



# PROFESSIONAL TALK

Your CPTD Management System Newsletter for excellence in education

VOL 1 NO.1 2015

Message from **SACE**  
*Power of teaching*  
**page 3**

Evaluators and  
endorsement news  
**page 11**

**SACE** research  
seminar reportback  
**page 12**



# Foreword

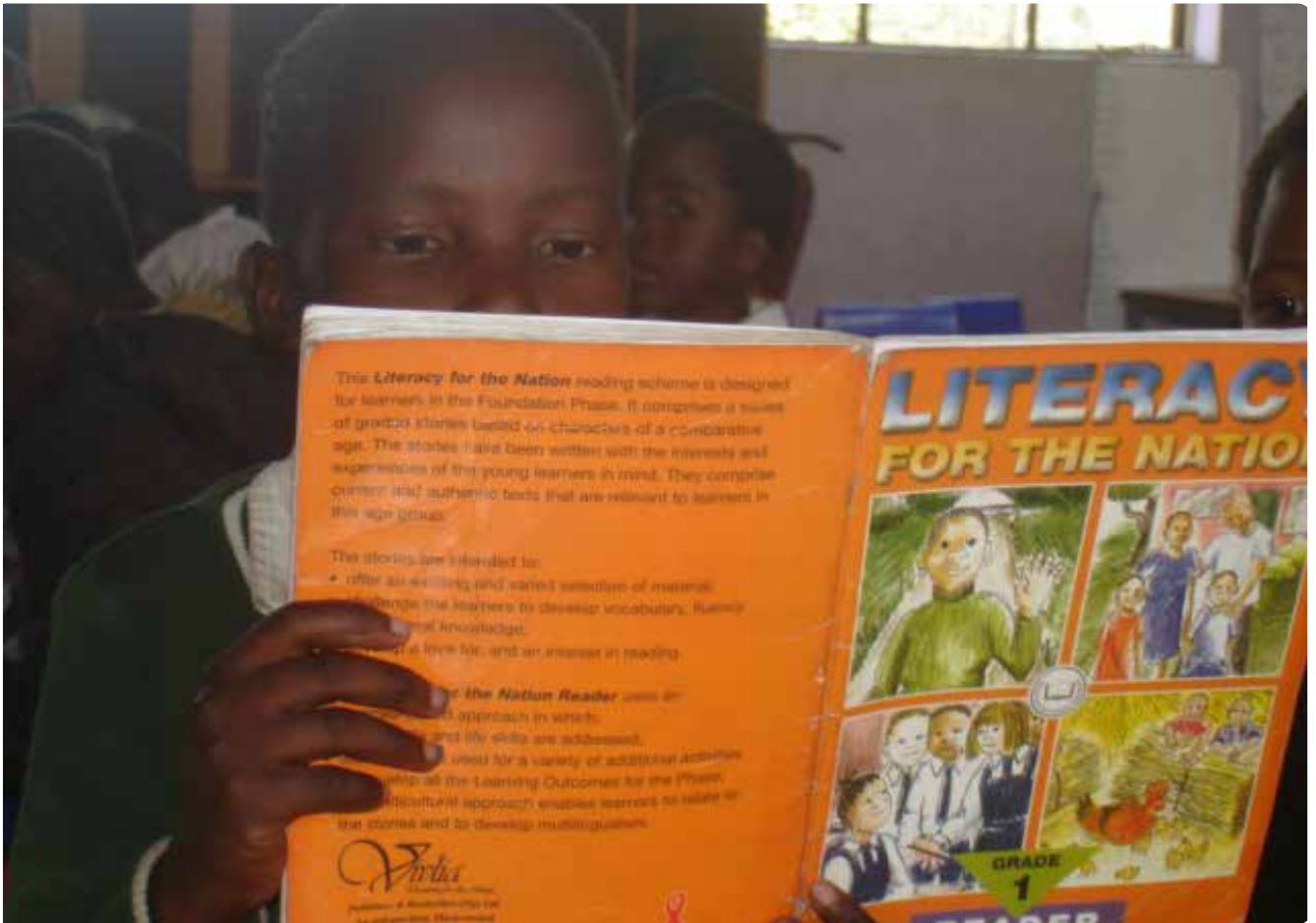
It is with great pleasure that we present you with our first CPTD Newsletter – Professional Talk, which will serve as a platform to communicate matters related and relevant to the CPTD Management System. As SACE we hold professional development in very high regard, and we trust that you will find the contents of this newsletter valuable and informative. To all educators who work together in an effort to shape our future generations, we would re-emphasise our sincerest appreciation. With this newsletter we hope that you will be further encouraged and motivated to continue on a journey of life-long learning, so that the education does indeed take pride of place as “the mother of all professions”. With this newsletter, we trust that all others who are involved in the CPTD Management System – education departments, unions, evaluators and professional development programme providers – will gain insights on current matters for purposes of strengthening professional development and professionalism.

Forward “towards excellence in education”!

Yours in the Profession

**Rej Brijraj**

CEO: The South African Council for Educators



# Power of **teaching**

In its vision of the South Africa of 2030, the National Development Plan (NDP) foresees the kind of education system that helps pull people out of the sinking sand of intergenerational poverty. The NDP also outlines specific recommendations and sets targets for changing the status quo.

The expectations of the NDP of teachers are not entirely new as they broadly overlap with the Department of Basic Education's (DBE) Schooling 2030 vision and the 2014 – 2019 Medium Term Strategic Framework. What the NDP targets do is make the challenges and objectives in the schooling sector much clearer.

Fortunately, many teachers are well aware of the power they hold in shaping the future of the nation. An increasing number of teachers are individually taking the initiative of improving their skills and qualifications in the interests of effective teaching.

In playing its part, the South African Council for Educators (SACE) continues to meet the needs of the teaching profession through the Continuing Professional Teacher Development (CPTD) Management

System. An important aspect of the CPTD Management System is that of ensuring that the quality of Professional Development (PD) programmes and activities that teachers undertake is of the highest standard.

The purpose of the PROFESSIONAL TALK newsletter is, amongst others, to provide a platform through which educators can share experiences on their life-long journey of learning through participation in the CPTD Management System.

**Ella Mokgalane:**  
SACE Professional Development  
And Research Senior Manager

# Keeping professionally *fit*



Welcome to our very first newsletter, PROFESSIONAL TALK. The purpose of PROFESSIONAL TALK is pretty straightforward. It is a way in which the South African Council for Educators (SACE) wishes to communicate with educators, officials, teacher unions and all relevant stakeholders on a quarterly basis on matters related to the CPTD Management System.

A glance at the newsletter's table of contents reflects PROFESSIONAL TALK's areas of focus. This launch edition of the newsletter (and those after it) seeks to communicate the interaction between evaluators, the endorsement committee, providers of PD activities / programmes and educators. Since communication is a two-way process, we also want you to communicate with us about your challenges and achievements in implementing the Continuing Professional Teacher Development (CPTD) Management System.

Most of us educators are familiar with the CPTD Management System. The CPTD Management System is currently being managed by SACE with the support of the Department of Basic Education (DBE), nine Provincial Education Departments (PEDs) and the stakeholders. Just to recap, the CPTD Management System is made up of the following three pillars:

- **CONTINUING:** This is because learning never ceases, regardless of age, seniority or employment status.
- **PROFESSIONAL:** Because the CPTD Management System is focused on developing the competence of teachers and their ability to discharge teaching responsibilities in a professional manner.
- **DEVELOPMENT:** It provides teachers with clearly defined goals of improving their professional practice and enhancing teaching and learning, by means much wider than just formal training courses.

Professional development should be regarded as a never-ending commitment by teachers to update their skills and knowledge – and even values and attitudes – in order to remain professionally competent, as well as to achieve their true potential. It is true that it takes a village to educate a child, but equally true – if not more so – is that the ultimate determinant of effective teaching lies with individual teachers within the profession itself. Teachers must be the main drivers of professional development.

**Mr. Johan Horn**  
Professional Talk Editor

# The **CPTD** Management System at **WORK**

*“Once you stop learning, you start dying,” remarked Albert Einstein.*

That may be true for all of us, but the renowned physicist might just as well have meant that ongoing learning is essential for the survival of any profession.

We at the South African Council for Educators (SACE) believe that teaching should be a profession, in the true sense of the word which is conducted by true professionals who develop themselves professionally on a continuous basis.

SACE is a statutory body for the education profession. It is empowered by the SACE Act No. 31 of 2000 and the National Policy Framework on Teacher Education and Development (NPFTED) of 2007 to ensure the professionalisation of educators in South Africa. Against this backdrop, the Continuing Professional Teacher Development (CPTD) Management System is a tool for managing and quality assuring professional development programmes and activities.

SACE kick-started the CPTD Management System by conducting a pilot study in 2009. This particular pilot study covered 13 districts, 145 schools and reached as many as 3,963 educators across South Africa. In late 2013, the actual rollout of the CPTD Management System earnestly began with the signing up of the 1st Cohort of Principals and Deputy Principals, who started their three year CPTD cycle by participating in professional development activities and earning Professional Development Points from early 2014.

The signing-up of the 2nd Cohort of Head of Departments (HODs) is underway. This group of HODs will start their three-year CPTD Management System cycle from January 2015. While all Post-level 1 Educators, or the 3rd Cohort, will be signing up in 2015 for their three-year CPTD Management System cycle in 2016.



All educators sign-up manually or electronically on the CPTD Self-Service Portal before they participate in their 1st CPTD Management System cycle, not only to start earning Professional Development Points, but also as a demonstration of their commitment to a culture of life-long learning.

At the same time, providers are also applying to have their Professional Development Activities endorsed by SACE. Educators should also earn Professional Development Points by participating in these SACE endorsed PD activities (under Type 3). You as educators are encouraged to sign up for participation in the CPTD Management System, but also to participate in various activities that will develop you further. Remember, you can also earn points by taking part in Self-Initiated (Type 1) and School-Initiated (Type 2) PD activities which are outlined in the SACE document titled “Educators’ Guide: How to participate in a three year CPTD Cycle”.

By participating in the CPTD Management System, it is hoped that a culture of life-long learning will begin to thrive, which will in turn enable all educators to contribute to quality teaching and learning.

# Sign-ups *gaining momentum*

The Orientation and signing-up of Principals and Deputy Principals in 2013 kick-started what would become an exciting year ahead for the CPTD Management System. For the 2014/15 financial year, we have thus far managed to achieve 28 662 (82%) of the 34 764 target we had set for the signing-up of Principals and Deputy Principals for participation in the CPTD Management System. With regards to the sign-up of Head of Department (HODs), we had a target of 46 788 and managed to sign-up 24 316 (51.9%) so far.

The impetus could be attributed to the combined support of all the nine Provincial Education Departments, CPTD Management System stakeholders, who count among them the teacher unions and the South African Principals Association (SAPA). The appointment of

the 9 SACE CPTD Coordinators in provinces, who work closely with provincial education departments' CPTD Coordinators, assisted greatly in the process of monitoring and supporting principals and deputy principals who are already participating in their three year CPTD cycle.

SACE would like to thank the individual Principals, Deputy Principals and HODs who have already signed-up. We specifically encourage the remaining HODs to keep their eyes open – there's an orientation and sign-up session coming to a place near you! Be on the look-out for further announcements in your provinces as more might be coming.

## REMEMBER

It is very important for all educators to sign up for participation in the CPTD Management System by entering correct details. Your cell-phone number must always be entered and must also be correct. You receive your username and password via sms. If you do not enter your details correctly, you won't receive details with which you can enter the CPTD Self-service Portal.

An added benefit of signing up for participation in the CPTD Management System is that it will place SACE in a position to use the data on our system to analyse and inform all relevant stakeholders in the education sector on matters regarding the education landscape in South Africa.

Remember that there is a difference between signing up for participation in the CPTD Management System and normal SACE Registration. If you sign up for participation in the CPTD Management System, it does not automatically mean that you are also registered with SACE and visa versa.

## A variety of Activities

We do everything we can from our side to make sure that you as educators are protected against fraudulent providers and can enjoy participation in quality activities and programmes by means of our evaluation and endorsement processes.

SACE is pleased to inform you that we have finally put together a Catalogue which specifically contains information on all SACE-approved providers and endorsed professional development activities. The purpose of the catalogue is to have a directory of approved providers and endorsed activities. The purpose of the catalogue is to have a directory of Approved Providers and Endorsed Activities which will assist you in finding activities that might address your own specific professional development needs with ease. In order to further give access to additional information, the Catalogue aims to provide more details on providers. For example, the names of their contact persons, contact details, areas (provinces and places) where they present these activities etc.

The SACE CPTD Catalogue has been collated in line with the priorities as identified by the CEM Lekgotla. The following key strategic areas, namely Mathematics, Science, Technology and Languages, CAPS, SBAs and ICT are amongst the key strategic areas catered for in the catalogue.

SACE Endorsed Programmes or Activities cover a wide range of topics and areas, amongst which are the following:

- ICT
- Leadership and Management
- Communications
- Mathematics
- Physical Science
- Special Education Needs
- School Discipline
- Policy Development and Implementation

For you to access the Catalogue, go to the SACE website ([www.sace.org.za](http://www.sace.org.za)) and you will see it right there on the home page. There is a series of topics to choose from. Just click on the relevant one in order to view a list of approved providers and their endorsed activities.

An approved provider is a professional development activity/programme provider that has applied to the council for SACE approval status. Those who are approved have satisfied the criteria for provider approval. We do this in order to execute our mandate of protecting you as educators against fraudulent providers. Part of granting this status is for prospective providers to sign a Code of Good Practice that binds them to adhering to the expected standards that go together with the granted approval.

If you need more support on CPTD Management System orientation, SACE is willing to assist you. In the meantime you could pick up a thing or two from some important questions that SACE has been asked by educators during orientation and sign-up sessions hosted thus far, some of which are captured by the following frequently-asked-questions:



## CPTD management system frequently asked questions

### WHAT IS IN IT FOR ME?

A truly professional educator constantly strives to be on top of their game and the CPTD Management System provides an organised way of keeping you in top form. On completion of your first three-year cycle you will receive either a Bronze, Silver or Gold certificate, depending on the amount of Professional Development Points you have managed to accumulate. Although taking part in CPTD activities may not directly yield financial rewards, it certainly increases one's chances when opportunities arise.

### WHAT WILL HAPPEN TO ME IF I DON'T PARTICIPATE IN THE CPTD MANAGEMENT SYSTEM?

When you register with SACE you agree, as an educator to adhere to the SACE Code of Professional Ethics for Educators, of which Professional Development is part. Thus you commit yourself to observe the Code, which makes professional development not an option, but an obligation for all teachers. If you don't participate in the CPTD Management System, you are in breach of the Code.

### HELP ME! I AM SIGNED UP FOR PARTICIPATION IN THE CPTD MANAGEMENT SYSTEM, BUT HAVE NO IDEA WHAT TO DO NOW

SACE has also developed a variety of resources which range from DVD, YouTube videos, mobile apps, booklet and brochures to help. Please access the instructional DVD at <https://www.youtube.com/watch?v=BXxWlgo9Vcl>.

Signing-up for participation in the CPTD Management System is as easy as 1,2,3, which involves the following steps:

**Step 1:** Get to know the CPTD Management System (attend an orientation session and read the material).

**Step 2:** Sign up for participation in the CPTD Management System.

**Step 3:** Participate in Type 1 and Type 2 Professional Development Activities (guided by the document titled: Educators' Guide: How to participate in the CPTD Management System (provided to you during the orientation session. It is available on the SACE website as well). Record your participation in the Professional Development Portfolio Template (provided to you during the orientation session. It is available on the SACE website as well). By participating in Type 3 Professional Development Activities, you will also earn points. Refer to the catalogue that is available on the SACE website as well.

**Step 4:** Report your participation in PD activities and points earned to SACE (online through the CPTD self-service portal or manually by filling-in section 4 of the Professional Development Portfolio Template and sending it to SACE)

### WHAT DO I INCLUDE IN THE PROFESSIONAL DEVELOPMENT PORTFOLIO IN ORDER TO START COMPILING MY PROFESSIONAL DEVELOPMENT PORTFOLIO?

Some of the biggest challenges cited by educators are deciding what to include in their Professional Development Portfolio and where to start in compiling their IT. For this reason, SACE developed Guidelines for Developing the Professional Development Portfolio (PDP).

START WITH A PLAN HOW YOU ARE GOING TO ADDRESS YOUR NEEDS AND THEREAFTER RECORD YOUR PARTICIPATION AND KEEP A POCKET OF EVIDENCE:



#### HOW DO I RECORD MY PROFESSIONAL DEVELOPMENT ACTIVITIES?

After you have signed up for participation in the CPTD Management System, you will start by compiling your own Professional Development Portfolio which will contain your professional development plans as well as a record of Professional Development Points and Evidence of Participation in these programmes or activities. You then record your professional development activities in a Professional Development Portfolio. This is a resource document designed to assist each educator's professional growth and contains the following:

1. Guidance on identifying and analysing your professional development needs.
2. A Template to assist you in designing your Professional Development Plan (which is reviewable every year).
3. Guidance on the kind of professional development activities or programmes you can participate in to address your professional development needs.
4. Reflection on how the Professional Development activities contributed towards your professional practice and competence.
5. A record and evidence of your participation in Professional Development Activities and Professional Development Points earned.

**REMEMBER TO KEEP A RECORD IN YOUR PROFESSIONAL DEVELOPMENT PORTFOLIO AND START ACCUMULATING POINTS. YOU WILL NEED TO EARN AT LEAST 150 POINTS EVERY THREE YEARS.**

#### HOW DO I REPORT MY PROFESSIONAL DEVELOPMENT ACTIVITIES AND POINTS TO SACE?

We expect honest reporting of activities and points. In June and November all Principals, Deputy Principals, Acting Principals and Acting Deputy Principals have to report participation in Professional Development either manually (by means of the template available in the Portfolio) or electronically via the CPTD self-service portal.

##### MANUALLY

Post:

Attention: CPTD Provinces and Members Unit  
SACE  
Private Bag X127  
Centurion  
0046  
Fax-to-Mail: 086 571 5260  
Email: [member@sace.org.za](mailto:member@sace.org.za)

##### ONLINE REPORTING

[www.sace.org.za](http://www.sace.org.za)

Choose CPTD then click on Self-Service Portal

Choose Educator Login using your username and password

Choose Record Points tab on top.

For further support and information, please do not hesitate to contact us at [member@sace.org.za](mailto:member@sace.org.za) or phone 012 663 9517.



**DID YOU KNOW?**

Did you know that SACE has a walk-in CPTD Self-Service Centre right there at our office building where educators come to register? While you wait for your SACE certificate and updates, why not pay us a visit and sign up for participation in the CPTD Management System as well? Just enter our building, turn left at Reception and turn Right to go to our CPTD Self-Service Centre. As easy as that.

**WHO IS SIGNING UP, WHEN AND WHO IS ALREADY EARNING POINTS?**

Below is an explanation of the rollout of the CPTD Management System:

- Principals and Deputy Principals (the first cohort) signed up in 2013 and began their 3-year cycle in 2014-2016.
- HODs (the second cohort) signed up for CPTD in 2014 for their 3-year CPTD cycle from 2015 to 2017.
- The third cohort (Post Level 1 educators) will sign up for participation in the CPTD Management System in 2015, and will start with their 3-year cycle in 2016-2018.

**Reporting on Professional Development Activities**

Principals and Deputy Principals have already started reporting on the first year of their three-year cycle in 2014 and HODs will start in 2015. Kindly take note of the following:

- Make sure you understand the differences between type 1, Type 2 and Type 3 professional development activities and programmes.
- Make sure you understand how Professional Development Points are allocated.
- If you have not yet participated in all three Types of activities, you still need to report on those that you have done. Make sure that by the end of your cycle you have participated in all three types of activities.
- Reporting is an ongoing process. But all participants are reminded that June and November are mandatory reporting periods.

Refer to the document titled "How to Participate in My Three Year Cycle – Educators' Guide" for more information.

# **REACHING OUT TO PROFESSIONAL DEVELOPMENT ACTIVITY PROVIDERS**

SACE has been conducting provider forums in provinces with the purpose of reaching out to potential service providers of professional development activities. These forums are meant to provide information on the CPTD Management System to potential providers as well as to encourage them to apply for approval and submit their programmes for endorsement. Thus far provider forums have already taken place in the Gauteng (5 December 2013), Limpopo (27 March 2014), Eastern Cape (16 April 2014) and KwaZulu-Natal (26 June 2014) provinces.

The provider forums have proved to be an effective way of not only sharing information directly on the CPTD Management System, but they also help clear common misunderstandings about the CPTD Management System and the function of SACE. The two foremost issues that were raised at these service provider forums related to the funding of CPTD Management System programmes and the role of SACE in this regard:

- SACE does not fund educators' participation in CPTD professional development programmes nor is it required to pay Service Providers to conduct programmes. The role of SACE is to protect educators against possible fraudulent providers by means of our Provider Approval and Activity Endorsement processes.
- It is also not SACE's responsibility to arrange the presentation of programmes on behalf of Service Providers as they are responsible for arranging and presenting their programmes themselves.

We would also like to take this opportunity to recap the Provider Approval and Activity Endorsement Process, which is as follows:

- Service Providers submit relevant documentation to SACE in order to get approval.
- After the process has been approved, providers submit their activities for endorsement.
- SACE appoints Evaluators who thoroughly go through the submitted programmes and refer their recommendations to the Endorsement Committee.
- The Endorsement Committee studies the findings of Evaluators and further decides whether they agree with the recommendations or not.
- Recommendations are sent to the SACE Professional Development Committee for final decision. Thereafter, providers are informed of the outcomes and given relevant activity numbers as well as the allocated Professional Development Points that educators can earn by participating in those activities.
- Endorsement Certificates are issued. Be aware that relevant participants (Principals and Deputy Principals in 2014 and HODs in 2015) will only be able to earn Professional Development Points for Type 3 activities which have been endorsed by SACE.
- As part of SACE's monitoring process for quality purposes, site visits will be conducted. These will not only include physical venues where programmes are being presented, but also company websites.

SACE would like to express our appreciation to all providers who attended and participated in these provider forum sessions. Further provider forums will take place in the remaining five provinces on future dates that will be determined and communicated to all.



Providers are once more reminded about the stipulation in the Code of Good Practice that gives you the responsibility to report or upload those teachers you have trained. You can do this by visiting the SACE website, clicking on the CPTD link and going to the Self-Service Portal. There you will find several fields. Click on the Provider Login button and insert your Provider Number and Password (username and passwords are provided by SACE). You can, alternatively, manually complete the SACE Provider Reporting Template and send it to SACE for capturing.

Important information that has to be sent to SACE is your Provider Name, Provider Number, and the Name of the Activity together with the PD Points allocated to that activity. Also include the following information on those educators who participated in your activity: Name, Surname, ID Number, SACE Number, and Contact Details (Specifically the Cell Phone Numbers they used to sign up for participation in the CPTD Management System). Kindly email manual reports to [provider@sace.org.za](mailto:provider@sace.org.za) or fax them to 086 538 5952.

**FOR ANY INFORMATION OR SUPPORT CONTACT US AT [PROVIDER@SACE.ORG.ZA](mailto:PROVIDER@SACE.ORG.ZA) OR PHONE US AT (012) 663 9517**

# Minding the Gaps



A Capacity Building Workshop, which was primarily aimed at Evaluators and the Endorsement Committee Members, was hosted by SACE in partnership with VVOB at the beginning of June 2014. The purpose of the workshop was to explore ways to strengthen the evaluation process of the CPTD Management System. Ongoing monitoring and evaluation is crucial to identifying and arresting any gaps in the implementation of the CPTD Management System.

A recent site visit to 93 schools in the Gauteng Province found a number of gaps that were immediately prioritised for attention. The underlying causes of gaps in the implementation of the CPTD Management System was evident in the fact that schools put too much emphasis on signing-up educators than on well-grounded orientation sessions, which obviously impacted negatively on the quality implementation of the CPTD Management System.

At the workshop, participants drew insights from emerging lessons not only in Gauteng, but in other provinces as well. Foremost among the recommendations was that provider submissions needed to be checked against an evaluation rubric, which contains a set of criteria for impact assessment purposes. A skeleton of the evaluation rubric document was discussed at length, but is still being developed.

## Make the Circle Bigger

SACE has broadened the scope of evaluating professional development activities by recruiting and appointing seven colleagues from the Special Needs sector. These colleagues will enhance the quality of evaluation of Special Needs and Inclusive Education Activities. The Council intends to ensure that all sections of the SACE-registered, school-based educators have the best quality services available. In an effort to maintain the set of standards for evaluation, there are review sessions that are also being convened with the relevant groups whose responsibility it is to evaluate and recommend credible providers who can deliver activities that are responsive to educators' needs.

The two main aims are to ultimately provide educators with a database of activities that can effectively and directly contribute to the improvement of teaching and learning and overall classroom practice.

The endorsement process is providing us with an opportunity to broaden the range of activities that can contribute to the professional development of educators. It is through this that we have developed a catalogue of all approved providers and endorsed professional development activities which includes the amount of PD Points educators will earn once they have completed these programmes or activities.



**FEEDBACK**

On the 28th October 2014 SACE's Professional Development and Research Division hosted their first Mini-Seminar on the Professional Development Needs within the South African Education Environment. The Mini-Seminar was attended by a broad section of education sector stakeholders, including officials from the South African Council for Educators (SACE), the Department of Basic Education (DBE), teacher unions, principals and deputy principals, professional development activity providers, among other delegates. This section of PROFESSIONAL TALK provides summaries of information shared during this event

# THE PROFESSIONAL DEVELOPMENT *NEEDS OF* *PRINCIPALS AND DEPUTY* *PRINCIPALS*

SACE administered professional development needs questionnaires to principals and deputy principals nation-wide during the course of 2013. The purpose of the study was to determine the specific professional development needs of principals and deputy principals in order to inform the rest of the education sector – including providers of professional development activities.

A total number of 12 053 questionnaires were returned to SACE and high-level findings were presented during the seminar by Dr Tony Khatle and Dr Burton Malgas.

The questionnaires reached principals and deputy principals from 6,317 schools, 80 school districts nationwide and covered urban, township and rural areas as well as special needs schools. The top Professional Development Needs identified nationwide, in order of importance, were the following:

1. Providing leadership, mentoring, support and development
2. Financial management
3. Policy development and implementation
4. Managing quality of teaching and learning (curriculum)
5. Managing staff appraisal and development (iqms & spmds)
6. Computer literacy
7. General institutional management and administration
8. Administration of resources and records
9. Training on changes in legislation or policies
10. Management of infrastructure and resources

The main aim of the SACE Professional Development Needs Analysis research report is to “make a contribution to strategies and interventions that will enhance the capacity of school management,” explained Dr Khatle and Dr Malgas.

## Teachers serious about quality teaching

The second presentation was done by Mr Habib Karimulla, Acting Director for Educator Performance Management & Development & Whole School Evaluation at the Department of Basic Education. In his presentation he indicated that the numbers of educators taking part in development programmes that have been identified either in School Improvement Plans (SIPs) and the respective Personal Growth Plans (PGPs) of educators have been growing. This is borne out by the 2013/14 Integrated Quality Management System (IQMS) annual report figures, according to which 75,224 educators at all levels participated in SIP and PGP developmental programmes. Most of the support was provided to teachers in the North West, Western Cape and Free State provinces.

Also worth noting is that a further 32,110 educators participated in training workshops on the implementation of the IQMS with the majority of them coming from Mpumalanga followed by Limpopo and Free State. The positive figures and report also bear testimony to the success schools have had in implementing the recommendation in the IQMS moderators' reports that the administration of IQMS becomes institutionalised within the schooling sector.

The Skills Development Act of 1998 requires the alignment of educator development programmes and activities with those identified by individual schools, thereby allowing a seamless link to the IQMS, the Whole School Evaluation (WSE) and workplace skills development strategies. In addition to ensuring entrenching the accountability of schools to agreed education outcomes, the IQMS is also meant to help in improving the quality of teaching and the management of schools by addressing weaknesses through specific interventions and ongoing external monitoring.



## Continuing Professional Development: The Flemish and WVOB Way

Mr. Marc van den Brande, the President of the Flemish Education Council for Primary Education, made an input on the Flemish (northern Belgium) approach to Continuing Professional Development (CPD) in their schooling system. His brief presentation described how Flemish schools became less dependent on external (and often geographically far-flung) providers of professional development services by gradually developing their own internal CPD capacity.

The provision of CPD activities changed from being conducted by external experts outside the premises of client schools, Mr. Van den Brande reported. Over time, the very same providers began moving into schools until their role in the CPD system was gradually revised. The main drivers of behind the evolution of the Flemish approach to CPD includes issues content relevance, decentralisation and higher organisational capacity of schools and the risks associated with too much dependence on external consultants for the implementation.

However, Mr. Van den Brande stressed, the placement of the CPD function in the hands of schools does not entirely take the role of external support out of the equation. The approach merely tilts the scale in favour of schools they get better and better at in determining the exact nature and quality of CPD service they require. The Flemish CPD model makes use of a checklist for providers. The checklist

interrogates the vision, experience, methodology and proposed costs of CPD providers among other criteria.

According to Mr. Van den Brande, the most common areas in which teachers need support in the Flanders education sector lie in student discipline, behavioural problems and teaching students with special learning needs.

## Skills Planning in Schools

The function of the Education, Training and Development Sector Education Training Authority (ETDPP-SETA) is to enhance the skills profile of the education sector. Its work is regulated by a variety of legislative and policy instruments. These range from the Sector Education Training Authority (SETA) Grant Regulations; the Organising Framework for Occupations (OFO); the National

Development Plan (NDP) and the Integrated Strategic Planning Framework for Teacher Education and Development in SA 2011-2025.

## Scarce and critical skills

A major aspect of ETDPP-SETA's work is that of keeping tabs on the demand and supply of skill within the schooling, with particular focus on the so-called "scarce" and "critical skills against long-term strategies. Both the "scarce skills" and "critical skills" are defined in terms of the OFO. "Scarce skills" are those occupations that are hard to fill due to current or future availability of "skilled, qualified and experienced people" in the labour market, while "critical skills" (also called top up skills) are "particular capabilities required within an occupation or for improving performance in an occupation".



### **Sources of insights**

The ETDPP-SETA makes use of data sources from national, provincial and district education institutions for its assessment of the demand and supply of scarce and critical skills. By examining these data sources on vacancies and hard-to-fill occupations, the ETDPP-SETA is able to get useful insights and trends on scarce critical skills in the schooling sector, or gaps in the implementation of specific programmes.

Supplementary data sources are for determining scarce and critical skills are the Workplace Skills Planning and Reporting (WSPR) data on scarce and critical skills; the Professional, Vocational, Technical and Academic Learning (PIVOTAL) interventions in the sector; the Organising Framework for Occupations (OFO) Codes 2013; commissioned research; the Stats SA Quarterly Labour Force Survey and, naturally, direct consultation and engagement with stakeholders.

In the 2013/14 financial year, for example, the ETDPP-SETA received a total of 495 WSPR submissions from schools, the majority of which came from School Governing Bodies (381), followed by independent schools (205) and provincial departments of education (5). The Gauteng Province had the largest number (96) of submissions while both the Mpumalanga and the Free State provinces were the lowest (4). On the basis of these submissions, ETDPP-SETA was able to come up with a fair assessment of what the scarce and critical skills in the education sector are in the schooling sector for the year in question (for details, please access the presentation on the SACE website).

### **Limitations and challenges**

However, the data on scarce and critical skills is not without limitations and challenges. In the OFO codes, there is inconsistent use of occupational titles by schooling employers. For instance, the use of different names for the same public service occupation often distorts the data. This is worsened by lack of alignment of data from municipal, district, provincial and national sources which result in duplications, among others challenges.

### **Recommendations**

The integrity of the data would be greatly enhanced if all of the education sector stakeholders pull their efforts together. In particular, the following, among others, require urgent attention:

- That WSPR data from Provincial Education Departments (PEDs) is collected at school, region and district levels, and collated at provincial level so that skills planning processes are aligned.
- That both the Department of Public Service and Administration and the Public Service SETA align public service-related OFO codes to ensure consistency.
- In the longer-term, serious discussion on the data requirements for the personnel salary information system and the Education Management Information Systems (EMIS) needs to be undertaken.

### **Summary of Presentation by Ms Josie Singaram, Head of Department: Research and Skills Planning, ETDPP-SETA**

## **Way Forward**

In closing the seminar and providing the way-forward, Ms Ella Mokgalane, Senior Manager: Professional Development and Research (SACE) indicated that SACE has managed to bring together different organisations dealing with educators' needs identification and analysis. These organisations (SACE, DBE, ETDPP-SETA) will continue to collaborate on issues such as, assuring the quality of information and data on educators' professional development needs the capacity of professional development providers, availability, accessibility of quality professional development activities / programmes to respond to the identified needs, strategic ways of strengthening capacity of the sector to respond to the identified needs.

SACE will produce a comprehensive report on the professional development needs of principals and deputy principals. The report will be shared with the principals, deputy principals, employing bodies and stakeholders. The report's findings will also be used to inform professional development provisioning by the providers and advising the Minister of Basic Education accordingly.

Currently, SACE is continuing to administer the needs identification questionnaire for the HODs. To date 8683 questionnaires have been returned and captured. The analysis process will be done in 2015. Our appreciation goes to all the principals, deputy principals and HODs who took some time to complete the questionnaire in our CPTD orientation sessions. Post Level 1 Educators can also expect an invitation to participate in a similar study pertaining to their needs in 2015.

# Acknowledgements

Thank you to everyone who made the publication of this Newsletter possible:  
CPTD Newsletter Editorial Committee  
The Flemish Association for Development Cooperation and Technical Assistance (WOB)  
Department of Basic Education  
Provincial Departments of Education  
Teacher Unions  
All Educators who participated in the CPTD Management System thus far  
All Service Providers who have submitted their programmes thus far

## CONTACT DETAILS

The South African Council for Educators (SACE)  
Crossway Park, Block 1  
240 Lenchen & Jean Avenue, Centurion.  
Private Bag x127  
Centurion, 0046  
012 663 9517  
[www.sace.org.za](http://www.sace.org.za)

Like us on Facebook: <https://www.facebook.com/pages/SACE/252487851451008>

Follow us on Twitter: <https://twitter.com/SACE9>

Email us at [member@sace.org.za](mailto:member@sace.org.za) or [provider@sace.org.za](mailto:provider@sace.org.za)

