher knowledge and practice standards will also be used by the NICPD located in the DBE to inform the development of teacher diagnostic self-assessments, and the development of the content-rich, pedagogically sound short courses for teachers described in Activity 1.2 (Output 1).

Activity 4.2

Optimise, extend and expand the capacity of Teacher Education Institutions (TEIs)

a. As a first step, the DHET will work collaboratively with universities to ensure that resources currently available for teacher education are optimally utilised.
b. As a second step, existing institutional capacity will be extended by identifying and resourcing new TED delivery sites for existing institutions, especially sites that are rurally located and residence based. The DHET will work with the 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.
c. As a third step, if it is found that despite the above two measures the institutional resources necessary for sufficient provision of new teachers are still inadequate, new institutions will be established where required and appropriate, e.g. in conjunction with proposed new universities in Mpumalanga and the Northern Cape.

Activity 4.3

Establish Provincial Teacher Education Committees (PTECs) to inform enrolment planning at public TEIs, to match evidence-based TED targets

Provincial Teacher Education Committees (PTECs) are committees comprising high-level national education department representatives, provincial education department representatives, and representatives of universities that operate in the province.

a. Provincial Teacher Education Committees (PTECs) will be established by the DHET in each province.
b. These committees will advise on the following:
    - The setting of evidence-based provincial targets for the production of new teachers and the development of existing teachers through qualification programmes.
    - Cyclical (medium-term) provincial plans to reach these targets, taking cognisance of:
        - The need to align with enrolment planning cycles in teacher education institutions; and
        - The need for provincial plans to address both provincial and national TED imperatives.
    - Consideration of the province's plans in the enrolment planning, infrastructure planning and funding processes of universities operating in the province.
    - The allocation of financial resources within provincial budgets to the achievement of these targets.

Activity 4.4

Strengthen Foundation Phase teacher provisioning

Grades R–3 of schooling comprise the Foundation Phase (FP).

a. The DHET will work collaboratively with universities to strengthen the production of ECD practitioners and FP teachers.
b. Institutional provision of FP teachers will be improved by increasing the number of existing institutions offering FP teacher education from 13 to 18 institutions over the next four years.
c. The number of African-language FP teachers will be increased through earmarked bursary funding for this category of students.
d. 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 that 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.

Activity 4.5

Strengthen the teaching practice/ school experience component of teacher education programmes through the development of Teaching Schools (TSs) and Professional Practice Schools (PPSs)

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.

PPSs are sites at which student teachers are placed for the actual practical components of their programmes (including school observation visits and WIL experiences). Student teachers will spend extended periods of time at the schools.

a. The DHET will develop national norms and standards for TSs and work with TEIs and PEDs to identify, resource and support TSs.
b. TSs will be located close to each TEI delivery site, and will consist of one primary school and one secondary school per site.
c. 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.
d. Staff at TSs will be developed as mentors for student teachers and will be able to teach methodology courses within their areas of specialisation.
e. 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.
f. At PPSs, student teachers will be able to engage in learning-in-practice – preparing, teaching and reflecting on lessons. Teachers at PPSs will mentor 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 WIL for all initial teacher education students.
g. PPSs will also be utilised as hubs for the development of professional learning communities.

2. Enabling the implementation of the Plan

There are at least four essential requirements for successful implementation of the Plan: **enhanced collaboration** among role-players; a **coordinated national system for teacher education and development**; **adequate time** for quality teacher development; and **sufficient funding**.

The following sub-sections outline how these four essential requirements will be addressed:

A. Collaboration and coherence in teacher education and development.
B. A coordinated national system for teacher education and development.
C. Adequate time for quality teacher education and development.
D. Sufficient funding for quality teacher education and development.

A. Collaboration and coherence in teacher education and development

The successful implementation of this Plan is dependent on continued collaboration on the part of all the stakeholders that contributed to its development.

This becomes even more important in the light of two national education departments having being set up, and teacher education and development issues straddling both departments.

a. In order to ensure collaboration and a coherent approach to teacher education and development, a National Teacher Education and Development Committee (NTEDC) will be established.
b. The NTEDC will comprise the DBE, DHET, PEDs and all national role-players, including SACE, the ETDP SETA, the HESA-EDF, the ELRC, and all the relevant unions: the South African Democratic Teachers' Union (SADTU), the National Professional Teachers' Organisation of South Africa (NAPTOSA), the Suid-Afrikaanse Onderwysunie/ South African Teachers' Union (SAOU/ SATU), the Professional Educators Union (PEU) and the National Teachers' Union (NATU).
c. The NTEDC will advise on, and monitor the implementation of, the Plan across the system, and assist in the periodic review of the Plan to ensure that TED needs are addressed in a dynamic and coherent manner.
d. The Council of Education Ministers (CEM) and the Heads of Education Departments Committee (HEDCOM) for the DBE and the DHET will continue to be the primary vehicles through which teacher education and development is steered at the national, provincial and district levels.

B. A coordinated national system for teacher education and development

This Plan proposes a single outcome for teacher education and development in the country, reflected through four outputs, and achievable through 15 activities.

a. If the Plan is to be implemented successfully, it is vital that the processes and structures put forward in the activities make up a single, coordinated system in which multiple role-players contribute, rather than a scenario comprising disparate entities in which various agencies work in isolation from, and perhaps in conflict with, one another.
b. Figure 2 illustrates how the various aspects of the Plan that will be built up over time create a single, coordinated TED system, which brings together operations at the different levels of the national system.

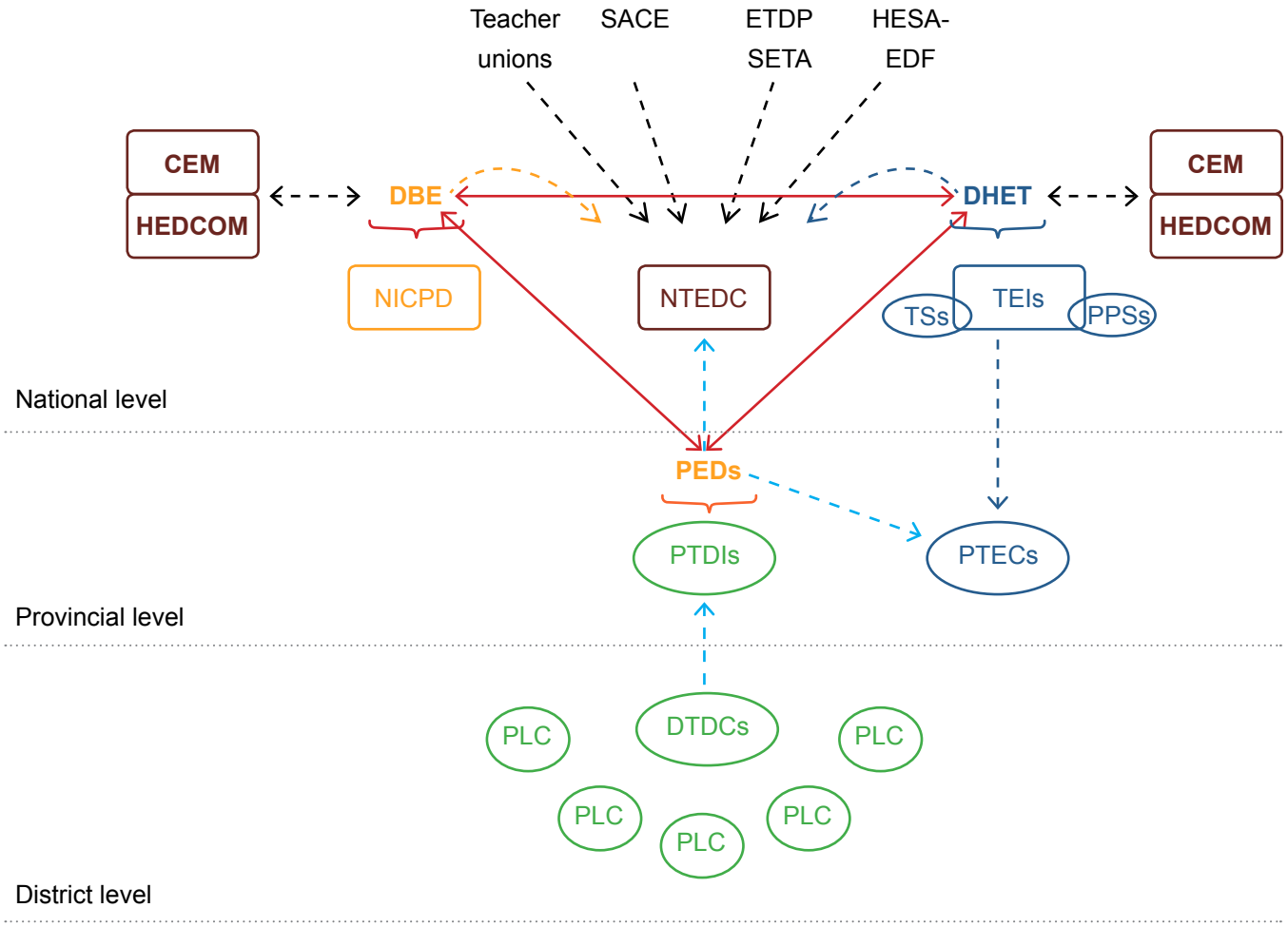


Figure 2: A coordinated, coherent national system for teacher education and development

C. Adequate time for quality teacher education and development

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.

a. In order to ensure that time is available for teacher development a number of strategies could be followed:

- 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 minimise loss of teaching time; and/or
  - Be integrated into the school timetable through adjustment of the schooling week.
- Time for teachers to engage in pedagogically deep and content-rich CPD short courses or qualification programmes could include:
  - The possible re-instituting of 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 student teachers are out in schools during WIL (teaching practice/ 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 WIL, this could enable a large number of teachers to be released for formal development purposes.

Any specific strategies that relate to educators' conditions of service will be subject to negotiation at the ELRC.

D. Sufficient funding for quality teacher education and development

The successful implementation of this Plan is dependent on the effective use of funding already available in the system, as well as on obtaining additional funding, for example, through new MTEF bids.

a. In order to ensure that funding for TED is utilised effectively, the coordination, monitoring, reporting and data management procedures regarding funding provision and utilisation will be improved and streamlined as a matter of urgency. This is particularly relevant to the use of teacher development funds obtained through national bids to Treasury, and which are currently available in the provincial baselines.
b. CEM and HEDCOM structures will help to ensure the effective and efficient utilisation of financial resources to address the priorities that have been established.
c. Mechanisms to direct the more effective use of funds available for teacher development in the Skills development budget allocation will be examined and utilised.
d. The bulk of funds available for teacher development programmes will be allocated to programmes that deepen the subject specialisation knowledge of teachers.

Sourcing of funds to enable the Plan to be fully implemented is the responsibility of the various agencies in collaboration with their partners. The Strategic Planning Map that follows identifies the various funding sources that will be explored.

3. Strategic Planning Map for the Teacher Education and Development Strategic Planning Framework (2011/12–2025/26)

The intended outcome of the Plan, and the broad groups of associated outputs, are listed below for easy reference:

OUTCOME: **Improve the quality of teacher education and development in order to improve the quality of teachers and teaching.**

A. Outputs to be led by the Department of Basic Education

- Output 1: Individual and systemic teacher development needs are identified and addressed.
- Output 2: Increased numbers of high-achieving school-leavers are attracted into teaching.

B. Outputs to be led by the provincial education departments

- Output 3: Teacher support is enhanced at the local level.

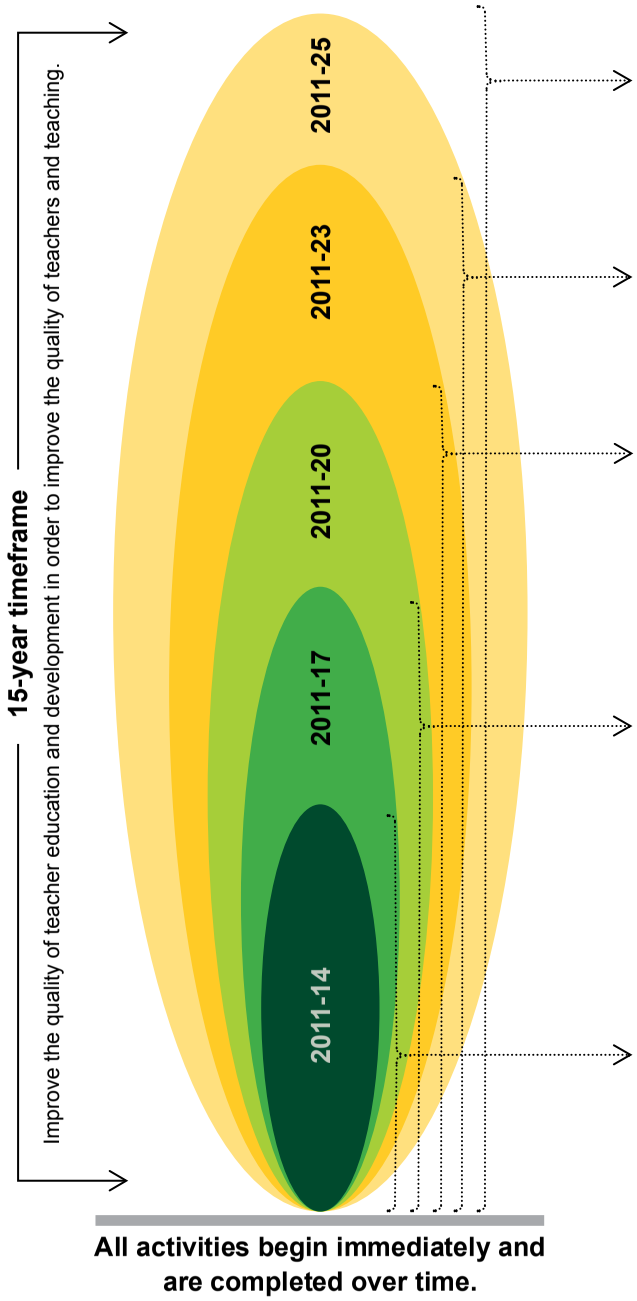
C. Outputs to be led by the Department of Higher Education and Training

- Output 4: An expanded and accessible formal teacher education system is established.

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.

The tables that follow expand on the nested diagram and provide schematic details of activities that will be implemented to produce the specific outputs described above. The tables should be read against the narrative in the earlier part of this document. Detailed operational plans for each aspect of the Plan will be developed by the agency that has responsibility for leading the activity.

INTEGRATED STRATEGIC PLANNING FRAMEWORK FOR TEACHER EDUCATION AND DEVELOPMENT IN SOUTH AFRICA



2011 → 2025

- The system to identify and address teachers' development needs has been expanded to include all school leaders and subject advisors.
- Sufficient, fully resourced DTDCs have been established to service the whole country.
- A network of Professional Practice Schools (PPSs) has been established around TDCs in the districts.

2011 → 2023

- Some District Teacher Development Centres (DTDCs) 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 TEIs have been fully established where appropriate/ needed.
- The system to identify and address teachers' development needs has been expanded to cater for all Senior Phase subjects and the major Further Education and Training (FET) subjects.
- Teaching Schools (TSs) have been established in relation to all TEI delivery sites.

2011 → 2017

- Subject-based and issue-based PLCs 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.
- Priority, targeted professional development opportunities for classroom teachers, school leaders and subject advisors are immediately (2011) initiated and rolled out over five years (to 2016), and priorities are reviewed for implementation over the following five-year period.
- Teacher knowledge and practice standards have been developed for all subjects.

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 Education Committees (PTECs) are established in all provinces.
- Subject-based and issue-based Professional Learning Communities (PLCs) are initiated.
- The system to identify and address teachers' development needs has been established for at least numeracy/ mathematics and literacy/ English first additional language for all phases.
- Existing Teacher Education Institutions (TEIs) have been strengthened

Existing budgetary resources will be redirected towards some of these activities. Others will be dependent on funding obtained through a series of national MTEF bids.

Output 1: Individual and systemic teacher development needs are identified and addressed.

A National Institute for Curriculum and Professional Development (NICPD) will be established to develop and manage a system through which the development needs of individual teachers, and the development needs of specific categories or groups of teachers, can be identified and addressed.

Activity number	Activity description	Lead agency	Delivery partners	Key tasks	Funds required for...	Funding source/ funding mechanism	Timeframe
1.1	Establish the National Institute for Curriculum and Professional Development (NICPD).	DBE	-	- Set up the NICPD in the DBE. - Appoint staff in the NICPD. - Provide resources for the NICPD to carry out its work of coordinating the development and deployment of teacher diagnostic self-assessments and quality short courses.	Establishing, staffing and resourcing the NICPD.	- Start-up funding available through national project funds. - DBE MTEF bid made in 2010/11for the balance of funds required.	2011/12–2014/15.
1.2	Develop and deliver teacher diagnostic self-assessments to assess curriculum competence.	DBE	PEDs; Subject-based experts.	- Identify and appoint subject-based expert groups for each focus area. - Expert groups to identify, develop and pilot diagnostic self-assessments for each focus area. - Make diagnostic self-assessments available to teachers at the district level, in online and/or paper-based form.	Establishing expert groups for each phase and subject to develop, pilot and implement diagnostic self-assessments.	- DBE MTEF bid made in 2010/11 for the development of the first phase of diagnostic self-assessments. - DBE MTEF bid made in 2013/14 for the development of the second phase of diagnostic self-assessments. - DBE MTEF bid made in 2016/17 for the development of the third phase of diagnostic self-assessments.	2011/12–2025/26

Activity number	Activity description	Lead agency	Delivery partners	Key tasks	Funds required for...	Funding source/ funding mechanism	Timeframe
1.3	Develop and deliver high-quality, content-rich, pedagogically sound CPD courses for teachers.	DBE	PEDs; Subject-based experts; SACE-approved providers.	- Identify and appoint subject-based expert groups for each focus area. - Expert groups to identify, develop and pilot high-quality curriculum courses for each focus area. - The NICPD to ensure that courses are endorsed by SACE, and where appropriate are QCTO-accredited or HEQC-accredited. - The NICPD to make courses available for delivery to teachers who need to do the course (as shown by the results of the diagnostic self-assessments) by SACE-approved providers across the country. - PEDs to make funding available (from the Skills development budget and teacher development baseline funds) for individual teachers to do the necessary courses.	Establishing expert groups for each phase and/or subject, to develop and pilot content-rich, pedagogically sound short courses.	- DBE MTEF bid made in 2010/11 for the development of the first phase of course development. - DBE MTEF bid made in 2013/14 for the development of the second phase of course development. - DBE MTEF bid made in 2016/17 for the development of the third phase of course development.	2011/12–2025/26
1.4	Develop and deploy a TED ICT support system.	DBE	PEDs; SACE.	- The NICPD to oversee the development of a TED ICT system to support the deployment of diagnostic self-assessments and CPD short courses. - Ensure that the ICT system is aligned with the SACE CPTD Management System, to allow for teachers to access approved providers, and to allow for allocation of PD points once a course is successfully completed. - Ensure that the TED ICT system is aligned with provincial systems to allow teachers to gain approval and obtain funding to do the necessary course.	The development and maintenance of a TED ICT platform linked to the SACE CPTD Management System, and to PEDs' ICT systems to support the identification and addressing of individual teachers' development needs.	- Start-up funding available through national project funds. - DBE MTEF bid made in 2010/11for the balance of funds required.	2011/12–2013/14

Activity number	Activity description	Lead agency	Delivery partners	Key tasks	Funds required for...	Funding source/ funding mechanism	Timeframe
1.5	Identify and address immediate to medium-term systemic teacher development needs.	DBE	PEDs; SACE-approved, QCTO- or HEQC-accredited providers.	- Analyse national assessments and other reports to identify specific focus areas as national priorities to be targeted for development in the short term. - Identify relevant existing short courses/ formal qualification programmes that could be utilised. - The DBE (through the NICPD) to oversee development of new short courses where gaps exist (as part of Activity 1.3). - PEDs to identify prioritised districts, schools, teachers, school leaders and subject advisors for different short courses or formal qualification programmes, as guided by this Plan. - PEDs to provide funding (from their Skills development budget) for teachers, school leaders and subject advisors to complete the identified short courses or formal qualification programmes.	- The development of new short courses (as part of Activity 1.3); - Teachers/ school leaders/ subject advisors to register for identified short course or formal qualification programmes.	- DBE MTEF bids made in 2010/11, 2013/14 and 2016/17 for the development of short courses. - PEDs' HRD Skills development budget is funding source for individual teachers, school leaders and subject advisors to register for identified short courses or qualification programmes – built into the PED skills plan.	2011/12–2016/17

Output 2: Increased numbers of high-achieving school-leavers are attracted into teaching.

In order to meet system needs, concerted efforts will be made to attract and encourage high-achieving school-leavers to become teachers.

Activity number	Activity description	Lead agency	Delivery partners	Key tasks	Funds required for...	Funding source/ funding mechanism	Timeframe
2.1	Implement a strengthened teacher recruitment campaign.	DBE	PEDs; Teacher unions; Universities	- The DBE to develop, fund and oversee the implementation of a recruitment strategy. - PEDs to assist with the implementation of recruitment activities at the provincial and district levels. - Universities to assist with the implementation of recruitment activities at the institutional level.	Implementation of recruitment activities at the national, provincial and district levels.	- DBE project funds.	Ongoing activity
2.2	Implement enhanced bursary funding schemes for initial teacher education students.	DBE	PEDs; ETDP SETA.	- Strengthen national and provincial bursary schemes to ensure that adequate numbers of students are supported to meet the demand for new teachers in the country. - Review the allocation model for Funza Lushaka bursaries to ensure that bursaries are provided to students in needed subject areas, and to students who will teach in geographical areas where there is a need for teachers. - Ensure that national bursary allocations, provincial bursary allocations and allocations of bursaries to initial teacher education students by the ETDP SETA are aligned, to avoid duplication and unnecessary competition, and to allow for more efficient funding of initial teacher education students.	Awarding of service-linked bursaries to initial teacher education students who are studying to become teachers.	- Funza Lushaka funds available in the baseline. - New DBE MTEF bid to increase Funza Lushaka allocation to be made by the DBE in 2010/11. - PED bursaries for initial teacher education students allocated from the Skills development budget in the province. - ETDP SETA discretionary funds.	Ongoing activity

Output 3: Teacher support is enhanced at the local level.

Support to teachers and access to professional development opportunities will be enhanced at the local level.

Activity number	Activity description	Lead agency	Delivery partners	Key tasks	Funds required for...	Funding source/ funding mechanism	Timeframe
3.1	Establish Provincial Teacher Development Institutes (PTDIs).	PEDs	DBE	- The DBE to oversee the development of national norms and standards for PTDIs. - PEDs to establish PTDIs in line with national norms and standards. - Locate provincial teacher development officials at the PTDI.	- Recapitalisation of existing infrastructure and resources in provinces where PTDIs already exist; - Establishment of new PTDIs in provinces where none exist.	- DBE MTEF bid to be made in 2011/12. - Funds made available to provinces utilising the conditional grant mechanism.	2011/12–2017/18
3.2	Establish District Teacher Development Centres (DTDCs).	PEDs	DBE	- The DBE to oversee the development of national norms and standards for DTDCs. - PEDs to establish DTDCs in line with national norms and standards. - Locate district teacher development officials and curriculum advisors at the DTDCs.	- Recapitalisation of existing infrastructure and resources in provinces where PTDIs already exist; - Establishment of new PTDIs in provinces where none exist.	- DBE MTEF bid to be made in 2011/12. - Funds made available to provinces utilising the conditional grant mechanism.	2011/12–2025/26

Activity number	Activity description	Lead agency	Delivery partners	Key tasks	Funds required for...	Funding source/ funding mechanism	Timeframe
3.3	Establish Professional Learning Communities (PLCs) to strengthen teacher professionalism.	PEDs	DBE; Teacher union professional arms; Subject-based professional teacher associations; NGOs and other organisations working with teachers.	- All role-players to assist in the development of guidelines for the establishment of local, subject-based PLCs, and to advocate the establishment of these. - PEDs to lead the establishment of the PLCs at the local level, through local subject advisors and/or trained teacher mentors. - Activities for the PLCs to be developed by the PLCs themselves, as well as by the NICPD, the PTDIs, the DTDCs, subject-based professional teacher associations, and the professional arms of teacher unions.	- Development, printing and distribution of materials to support PLC activities; - Operational expenses of PEDs; - Specialised training of subject advisors and teacher mentors.	- Re-prioritisation of a part of the MTEF baseline funds for teacher development currently available in the provinces. - Initial NICPD contribution funded as part of the DBE MTEF bid made in 2010/11. - Additional funds obtained through the DBE MTEF bid made in 2014/15.	2011/12–2016/17

Output 4: An expanded and accessible formal teacher education system is established.

An expanded and accessible formal teacher education system that both develops practising teachers and produces sufficient numbers of new, quality teachers with the specialised and differentiated competences that are required by the schooling system will be established.

Activity number	Activity description	Lead agency	Delivery partners	Key tasks	Funds required for...	Funding source/ funding mechanism	Timeframe
4.1	Develop teacher knowledge and practice standards.	DHET	Universities; Subject-based professional teacher associations; Teacher union professional arms.	- Identify and appoint subject-based expert groups for each subject/ area of specialisation. - Expert groups to develop teacher knowledge and practice standards for each area.	Establishing expert groups for each phase and/or subject, to develop standards.	- DHET MTEF bid made in 2011/12 for the development of standards.	2011/12–2016/17
4.2	Optimise, extend and expand the capacity of Teacher Education Institutions (TEIs).	DHET	Universities; CHE/ HEQC.	- Maximise the utilisation of existing university resources on existing sites for the production and development of teachers. - Extend the capacity of institutions where possible and as needed through the establishment of additional campus sites for the delivery of TED programmes. - Expand the institutional capacity for the delivery of TED programmes as needed by establishing new institutions.	- Infrastructure development; - Resource provision; - Staff appointments.	- DHET MTEF bid for infrastructure spend made in 2010/11 as part of the wider infrastructure bid for universities to increase enrolments and graduations. - DHET MTEF bid made in 2012/13 for the recapitalisation or establishment of additional delivery sites (campuses) for existing institutions. - DHET MTEF bid made in 2015/16 for the establishment of new TEIs where necessary after optimisation and extension of existing capacity.	2011/12–2020/21

Activity number	Activity description	Lead agency	Delivery partners	Key tasks	Funds required for...	Funding source/ funding mechanism	Timeframe
4.3	Establish Provincial Teacher Education Committees (PTECs) to inform enrolment planning at public TEIs, to match evidence-based TED targets.	DHET	PEDs; Universities.	- Develop full descriptions of functions and membership of PTECs. - Establish and operationalise PTECs in each province.	-	-	2011/12–2013/14
4.4	Strengthen Foundation Phase teacher provisioning.	DHET	Universities.	- Increase the number of universities that offer Foundation Phase teacher education programmes. - Increase the number of students, especially African-language students, enrolled in Foundation Phase initial teacher education programmes. - Promote and support research, programme development and materials development in Foundation Phase teacher education.	- Infrastructure development; - Staff appointments; - Research; - Materials development; - Programme development; - Student funding.	- DHET MTEF bid for infrastructure spend made in 2010/11 as part of the wider infrastructure bid for universities to increase enrolments and graduations. - Donor funds (European Union Sector Policy Support Programme).	2011/12-2013/14

Activity number	Activity description	Lead agency	Delivery partners	Key tasks	Funds required for...	Funding source/ funding mechanism	Timeframe
4.5	Strengthen the teaching practice/ school experience component of teacher education programmes through the development of Teaching Schools (TSs) and Professional Practice Schools (PPSs).	DHET	DBE; PEDs; Universities; Specific schools; ETDP SETA.	- Develop norms and standards for TSs and PPSs and identify and resolve all legal issues relating to developing such schools. - Identify and develop suitable TSs in close proximity to university campus sites. - Develop partnership agreements between TSs, PEDs and universities. - Develop staff in TSs to fulfil the role of method lecturers and mentors. - Develop a network of PPSs across the country. - Develop staff in PPSs to fulfil the role of mentors to student teachers.	- Adequate resourcing of TSs and PPSs; - Adequate staffing at TSs and PPSs; - Development of mentor teachers.	- Donor funds. - PED Skills development budget to support mentor teacher development. - ETDP SETA discretionary funds to support WIL. - DHET MTEF bid to be made in 2013/14.	2011/12–2025/26

4. List of abbreviations and acronyms used in this document

ANA	Annual National Assessments
BEd	Bachelor of Education
CEM	Council of Education Ministers
CHE	Council on Higher Education
CPD	Continuing Professional Development
CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DTDC	District Teacher Development Centre
ECD	Early Childhood Development
ELRC	Education Labour Relations Council
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
FET	Further Education and Training
FP	Foundation Phase
Grade R	Reception Year
HEDCOM	Heads of Education Departments Committee
HEQC	Higher Education Quality Committee
HESA-EDF	Higher Education South Africa – Education Deans' Forum
Hons	Honours
HRD	Human Resource Development
ICT	Information and Communication Technology
IP	Intermediate Phase
IQMS	Integrated Quality Management System
MTEF	Medium Term Expenditure Framework
NCS	National Curriculum Statement
NGO	Non-governmental Organisation
NICPD	National Institute for Curriculum and Professional Development
NQF	National Qualifications Framework
NSC	National Senior Certificate
NTEDC	National Teacher Education and Development Committee
PD	Professional Development
PED	Provincial Education Department
PLC	Professional Learning Community
PPS	Professional Practice School
PTDI	Provincial Teacher Development Institute
PTEC	Provincial Teacher Education Committee
QCTO	Quality Council for Trades and Occupations
REQV	Relative Education Qualification Value
SACE	South African Council for Educators
SP	Senior Phase
TED	Teacher Education and Development
TEI	Teacher Education Institution
TS	Teaching School
WIL	Work Integrated Learning

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

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

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)

National Professional Teachers' Organisation of South Africa (NAPTOSA)

National Teachers' Union (NATU)

Professional Educators Union (PEU)

South African Democratic Teachers' Union (SADTU)

South African Council for Educators (SACE)

Suid-Afrikaanse Onderwysersunie/ South African Teachers' Union (SAOU/ SATU)

SADTU

NAPTOSA
TEACH WITH DIGNITY

NATU
National Teachers' Union
NATU
Educating Our Nation

SAOU

PEU
PROFESSIONAL EDUCATORS UNION

elrc
EDUCATION LABOUR
RELATIONS COUNCIL

SACE

ETDP SETA

HESA
HIGHER EDUCATION
SOUTH AFRICA