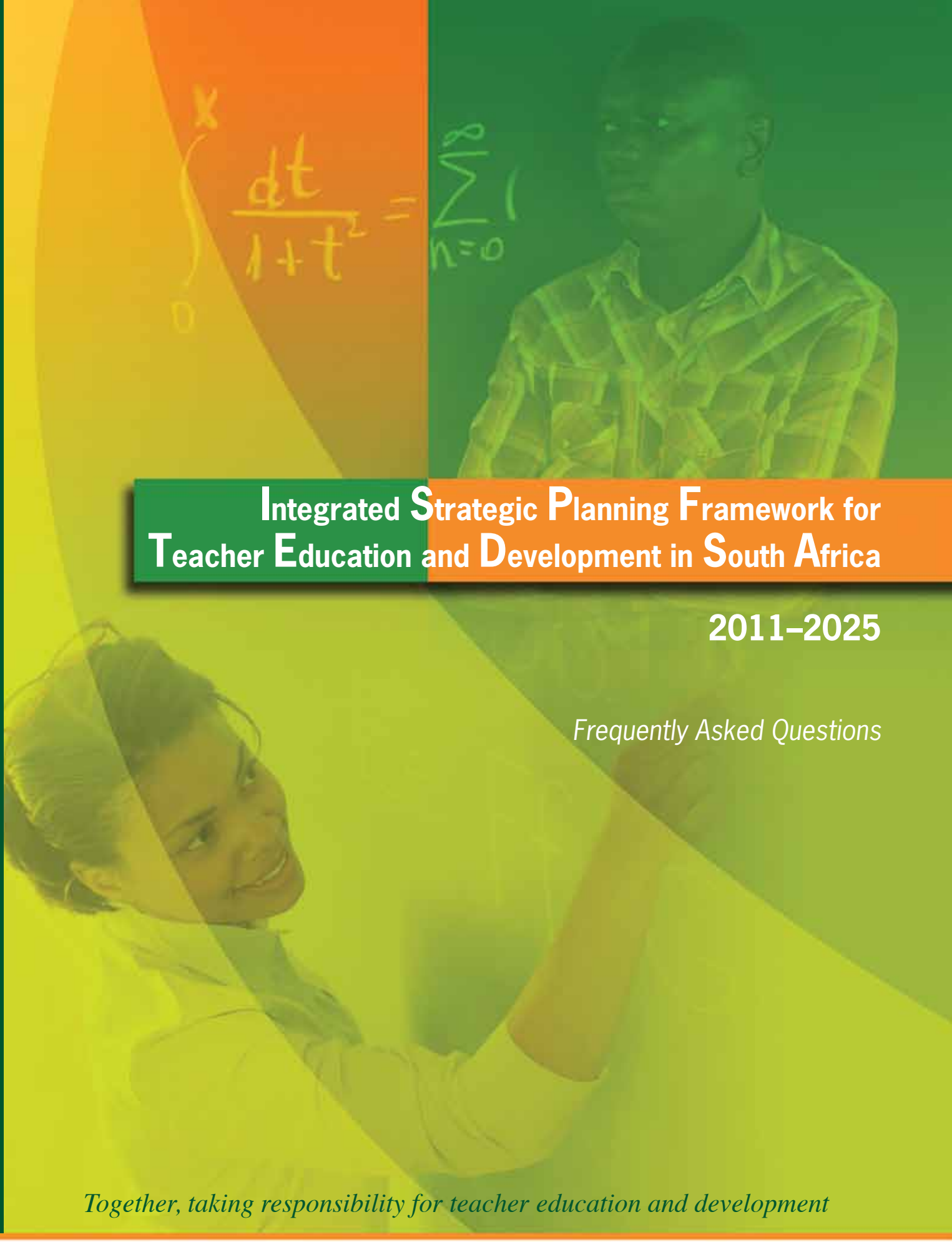

Integrated Strategic Planning Framework for Teacher Education and Development in South Africa

2011–2025

Frequently Asked Questions

Together, taking responsibility for teacher education and development

basic education
higher education & training

TEACHER DEVELOPMENT

Date of publication: 05 April 2011
ISBN: 978-1-4315-0394-0

Enquiries to
Department of Basic Education
222 Struben Street
Pretoria 0001
Tel: 012 357 3686
Fax: 012 324 4484
www.education.gov.za
Email: teacherdevelopment@dbe.gov.za

Department of Higher Education and Training
123 Schoeman Street
Pretoria 0001
Tel: 012 312 6293
Fax: 086 2989992
www.dhet.goc.za
Email: eqp@dhet.gov.za

Copyright: The Departments of Basic Education and Higher Education and Training
All rights reserved. For use in publications please obtain the written permission of the Departments.

Background

The Teacher Development Summit held in Johannesburg in 2009 was a milestone in the transformation of the South African teacher education system. The Summit gathered together 350 participants, many of whom were practising teachers, to debate and find solutions to the urgent needs in teacher education and development.

The Summit resolved that a new, strengthened, integrated plan for teacher education and development be prepared. As a result, all the roleplayers came together to develop this new *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa* 2011-2025. The Plan puts forward improved and expanded teacher education and development opportunities in order to improve the quality of teaching and learning in schools. It addresses the call to 'reopen the colleges' in a variety of ways, so as to improve teachers' - and prospective teachers' - access to quality education and development opportunities.

The principal stakeholders who have worked together to produce the Plan include the national and provincial education departments, the national teachers' unions (the South African Democratic Teacher' Union (SADTU), the National Professional Teachers' Organisation of South Africa (NAPTOSA), the Suid-Afrikaanse Onderwysunie/South African Teachers' Union (SAOU/SATU), Professional Educators Union (PEU), and the National Teachers Union (NATU), the Education Labour Relations Council (ELRC), the South African Council for Educators (SACE), the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA), and the Higher Education South Africa Education Deans' Forum (HESA-EDF).

Teachers are called on to make this new and improved *Strategic Planning Framework for Teacher* their own. Teachers are called on to join hands in securing the short- and long-term possibilities described in the Plan. Much of what the Plan offers will start immediately and unfold over the next 15 years. Teachers will be kept informed of available teacher development opportunities as they unfold over time. Our country needs to take care of our education needs today, as well as to build a solid foundation for future generations of teachers who follow in our footsteps.

Frequently Asked Questions

1 What's the Plan about?

The Plan aims to improve the quality of the Teacher Education and Development (TED) system in order to improve the quality of teachers and teaching.

The Plan puts the teacher at the centre of the system.

Education and development opportunities for teachers will improve throughout the system:

- The Department of Basic Education will establish a new National Institute for Curriculum and Professional Development (NICPD). The NICPD will:
  - Develop activities to assist teachers;
  - Develop interventions to improve teachers' classroom practice;
  - Develop user-friendly diagnostic tests for teachers to assess their professional competence; and

  - Bring together expertise from across the education system to develop appropriate courses for teachers.
- Teachers will be helped to identify and address their own professional development needs by:
  - Interpreting their own learners' performance in national (and other) assessments;
  - Assessing themselves by taking user-friendly diagnostic tests based on the content (theory and practice) frameworks of the school curriculum; and
  - Using the results from the diagnostic tests to identify appropriate ways to address their individual needs. Teachers can do this, for example, by joining school-based projects; or by participating in quality-assured, externally-provided programmes, including accredited courses.
- In addition to individual teachers' needs, systemic needs will be identified and targeted teacher development programmes will be put in place.

High-achieving learners will be attracted to become teachers through:

- Advocacy programmes and recruitment campaigns that promote the personal and social value of the teaching profession; and
- Increasing access to bursary schemes for those who would like to become teachers.

Support to teachers and access to professional development opportunities will be enhanced through the provision of facilities that will allow teachers to access teacher development opportunities near to where they work:

- At the local level, teachers, curriculum advisors and mentor teachers will be helped to form Professional Learning Communities (PLCs) to expand peer-learning opportunities among colleagues. PLCs will meet at schools and at district and provincial facilities.
- At the level of districts, Provincial Education Departments (PEDs) will establish District Teacher Development Centres (DTDCs). These are physical sites located in districts and manageably accessible to teachers working in surrounding schools. They serve as local sites for curriculum support staff and for teachers. At these sites teachers will be able to access shared resources, attend courses and hold PLC meetings.
- At the provincial level, PEDs will establish Provincial Teacher Development Institutes (PTDIs). These are physical sites which will serve as the base from which provinces coordinate and deliver all national and provincial priority Continuing Professional Development (CPD) programmes.
- DTDCs and PTDIs can also serve as additional delivery sites for delivery of formal qualification programmes by universities and others.

The experience of prospective and practising teachers in the formal higher education system will be improved:

- Teacher professional knowledge and practice standards will be developed to inform teacher education and improve the quality and relevance of teacher education curricula.
- The institutional capacity of Teacher Education Institutions (TEIs) will be expanded so as to increase the number of teacher graduates.
- Coordination between the national and provincial departments of education and the TEIs will be improved to ensure coherent planning for initial teacher education and continuing teacher professional development.
- Early Childhood Development (ECD) teacher provision will be strengthened.
- The practice component of teacher education programmes will be strengthened.

2 How will teachers benefit from this Plan?

Most importantly, teachers will be helped to take responsibility for their own professional development.

Teachers can do this by:

- Learning how to identify gaps in subject knowledge through (i) interpreting learners' results in national and other assessments; and (ii) taking user-friendly online and/or paper-based diagnostic tests in specific subject/ learning areas;
- Actively learning with colleagues in Professional Learning Communities (PLCs);
- Accessing funding to do quality-assured courses that are content rich and pedagogically strong and that address their individual needs;
- Understanding the curriculum and learning support materials, preparing lessons and delivering them competently; and
- Signing up with the SACE Continuing Professional Teacher Development (CPTD) Management System and achieving the target number of Professional Development (PD) points.

By involving themselves in these activities teachers will ensure that each one is the author of their own professional development journey.

3 How will individual teachers identify their own development needs and access development opportunities?

Teachers will be supported in a number of ways to identify and address their own professional development needs:

- **Interpreting learner performance**
  Teachers will be helped to see their own professional development needs on the basis of their own learners' performance. Teachers will be given help in interpreting their own tests and the national assessments, such as the National Senior Certificate (NSC) and the Annual National Assessments (ANA).

- **Diagnostic self-assessment tests**
  There will be diagnostic self-assessment tests for teachers in all subjects/ learning areas. They will be able to do these tests in paper form and online. Self-assessments will provide immediate, confidential feedback to each teacher on curriculum areas that they specifically need to be developed. Diagnostic self-assessments will be linked to teacher development opportunities and funding.

- **Working with their peers**
  Teachers will be encouraged to join Professional Learning Communities (PLCs). In these forums they will be able to discuss areas of concern and possible solutions with fellow professionals, including identifying appropriate quality-assured courses and qualification programmes to meet each other's professional development needs.

- **Accessing development opportunities**
  A range of professional development opportunities will be put in place over time.

Teachers will be able to attend short Continuing Professional Development (CPD) courses and activities at local centres, such as Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs).

High-quality qualification programmes will also increasingly be available at universities and some FET colleges. Partnerships between universities, PTDIs and DTDCs will create greater access at local level to diagnostic tests, qualification programmes and activities and courses endorsed by SACE for Professional Development (PD) points.

Teachers will be able to apply for funding from their provincial education department to do these courses.

- **Keeping up-to-date with opportunities**
  The Plan has been approved by all the roleplayers and together they are preparing to implement it, starting immediately. Teachers need to look out for when various parts of the Plan become operational.

  For example, SACE is busy preparing the SACE CPTD Management System to include endorsed activities that teachers can do to get Professional Development points.

  Teachers can find out about current and new opportunities through education department websites, including the PED websites and the Thutong website of the Department of Basic Education (DBE); the ELRC, SACE, ETDP SETA and teacher union websites; teacher union newsletters; *The Teacher* newspaper and other communication routes, including the Teacher Laptop Initiative (TLI) as it rolls out.

- **Making time for professional development**
  The Plan proposes a number of time-strategies. These time-strategies should not compromise classroom teaching time. Time-strategies that affect teachers' conditions of service are subject to negotiation in the ELRC.

  Here are some examples of responsible time-strategies that schools can consider:
  - Full and effective use of the 80 hours set aside for professional development in the collective agreement.
  - School timetables could set aside specific times for professional development.
  - Teachers could attend courses just before, or just after, each term.
  - Teachers who are enrolled for full-time programmes could apply for formal study leave, in which case substitute teachers could temporarily take on their teaching responsibilities.

  The time-strategy chosen by each teacher will depend on the needs of the teacher and the school.

4 How does the Plan respond to the call for reopening colleges of education?

The call to reopen colleges of education points to the need to improve access, output and relevance of Teacher Education and Development programmes.

The Plan identifies a shortage of new teachers entering the profession after completing their initial qualifications. This is partly because the former colleges of education were closed or merged with higher education institutions and the

reduced number of TEIs has not yet been able to meet the increasing need for new teachers. It is also because the funding that was available to the former colleges of education was not made available to the TEIs, and this hampered their development.

The Plan also recognises that Teacher Education and Development programmes must be properly focused and prioritised to meet teachers' real, identified needs. Moreover, experienced teachers have a great reservoir of skill and expertise that can be tapped to help less experienced or less expert colleagues.

The Plan addresses these concerns in a number of ways:

- **Strengthening existing Teacher Education Institutions (TEIs)**
  The capacity of the nation-wide network of public and private TEIs will be increased, with particular consideration for the need for Early Childhood Development practitioners, Foundation Phase teachers and Special Needs teachers. The quality of the TEIs' programmes will be strengthened.

- **Ensuring existing Teacher Education Institutions' capacity is optimised**
  In addition to ensuring that existing delivery sites (campuses) are fully utilised at existing Teacher Education Institutions (TEIs), new delivery sites will be identified and resourced where possible, especially in rural areas.

  If the above measures do not meet the teacher supply needs of the country then new, dedicated TEIs will be established. For example, two new universities are planned for Mpumalanga and the Northern Cape, which will include specialisation in teacher education.

- **Strengthening provision of Foundation Phase and ECD teachers**
  Institutions offering Foundation Phase teacher education will be increased from 13 to 21 over the next four years.

  The number of African Language Foundation Phase teachers will be increased through earmarked bursary funding.

  Selected institutions will be helped to specialise in preparing ECD practitioners. FET colleges offering ECD programmes for the National Certificate Vocational (NCV) will be encouraged to partner with higher education institutions that have expertise in ECD training to offer ECD programmes.

- **Attracting and supporting prospective teachers**
  National and Provincial Education Departments, teacher unions and universities will work together to attract and encourage high-achieving learners who are leaving school to become teachers.

  The Funza Lushaka bursary scheme for initial teacher education students will be strengthened in order to recruit more teachers, especially in priority areas.

- **Strengthening teaching practice/ school experience opportunities**
  The Department of Higher Education and Training (DHET), together with TEIs, will establish Teaching Schools and Professional Practice Schools in each province to ensure meaningful workplace-integrated learning (WIL).

Teaching Schools 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.

Professional Practice Schools are places where student teachers will be placed for the practical components of their programmes. At Professional Practice Schools student teachers will observe experienced teachers in action and prepare, teach and reflect on lessons themselves.

Highly competent teachers and subject advisors will be recruited and qualified to mentor initial teachers-in-training, ensuring that they receive appropriate support and guidance during their practice teaching periods.

- **Strengthening professional educational communities**
  Teachers will be helped to form Professional Learning Communities (PLCs). Teachers, together with curriculum advisors and mentor teachers will share their knowledge and resources with each other.

  The PLCs will in turn be helped by the system. For instance, when the new National Institute for Curriculum and Professional Development (NICPD) is up and running, teachers will receive support such as development activities, input on improving classroom practice, and teacher diagnostic tests, which will allow them to assess their own knowledge and competence in a non-threatening way. The NICPD will be in a position to propose suitable courses for teachers, and SACE will endorse the quality of courses.

  In future, teachers' Professional Learning Community meetings could be held at Professional Practice Schools.

5 When will the Plan be implemented?

The Plan has immediate, medium- and longer-term priorities that will transform the landscape of teacher education and development over time. Teachers will need to keep their eyes on the present as well as the future as this Plan rolls out. Most activities in the Plan begin immediately and will be completed over time. Priorities will be re-evaluated as the plan unfolds.

Teachers can expect the following activities to start immediately and to grow to full provision at different points in time over the next 15 years:

Immediate-term priorities (2011 to 2014)

- Targeted professional development opportunities for classroom teachers, school leaders and curriculum advisors are initiated and rolled out. Teachers, especially in underperforming schools, will be able to access programmes in priority subject areas such as Literacy and Numeracy in the Foundation Phase; English first additional language, Mathematics, Science and Technology in all phases; and English first additional language, Mathematics, Science, and Accounting in FET.
- Subject- and issue-based Professional Learning Communities (PLCs) are initiated.
- Teacher support for implementation of the Curriculum Assessment Policy Statements (CAPS) in terms of the roll out plan: Foundation Phase and Grade 10 in 2011 for 2012; Intermediate Phase and Grade 11 in 2012 for 2013; and Senior Phase and Grade 12 in 2013 for 2014.

- SACE's CPTD Management System is launched.
- A system for helping teachers to identify and address their development needs for at least Numeracy/ Mathematics and Literacy/ English first additional language for all phases is developed.
- Provincial Teacher Education Committees (PTECs) are established in all provinces.
- The National Institute for Curriculum and Professional Development (NICPD) is established.
- The Funza Lushaka bursary scheme is strengthened, and teacher recruitment is doubled.
- Existing TEIs are strengthened.

Medium-term priorities (2011 to 2020)

- Subject- and issue-based Professional Learning Communities are widely established.
- All provinces establish fully-resourced Provincial Teacher Development Institutes (PTDIs).
- System priority, targeted professional development opportunities for classroom teachers, school leaders and curriculum advisors are reviewed and strengthened.
- The system to identify and address teachers' development needs is progressively established for at least Foundation Phase, Intermediate Phase, Senior Phase and major FET subjects/ learning areas.
- Teacher knowledge and practice standards are developed for all teaching specialisations and new, improved teacher education curricula are in place across the system.
- The capacity of existing TEIs is optimised.
- SACE's CPTD Management System is rolled out to all teachers.

Longer-term priorities (2011 to 2025)

- New TEIs are fully established where needed.
- Teaching Schools (TSs) are established in connection with all TEI delivery sites.
- Fully-resourced District Teacher Development Centres (DTDCs) are established to service the whole country.
- SACE's CPTD Management System is rolled out to all educators.
- The system to identify and address teachers' development needs is expanded to cater for all school phases, learning areas and subjects.
- The system to identify and address teachers' development needs is expanded to include all school leaders and subject advisors.
- A network of Professional Practice Schools (PPSs) is established around teacher development centres in the districts.

6 How will system-wide Teacher Education and Development needs be identified and addressed?

Needs will be identified based on national learner assessments like the National Senior Certificate (NSC) and the Annual National Assessments (ANA), as well as through research into the qualification profiles of practising teachers from Grade R to Grade 12.

7 What are the training priorities?

The Plan comprehensively addresses the training needs of every teacher in the system.
Below is an overview of some of the opportunities that are envisaged:

The Plan prioritises training for ALL teachers in the system:

- **Qualified practising teachers** in all grades and across all subjects/ learning areas will be helped to advance their professional capacities. For example, teachers will be helped to improve their subject knowledge and teaching skills through PLCs and through relevant, quality activities endorsed by SACE, including accredited courses delivered by TEIs.
- **Subject advisors** and teachers identified as having potential to become leaders in the system will be helped to complete a Bachelor of Education Honours (B.Ed (Hons)) or master's degree (and, in the future, post-graduate diplomas), which are designed to enhance their knowledge of teaching and learning in specific subjects/ specialisations.
- **Selected highly competent teachers, mentors and subject advisors** will be helped to lead Professional Learning Communities (PLCs) in their specialisations at school and local cluster levels, through specialised subject-focused Advanced Certificate in Education (ACE) or B.Ed (Hons) programmes (and, in the future, advanced diplomas and professional post-graduate diplomas).
- **All rural primary school teachers where multi-grade teaching is the norm** will be helped, with a particular focus on Literacy and Numeracy.
- **Special Needs teachers** working with the deaf, blind, multiply disabled and severely disabled (mentally and physically) will be helped to acquire relevant qualifications and skills.
- **Unqualified practising graduate teachers** will be helped to complete the Post-Graduate Certificate in Education (PGCE), a two-year part-time programme.
- **Unqualified practising teachers** will be helped to complete their Bachelor of Education (B.Ed).
- **Underqualified practising teachers** who wish to upgrade will be assisted to complete their Bachelor of Education (B.Ed).
- **Unqualified Grade R practitioners** will be helped to complete the level 5 ECD/ Grade R Diploma and additional new qualifications as these become available.

The Plan prioritises training for underperforming schools

Approximately 3 000 underperforming secondary schools (those with less than a 60% pass rate in the 2010 NSC exams), and their feeder primary schools have been identified as priorities for receiving targeted training in the first five years of the Plan. This amounts to about 10 000 schools in the system. If insufficient funding is available to cover all the identified schools, the largest secondary schools and feeder primary schools in this group will be selected. The following teachers in these underperforming schools have been identified as priorities for additional training:

- **Foundation Phase teachers** will be helped in the areas of Numeracy, Home Language/ Literacy (all African languages), and English first additional language.
- **Intermediate, Senior and Further Education Phase teachers** will be helped in the areas of Mathematics and English first additional language.
- **FET teachers** will be helped in the areas of Mathematics, Mathematical Literacy, Accounting, Physical Science and English first additional language.

- **For all phases and specialisations above,** teachers who are involved in multi-level/ inclusive teaching will be helped in the areas of curriculum adaptation.
- **School leaders** will be helped to complete the Advanced Certificate in School Leadership and Management (ACE SL&M) and/ or short courses focused on managing curriculum, assessment and productive learning environments in schools.
- **Subject advisors** servicing the targeted schools will be helped to complete short courses, enabling them to better help teachers in their area of specialisation, and to facilitate Professional Learning Communities.

8 How is the Plan related to the Integrated Quality Management System (IQMS)?

The Plan delinks teacher appraisal for purposes of development from appraisal for purposes of remuneration and salary progression, as required by the Teacher Development Summit Declaration.

This enables the ELRC to streamline the IQMS, which is currently being undertaken.

9 How will the Plan be coordinated?

A National Teacher Education and Development Committee (NTEDC) will be formed.

It will be made up of representatives from all the organisations involved in producing this Plan, including participants at national, provincial and local levels.

The NTEDC's primary responsibility will be to monitor and advise on the implementation of the Plan across all levels of the system. It will also help review the Plan at specific intervals so that the most effective steps are taken to meet teachers' education and development needs.

10 What are the roles of stakeholders like government, SACE, the teacher unions and the universities?

All stakeholders are committed to ensuring that the Plan is implemented effectively.

- **The roles of the Department of Basic Education (DBE) and Provincial Education Departments (PEDs)**
  The DBE and PEDs are responsible for ensuring that the Plan's objectives and outcomes are given full support; that support systems and financial resources are mobilised and used effectively to make the Plan a reality; and that departments continue to work in good faith with all stakeholders to ensure that the Plan's targets are met.

- **The role of the Department of Higher Education and Training (DHET)**
  The DHET will ensure that the national teacher education and development system develops the capacity to serve all education sectors with high-quality programmes for teachers and prospective teachers.

- **The role of the South African Council for Educators (SACE)**
  SACE is the professional body responsible for registering educators, enforcing compliance with the code of professional ethics and promoting professional development. SACE will manage the Continuing Professional

Teacher Development (CPTD) Management System with the support of the DBE, PEDs and other stakeholders. This system will expect teachers to maintain professional development portfolios and achieve a target number of Professional Development (PD) points. Teachers will do this in three ways: through their own personal development efforts; by engaging with their colleagues in school-based activities including Professional Learning Communities; and by attending programmes offered by external providers. Only providers approved by SACE and whose programmes are endorsed by SACE, will be allowed to offer programmes for PD points. In this way SACE will ensure that providers offer programmes of high quality that equip teachers with the knowledge and skills they require.

- **The role of teacher unions**
  Through their dedication and professionalism, teacher unions will help to raise the public's opinion of the teaching profession and to attract talented new teaching recruits. They will encourage their members to join Professional Learning Communities, make the most of all professional development opportunities available to them, and achieve their PD points targets. Teacher unions will themselves become providers of high-quality teacher development programmes to their members.

- **The role of universities**
  Universities are responsible for ensuring that their teacher education and development programmes are responsive to national and provincial priorities, are accessible to teachers and meet their professional needs, and are relevant and of high quality.

11 Where will the funds come from to support the implementation of the Plan?

The DBE, PEDs and the DHET are responsible for securing and allocating the bulk of the funds required to implement the Plan.

Funds for TEIs are allocated annually to public universities by the DHET. These funds are used to staff faculties or departments of education that provide accredited degree and other programmes for new or experienced teachers. Funds are also made available for improving infrastructure and strengthening the provisioning system. There are also earmarked funds for new teachers from disadvantaged communities offered through the National Student Financial Aid Scheme (NSFAS).

Two main sources of funds support teachers on specific development programmes in the field. One source is the Skills Development Levy which all employers (including PEDs) must earmark for the training of employees. The other source is the additional budget allocations that are especially earmarked by DBE and PEDs for teacher education and development. Most of these funds will be directed to targeted programmes that deepen teachers' specialist subject knowledge.

In the short term, PEDs will assist teachers to obtain funding for teacher development courses. In the long term, teachers will be able to apply online for funds for professional development programmes that are designed to meet the gaps identified by their self-assessment tests.

The DHET, the DBE and PEDs will bid for additional state resources to support the new institutions and expanded enrolments in Teacher Education and Development that are required to meet the Plan's outcome targets.

12 **In the end, the Plan depends upon teachers**

This is a Plan for professional development. Professional development is done *by* teachers, not *to* teachers. Professional development starts with finding out what needs developing, then closing those gaps by whatever means are available.

Stakeholder bodies have put the Plan together and are responsible for ensuring that it is implemented, but in the end the Plan will succeed because teachers grasp the new opportunities with both hands.

For more information

The full-length version of the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa*, together with the *Technical Report* which informed the choices made in the Plan, are available on the following websites:

www.tdsummit.co.za

www.elrc.co.za

www.education.gov.za

www.dhet.gov.za

www.sadtu.org.za

www.naptosa.org.za

www.peu.org.za

www.etdpseta.org.za

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